

### Alignment of



# The Creative Curriculum® for Preschool



**WITH** 

## Alignment of *The Creative Curriculum*® for Preschool with Rhode Island Early Learning and Development Standards

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

#### References

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

DOMAIN	RI.PH.	Physical Health and Motor Development (PH)
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.1.	By 36 months, most children:
INDICATOR	PH.1.a.1.4.	Actively participate in games and dances.  Balls Study p. 46 Investigation 3 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.2.	By 48 months, most children:
INDICATOR	PH.1.a.2.1.	Carry bags or objects over short distances.  Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences
INDICATOR	PH.1.a.2.2.	Practice kicking, throwing, and running.  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 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Outdoor Experiences 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 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Large-Group p. 39 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. 43 Investigation 3 Outdoor Experiences

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STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
	PH.2. PH.2.a.	
KNOWLEDGE		Gross Motor Development
KNOWLEDGE GSE STEM	PH.2.a.	Gross Motor Development  Children develop large-muscle control, strength, and coordination.
GSE STEM SPECIFIC INDICATOR	PH.2.a. PH.2.a.1.	Gross Motor Development  Children develop large-muscle control, strength, and coordination.  By 36 months, most children:  Play "catch" using a large rubber ball.
GSE STEM SPECIFIC INDICATOR	PH.2.a. PH.2.a.1.	Gross Motor Development  Children develop large-muscle control, strength, and coordination.  By 36 months, most children:  Play "catch" using a large rubber ball.  Balls Study
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GSE STEM SPECIFIC INDICATOR	PH.2.a. PH.2.a.1.	Gross Motor Development  Children develop large-muscle control, strength, and coordination.  By 36 months, most children:  Play "catch" using a large rubber ball.  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
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GSE STEM SPECIFIC INDICATOR	PH.2.a. PH.2.a.1.	Gross Motor Development  Children develop large-muscle control, strength, and coordination.  By 36 months, most children:  Play "catch" using a large rubber ball.  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
GSE STEM SPECIFIC INDICATOR	PH.2.a. PH.2.a.1.	Gross Motor Development  Children develop large-muscle control, strength, and coordination.  By 36 months, most children:  Play "catch" using a large rubber ball.  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. 19 Exploring the Topic Day 4 Choice Time p. 20 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group
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INDICATOR	PH.2.a.1.2.	Throw underhand with some direction.  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 p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 37 Investigation 2 Day 1 Small Group p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group

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INDICATOR	PH.2.a.1.3.	Climb on outdoor play equipment.  Balls Study  p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.2.	By 48 months, most children:
INDICATOR	PH.2.a.2.1.	Pedal a tricycle.
		Balls Study
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INDICATOR	PH.2.a.2.2.	Aim and throw a ball overhand toward a target.
		Balls Study
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		p. 15 Exploring the Topic Day 1 Choice Time
		p. 16 Exploring the Topic Day 2 Choice Time
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		p. 84 Celebrating Learning Day 1 Choice Time
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		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
INDICATOR	PH.2.a.2.3.	Bounce a ball.
		Della Ctualia
		Balls Study p. 14 Exploring the Topic Day 1 Large Group
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INDICATOR	PH.2.a.2.5.	Use arms and legs in a coordinated manner to "pump" on a swing.
		Balls Study p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.a.2.6.	Jump off a bottom step with two feet.
		Balls Study p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.a.2.7.	Jump with two feet over small objects.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.3.	By 60 months, most children:
INDICATOR	PH.2.a.3.1.	Catch a small ball with two hands.  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 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 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group
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INDICATOR	PH.2.a.3.2.	Bounce a ball and catch it.  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 Small Group p. 31 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 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 p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 1 Small Group p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group

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INDICATOR	PH.2.a.3.3.	Aim and throw a ball with some accuracy.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time 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 Small Group p. 32 Investigation 1 Day 2 Small 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 Roundup 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

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STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
	PH.2.b.1.	
SPECIFIC INDICATOR		By 36 months, most children:
INDICATOR	PH.2.b.1.1.	Change direction while walking or running.  Balls Study p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.1.2.	Stop suddenly after running (displaying increased coordination and regulation of large muscles).  Balls Study p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.1.3.	Climb upstairs using alternating feet; walk downstairs, placing both

		feet on one step before approaching each subsequent step down.  Balls Study p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.1.4.	Jump forward at least six inches.  Balls Study  p. 35 Investigation 2 Outdoor Experiences  p. 43 Investigation 3 Outdoor Experiences  p. 47 Investigation 3 Day 2 Read-Aloud  p. 61 Investigation 5 Outdoor Experiences  p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.1.5.	Move in, under, and over objects in the environment with ease.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.2.	By 48 months, most children:
INDICATOR	PH.2.b.2.1.	Run up to a ball and kick it while maintaining balance.  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 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. 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 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 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group

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		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  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. 83 Celebrating Learning Outdoor Experience
		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
INDICATOR	DU O L O O	
INDICATOR	PH.2.b.2.2.	Walk or run around obstacles and corners.
		Della Ctudu
		Balls Study p. 14 Exploring the Topic Day 1 Large Group
		p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 4 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
INDICATOR	DU 2 h 2 2	
INDICATOR	PH.2.b.2.3.	Walk up and down stairs, alternating feet.
		Ralle Study
		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
		p. 11 11/2014this Education Experience

INDICATOR	PH.2.b.2.4.	Understand the position or orientation of their body to other objects and people.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
STATEMENT OF ENDURING	DH 2	Gross Motor Development
KNOWLEDGE		
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.3.	By 60 months, most children:
INDICATOR	PH.2.b.3.1.	Hop forward on one foot without losing balance.
		Balls Study
		p. 35 Investigation 2 Outdoor Experiences
		p. 43 Investigation 3 Outdoor Experiences
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.3.2.	Walk along a beam or edge.
		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
INDICATOR	DII 2 b 2 2	p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.3.3.	Gallop.
		Balls Study
		p. 35 Investigation 2 Outdoor Experiences
		p. 43 Investigation 3 Outdoor Experiences
		p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences
		p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.3.4.	Skip.
		Balls Study
		p. 35 Investigation 2 Outdoor Experiences
		p. 43 Investigation 3 Outdoor Experiences
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 61 Investigation 5 Outdoor Experiences
		p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.3.5.	Run with control and balance, making quick turns without losing
		speed and quick stops.
		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
	<u> </u>	p. 83 Celebrating Learning Outdoor Experience

INDICATOR	PH.2.b.3.6.	Demonstrate how their body can move forward, backward, left and right.
		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 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences
		p. 83 Celebrating Learning Outdoor Experience
INDICATOR	PH.2.b.3.7.	Demonstrate how their body can move fast or slow.
		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
OTATEMENT OF ENDURING	DII 0	p. 83 Celebrating Learning Outdoor Experience
STATEMENT OF ENDURING KNOWLEDGE		Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.1.	By 36 months, most children:
INDICATOR	PH.3.a.1.5.	Use scissors.
		Balls Study
		p. 33 Investigation 1 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING	DH 3	Fine Motor Development
KNOWLEDGE		
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.2.	By 48 months, most children:
INDICATOR	PH.3.a.2.3.	Use scissors with purpose.
		Balls Study
		p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group
		p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.3.	By 60 months, most children:
INDICATOR	PH.3.a.3.3.	Use simple tools (e.g., stapler, hole punch, scissors, tape
		dispenser).
		Balls Study
		p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group
		p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
INDICATOR	PH.3.a.3.4.	Hold paper and begin to cut with scissors along a straight line.
		Balls Study p. 33 Investigation 1 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING		
	PH.3.	Fine Motor Development
KNOWLEDGE		· ·
KNOWLEDGE GSE STEM	PH.3.b.	Children develop writing and drawing skills.
KNOWLEDGE		· ·

		Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	PH.3.b.1.3.	Attempt to imitate a drawn cross.
		Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	PH.3.b.1.4.	Attempt to imitate a horizontal and vertical stroke.
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	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  Fine Motor Development
	DII 2 h	Children develop writing and drawing skills
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.2.	By 48 months, most children:
INDICATOR	PH.3.b.2.2.	Imitate a horizontal and vertical stroke.  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	PH.3.b.2.3.	Imitate a drawn cross.
		Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group

		p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	PH.3.b.2.4.	Imitate a drawn circle.
INDICATOR	F11.3.D.2.4.	initiate a drawn circle.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.3.	By 60 months, most children:
INDICATOR	PH.3.b.3.1.	Draw recognizable shapes.
		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
DOMAIN	RI.SE.	Social and Emotional Development (SE)
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.2.	By 48 months, most children:
INDICATOR	SE.1.b.2.1.	Share and take turns using materials.
		Balls Study
		p. 33 Investigation 1 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	SE.2.b.2.	By 48 months, most children:
INDICATOR	SE.2.b.2.1.	Choose materials and activities.
		Pollo Study
		Balls Study p. 33 Investigation 1 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation

GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.1.	By 36 months, most children:
INDICATOR	SE.3.a.1.2.	Comfort themselves by seeking out a special toy, object, or caregiver.  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
INDICATOR	SE.3.a.1.3.	Use words to express their emotions.  Balls Study  p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.2.	By 48 months, most children:
INDICATOR	SE.3.a.2.2.	Can express emotions using words, signs, or other communication methods.  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud

		p. 65 Investigation 5 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.3.	By 60 months, most children:
INDICATOR	SE.3.a.3.3.	Can name emotions using words, signs, or other communication methods.  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 Choice Time p. 39 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 5 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.1.	By 36 months, most children:
INDICATOR	SE.3.b.1.1.	Follow simple rules most of the time.  Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.2.	By 48 months, most children:
INDICATOR	SE.3.b.2.1.	Usually follow classroom rules and expectations.  Balls Study  p. 52 Investigation 4 Day 2 Large Group  p. 83 Celebrating Learning Outdoor Experience
INDICATOR	SE.3.b.2.4.	Use materials with purpose, safety, and respect.  Balls Study p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE		Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.3.	By 60 months, most children:
INDICATOR	SE.3.b.3.2.	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home).  Balls Study p. 52 Investigation 4 Day 2 Large Group

		p. 83 Celebrating Learning Outdoor Experience
INDICATOR	SE.3.b.3.3.	Participate in group activities for increasing amounts of time.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Large-Group Roundup
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 23 Exploring the Topic Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Carge Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large-Group Roundup
		p. 41 Investigation 2 Day 3 Small Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Earge Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Large-Group Roundup
		p. 51 Investigation 4 Day 1 Read-Aloud

		p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large-Group Roundup p. 55 Investigation 4 Day 3 Large-Group Roundup p. 55 Investigation 4 Day 3 Large-Group Roundup p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 4 Day 5 Small Group p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large-Group p. 63 Investigation 5 Day 1 Large-Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 3 Small Group p. 68 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 68 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 4 Choice Time p. 68 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 71 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 72 Investigation 5 Day 5 Large-Group Roundup p. 73 Investigation 5 Day 5 Large-Group Roundup p. 74 Investigation 5 Day 5 Large-Group Roundup p. 75 Celebrating Learning Day 1 Large Group p. 76 Elebrating Learning
DOMAIN	RI.LD.	Language Development (LD)
STATEMENT OF ENDURING	LD.1.	Receptive Language
KNOWLEDGE		
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.1.	By 36 months, most children:
INDICATOR	LD.1.a.1.1.	Demonstrate an understanding of descriptive words.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time

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p. 16 Exploring the Topic Day 2 Large Group
p. 17 Exploring the Topic Day 2 Small Group
p. 17 Exploring the Topic Day 2 Large-Group Roundup
p. 19 Exploring the Topic Day 3 Large-Group Roundup
p. 19 Exploring the Topic Day 3 Mighty Minutes
p. 20 Exploring the Topic Day 4 Large Group
p. 21 Exploring the Topic Day 4 Large-Group Roundup
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Choice Time
p. 29 Investigation 1 Day 1 Choice Time
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Small Group
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Choice Time
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Small Group
p. 46 Investigation 3 Day 2 Choice Time
p. 46 Investigation 3 Day 2 Large Group
p. 47 Investigation 3 Day 2 Small Group
p. 50 Investigation 4 Day 1 Large Group
p. 51 Investigation 4 Day 1 Choice Time
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 Investigation 4 Day 2 Read-Aloud
p. 53 Investigation 4 Day 2 Choice Time
p. 53 Investigation 4 Day 2 Large-Group Roundup
p. 54 Investigation 4 Day 3 Large Group
p. 56 Investigation 4 Day 4 Choice Time
p. 57 Investigation 4 Day 4 Large-Group Roundup
p. 57 Investigation 4 Day 4 Read-Aloud
p. 57 Investigation 4 Day 4 Small Group
p. 58 Investigation 4 Day 5 Large Group
p. 59 Investigation 4 Day 5 Choice Time
p. 59 Investigation 4 Day 5 Large Group Roundup
p. 59 Investigation 4 Day 5 Small Group
p. 61 Investigation 5 Outdoor Experiences
p. 62 Investigation 5 Day 1 Choice Time
p. 62 Investigation 5 Day 1 Large Group
p. 63 Investigation 5 Day 1 Large-Group Roundup
p. 63 Investigation 5 Day 1 Mighty Minutes
p. 63 Investigation 5 Day 1 Small Group
p. 64 Investigation 5 Day 2 Large Group
p. 65 Investigation 5 Day 2 Large-Group Roundup
p. 65 Investigation 5 Day 2 Read-Aloud
p. 65 Investigation 5 Day 2 Small Group
p. 66 Investigation 5 Day 3 Large Group
p. 69 Investigation 5 Day 4 Choice Time
p. 69 Investigation 5 Day 4 Large-Group Roundup
p. 69 Investigation 5 Day 4 Small Group
p. 70 Investigation 5 Day 5 Large Group
p. 71 Investigation 5 Day 5 Mighty Minutes
p. 86 Celebrating Learning Day 2 Choice Time
p.47 Investigation 3 Day 2 Large-Group Roundup
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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
INDICATOR	LD.1.a.1.2.	Respond appropriately to others' comments, questions, or stories.  Balls Study p. 14 Exploring the Topic Day 1 Large Group
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Large-Group Roundup
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Mighty Minutes p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	LD.1.a.1.3.	Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.").
		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
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.2.	By 48 months, most children:
INDICATOR	LD.1.a.2.1.	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.
		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. 37 Investigation 2 Day 1 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. 71 Investigation 5 Day 5 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
INDICATOR	LD.1.a.2.2.	Demonstrate an understanding of conversations by responding to questions and prompts.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Large-Group Roundup
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Read-Aloud

		p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Mighty Minutes p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
INDICATOR	LD.1.a.2.6.	p.84 Celebrating Learning Day 1 Large Groups  Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?").
		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
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.3.	By 60 months, most children:
INDICATOR	LD.1.a.3.1.	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas.  Balls Study  p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 39 Investigation 2 Day 2 Small Group p. 39 Investigation 3 Day 1 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. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Large-Group Roundup
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Mighty Minutes
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 66 Investigation 5 Day 2 Read-Aloud
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	LD.1.a.3.2.	Respond appropriately to a specific and varied vocabulary.
		Balls Study
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 35 Investigation 2 Outdoor Experiences
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
		p. 49 Investigation 4 Outdoor Experience
		p. 50 Investigation 4 Day 1 Large Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 61 Investigation 5 Outdoor Experiences
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 64 Investigation 5 Day 2 Large Group
		p. 04 investigation 3 day 2 Large Group
I and the second		p. 66 Investigation 5 Day 2 Large Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	ID1233	p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group
INDICATOR	LD.1.a.3.3.	p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group Follow detailed, multi-step directions (e.g., "Put away your toys,
INDICATOR	LD.1.a.3.3.	p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group
INDICATOR	LD.1.a.3.3.	p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.").
INDICATOR	LD.1.a.3.3.	p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.").  Balls Study
INDICATOR	LD.1.a.3.3.	p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.").  Balls Study p. 27 Investigation 1 Outdoor Experiences
INDICATOR	LD.1.a.3.3.	p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.").  Balls Study p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experiences
INDICATOR	LD.1.a.3.3.	p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.").  Balls Study p. 27 Investigation 1 Outdoor Experiences

		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
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.1.	By 36 months, most children:
INDICATOR	LD.2.a.1.3.	Expand their vocabulary by asking others to name unfamiliar objects.  Balls Study p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences
		p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time
		p. 35 Investigation 1 Day 3 Choice Time
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
		p. 49 Investigation 4 Outdoor Experience
		p. 50 Investigation 4 Day 1 Large Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 61 Investigation 5 Outdoor Experiences
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 64 Investigation 5 Day 2 Large Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group
		p.53 Investigation 4 Day 2 Small Group
INDICATOR	LD.2.a.1.4.	Use two- and some three-syllable words.
		Pollo Study
		Balls Study p. 20 Exploring the Topic Day 4 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 45 Investigation 3 Day 1 Small Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group
		p.53 Investigation 4 Day 2 Small Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	LD.2.a.1.5.	Combine words into simple three- to four-word sentences.
		Balls Study
		p. 17 Exploring the Topic Day 2 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
INDICATOR	LD.2.a.1.6.	Use simple adjectives in statements ("big," "little," "hard," "soft").
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		Balls Study
		p. 23 Exploring the Topic Day 5 Choice Time
INDICATOR	LD.2.a.1.9.	Ask "who," "what," "why," and "where" questions.
		Balls Study
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 17 Exploring the Topic Day 2 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 67 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING	LD.2.	Expressive Language
KNOWLEDGE		
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.2.	By 48 months, most children:
INDICATOR	LD.2.a.2.1.	Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors.
		Balls Study
		p. 29 Investigation 1 Day 1 Small Group
		p. 44 Investigation 3 Day 1 Large Group
		p.68 Investigation 5 Day 4 Large Group
INDICATOR	LD.2.a.2.2.	Pronounce new, long, or unusual words if they have modeling and
		support.
		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
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express
		emotions, to talk about position and direction, to describe relations
		between objects, to describe actions, and to express needs.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 22 Exploring the Topic Day 4 Large Group
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud
		p. 55 myesuganon i bay 5 Neau-Mouu

		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Read-Aloud
		p. 53 Investigation 4 Day 2 Choice Time
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Large-Group Roundup
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Large-Group Roundup
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 63 Investigation 5 Day 1 Small Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 86 Celebrating Learning Day 2 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
		p.67 Investigation 5 Day 3 Large-Group Roundup
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	LD.2.a.2.5.	Determine, with modeling and support, the meanings of unknown
		words by asking questions or using contextual clues, such as
		pictures that accompany text.
		,,,,,
		Balls Study
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Gholds Time
		p. 17 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 2 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
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		p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
INDICATOR	LD.2.a.2.6.	Experiment with using new words in conversation.  Balls Study p. 23 Exploring the Topic Day 5 Small Group
		p. 37 Investigation 2 Day 1 Small Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	LD.2.a.2.7.	Use longer, more increasingly complex sentences, including complete four- to six-word sentences.
		Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud
INDICATOR	LD.2.a.2.9.	Continue to ask "who," "what," "why," and "where" questions.  Balls Study p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.1.	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors.  Balls Study p. 29 Investigation 1 Day 1 Small Group p. 44 Investigation 3 Day 1 Large Group p.68 Investigation 5 Day 4 Large Group
INDICATOR	LD.2.a.3.3.	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words.  Balls Study p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group

		p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Small Group p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 68 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p. 53 Investigation 4 Day 2 Small Group
INDICATOR	LD.2.a.3.4.	Use increasingly complex, longer sentences, including sentences that combine two or three phrases.  Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud
STATEMENT OF ENDURING	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.1.	By 36 months, most children:
INDICATOR	LD.3.a.1.1.	Respond to others' statements, prompts, and questions.
		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time

		p. 51 Investigation 4 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 53 Investigation 4 Day 2 Large Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Mighty Minutes
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to
		communicate needs, wants, and feelings.
		Balls Study
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		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 Small Group
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 27 Investigation 1 Outdoor Experiences
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 33 Investigation 1 Day 3 Read-Aloud
The second secon		p. 36 Investigation 2 Day 1 Choice Time
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 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. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 49 Investigation 4 Outdoor Experience
		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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group
		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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group
		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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time
		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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences
		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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group
		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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 5 Small Group
INDICATOR	ID3243	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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 2 Small Group p. 73 Investigation 5 Day 5 Choice Time
INDICATOR	LD.3.a.1.3.	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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 2 Small Group p. 73 Investigation 5 Day 5 Choice Time Use social conventions to initiate and sustain exchanges of
INDICATOR	LD.3.a.1.3.	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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 2 Small Group p. 73 Investigation 5 Day 5 Choice Time
INDICATOR	LD.3.a.1.3.	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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 2 Small Group p. 73 Investigation 5 Day 5 Choice Time  Use social conventions to initiate and sustain exchanges of communication.
INDICATOR	LD.3.a.1.3.	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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 2 Small Group p. 73 Investigation 5 Day 5 Choice Time Use social conventions to initiate and sustain exchanges of communication.  Balls Study
INDICATOR  STATEMENT OF ENDURING		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. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 2 Small Group p. 73 Investigation 5 Day 5 Choice Time Use social conventions to initiate and sustain exchanges of communication.

KNOWLEDGE		
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.1.	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.  Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 5 Small Group p.53 Investigation 5 Day 5 Choice Time
INDICATOR	LD.3.a.2.2.	Use appropriate volume and intonation when speaking in a variety of social situations.  Balls Study p. 29 Investigation 1 Day 1 Small Group p. 44 Investigation 3 Day 1 Large Group p.68 Investigation 5 Day 4 Large Group
INDICATOR	LD.3.a.2.3.	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Balls Study p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group

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p. 20 Exploring the Topic Day 4 Large Group
p. 20 Exploring the Topic Day 4 Choice Time
p. 21 Exploring the Topic Day 4 Read-Aloud
p. 21 Exploring the Topic Day 4 Large-Group Roundup
p. 21 Exploring the Topic Day 4 Small Group
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Large-Group Roundup
p. 23 Exploring the Topic Day 5 Choice Time
p. 23 Exploring the Topic Day 5 Read-Aloud
p. 23 Exploring the Topic Day 5 Small Group
p. 27 Investigation 1 Outdoor Experiences
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Read-Aloud
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experiences
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Choice Time
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large-Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 43 Investigation 3 Outdoor Experiences
p. 44 Investigation 3 Day 1 Large Group
p. 45 Investigation 3 Day 1 Choice Time
p. 45 Investigation 3 Day 1 Large-Group Roundup
p. 45 Investigation 3 Day 1 Small Group
p. 46 Investigation 3 Day 2 Choice Time
p. 46 Investigation 3 Day 2 Large Group
p. 47 Investigation 3 Day 2 Small Group
p. 49 Investigation 4 Outdoor Experience
p. 50 Investigation 4 Day 1 Large Group
p. 51 Investigation 4 Day 1 Choice Time
p. 51 Investigation 4 Day 1 Large-Group Roundup
p. 51 Investigation 4 Day 1 Read-Aloud
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 Investigation 4 Day 2 Choice Time
p. 53 Investigation 4 Day 2 Large-Group Roundup
p. 54 Investigation 4 Day 3 Large Group
p. 55 Investigation 4 Day 3 Choice Time
p. 55 Investigation 4 Day 3 Large-Group Roundup
p. 55 Investigation 4 Day 3 Read-Aloud
p. 55 Investigation 4 Day 3 Small Group
p. 56 Investigation 4 Day 4 Choice Time
p. 56 Investigation 4 Day 4 Large Group
p. 57 Investigation 4 Day 4 Large-Group Roundup
p. 57 Investigation 4 Day 4 Read-Aloud
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	p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Large Group Roundup p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 2 Large-Group p. 67 Investigation 5 Day 3 Small Group p. 68 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Large-Group Roundup p. 70 Investigation 5 Day 5 Large-Group Roundup p. 71 Investigation 5 Day 5 Large-Group Roundup p. 71 Investigation 5 Day 5 Large-Group Roundup p. 71 Investigation 5 Day 5 Large-Group Roundup p. 73 Celebrating Learning Day 1 Choice Time p. 85 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 86 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 2 Large Group p. 89 Celebrating Learning Day 2 Large Group p. 81 Celebrating Learning Day 2 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 3 Small Group p. 89 Celebrating Learning Day 4 Large Group p. 80 Celebrating Learning D
LD.3.	p.84 Celebrating Learning Day 1 Large Groups  Pragmatics
LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
LD.3.a.3.	By 60 months, most children:
LD.3.a.3.1.	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Balls Study p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
LD.3.a.3.2.	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.  Balls Study p. 14 Exploring the Topic Day 1 Large Group
	LD.3.a.3. LD.3.a.3.1.

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p. 15 Exploring the Topic Day 1 Large-Group Roundup
p. 15 Exploring the Topic Day 1 Choice Time
p. 15 Exploring the Topic Day 1 Read-Aloud
p. 16 Exploring the Topic Day 2 Choice Time
p. 16 Exploring the Topic Day 2 Large Group
p. 17 Exploring the Topic Day 2 Small Group
p. 17 Exploring the Topic Day 2 Large-Group Roundup
p. 18 Exploring the Topic Day 3 Choice Time
p. 18 Exploring the Topic Day 3 Large Group
p. 19 Exploring the Topic Day 3 Large-Group Roundup
p. 19 Exploring the Topic Day 3 Read-Aloud
p. 19 Exploring the Topic Day 3 Small Group
p. 20 Exploring the Topic Day 4 Large Group
p. 20 Exploring the Topic Day 4 Choice Time
p. 21 Exploring the Topic Day 4 Read-Aloud
p. 21 Exploring the Topic Day 4 Large-Group Roundup
p. 21 Exploring the Topic Day 4 Small Group
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Large-Group Roundup
p. 23 Exploring the Topic Day 5 Choice Time
p. 23 Exploring the Topic Day 5 Read-Aloud
p. 23 Exploring the Topic Day 5 Small Group
p. 27 Investigation 1 Outdoor Experiences
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Read-Aloud
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experiences
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Choice Time
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large-Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 43 Investigation 3 Outdoor Experiences
p. 44 Investigation 3 Day 1 Large Group
p. 45 Investigation 3 Day 1 Choice Time
p. 45 Investigation 3 Day 1 Large-Group Roundup
p. 45 Investigation 3 Day 1 Small Group
p. 46 Investigation 3 Day 2 Choice Time
p. 46 Investigation 3 Day 2 Large Group
p. 47 Investigation 3 Day 2 Small Group
p. 49 Investigation 4 Outdoor Experience
p. 50 Investigation 4 Day 1 Large Group
p. 51 Investigation 4 Day 1 Choice Time
p. 51 Investigation 4 Day 1 Large-Group Roundup
p. 51 Investigation 4 Day 1 Read-Aloud
p. 51 Investigation 4 Day 1 Small Group
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STATEMENT OF ENDURING KNOWLEDGE GSE STEM	LD.4.	p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large Group p. 57 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 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Day 1 Choice Time p. 62 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 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 2 Large-Group Roundup p. 67 Investigation 5 Day 2 Large-Group p. 68 Investigation 5 Day 2 Large-Group p. 69 Investigation 5 Day 3 Small Group p. 66 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 3 Small Group p. 68 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 4 Small Group p. 69 Investigation 5 Day 4 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Large-Group Roundup p. 72 Investigation 5 Day 4 Small Group p. 73 Investigation 5 Day 5 Large-Group Roundup p. 74 Investigation 5 Day 5 Large-Group Roundup p. 75 Scelebrating Learning Day 1 Large-Group Roundup p. 76 Exploring the Topic Day 1 Small Group p. 77 Investigation 5 Day 5 Large-Group Roundup p. 78 Celebrating Learning Day 1 Large-Group Roundup p. 79 Investigation 5 Day 5 Choice
STATEMENT OF ENDURING	LD.4.	p.84 Celebrating Learning Day 1 Large Groups
KNOWLEDGE		
GSE STEM	LD.4.a.	
SPECIFIC INDICATOR	LD.4.a.1.	In early-stage English language development, children:
INDICATOR	LD.4.a.1.2.	Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, or gestures of the speaker in the same way that they attend to their home oral language.  Balls Study
		p. 18 Exploring the Topic Day 3 Large Group

		p. 29 Investigation 1 Day 1 Read-Aloud
INDICATOR	LD.4.a.1.3.	Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Large-Group Roundup
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Large-Group Roundup
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Large-Group Roundup
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 23 Exploring the Topic Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large-Group Roundup
		p. 41 Investigation 2 Day 3 Small Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Large-Group Roundup

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		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Choice Time
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Choice Time
		p. 55 Investigation 4 Day 3 Large-Group Roundup
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 3 Small Group
		p. 56 Investigation 4 Day 4 Choice Time
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Large-Group Roundup
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Large Group Roundup
		p. 59 Investigation 4 Day 5 Mighty Minutes
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 59 Investigation 4 Day 5 Small Group
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Large-Group Roundup
		p. 63 Investigation 5 Day 1 Small Group
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 67 Investigation 5 Day 3 Mighty Minutes
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Large-Group Roundup
		p. 71 Investigation 5 Day 5 Small Group
		p. 83 Celebrating Learning Outdoor Experience
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 85 Celebrating Learning Day 1 Large Group Roundup
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Choice Time
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Large-Group Roundup
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
		p.67 Investigation 5 Day 3 Large-Group Roundup
		p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	LD.4.a.1.4.	Begin to follow simple directions in English, especially when they
		are accompanied by contextual cues, such as gestures, pointing,
		and voice modulation.
		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
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		EA house d'andieur A Base 4 O. H. O.
		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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.2.	In mid-stage English language development, children:
INDICATOR	LD.4.a.2.2.	Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Outdoor Experience p. 51 Investigation 5 Outdoor Experience p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p. 53 Investigation 4 Day 2 Small Group
INDICATOR	LD.4.a.2.3.	Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).    Balls Study

		p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group
INDICATOR	LD.4.a.2.4.	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).  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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.3.	In late-stage English language development, children:
INDICATOR	LD.4.a.3.2.	Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas).  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
INDICATOR	LD.4.a.3.3.	Follow directions that involve a one- or two-step sequence, relying less on contextual cues.  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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.1.	In early-stage English language development, children:
INDICATOR	LD.4.b.1.1.	Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.  Balls Study  p. 15 Exploring the Topic Day 1 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 5 Small Group p.53 Investigation 5 Day 5 Choice Time
INDICATOR	LD.4.b.1.4.	Use age-appropriate grammar in their home language.  Balls Study 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
INDICATOR	LD.4.b.1.5.	Ask a variety of questions (e.g., "what," "why," "how," "when," and "where") in their home language.  Balls Study p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:
INDICATOR	LD.4.b.2.1.	Combine nonverbal with some verbal communication to be understood by others.  Balls Study  p. 15 Exploring the Topic Day 1 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group

		p. 36 Investigation 2 Day 1 Choice Time
		p. 44 Investigation 3 Day 1 Large Group
		p. 49 Investigation 4 Outdoor Experience
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 65 Investigation 5 Day 2 Small Group
		p. 71 Investigation 5 Day 5 Small Group
		p.53 Investigation 4 Day 2 Small Group
		p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	LD.4.b.2.3.	Use telegraphic speech (two-word phrases rather than full
		sentences, such as "want food").
		Balls Study
		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
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Large-Group Roundup
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Large-Group Roundup
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Large-Group Roundup
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Read-Aloud
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p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experiences
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Choice Time
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large-Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 43 Investigation 3 Outdoor Experiences
p. 44 Investigation 3 Day 1 Large Group
p. 45 Investigation 3 Day 1 Choice Time
p. 45 Investigation 3 Day 1 Large-Group Roundup
p. 45 Investigation 3 Day 1 Small Group
p. 46 Investigation 3 Day 2 Choice Time
p. 46 Investigation 3 Day 2 Large Group
p. 47 Investigation 3 Day 2 Small Group
p. 49 Investigation 4 Outdoor Experience
p. 50 Investigation 4 Day 1 Large Group
p. 51 Investigation 4 Day 1 Choice Time
p. 51 Investigation 4 Day 1 Large-Group Roundup
p. 51 Investigation 4 Day 1 Read-Aloud
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 Investigation 4 Day 2 Choice Time
p. 53 Investigation 4 Day 2 Large-Group Roundup
p. 54 Investigation 4 Day 3 Large Group
p. 55 Investigation 4 Day 3 Choice Time
p. 55 Investigation 4 Day 3 Large-Group Roundup
p. 55 Investigation 4 Day 3 Read-Aloud
p. 55 Investigation 4 Day 3 Small Group
p. 56 Investigation 4 Day 4 Choice Time
p. 56 Investigation 4 Day 4 Large Group
p. 57 Investigation 4 Day 4 Large-Group Roundup
p. 57 Investigation 4 Day 4 Read-Aloud
p. 57 Investigation 4 Day 4 Small Group
p. 58 Investigation 4 Day 5 Large Group
p. 59 Investigation 4 Day 5 Choice Time
p. 59 Investigation 4 Day 5 Large Group Roundup
p. 59 Investigation 4 Day 5 Read-Aloud
p. 59 Investigation 4 Day 5 Small Group
p. 61 Investigation 5 Outdoor Experiences
p. 62 Investigation 5 Day 1 Choice Time
p. 62 Investigation 5 Day 1 Large Group
p. 63 Investigation 5 Day 1 Large-Group Roundup
p. 63 Investigation 5 Day 1 Small Group
p. 64 Investigation 5 Day 2 Choice Time
p. 64 Investigation 5 Day 2 Large Group
p. 65 Investigation 5 Day 2 Large-Group Roundup
p. 65 Investigation 5 Day 2 Small Group
p. 66 Investigation 5 Day 3 Large Group
p. 67 Investigation 5 Day 3 Choice Time
p. 67 Investigation 5 Day 3 Small Group
p. 69 Investigation 5 Day 4 Choice Time
p. 69 Investigation 5 Day 4 Large-Group Roundup
p. 69 Investigation 5 Day 4 Small Group
p. 70 Investigation 5 Day 5 Large Group
p. 71 Investigation 5 Day 5 Large-Group Roundup
p. 71 Investigation 5 Day 5 Small Group
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		p. 83 Celebrating Learning Outdoor Experience p. 84 Celebrating Learning Day 1 Choice Time p. 85 Celebrating Learning Day 1 Large Group Roundup p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Choice Time p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	LD.4.b.2.7.	Use some English grammatical markers (e.g., "-ing" or the plural- forming "-s") and apply at times the rules of grammar of the home language to English.  Balls Study 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
INDICATOR	LD.4.b.2.8.	Use "what" and "why" questions in English, sometimes with errors.  Balls Study p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.3.	In late-stage English language development, children:
INDICATOR	LD.4.b.3.1.	Demonstrate increasing reliance on verbal communication in English to be understood by others.  Balls Study p. 29 Investigation 1 Day 1 Small Group p. 44 Investigation 3 Day 1 Large Group p.68 Investigation 5 Day 4 Large Group
INDICATOR	LD.4.b.3.2.	Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary.  Balls Study p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	LD.4.b.3.3.	Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more

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		advanced elements of English sentence construction.  Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.1.	By 36 months, most children:
INDICATOR	L.1.a.1.1.	Engage in word and sound play with adults (e.g., rhymes, nonsense words).  Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes p. 55 Investigation 5 Day 3 Mighty Minutes p. 65 Investigation 5 Day 3 Mighty Minutes p. 65 Investigation 5 Day 3 Mighty Minutes p. 65 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Pada-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic Day 1 Small Group p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	L.1.a.1.2.	Distinguish between words that contain similar-sounding phonemes ("cat-mat," "pig-jig").  Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 70 Investigation 5 Day 5 Choice Time
INDICATOR	L.1.a.1.3.	Fill in repeating phrases of familiar songs, stories, and finger plays.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group

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		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 40 Investigation 2 Day 3 Large Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 46 Investigation 3 Day 2 Large Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 1 Large Group
		p. 65 Investigation 5 Day 2 Large Gloup p. 65 Investigation 5 Day 2 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 2 Small Group
		p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 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.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	L.1.a.1.4.	
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups Sing simple songs and Iullabies (such as those with repeating initial
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iuliabies (such as those with repeating initial sounds).  Balls Study
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iuliabies (such as those with repeating initial sounds).
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iuliabies (such as those with repeating initial sounds).  Balls Study
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iuliabies (such as those with repeating initial sounds).  Balls Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iuliabies (such as those with repeating initial sounds).  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iuliabies (such as those with repeating initial sounds).  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 21 Exploring the Topic Day 4 Mighty Minutes
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes
INDICATOR	L.1.a.1.4.	p.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes
INDICATOR	L.1.a.1.4.	D.84 Celebrating Learning Day 1 Large Groups  Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial sounds).  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. 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. 24 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 39 Investigation 2 Day 3 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Small Group
INDICATOR	L.1.a.1.4.	Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 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. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Mighty Minutes p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 44 Investigation 3 Day 1 Large Group
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 33 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 3 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial sounds).  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. 21 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 24 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 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. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 46 Investigation 3 Day 2 Large Group
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Small Group p. 41 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 Large Group p. 47 Investigation 3 Day 2 Mighty Minutes
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial sounds).  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. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 2 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 39 Investigation 2 Day 3 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 50 Investigation 4 Day 1 Large Group
INDICATOR	L.1.a.1.4.	Sing simple songs and Iullabies (such as those with repeating initial sounds).  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. 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. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial sounds).  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. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 2 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 39 Investigation 2 Day 3 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 50 Investigation 4 Day 1 Large Group

		p. 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 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.2.	By 48 months, most children:
INDICATOR	L.1.a.2.1.	Demonstrate an awareness of words as separate units.
		Balls Study
		p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Mighty Minutes
INDICATOR	L.1.a.2.2.	Identify whether two words rhyme.
		Balls Study
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 16 Exploring the Topic Day 2 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 51 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 65 Investigation 4 Day 3 Mighty Minutes
		p. 67 Investigation 5 Day 3 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	1 1 2 2 2	
INDICATOR	L.1.a.2.3.	Engage in rhyming games and songs; can complete a familiar rhyme.
		Balls Study
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 16 Exploring the Topic Day 2 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group

		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 37 Investigation 1 Day 2 Mighty Minutes
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 51 Investigation 4 Day 1 Mighty Minutes
		p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p.15 Exploring the Topic Day 1 Small Group p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	L.1.a.2.4.	Orally blend and segment familiar compound words, with modeling
		and support.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 16 Exploring the Topic Day 1 Large Group
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 33 Investigation 1 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 65 Investigation 5 Day 2 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	L.1.a.2.5.	Comprehend and use new words introduced within thematic units, stories, and daily activities.
		Della Cturk
		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 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.3.	By 60 months, most children:
INDICATOR	L.1.a.3.1.	Match beginning sounds of some words; are able to name several
		words that begin with the letter sound of their name.
		Balls Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 31 Investigation 1 Day 2 Mighty Minutes
	II .	p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 36 Investigation 2 Day 1 Large Group

		p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group
INDICATOR	L.1.a.3.2.	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance").  Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 4 Day 3 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. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Padal-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic Day 1 Small Group p. 87 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic Day 1 Small Group p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	L.1.a.3.3.	Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter).  Balls Study p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 66 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes

		p. 85 Celebrating Learning Day 1 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group
INDICATOR	L.1.a.3.4.	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear".  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. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 15 Exploring the Topic Day 1 Small Group
INDICATOR	L.1.a.3.5.	With modeling and support, identify, blend, and segment syllables in spoken words.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Large Group p. 65 Investigation 5 Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
INDICATOR	L.1.a.3.6.	With modeling and support, delete the onsets of words (e.g., "pairair, fruit-root").  Balls Study p. 29 Investigation 1 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group
INDICATOR	L.1.a.3.7.	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook").  Balls Study p. 29 Investigation 1 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.1.	By 36 months, most children:
INDICATOR	L.2.a.1.1.	Recognize more symbols and logos in the environment.  Balls Study p. 29 Investigation 1 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group
INDICATOR	L.2.a.1.2.	Recognize letters as a special form of symbol that can be individually named.  Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes

		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 2 Small Group
		p. 54 Investigation 4 Day 3 Large Group
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 63 Investigation 5 Day 1 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 71 Investigation 5 Day 5 Small Group
		p.70 Investigation 5 Day 5 Choice Time
STATEMENT OF ENDURING L	L.2.	Alphabet Knowledge
GSE STEM L	L.2.a.	Children recognize and identify letters and make letter-sound
		connections.
	L.2.a.2.	By 48 months, most children:
INDICATOR	L.2.a.2.1.	Recognize and name some letters of the alphabet, especially those
		in their own name as well as letters that occur frequently in
		environmental print.
		Dalla Otta I.
		Balls Study
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 2 Small Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 63 Investigation 5 Day 1 Small Group
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 71 Investigation 5 Day 5 Small Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.2.a.2.2.	Produce the sound for some of the letters they recognize.
		Pollo Study
		Balls Study
		p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes
II.		N ALEXANDERO TOO LODIC 113V / INICOTY MIDITOS
		p. 29 Investigation 1 Day 1 Small Group
		p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group
		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. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group
		p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time
		p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
		p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group
		p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group

		p. 67 Investigation 5 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.2.a.2.3.	Recognize, with modeling and support, their own name or other common words in print.
		Balls Study
		p. 29 Investigation 1 Day 1 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group
INDICATOR	L.2.a.2.4.	Recognize words that start with the same letter as their name.
		Balls Study
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes
		p. 21 Exploring the Topic Day 2 Mighty Minutes
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 2 Small Group
		p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 63 Investigation 5 Day 1 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 71 Investigation 5 Day 5 Small Group
		p.70 Investigation 5 Day 5 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.3.	By 60 months, most children:
INDICATOR	L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.
		Balls Study
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Mighty Minutes p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 23 Exploring the Topic Day 4 Mighty Minutes
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 2 Small Group
		p. 54 Investigation 4 Day 3 Large Group
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 71 Investigation 5 Day 5 Small Gloup p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 71 Investigation 5 Day 5 Small Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.2.a.3.2.	Produce the sound for many of the letters the recognize.
		Balls Study

		p. 17 Exploring the Topic Day 2 Small Group
		p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 33 Investigation 1 Day 3 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 63 Investigation 5 Day 1 Small Group
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p.15 Exploring the Topic Day 1 Small Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.2.a.3.3.	Correctly sort letters and find words that contain specified letters.
		Balls Study
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 17 Exploring the Topic Day 1 Mighty Minutes p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 19 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Enoice Time p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 21 Exploring the Topic Day 4 Highty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 4 Small Gloup p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 23 Exploring the Topic Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 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 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 37 Investigation 2 Day 1 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 2 Small Group
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Small Group
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 63 Investigation 5 Day 1 Small Group
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 67 Investigation 5 Day 3 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		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.67 Investigation 5 Day 3 Large-Group Roundup
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.2.a.3.4.	Demonstrate an understanding that strings of letters represent a
		sequence of spoken sounds.
	I	and an obound opening.

		Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 70 Investigation 5 Day 5 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.1.	By 36 months, most children:
INDICATOR	L.3.a.1.1.	Recognize specific books by their covers and seek out specific pages in familiar books.  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
INDICATOR	L.3.a.1.2.	Know where books are kept, take them to an adult reader, and return books to their designated place when finished.  Balls Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Small Group p. 47 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 4 Outdoor Experience

		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 67 Investigation 5 Day 3 Read-Aloud
		p. 69 Investigation 5 Day 4 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 83 Celebrating Learning Outdoor Experience
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.3.a.1.3.	Make scribble marks on paper and "read" the meaning they assign to the marks.
		Balls Study
		p. 41 Investigation 2 Day 3 Small Group
		p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print
		conventions; they understand that print carries meaning and spoken
		words are represented by text.
SPECIFIC INDICATOR	L.3.a.2.	By 48 months, most children:
INDICATOR	L.3.a.2.1.	Hold a book in correct orientation and turn pages from front to back,
		usually one at a time.
		Pollo Study
		Balls Study p. 17 Exploring the Topic Day 2 Small Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 36 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.3.a.2.2.	Demonstrate an understanding that print carries meaning and can
		be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult,
		"What does that say?").
		What does that say.
		Balls Study
		p. 29 Investigation 1 Day 1 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Small Group
INDICATOR	L.3.a.2.3.	Imitate the act of reading a book and demonstrate appropriate book-
	J.a.z.J.	handling skills.
		Balls Study
		p. 41 Investigation 2 Day 3 Small Group

INDICATOR	L.3.a.2.4.	Handle and care for books in a respectful manner.
		Balls Study p. 41 Investigation 2 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
INDICATOR	L.3.a.3.1.	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 3 Small Group
INDICATOR	L.3.a.3.2.	p.70 Investigation 5 Day 5 Choice Time  Describe roles of authors and illustrators and connect books to specific authors of illustrators.
		Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud
INDICATOR	L.3.a.3.3.	Identify familiar words in books and the environment.  Balls Study  p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Small Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Small Group p.53 Investigation 4 Day 2 Small Group

		p.70 Investigation 5 Day 5 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.1.	By 36 months, most children:
INDICATOR	L.4.a.1.1.	Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Balls Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 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. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 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. 56 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 5 Day 1 Read-Aloud p. 58 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 61 Investigation 5 Day 2 Read-Aloud p. 62 Investigation 5 Day 2 Read-Aloud p. 63 Investigation 5 Day 4 Read-Aloud p. 64 Investigation 5 Day 4 Read-Aloud p. 65 Investigation 5 Day 4 Read-Aloud p. 66 Investigation 5 Day 4 Read-Aloud p. 67 Investigation 5 Day 4 Read-Aloud p. 68 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 61 Investigation 5 Day 5 Read-Aloud p. 62 Investigation 5 Day 5 Read-Aloud p. 63 Investigation 5 Day 6 Read-Aloud p. 64 Investigation 5 Day 7 Read-Aloud p. 65 Investigation 5 Day 6 Read-Aloud p. 66 Investigation 5 Day 7 Read-Aloud p. 67 Investigation 5 Day 5 Read-Aloud p. 68 Investigation 5 Day 6 Read-Aloud p. 6
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.    Balls Study

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 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group 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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 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 Mighty Minutes p. 47 Investigation 3 Day 2 Read-Aloud p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Mighty Minutes p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 55 Investigation 4 Day 3 Read-Aloud p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group

		n CO Investigation E Day A Large Crown
		p.68 Investigation 5 Day 4 Large Group
INDICATOR	L.4.a.1.3.	p.84 Celebrating Learning Day 1 Large Groups  Demonstrate a preference for conventional books over board books.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 5 Day 4 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.4.	Enjoy books about a variety of topics.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.7.	Recite some words of a familiar book when read to (especially from books with repeating text).  Balls Study p. 29 Investigation 1 Day 1 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 59 Investigation 4 Day 5 Choice Time p. 63 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	L.4.a.1.8.	Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support.  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. 37 Investigation 2 Day 1 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
INDICATOR	L.4.a.1.9.	With modeling and support, anticipate what comes next in familiar stories.
		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
STATEMENT OF ENDURING	L.4.	Comprehension and Interest
KNOWLEDGE		
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of
	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
	L.4.a. L.4.a.2.	
GSE STEM		literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences. By 48 months, most children:
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  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
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  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
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 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
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 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
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 54 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 3 Small Group
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 5 Small Group p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 4 Day 5 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
GSE STEM SPECIFIC INDICATOR	L.4.a.2.	literacy experiences.  By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 3 Small Group

INDICATOR	L.4.a.2.2.	Explore a variety of literary genres, such as fiction, fantasy, informational texts.
		Balls Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Read-Aloud p. 15 Exploring the Topic Day 2 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 58 Investigation 5 Day 1 Read-Aloud p. 59 Investigation 5 Day 1 Read-Aloud p. 66 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.2.4.	With assistance and support, engage in writing activities (e.g., labeling a picture).  Balls Study p. 39 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 64 Investigation 5 Day 2 Choice Time p.53 Investigation 4 Day 2 Small Group
INDICATOR	L.4.a.2.5.	Begin to understand the sequence of a story.  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
INDICATOR	L.4.a.2.6.	With support, retell or reenact familiar stories with pictures or props as prompts.  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud

		p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  Balls Study  p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 4 Read-Aloud p. 51 Investigation 5 Day 1 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. 66 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 67 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
INDICATOR	L.4.a.2.8.	With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed.  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

INDICATOR	L.4.a.2.9.	With modeling and support, demonstrate knowledge from informational texts Respond to the question "what made you think so?" in response to their ideas about books and stories, with more depth and detail.  Balls Study  p. 15 Exploring the Topic Day 1 Choice Time p. 17 Exploring the Topic Day 2 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.3.	By 60 months, most children:
INDICATOR	L.4.a.3.1.	Attend to and request longer and more complex books or stories.    Balls Study
INDICATOR	L.4.a.3.2. L.4.a.3.3.	Engage in independent writing activities during routine times, such as pretending to write in their own journal.  Balls Study p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group Demonstrate knowledge of details from familiar stories (e.g., about
		characters, events, story-related problems, and resolutions).  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. 39 Investigation 4 Day 1 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
INDICATOR	L.4.a.3.4.	Engage in higher-order thinking during shared reading experiences,

		such as making predictions and inferences, determining cause-and-
		effect relationships, and summarizing stories.
		Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 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. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 75 Celebrating Learning Day 1 Read-Aloud
INDICATOR	L 4 - 2 E	
INDICATOR	L.4.a.3.5.	Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships.  Balls Study
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs
		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
INDICATOR	L.4.a.3.7.	p. 28 Investigation 1 Day 1 Large Group  With guidance and support, relate events and information from stories to their own experiences.
		Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud
		p. 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
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM		

In early-stage English language development, children:   INDICATOR   In early-stage English language of storybook written in the home language of to a storybook written in the home language of to a storybook written in English story has been read in the home language first and especially if the book contains cues (pictures).   Balls Study			English.
Attend to an adult reading a short storybook written in Tenglish if the English story in been read in the home language or to a storybook written in English if the English story in been read in the home language first and especially if the book contains cues (pictures).  Balls Study  p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 4 Read-Aloud p. 19 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 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. 24 Investigation 1 Day 1 Large Group p. 26 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 2 Small Group p. 37 Investigation 1 Day 2 Read-Aloud p. 35 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 2 Large Group p. 38 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 3 Day 1 Read-Aloud p. 44 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 4 Large Group p. 56 Investigatio	SPECIFIC INDICATOR	L 5.a 1	-
p. 16 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Read-Aloud p. 29 Investigation 1 Day 2 Read-Gloud p. 31 Investigation 1 Day 2 Read-Gloud p. 31 Investigation 1 Day 2 Read-Gloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Gloud p. 35 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 3 Day 3 Read-Aloud p. 45 Investigation 3 Day 3 Read-Aloud p. 46 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 4 Day 3 Read-Aloud p. 51 Investigation 4 Day 4 Read-Aloud p. 51 Investigation 4 Day 4 Read-Aloud p. 51 Investigation 4 Day 4 Read-Aloud p. 53 Investigation 4 Day 4 Read-Aloud p. 53 Investigation 4 Day 4 Read-Aloud p. 54 Investigation 4 Day 5 Read-Aloud p. 55 Investigation 4 Day 6 Read-Aloud p. 56 Investigation 6 Day 8 Read-Aloud p. 57 Investigation 6 Day 8 Read-Aloud p. 58 Investigation 6 Day 8 Read-Aloud p. 59 Investigation 6 Day 8 Read-Aloud p. 51 Investigation 6 Day 8 Read-Aloud p. 51 Investigation 6 Day 9 Read-Aloud			Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book
p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud			been read in the home language first and especially if the book contains cues (pictures).  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 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. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 35 Investigation 1 Day 2 Read-Aloud p. 36 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 3 Day 1 Read-Aloud p. 41 Investigation 3 Day 1 Read-Aloud p. 41 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 3 Read-Aloud p. 56 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Choice Time
p. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud			p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
p. 71 Investigation 5 Day 5 Read-Aloud			<ul> <li>p. 65 Investigation 5 Day 2 Small Group</li> <li>p. 67 Investigation 5 Day 3 Read-Aloud</li> <li>p. 67 Investigation 5 Day 3 Small Group</li> <li>p. 69 Investigation 5 Day 4 Read-Aloud</li> </ul>
p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 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. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time
INDICATOR	L.5.a.1.2.	"Read" familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books.
		Balls Study  p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 36 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Read-Aloud p. 38 Investigation 2 Day 2 Read-Aloud p. 38 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 56 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 58 Investigation 5 Day 1 Read-Aloud p. 59 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 60 Investigation 5 Day 5 Read-Aloud p.
INDICATOR	L.5.a.1.3.	Begin to identify and relate to a story from their own life experiences
		in their home language.  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. 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
INDICATOR	L.5.a.1.4.	Retell a story in their home language when read or told a story in the

		homo Isuausana
		home language.
		Balls Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.2.	In mid-stage English language development, children:
INDICATOR	L.5.a.2.1.	Participate in reading activities, using books written in English when
INDIOATOR	Liviaili	the language is predictable.
		Balls Study
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Glober Time
		p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 41 Investigation 2 Day 3 Read-Aloud
		p. 45 Investigation 3 Day 1 Read-Aloud
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud
		p. 55 Investigation 4 Day 2 Read-Aloud
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 59 Investigation 4 Day 4 Read-Aloud
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Read-Aloud
		p. 69 Investigation 5 Day 4 Read-Aloud
		p. 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
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in
	L.J.a.z.z.	English with increasing independence and to talk about the books in
		either their home language or English.
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		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 36 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Small Group p. 47 Investigation 3 Day 2 Read-Aloud p. 45 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 4 Read-Aloud p. 61 Investigation 5 Day 2 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 67 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 72 Explored Topic Day 1 Read-Aloud p. 73 Explored Topic Day 1 Read-Aloud p. 74 Investigation 5 Day 5 Read-Aloud p. 75 Explored Topic Day 1 Read-Aloud p. 76 Explored Topic Day 1 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 78 Celebrating Learning Day 2 Read
INDICATOR	L.5.a.2.3.	Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English.  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud
INDICATOR	L.5.a.2.4.	Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar.  Balls Study p. 23 Exploring the Topic Day 5 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Large-Group Roundup p. 46 Investigation 3 Day 2 Large Group p. 49 Investigation 4 Outdoor Experience

INDICATOR	L.5.a.2.5.	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 p. 87 Celebrating Learning Day 2 Small Group Retell a story using the home language and some English when read
		or told the story in English.  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing independence and to talk about the books in English.  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 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group 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 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 56 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 5 Day 4 Read-Aloud p. 68 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 68 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud

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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
INDICATOR	L.5.a.3.3.	Engage in extended conversations in English about stories.
		Balls Study
		p. 15 Exploring the Topic Day 1 Large-Group Roundup
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 41 Investigation 2 Day 3 Read-Aloud
		p. 45 Investigation 3 Day 1 Read-Aloud
		p. 45 Investigation 3 Day 1 Small Group
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 52 Investigation 4 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Read-Aloud
		p. 69 Investigation 5 Day 4 Read-Aloud
		p. 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
INDICATOR	L.5.a.3.4.	Retell in English the majority of a story read or told in English.
		Balls Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 1 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing
		conventions; they demonstrate an understanding of writing as a

	means of communication.
L.6.a.1.	By 36 months, most children:
L.6.a.1.2.	Describe drawings and paintings simply (e.g., "that's Mama").
	Della Ottala
	Balls Study p. 57 Investigation 4 Day 4 Read-Aloud
l 6a13	Watch when adults write.
2.0.0.1.0.	Tracon whom addite write.
	Balls Study
	p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud
	p. 57 Investigation 4 Day 4 Small Group
	p. 59 Investigation 4 Day 5 Choice Time
	p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
l 6 a 1 4	Imitate the act of writing during play.
L.O.a. 1.4.	initiate the dot of writing during play.
	Balls Study
	p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud
	p. 57 Investigation 4 Day 4 Small Group
	p. 59 Investigation 4 Day 5 Choice Time
	p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
1.6	Emergent Writing
	Lindigent Withing
L.6.a.	Children learn writing skills and show knowledge of writing
	conventions; they demonstrate an understanding of writing as a
1.6.2	means of communication.
	By 48 months, most children:
L.o.a.z.1.	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or
	represent words or ideas.
	Balls Study
	p. 41 Investigation 2 Day 3 Small Group
	p. 57 Investigation 4 Day 4 Read-Aloud
	p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time
	p. 59 Investigation 4 Day 5 Choice Time
	p. 67 Investigation 5 Day 3 Small Group
L.6.	Emergent Writing
L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a
	means of communication.
L.6.a.3.	By 60 months, most children:
L.6.a.3.2.	Write their first name nearly correctly (may switch the order of
	letters or write some letters backwards).
	Balls Study
	p. 41 Investigation 2 Day 3 Small Group
	p. 57 Investigation 4 Day 4 Read-Aloud
	p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time
	p. 59 Investigation 4 Day 5 Small Group
	p. 67 Investigation 5 Day 3 Small Group
L.6.a.3.3.	Use invented spelling.
	Balls Study
	p. 33 Investigation 1 Day 3 Small Group
	L.6.a.1.3.  L.6.a.1.4.  L.6.a.2.  L.6.a.2.1.  L.6.a.2.1.

		p. 47 Investigation 3 Day 2 Small Group
		p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a
		variety of contexts; they use a combination of drawing, dictating,
SPECIFIC INDICATOR	L.6.b.1.	and writing to communicate; they participate in shared writing.  By 36 months, most children:
INDICATOR	L.6.b.1.1.	
INDICATOR	L.O.D.1.1.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean).
		Balls Study
		p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
INDICATOR	L.6.b.1.2.	Create drawings and assign meaning to them.
		Balls Study p. 41 Investigation 2 Day 3 Small Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
INDICATOR	1.01.40	
INDICATOR	L.6.b.1.3.	Imitate the act of writing during play.
		Balls Study
		p. 41 Investigation 2 Day 3 Small Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a
		variety of contexts; they use a combination of drawing, dictating,
	1.01.0	and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.2.	By 48 months, most children:
INDICATOR	L.6.b.2.2.	Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).
		Balls Study
		p. 41 Investigation 2 Day 3 Small Group
		p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
INDICATOR	L.6.b.2.4.	With modeling and support, discuss or answer questions about their writing and drawings.
		Balls Study
		p. 57 Investigation 4 Day 4 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing

GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.3.	By 60 months, most children:
INDICATOR	L.6.b.3.1.	With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question.  Balls Study p. 57 Investigation 4 Day 4 Read-Aloud
INDICATOR	L.6.b.3.2.	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list).  Balls Study  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. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time
DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.1.	By 36 months, most children:
INDICATOR	CD.1.a.1.1.	Make plans before attempting to solve some simple problems.  Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDICATOR	CD.1.a.1.2.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled).  Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.2.	By 48 months, most children:
INDICATOR	CD.1.a.2.1.	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand).  Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDICATOR	CD.1.a.2.2.	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make

		a tower that doesn't topple).
		a tower that doesn't toppie).
		Balls Study
		p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDIA TOD		
INDICATOR	CD.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled).
		Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time
INDICATOR	CD.1.a.2.4.	Sort objects and then count and compare the groups formed.
		Balls Study p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.3.	By 60 months, most children:
INDICATOR	CD.1.a.3.1.	Solve complex problems by planning and carrying out a sequence of actions.
		Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDICATOR	CD.1.a.3.2.	Analyze the result of an attempted solution and use the new
INDIGATOR	OD. 1.a.3.2.	information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together).
		Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDICATOR	CD.1.a.3.3.	Explain their reasoning behind a strategy or choice and why it
INDICATOR	05.1.4.5.5.	worked or didn't work.
		Balls Study
		p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING	CD 2	Memory and Working Memory
KNOWLEDGE	05.2.	memory and working memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.1.	By 36 months, most children:
INDICATOR	CD.2.a.1.1.	Remember and communicate what happened earlier in the day;
		recall basic components of recent events (e.g., are able to follow a daily routine).
		Balls Study p. 52 Investigation 4 Day 2 Large Group

		p. 83 Celebrating Learning Outdoor Experience
INDICATOR	CD.2.a.1.3.	
INDICATOR	GD.2.d. 1.3.	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
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.2.	By 48 months, most children:
INDICATOR	CD.2.a.2.2.	With support, retell or reenact familiar stories, including such details as characters, phrases, and events.  Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud
INDICATOR	GD.2.d.2.3.	(number, length, etc.).  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. 667 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	CD.2.a.2.5.	Successfully follow three-step directions.  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

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		p. 61 Investigation 5 Outdoor Experiences
		p. 69 Investigation 5 Day 4 Small Group p. 83 Celebrating Learning Outdoor Experience
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.2.	Retell a familiar story in the proper sequence, including such details as characters, phrases, and 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
INDICATOR	CD.2.a.3.3.	Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?").
INDICATOR		Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Read-Aloud p. 38 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 5 Read-Aloud p. 58 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 72 Investigation 5 Day 5 Read-Aloud p. 73 Investigation 5 Day 5 Read-Aloud p. 74 Investigation 5 Day 5 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 76 Investigation 5 Day 5 Read-Aloud p. 77 Investigation 5 Day 5 Read-Aloud
INDICATOR	CD.2.a.3.4.	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.).  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

INDICATOR	CD.2.a.3.6.	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  Successfully follow detailed, multi-step directions.  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
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.1.	By 36 months, most children:
INDICATOR	CD.3.a.1.2.	Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).  Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 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 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 2 Large-Group Roundup p. 54 Investigation 4 Day 2 Large-Group Roundup 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 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

INDICATOR	CD.3.a.1.3.	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  Follow adult directions when given simple guidance.  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
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.2.	By 48 months, most children:
INDICATOR	CD.3.a.2.2.	With adult reminders, wait to communicate information in a group.  Balls Study p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	CD.3.a.2.5.	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  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
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.3.	By 60 months, most children:
INDICATOR	CD.3.a.3.1.	Without adult reminders, wait to communicate information in a group.  Balls Study p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group

		p. 63 Investigation 5 Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.1.	By 36 months, most children:
INDICATOR	CD.4.a.1.1.	Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath).  Balls Study  p. 39 Investigation 2 Day 2 Choice Time  p. 71 Investigation 5 Day 5 Small Group
INDICATOR	CD.4.a.1.3.	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines).  Balls Study  p. 52 Investigation 4 Day 2 Large Group  p. 83 Celebrating Learning Outdoor Experience
INDICATOR	CD.4.a.1.4.	Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair).  Balls Study  p. 39 Investigation 2 Day 2 Choice Time  p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.2.	By 48 months, most children:
INDICATOR	CD.4.a.2.4.	Continue to count when another item is added to a set.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 1 Mighty Minutes p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 5 Day 4 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 Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 68 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands,

		priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.3.	By 60 months, most children:
INDICATOR	CD.4.a.3.1.	Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains).  Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	CD.4.a.3.2.	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet).  Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	CD.4.a.3.3.	Reconstruct a pattern using different materials or modalities.  Balls Study p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup
INDICATOR	CD.4.a.3.4.	Sort by more than one attribute (e.g., color and shape) into two or more groups.  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
DOMAIN	RI.M.	Mathematics (M)
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR INDICATOR	M.1.a.1. M.1.a.1.1.	Sy 36 months, most children:

		p. 69 Investigation 5 Day 4 Small Group
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
INDICATOR	M.1.a.1.2.	Count up to five objects accurately.
INDICATOR	IVI. 1.a. 1.2.	Count up to five objects accurately.
		Balls Study
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 4 Small Group
		p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group
		p. 57 Investigation 4 Day 4 Large-Group Roundup
		p. 57 Investigation 4 Day 4 Mighty Minutes
		p. 59 Investigation 4 Day 5 Mighty Minutes
		p. 64 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 4 Small Group
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
INDICATOR	M.1.a.1.3.	Name and identify some written numerals.
		Balls Study
		p. 51 Investigation 4 Day 1 Mighty Minutes
The state of the s		
		p. 71 Investigation 5 Day 5 Small Group
INDICATOR	M.1.a.1.4.	
INDICATOR	M.1.a.1.4.	p. 71 Investigation 5 Day 5 Small Group  Identify numerals as being different from letters.
INDICATOR	M.1.a.1.4.	Identify numerals as being different from letters.
INDICATOR	M.1.a.1.4.	Identify numerals as being different from letters.  Balls Study
INDICATOR	M.1.a.1.4.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes
		Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING		Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes
		Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING		Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	M.1.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	M.1. M.1.a.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study p. 21 Exploring the Topic Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE GSE STEM  SPECIFIC INDICATOR INDICATOR	M.1.a. M.1.a.2. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	M.1. M.1.a. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM  SPECIFIC INDICATOR INDICATOR	M.1.a. M.1.a.2. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group Use strategies to accurately count sets of up to 10 objects.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM  SPECIFIC INDICATOR INDICATOR	M.1.a. M.1.a.2. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group Use strategies to accurately count sets of up to 10 objects.  Balls Study
STATEMENT OF ENDURING KNOWLEDGE GSE STEM  SPECIFIC INDICATOR INDICATOR	M.1.a. M.1.a.2. M.1.a.2.	Identify numerals as being different from letters.  Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group  Number Sense and Quantity  Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.  By 48 months, most children:  Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group Use strategies to accurately count sets of up to 10 objects.

		objects in a set.
		Balls Study p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	M.1.a.2.5.	Associate a quantity with a written numeral up to five.
		Balls Study p. 71 Investigation 5 Day 5 Small Group
INDICATOR	M.1.a.2.6.	Recognize and write some numerals up to 10.
		Balls Study p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.3.	By 60 months, most children:
INDICATOR	M.1.a.3.2.	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern.
		Balls Study  p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	M.1.a.3.3.	Use strategies to count large sets of objects (more than 10).  Balls Study
		p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	M.1.a.3.5.	Recognize and order each written numeral up to 10.  Balls Study
		p. 71 Investigation 5 Day 5 Small Group
INDICATOR	M.1.a.3.6.	Associate a quantity with a written numeral up to 10.
		Balls Study p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.1.	By 36 months, most children:
INDICATOR	M.2.a.1.1.	Use visual cues to approximate which of two sets of objects has more.
		Balls Study p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
INDICATOR	M.2.a.1.2.	Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less.
		Balls Study p. 38 Investigation 2 Day 2 Large Group

		p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
INDICATOR	M.2.a.1.3.	Add and subtract with sets of objects smaller than three.
		Balls Study p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.2.	By 48 months, most children:
INDICATOR	M.2.a.2.2.	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.
		Balls Study
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.3.	By 60 months, most children:
INDICATOR	M.2.a.3.1.	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other.
		Balls Study p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	M.2.a.3.3.	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten.
		Balls Study
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.1.	By 36 months, most children:
INDICATOR		
INDICATOR	M.3.a.1.1.	Follow a verbal rule for sorting objects into sets.

	1	
		Balls Study p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time
		p. 84 Celebrating Learning Day 1 Choice Time
		p.67 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	M.3.a.1.2.	Notice when two things share similar attributes.
		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 1 Day 3 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 64 Investigation 5 Day 2 Choice Time
		p. 67 Investigation 5 Day 3 Choice Time
		p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	M.3.a.1.3.	Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support.
		Balls Study
		p. 40 Investigation 2 Day 3 Choice Time
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a. M.3.a.2.	
		identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  Balls Study
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  Balls Study p. 29 Investigation 1 Day 1 Choice Time
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  Balls Study
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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
SPECIFIC INDICATOR	M.3.a.2.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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  Classify everyday objects that go together (e.g., mittens, hats, coats).  Balls Study
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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  Classify everyday objects that go together (e.g., mittens, hats, coats).  Balls Study p. 29 Investigation 1 Day 1 Choice Time
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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  Classify everyday objects that go together (e.g., mittens, hats, coats).  Balls Study
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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  Classify everyday objects that go together (e.g., mittens, hats, coats).  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
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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  Classify everyday objects that go together (e.g., mittens, hats, coats).  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
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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  Classify everyday objects that go together (e.g., mittens, hats, coats).  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
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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. 67 Investigation 5 Day 3 Large-Group Roundup  Classify everyday objects that go together (e.g., mittens, hats, coats).  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
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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  Classify everyday objects that go together (e.g., mittens, hats, coats).  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
SPECIFIC INDICATOR INDICATOR	M.3.a.2. M.3.a.2.1.	identify patterns, and to predict the next sequence in a pattern.  By 48 months, most children:  Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  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. 67 Investigation 5 Day 3 Large-Group Roundup  Classify everyday objects that go together (e.g., mittens, hats, coats).  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 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. 68 Celebrating Learning Day 1 Choice Time

		Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	M.3.a.2.4.	Replicate, complete, and extend repeating patterns.
		Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE	М.3.	Classification and Patterning
GSE STEM	М.3.а.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.3.	By 60 months, most children:
INDICATOR	M.3.a.3.2.	Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones").  Balls Study  p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	M.3.a.3.3.	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives).
		Balls Study p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup
INDICATOR	M.3.a.3.4.	Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat).
		Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.1.	By 36 months, most children:
INDICATOR	M.4.a.1.3.	Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby").  Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group

		p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.2.	By 48 months, most children:
INDICATOR	M.4.a.2.2.	Make small series of objects (e.g., putting three or four objects in order by 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. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
INDICATOR	M.4.a.2.3.	Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others).
		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 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
INDICATOR	M.4.a.2.4.	Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is).  Balls Study p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
INDICATOR	M.4.a.2.5.	Use comparative language (e.g., "shortest," "heavier," "biggest").  Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make

		comparisons.
SPECIFIC INDICATOR	M.4.a.3.	By 60 months, most children:
INDICATOR	M.4.a.3.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest).  Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	M.4.a.3.3.	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.").  Balls Study p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.1.	By 36 months, most children:
INDICATOR	M.5.a.1.1.	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation.  Balls Study p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p. 67 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	M.5.a.1.3.	Recognize and name some familiar shapes.  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 Mighty Minutes p. 17 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 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 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. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Mighty Minutes p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 53 Investigation 4 Day 2 Choice Time p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 58 Investigation 4 Day 5 Large Group p. 69 Investigation 5 Day 4 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p. 47 Investigation 3 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Small Group
INDICATOR	M.5.a.1.4.	Understand and use basic language related to locations (e.g.,
		"above," "below," "under," "over").  Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.2.	By 48 months, most children:
INDICATOR	M.5.a.2.4.	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation.  Balls Study  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 54 Investigation 4 Day 3 Large Group  p.53 Investigation 4 Day 2 Small Group
INDICATOR	M.5.a.2.5.	Use basic language to describe their location (e.g., "I am under the bed.).
		Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.3.	By 60 months, most children:
INDICATOR	M.5.a.3.4.	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus).
		Balls Study

	11	
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 54 Investigation 4 Day 3 Large Group
		p.53 Investigation 4 Day 2 Small Group
INDICATOR	M.5.a.3.5.	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder).
		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 1 Choice Time
		p. 17 Exploring the Topic Day 2 Mighty Minutes
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 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. 46 Investigation 3 Day 2 Choice Time
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 49 Investigation 4 Outdoor Experience
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Small Group
		p. 53 Investigation 4 Day 2 Choice Time
		p. 54 Investigation 4 Day 3 Large Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Large-Group Roundup p. 58 Investigation 4 Day 5 Large Group
		p. 69 Investigation 5 Day 4 Choice Time
		p. 86 Celebrating Learning Day 2 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
INDICATOR	M.5.a.3.6.	Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind".
		Balls Study
		p. 40 Investigation 2 Day 3 Choice Time p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 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
DOMAIN	RI.S.	Science (S)
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.1.	By 36 months, most children:
INDICATOR	S.1.a.1.2.	Ask questions about the world around them.

		Balls Study p. 16 Exploring the Topic Day 2 Choice Time
		p. 58 Investigation 4 Day 5 Large Group
INDICATOR	S.1.a.1.3.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen).
		Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
INDICATOR	S.1.a.1.4.	Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair).
		Balls Study 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. 46 Investigation 3 Day 2 Choice Time
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 5 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.2.	By 48 months, most children:
INDICATOR	S.1.a.2.1.	Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different).    Balls Study

		p. 69 Investigation 5 Day 4 Choice Time
INDICATOR	S.1.a.2.2.	Make simple predictions and plans to carry out investigations.
		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 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Large Group p. 68 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Small Group
INDICATOR	S.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the
		action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down).  Balls Study  p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time
INDICATOR	S.1.a.2.4.	Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier).  Balls Study 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. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 69 Investigation 5 Day 4 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.3.	By 60 months, most children:
INDICATOR	S.1.a.3.3.	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to

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		see if the new one will float).
		Balls Study
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 38 Investigation 2 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.1.	By 36 months, most children:
INDICATOR	S.2.a.1.1.	Show curiosity and ask questions about the natural world.
		Balls Study
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 58 Investigation 4 Day 5 Large Group
INDICATOR	S.2.a.1.3.	Observe and identify natural materials.
		Balls Study
		p. 16 Exploring the Topic Day 2 Choice Time p. 58 Investigation 4 Day 5 Large Group
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STATEMENT OF ENDURING KNOWLEDGE	5.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.2.	By 48 months, most children:
INDICATOR	S.2.a.2.2.	Describe how living things change over time.
		Balls Study
		p. 38 Investigation 2 Day 2 Large Group
INDICATOR	S.2.a.2.4.	Investigate the properties of natural elements and provide simple descriptions.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time
		p. 32 Investigation 1 Day 3 Choice Time
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 51 Investigation 4 Day 1 Choice Time p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.3.	By 60 months, most children:
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INDICATOR	60.00	Ask and answer questions about changes in the appearance,
INDICATOR	S.2.a.3.3.	behavior, and habitats of living things.
		Balls Study p. 38 Investigation 2 Day 2 Large Group
INDICATOR	S.2.a.3.4.	Use increasingly complex vocabulary to describe natural elements.
		Balls Study p. 23 Exploring the Topic Day 5 Choice Time
INDICATOR	S.2.a.3.7.	Make observations about physical properties of objects, the motion of toys and objects, and changes in matter.
		Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large-Group p. 41 Investigation 2 Day 3 Large-Group p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 47 Investigation 4 Day 2 Choice Time
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
INDICATOR	SS.1.a.1.1.	Follow rules and understand that there may be different rules for different contexts.  Balls Study  p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.  Balls Study  p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group

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p. 20 Exploring the Topic Day 4 Large Group
p. 20 Exploring the Topic Day 4 Choice Time
p. 21 Exploring the Topic Day 4 Read-Aloud
p. 21 Exploring the Topic Day 4 Large-Group Roundup
p. 21 Exploring the Topic Day 4 Small Group
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Large-Group Roundup
p. 23 Exploring the Topic Day 5 Choice Time
p. 23 Exploring the Topic Day 5 Read-Aloud
p. 23 Exploring the Topic Day 5 Small Group
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Read-Aloud
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Choice Time
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large-Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 44 Investigation 3 Day 1 Large Group
p. 45 Investigation 3 Day 1 Choice Time
p. 45 Investigation 3 Day 1 Large-Group Roundup
p. 45 Investigation 3 Day 1 Small Group
p. 46 Investigation 3 Day 2 Choice Time
p. 46 Investigation 3 Day 2 Large Group
p. 47 Investigation 3 Day 2 Small Group
p. 50 Investigation 4 Day 1 Large Group
p. 51 Investigation 4 Day 1 Choice Time
p. 51 Investigation 4 Day 1 Large-Group Roundup
p. 51 Investigation 4 Day 1 Read-Aloud
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 Investigation 4 Day 2 Choice Time
p. 53 Investigation 4 Day 2 Large-Group Roundup
p. 54 Investigation 4 Day 3 Large Group
p. 55 Investigation 4 Day 3 Choice Time
p. 55 Investigation 4 Day 3 Large-Group Roundup
p. 55 Investigation 4 Day 3 Read-Aloud
p. 55 Investigation 4 Day 3 Small Group
p. 56 Investigation 4 Day 4 Choice Time
p. 56 Investigation 4 Day 4 Large Group
p. 57 Investigation 4 Day 4 Large-Group Roundup
p. 57 Investigation 4 Day 4 Read-Aloud
p. 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
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		p. 59 Investigation 4 Day 5 Mighty Minutes p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Large-Group Roundup
		p. 71 Investigation 5 Day 5 Small Group
		p. 83 Celebrating Learning Outdoor Experience p. 84 Celebrating Learning Day 1 Choice Time
		p. 85 Celebrating Learning Day 1 Large Group Roundup
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Choice Time
		p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large-Group Roundup
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup
		p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time
		p.84 Celebrating Learning Day 1 Large Groups
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.2.	By 48 months, most children:
INDICATOR	SS.1.a.2.3.	Create art that contains realistic elements (e.g., pointing to one of
INDIGATOR	00.1.4.2.0.	their drawings and saying, "This is our house.").
		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 Choice Time
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	SS.1.a.2.4.	Demonstrate an awareness of group rules and the outcomes of choices.
		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

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p. 15 Exploring the Topic Day 1 Read-Aloud
p. 16 Exploring the Topic Day 2 Choice Time
p. 16 Exploring the Topic Day 2 Large Group
p. 17 Exploring the Topic Day 2 Small Group
p. 17 Exploring the Topic Day 2 Large-Group Roundup
p. 18 Exploring the Topic Day 3 Choice Time
p. 18 Exploring the Topic Day 3 Large Group
p. 19 Exploring the Topic Day 3 Large-Group Roundup
p. 19 Exploring the Topic Day 3 Read-Aloud
p. 19 Exploring the Topic Day 3 Small Group
p. 20 Exploring the Topic Day 4 Large Group
p. 20 Exploring the Topic Day 4 Choice Time
p. 21 Exploring the Topic Day 4 Read-Aloud
p. 21 Exploring the Topic Day 4 Large-Group Roundup
p. 21 Exploring the Topic Day 4 Small Group
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Large-Group Roundup
p. 23 Exploring the Topic Day 5 Choice Time
p. 23 Exploring the Topic Day 5 Read-Aloud
p. 23 Exploring the Topic Day 5 Small Group
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Read-Aloud
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Choice Time
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large-Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 44 Investigation 3 Day 1 Large Group
p. 45 Investigation 3 Day 1 Choice Time
p. 45 Investigation 3 Day 1 Large-Group Roundup
p. 45 Investigation 3 Day 1 Small Group
p. 46 Investigation 3 Day 2 Choice Time
p. 46 Investigation 3 Day 2 Large Group
p. 47 Investigation 3 Day 2 Small Group
p. 50 Investigation 4 Day 1 Large Group
p. 51 Investigation 4 Day 1 Choice Time
p. 51 Investigation 4 Day 1 Large-Group Roundup
p. 51 Investigation 4 Day 1 Read-Aloud
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 Investigation 4 Day 2 Choice Time
p. 53 Investigation 4 Day 2 Large-Group Roundup
p. 54 Investigation 4 Day 3 Large Group
p. 55 Investigation 4 Day 3 Choice Time
p. 55 Investigation 4 Day 3 Large-Group Roundup
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INDICATOR	SS.1.a.2.5.	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).  Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.3.	By 60 months, most children:
INDICATOR	SS.1.a.3.3.	Demonstrate an understanding that "fairness" involves taking turns and sharing roles.
		Balls Study

		p. 23 Exploring the Topic Day 5 Small Group
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group
		p. 63 Investigation 4 Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.1.	By 36 months, most children:
INDICATOR	SS.2.a.1.1.	Demonstrate an awareness of a daily routine.  Balls Study  p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	SS.2.a.1.2.	Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo").  Balls Study p. 29 Investigation 1 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.3.	By 60 months, most children:
INDICATOR	SS.2.a.3.5.	Create drawings of home and school.  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
DOMAIN	RI.CA.	Creative Arts (CA)
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.1.	By 36 months, most children:
INDICATOR	CA.1.a.1.3.	Create representations of real objects in art work.
		Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group

		p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	CA.1.a.1.4.	Create new songs and dances or add their own words to songs with support from adults.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 4 Day 5 Large Group p. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	CA.1.a.1.5.	Dance to music in a group with support from adults.  Balls Study p. 46 Investigation 3 Day 2 Large Group
INDICATOR	CA.1.a.1.7.	Imitate simple songs and finger-play movements.  Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group

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		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 4 Large Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p.15 Exploring the Topic Day 1 Small Group
		p.68 Investigation 5 Day 4 Large Group
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
		Balls Study
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Small Group
		p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 4 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 49 Investigation 4 Outdoor Experience
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud
		p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 53 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. 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
STATEMENT OF ENDURING	CA.1.	Experimentation and Participation in the Creative Arts
KNOWLEDGE		
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.

SPECIFIC INDICATOR	CA.1.a.2.	By 48 months, most children:
INDICATOR	CA.1.a.2.1.	Express preferences for some different types of art, music, and drama.
		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 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 44 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Outdoor Experiences p. 44 Investigation 4 Day 1 Small Group p. 45 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 3 Small Group p. 57 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 56 Investigation 5 Day 4 Small Group p. 57 Investigation 5 Day 5 Small Group p. 59 Investigation 5 Day 5 Small Group p. 61 Investigation 5 Day 2 Small Group p. 62 Investigation 5 Day 5 Small Group p. 63 Investigation 5 Day 5 Small Group p. 64 Investigation 5 Day 5 Small Group p. 65 Investigation 5 Day 5 Small Group p. 67 Investigation 5 Day 5 Small Group p. 68 Celebrating Learning Day 1 Small Group p. 71 Investigation 5 Day 5 Small Group p. 72 Investigation 5 Day 5 Small Group p. 73 Investigation 5 Day 5 Small Group p. 74 Investigation 5 Day 5 Small Group p. 75 Celebrating Learning Day 1 Small Group p. 76 Investigation 5 Day 5 Small Group p. 77 Investigation 5 Day 5 Choice Time
INDICATOR	CA.1.a.2.2.	Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 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

INDICATOR	CA.1.a.2.5.	p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time  Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.").
		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. 29 Investigation 1 Day 2 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 3 Small Group p. 44 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Outdoor Experiences p. 44 Investigation 4 Day 1 Small Group p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Small Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Small Group p. 57 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 4 Small Group p. 57 Investigation 4 Day 4 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 4 Small Group p. 59 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 68 Investigation 5 Day 4 Small Group p. 69 Investigation 5 Day 5 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
INDICATOR	CA.1.a.2.3.	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  Notice and communicate about art, music, and drama.
		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

		Balls Study p. 38 Investigation 2 Day 2 Large Group 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
INDICATOR	CA.1.a.2.6.	Act out the plots and characters found in familiar stories.  Balls Study
		p. 71 Investigation 5 Day 5 Read-Aloud
INDICATOR	CA.1.a.2.8.	Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice.
		Balls Study p. 17 Exploring the Topic Day 2 Small Group
		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
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.3.	By 60 months, most children:
INDICATOR	CA.1.a.3.1.	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.
		Balls Study p. 14 Exploring the Topic Day 1 Large Group

	1	
		p. 16 Exploring the Topic Day 2 Large Group
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 40 Investigation 2 Day 3 Large Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 46 Investigation 3 Day 2 Large Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 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
	III	
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 4 Large Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 4 Large Group
		Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Choice Time  Write and act out stories based upon familiar topics or characters.  Balls Study
		Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Choice Time  Write and act out stories based upon familiar topics or characters.  Balls Study
		Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 69 Investigation 5 Day 5 Large Group p. 60 Investigation 5 Day 5 Choice Time  Write and act out stories based upon familiar topics or characters.  Balls Study p. 17 Exploring the Topic Day 2 Mighty Minutes
		Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Choice Time  Write and act out stories based upon familiar topics or characters.  Balls Study p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes
		Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Fead-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Choice Time  Write and act out stories based upon familiar topics or characters.  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
		Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Choice Time  Write and act out stories based upon familiar topics or characters.  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
		Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Fead-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Choice Time  Write and act out stories based upon familiar topics or characters.  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. 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 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Mighty Minutes
		p. 45 Investigation 3 Day 1 Read-Aloud
		p. 46 Investigation 3 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Choice Time
		p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Small Group
		p. 65 Investigation 5 Day 2 Mighty Minutes
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Mighty Minutes
		p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p.68 Investigation 5 Day 4 Large Group
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	CA.1.a.3.4.	
INDICATOR	CA. 1.a.3.4.	Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities
		illay express clear preferences for types of artwork of art activities
		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
		a 04 laves timetica 4 Devi 0 Carell Onessa
		p. 31 Investigation 1 Day 2 Small Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud
		p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group
		p. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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
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		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 Choice Time p. 56 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 5 Outdoor Experiences

		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	CA.1.a.3.5.	Plan art and show increasing care and persistence in completing it.
		Balls Study
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 39 Investigation 2 Day 2 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	CA 4 - 2 C	
INDICATOR	CA.1.a.3.6.	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some
		detail.
		uctan.
		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. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time
		p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Small Group
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	CA.1.a.3.7.	Communicate about elements appearing in art, music, and drama.
		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

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

DOMAIN	RI.PH.	Physical Health and Motor Development (PH)
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.1.	By 36 months, most children:
INDICATOR	PH.1.a.1.4.	Actively participate in games and dances.  Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
	DI 4	
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.2.	By 48 months, most children:
INDICATOR	PH.1.a.2.1.	Carry bags or objects over short distances.  Beginning the Year  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 57 Focus Question 5 Day 1 Choice Time  p. 75 Focus Question 6 Day 5 Small Group  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	PH.1.c.1.	By 36 months, most children:
INDICATOR	PH.1.c.1.1.	Understand the difference between food and non-food items.  Beginning the Year p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
INDICATOR	PH.1.c.1.2.	Recognize when foods are new to them and choose whether to taste or not.  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
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	PH.1.c.3.	By 60 months, most children:
INDICATOR	PH.1.c.3.1.	Help in preparing snacks and meals.  Beginning the Year  p. 39 Focus Question 3 Day 2 Small Group  p. 58 Focus Question 5 Day 2 Choice Time  p. 63 Focus Question 5 Day 4 Small Group
INDICATOR	PH.1.c.3.4.	Manage zippers, buttons, buckles, and Velcro.  Beginning the Year

		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.1.	By 36 months, most children:
INDICATOR	PH.2.a.1.3.	Climb on outdoor play equipment.
		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 Ministedy Outdoor Experiences
		p. 83 Ministudy Day 2 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.2.	By 48 months, most children:
INDICATOR	PH.2.a.2.1.	Pedal a tricycle.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.a.2.5.	Use arms and legs in a coordinated manner to "pump" on a swing.
		Deginning the Very
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.a.2.6.	Jump off a bottom step with two feet.
		The second secon
		Beginning the Year
		p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.a.2.7.	Jump with two feet over small objects.
		Paginning the Veer
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
STATEMENT OF ENDURING	PH 2	Gross Motor Development
KNOWLEDGE		S. See Motor Bereiophient
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.1.	By 36 months, most children:
INDICATOR	PH.2.b.1.1.	Change direction while walking or running.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.1.2.	Stop suddenly after running (displaying increased coordination and
INDICATOR	FH.Z.D.1.Z.	regulation of large muscles).
		Beginning the Year
		p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.1.3.	Climb upstairs using alternating feet; walk downstairs, placing both
		feet on one step before approaching each subsequent step down.
		Beginning the Year
		p. 57 Focus Question 5 Day 1 Choice Time

INDICATOR	PH.2.b.1.4.	Jump forward at least six inches.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.1.5.	Move in, under, and over objects in the environment with ease.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.2.	By 48 months, most children:
INDICATOR	PH.2.b.2.1.	Run up to a ball and kick it while maintaining balance.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.2.2.	Walk or run around obstacles and corners.
		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
INDICATOR	PH.2.b.2.3.	Walk up and down stairs, alternating feet.  Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.2.4.	Understand the position or orientation of their body to other objects and people.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.3.	By 60 months, most children:
INDICATOR	PH.2.b.3.1.	Hop forward on one foot without losing balance.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.3.2.	Walk along a beam or edge.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.3.3.	Gallop.

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		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.3.4.	Skip.
		Beginning the Year
		p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.3.5.	Run with control and balance, making quick turns without losing speed and quick stops.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.3.6.	Demonstrate how their body can move forward, backward, left and right.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	PH.2.b.3.7.	Demonstrate how their body can move fast or slow.
INDICATOR	111.2.0.3.7	Beginning the Year
		p. 57 Focus Question 5 Day 1 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.1.	By 36 months, most children:
INDICATOR	PH.3.a.1.1.	String large beads onto shoe laces.  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.1.2.	Turn knobs and unscrew lids, put lids on post, unwrap candy, etc  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.1.3.	Put three or four pieces into a puzzle board.  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.1.4.	Dig and scoop sand or water.  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group

		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.1.5.	Use scissors.
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 53 Focus Question 4 Day 3 Small Group
		p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.2.	By 48 months, most children:
INDICATOR	PH.3.a.2.1.	String small beads onto shoe laces.
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.2.2.	Continues to fit together manipulatives and connecting toys (e.g.,
INDICATOR	FH.3.a.2.2.	Legos, bristle blocks).
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
INDICATOR	DILO - O O	p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.2.3.	Use scissors with purpose.
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.3.	By 60 months, most children:
INDICATOR	PH.3.a.3.1.	Fold a piece of paper with accuracy and symmetry.
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time

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		p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.3.2.	Work a puzzles of up to 10 pieces.
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.3.3.	Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser).
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.a.3.4.	Hold paper and begin to cut with scissors along a straight line.
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 53 Focus Question 4 Day 3 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING	пц э	
KNOWLEDGE	rn.s.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.1.	By 36 months, most children:
INDICATOR	PH.3.b.1.1.	Hold a pencil in an approximate thumb-and-finger grip.
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.b.1.2.	Attempt to copy a drawn circle.
		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
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		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. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Large-Group Roundup
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
		p. 85 Ministudy Day 3 Read-Aloud
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Large-Group Roundup
INDICATOR	PH.3.b.1.3.	Attempt to imitate a drawn cross.
		Accomplete initiate a aratin erecor
		Designing the Veer
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group
		p. 16 Focus Question 1 Day 1 Large Group
		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. 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. 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
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		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 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 p. 27 Focus Question 1 Day 5 Large-Group p. 27 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 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. 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 p. 27 Focus Question 2 Day 5 Large-Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 1 Large Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 57 Focus Question 4 Day 23 Large-Group Roundup p. 68 Focus Question 5 Day 3 Large-Group Roundup p. 69 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. 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 Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Day 2 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 45 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 67 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud
		p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 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 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 1 Large Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 79 Ministudy Outdoor Experiences
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		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 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 p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 45 Focus Question 3 Day 3 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. 79 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group
		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 Choice Time p. 21 Focus Question 1 Day 4 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 5 Choice Time p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 1 Large Group p. 45 Focus Question 3 Day 3 Mighty Minutes p. 45 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes

		n 96 Ministudy Day 4 Larga Group
		p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup
INDICATOR	PH.3.b.1.4.	
	PH.3.b.1.4.	Attempt to imitate a horizontal and vertical stroke.  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 27 Focus Question 1 Day 5 Large Group 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 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 2 Day 3 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 48 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 3 Day 5 Large-Group Roundup p. 54 Focus Question 3 Day 5 Large-Group Roundup p. 57 Focus Question 4 Day 23 Large-Group Roundup p. 58 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 3 Large Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 79 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 1 Small Group p. 84 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 4 Large Group p. 86 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 88 Ministudy Day 3 Read-Aloud p. 88 Ministudy Day 4 Large-Group Roundup p. 89 Ministudy Day 4 Large-Group Roundup p. 80 Ministudy Day 4 Large-Group Roundup p. 81 Ministudy Day 4 Large-Group Roundup p. 82 Ministudy Day 4 Large-Group Roundup p. 83 Ministudy Day 4 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.2.	By 48 months, most children:
INDICATOR		Hold a regular pencil using an adult grip.
		Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.3.b.2.2.	Imitate a horizontal and vertical stroke.  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. 37 Focus Question 2 Day 2 Choice Time	
p. 32 Focus Question 2 Day 3 Large Group	
p. 36 Focus Question 3 Day 1 Large Group	
p. 41 Focus Question 3 Day 3 Mighty Minutes	
p. 45 Focus Question 3 Day 5 Large-Group Roundup	
p. 53 Focus Question 4 Day 23 Large-Group Roundup	
p. 61 Focus Question 5 Day 3 Large-Group Roundup	
p. 67 Focus Question 6 Day 1 Small Group	
p. 69 Focus Question 6 Day 2 Small Group	
p. 70 Focus Question 6 Day 3 Large Group	
p. 71 Focus Question 6 Day 3 Read-Aloud	
p. 79 Ministudy Outdoor Experiences	
p. 81 Ministudy Day 1 Mighty Minutes	
p. 81 Ministudy Day 1 Mighty Minutes	
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	
INDICATOR PH.3.b.2.3. Imitate a drawn cross.	
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. 32 Focus Question 2 Day 3 Choice Time	
p. 32 Focus Question 2 Day 3 Choice Time	
p. 32 Focus Question 2 Day 3 Large Group	
p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes	
p. 45 Focus Question 3 Day 5 Large-Group Roundup	
p. 53 Focus Question 4 Day 23 Large-Group Roundup	
p. 61 Focus Question 5 Day 3 Large-Group Roundup	
p. 67 Focus Question 6 Day 1 Small Group	
p. 69 Focus Question 6 Day 2 Small Group	
p. 70 Focus Question 6 Day 3 Large Group	
p. 71 Focus Question 6 Day 3 Read-Aloud	
p. 79 Ministudy Outdoor Experiences	
p. 81 Ministudy Day 1 Mighty Minutes	
p. 81 Ministudy Day 1 Small Group	
p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group	
p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud	
p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group	

	Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large-Group p. 21 Focus Question 1 Day 3 Large-Group p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 21 Focus Question 1 Day 4 Large-Group p. 22 Focus Question 1 Day 4 Large-Group p. 23 Focus Question 1 Day 4 Large-Group p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 24 Focus Question 1 Day 5 Large-Group p. 25 Focus Question 1 Day 5 Large-Group p. 27 Focus Question 2 Day 2 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 3 Mighty Minutes p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 6 Day 3 Small Group p. 66 Focus Question 6 Day 2 Small Group p. 67 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 79 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 85 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 88 Ministudy Day 4 Large-Group Roundup p. 89 Ministudy Day 4 Large-Group Roundup p. 80 Ministudy Day 4 Large-Group Roundup p. 81 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 88 Ministudy Day 4 Large-Group Roundup
PH.3.b.2.5.	Write letter or numeral-like forms.  Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
PH.3.	Fine Motor Development
PH.3.b.	Children develop writing and drawing skills.
PH.3.b.3.	By 60 months, most children:
PH.3.b.3.1.	Draw recognizable shapes.  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
	PH.3.b. PH.3.b.3.

INDICATOR	PH.3.b.3.2.	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 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 p. 27 Focus Question 2 Dutdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 2 Day 3 Large Group p. 41 Focus Question 3 Day 1 Large Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 3 Day 5 Large-Group Roundup p. 64 Focus Question 4 Day 23 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 1 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes 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 p. 88 Ministudy Day 4 Large Group p. 87 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 37 Focus Question 2 Day 3 Large Group p. 38 Focus Question 2 Day 3 Large Group p. 30 Focus Question 2 Day 3 Large Group p. 31 Focus Question 2 Day 3 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 34 Focus Question 3 Day 3 Large Group p. 35 Focus Question 5 Day 3 Small Group p. 36 Focus Question 5 Day 3 Small Group p. 37 Focus Question 5 Day 3 Small Group p. 38 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
DOMAIN	RI.SE.	Social and Emotional Development (SE)
STATEMENT OF ENDURING KNOWLEDGE		Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.1.	By 36 months, most children:
INDICATOR	SE.1.b.1.3.	Understand how to take turns during play with other children, with adult guidance and assistance.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud

		p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 2 Read-Aloud p. 73 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.2.	By 48 months, most children:
INDICATOR	SE.1.b.2.1.	Share and take turns using materials.  Beginning the Year  p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.3.	By 60 months, most children:
INDICATOR	SE.1.b.3.1.	Make decisions with other children, with adult guidance and assistance.  Beginning the Year p. 38 Focus Question 3 Day 2 Large Group
INDICATOR	SE.1.b.3.2.	Demonstrate consideration for and cooperation with other children.  Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud

		p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	SE.1.b.3.6.	Sustain interactions with friends for increasing periods of time.
		Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 5 Day 2 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 2 Read-Aloud p. 73 Focus Question 6 Day 3 Read-Aloud p. 74 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. 76 Focus Question 6 Day 5 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 88 Ministudy Day 3 Read-Aloud p. 89 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	SE.1.b.3.7.	Successfully enter into play when a group of children are already involved.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 2 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud

		p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 76 Focus Question 6 Day 7 Read-Aloud p. 77 Focus Question 6 Day 7 Read-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 80 Ministudy Day 2 Read-Aloud p. 81 Ministudy Day 3 Read-Aloud p. 82 Ministudy Day 3 Read-Aloud p. 83 Ministudy Day 4 Read-Aloud p. 84 Ministudy Day 5 Read-Aloud p. 85 Ministudy Day 5 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	SE.2.b.2.	By 48 months, most children:
INDICATOR	SE.2.b.2.1.	Choose materials and activities.  Beginning the Year  p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.1.	By 36 months, most children:
INDICATOR	SE.3.a.1.2.	Comfort themselves by seeking out a special toy, object, or caregiver.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 5 Read-Aloud p. 74 Focus Question 6 Day 5 Sead-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time
INDICATOR	SE.3.a.1.3.	Use words to express their emotions.  Beginning the Year

		p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 38 Focus Question 3 Day 2 Large Group
		p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 70 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 88 Ministudy Day 5 Choice Time
STATEMENT OF ENDURING	SE.3.	Self-regulation Self-regulation
KNOWLEDGE		
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.2.	By 48 months, most children:
INDICATOR	SE.3.a.2.2.	Can express emotions using words, signs, or other communication methods.
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 1 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 73 Focus Question 6 Day 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
STATEMENT OF ENDURING KNOWLEDGE		Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.3.	By 60 months, most children:
INDICATOR	SE.3.a.3.3.	Can name emotions using words, signs, or other communication methods.
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 29 Focus Question 2 Day 1 Read-Aloud

		p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.1.	By 36 months, most children:
INDICATOR	SE.3.b.1.1.	Follow simple rules most of the time.
		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
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.2.	By 48 months, most children:
INDICATOR	SE.3.b.2.1.	Usually follow classroom rules and expectations.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group
		p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	SE.3.b.2.4.	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  Use materials with purpose, safety, and respect.  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group
INDICATOR  STATEMENT OF ENDURING KNOWLEDGE		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 Use materials with purpose, safety, and respect.  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group
STATEMENT OF ENDURING		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  Use materials with purpose, safety, and respect.  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	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  Use materials with purpose, safety, and respect.  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group Self-regulation
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	SE.3. SE.3.b.	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  Use materials with purpose, safety, and respect.  Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 2 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group Self-regulation  Children develop the ability to control impulses.

		at home).
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 38 Focus Question 3 Day 2 Large Group
		p. 50 Focus Question 4 Day 2 Large Group
		p. 52 Focus Question 4 Day 3 Large Group
		p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	SE.3.b.3.3.	Participate in group activities for increasing amounts of time.
		Designing the Veer
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group
		p. 17 Focus Question 1 Day 1 Choice Time
		p. 17 Focus Question 1 Day 1 Large-Group Roundup
		p. 17 Focus Question 1 Day 1 Small Group
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group
		p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 21 Focus Question 1 Day 3 Small Group
		p. 22 Focus Question 1 Day 4 Choice Time
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 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 1 Small Group
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Choice Time
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 41 Focus Question 3 Day 3 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

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p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 44 Focus Question 3 Day 5 Large Group
p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Large-Group Roundup
p. 45 Focus Question 3 Day 5 Small Group
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 50 Focus Question 4 Day 2 Large Group
p. 51 Focus Question 4 Day 2 Large-Group Roundup
p. 51 Focus Question 4 Day 2 Read-Aloud
p. 51 Focus Question 4 Day 2 Small Groupp51
p. 52 Focus Question 4 Day 3 Choice Time
p. 52 Focus Question 4 Day 3 Large Group
p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Small Group
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 57 Focus Question 5 Day 1 Small Group
p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 59 Focus Question 5 Day 2 Small Group
p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
p. 61 Focus Question 5 Day 3 Large-Group Roundup
p. 61 Focus Question 5 Day 3 Read-Aloud
p. 61 Focus Question 5 Day 3 Small Group
p. 62 Focus Question 5 Day 4 Large Group
p. 63 Focus Question 5 Day 4 Choice Time
p. 63 Focus Question 5 Day 4 Large-Group Roundup
p. 63 Focus Question 5 Day 4 Small Group
p. 65 Focus Question 6 Outdoor Experiences
p. 66 Focus Question 6 Day 1 Large Group
p. 67 Focus Question 6 Day 1 Choice Time
p. 67 Focus Question 6 Day 1 Large-Group Roundup
p. 67 Focus Question 6 Day 1 Read-Aloud
p. 67 Focus Question 6 Day 1 Small Group
p. 68 Focus Question 6 Day 2 Choice Time
p. 68 Focus Question 6 Day 2 Large Group
p. 69 Focus Question 6 Day 2 Large-Group Roundup
p. 69 Focus Question 6 Day 2 Small Group
p. 70 Focus Question 6 Day 3 Choice Time
p. 70 Focus Question 6 Day 3 Large Group
p. 71 Focus Question 6 Day 3 Large-Group Roundup
p. 71 Focus Question 6 Day 3 Read-Aloud
p. 71 Focus Question 6 Day 3 Small Group
p. 72 Focus Question 6 Day 4 Choice Time
p. 72 Focus Question 6 Day 4 Large Group
p. 73 Focus Question 6 Day 4 Large-Group Roundup
p. 73 Focus Question 6 Day 4 Small Group
p. 74 Focus Question 6 Day 5 Large Group
p. 75 Focus Question 6 Day 5 Choice Time
p. 75 Focus Question 6 Day 5 Large-Group Roundup
p. 75 Focus Question 6 Day 5 Read-Aloud
p. 75 Focus Question 6 Day 5 Small Group
p. 79 Ministudy Outdoor Experiences
p. 80 Ministudy Day 1 Large Group
p. 81 Ministudy Day 1 Choice Time
p. 81 Ministudy Day 1 Large-Group Roundup
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STATEMENT OF ENDURING LD.1.  Receptive Language  CSE STEM  LD.1.a.  Doung children attend to, understand, and respond to increasingly complex language.  SPECIFIC INDICATOR  LD.1.a.1.  By 36 months, most children:  Demonstrate an understanding of descriptive words.  Beginning the Year  p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Choice Time p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 26 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 1 Day 5 Large-Group Roundup p. 28 Focus Question 1 Day 5 Large-Group Roundup p. 39 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 3 Large-Group Roundup p. 31 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 3 Day 1 Large-Group p. 36 Focus Question 3 Day 1 Large-Group p. 37 Focus Question 3 Day 2 Large-Group Roundup p. 38 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 4 Large Group p. 39 Focus Question 3 Day 4 Large Group p. 34 Focus Question 3 Day 5 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 45 Focus Question 4 Day 1 Small Group p. 56 Focus Question 4 Day 2 Small Group p. 57 Focus Question 4 Day 3 Small Group p. 57 Focus Question 4 Day 3 Small Group p. 57 Focus Question 4 Day 3 Small Group p. 57 Focus Question 4 Day 3 Small Group p. 57 Focus Question 6 Day 1 Large-Group Roundup p. 57 Focus Question 6 Day 1 Large-Group Roundup p. 57 Foc			
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		p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 36 Focus Question 2 Day 2 Large Group p. 37 Focus Question 2 Day 2 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 3 Large Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 46 Focus Question 3 Day 4 Large Group p. 47 Focus Question 3 Day 4 Large Group p. 48 Focus Question 3 Day 4 Large Group p. 49 Focus Question 3 Day 4 Large Group p. 49 Focus Question 3 Day 4 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group
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		p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Large Group 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 Small Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Small Group p. 46 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Small Group p. 51 Focus Question 4 Day 3 Small Group p. 52 Focus Question 4 Day 3 Small Group p. 53 Focus Question 4 Day 3 Small 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 2 Large Group
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		p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Mighty Minutes p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 5 Small Group p. 74 Focus Question 6 Day 5 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 2 Choice Time p. 82 Ministudy Day 3 Choice Time p. 83 Ministudy Day 3 Small Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 3 Small Group p. 88 Ministudy Day 3 Small Group p. 89 Ministudy Day 4 Large Group p. 80 Ministudy Day 3 Small Group p. 81 Ministudy Day 3 Small Group p. 82 Ministudy Day 4 Large Group p. 83 Ministudy Day 4 Large Group p. 84 Ministudy Day 4 Large Group
INDICATOR	LD.1.a.1.3.	Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.").
		Deginning 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
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.2.	By 48 months, most children:
INDICATOR	LD.1.a.2.1.	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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 2 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 8 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud

		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
INDICATOR	LD.1.a.2.2.	Demonstrate an understanding of conversations by responding to questions and prompts.
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 24 Focus Question 1 Day 5 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Mighty Minutes
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Mighty Minutes
		p. 36 Focus Question 3 Day 1 Large Group
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Small Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Large Group
		p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 50 Focus Question 4 Day 2 Large Group
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 1 Large Group
		p. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 3 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Choice Time
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group

INDICATOR	LD.1.a.2.6.	Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?").
		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 Groupp51
		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
STATEMENT OF ENDURING KNOWLEDGE		Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.3.	By 60 months, most children:
INDICATOR	LD.1.a.3.1.	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas.
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 24 Focus Question 1 Day 5 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Large Gloup p. 33 Focus Question 2 Day 3 Mighty Minutes
		p. 36 Focus Question 3 Day 1 Large Group
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Large Group
		p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 50 Focus Question 4 Day 2 Large Group
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Earge Group p. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 2 Ginal Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 61 Focus Question 5 Day 3 Small Group

p. 79 Mi p. 81 Mi	cus Question 6 Day 1 Large Group nistudy Outdoor Experiences nistudy Day 1 Mighty Minutes ive Language
Wash you Beginni p. 16 Fo p. 32 Fo p. 35 Fo p. 36 Fo p. 39 Fo p. 43 Fo p. 45 Fo p. 47 Fo p. 47 Fo p. 51 Fo p. 55 Fo p. 63 Fo	ur hands, and come to the table.").  Ing the Year  Cus Question 1 Day 1 Large Group  Cus Question 2 Day 3 Large Group  Cus Question 3 Outdoor Experiences  Cus Question 3 Day 1 Large Group  Cus Question 3 Day 2 Small Group  Cus Question 3 Day 4 Small Group  Cus Question 3 Day 5 Small Group  Cus Question 4 Outdoor Experiences  Cus Question 4 Day 1 Small Group  Cus Question 4 Day 2 Small Group  Cus Question 5 Outdoor Experiences  Cus Question 5 Outdoor Experiences  Cus Question 5 Outdoor Experiences  Cus Question 6 Outdoor Experiences
Beginni p. 17 Fo p. 32 Fo p. 35 Fo p. 47 Fo p. 49 Fo p. 51 Fo p. 51 Fo p. 55 Fo p. 56 Fo p. 57 Fo p. 66 Fo p. 66 Fo p. 66 Fo p. 79 Mi p. 86 Mi p. 87 Mi p. 89 Mi	rus Question 1 Day 1 Small Group cus Question 2 Day 3 Large Group cus Question 3 Outdoor Experiences cus Question 4 Outdoor Experiences cus Question 4 Day 1 Small Group cus Question 4 Day 2 Read-Aloud cus Question 4 Day 2 Small Groupp51 cus Question 5 Outdoor Experiences cus Question 5 Day 1 Large Group cus Question 5 Day 1 Small Group cus Question 5 Day 2 Small Group cus Question 5 Day 2 Small Group cus Question 5 Day 3 Small Group cus Question 5 Day 3 Small Group cus Question 6 Outdoor Experiences cus Question 6 Day 1 Large Group nistudy Outdoor Experiences nistudy Day 4 Choice Time nistudy Day 4 Small Group letailed, multi-step directions (e.g., "Put away your toys,
p. 63 Fo p. 66 Fo p. 67 Fo p. 67 Fo p. 68 Fo p. 69 Fo p. 69 Fo p. 70 Fo p. 71 Fo p. 71 Fo p. 72 Fo p. 73 Fo p. 73 Fo p. 74 Fo p. 80 Mi p. 82 Mi p. 83 Mi p. 84 Mi p. 84 Mi p. 85 Mi p. 86 Mi	cus Question 5 Day 4 Large-Group Roundup cus Question 5 Day 4 Mighty Minutes cus Question 6 Day 1 Large Group cus Question 6 Day 1 Small Group cus Question 6 Day 2 Small Group cus Question 6 Day 2 Read-Aloud cus Question 6 Day 2 Small Group cus Question 6 Day 3 Large Group cus Question 6 Day 3 Large Group cus Question 6 Day 3 Read-Aloud cus Question 6 Day 3 Read-Aloud cus Question 6 Day 4 Small Group cus Question 6 Day 4 Large Group cus Question 6 Day 4 Read-Aloud cus Question 6 Day 4 Read-Aloud cus Question 6 Day 5 Large Group cus Question 6 Day 5 Large Group nistudy Day 1 Large Group nistudy Day 2 Choice Time nistudy Day 3 Choice Time nistudy Day 3 Small Group nistudy Day 3 Small Group nistudy Day 4 Large Group nistudy Day 5 Large Group nistudy Day 6 Large Group nistudy Day 7 Large Group nistudy Day 8 Small Group nistudy Day 9 Small Group nistudy Day 9 Large Group

KNOWLEDGE		
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.1.	By 36 months, most children:
INDICATOR	LD.2.a.1.3.	Expand their vocabulary by asking others to name unfamiliar objects.  Beginning the Year  p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51 p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	LD.2.a.1.4.	Use two- and some three-syllable words.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 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 Small Group p. 67 Focus Question 5 Day 4 Small Group p. 69 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 3 Small Group p. 70 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 86 Ministudy Day 4 Large Group
INDICATOR	LD.2.a.1.5.	Combine words into simple three- to four-word sentences.  Beginning the Year  p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 74 Focus Question 6 Day 5 Large Group
INDICATOR	LD.2.a.1.6.	Use simple adjectives in statements ("big," "little," "hard," "soft").  Beginning the Year p. 83 Ministudy Day 2 Mighty Minutes
INDICATOR	LD.2.a.1.9.	Ask "who," "what," "why," and "where" questions.  Beginning the Year
		p. 43 Focus Question 3 Day 4 Large-Group Roundup

		p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.2.	By 48 months, most children:
INDICATOR	LD.2.a.2.1.	Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors.  Beginning the Year p. 24 Focus Question 1 Day 5 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 72 Focus Question 6 Day 4 Large Group
INDICATOR	LD.2.a.2.2.	Pronounce new, long, or unusual words if they have modeling and support.  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
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs.    Beginning the Year

		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 Large-Group Roundup
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Choice Time
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Small Group
		p. 57 Focus Question 5 Day 1 Large-Group Roundup
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 57 Focus Question 5 Day 1 Small Group
		p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Choice Time
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Large-Group Roundup
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Choice Time
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Large-Group Roundup
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 80 Ministudy Day 1 Large Group
		p. 81 Ministudy Day 1 Choice Time
		p. 81 Ministudy Day 1 Large-Group Roundup
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Large-Group Roundup
		p. 83 Ministudy Day 2 Mighty Minutes
		p. 83 Ministudy Day 2 Read-Aloud
		p. 83 Ministudy Day 2 Small Group
		p. 85 Ministudy Day 3 Large-Group Roundup p. 86 Ministudy Day 4 Choice Time
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Large-Group Roundup
		p. 88 Ministudy Day 5 Choice Time
		p. 89 Ministudy Day 5 Large-Group Roundup
		p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	LD.2.a.2.5.	Determine, with modeling and support, the meanings of unknown
		words by asking questions or using contextual clues, such as
		pictures that accompany text.
		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 Choice Time p. 44 Focus Question 3 Day 5 Large Group
		pr TT 1 Jours & ucotion o Day o Large Group

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		p. 45 Focus Question 3 Day Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	LD.2.a.2.6.	Experiment with using new words in conversation.  Beginning the Year p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51
INDICATOR	LD.2.a.2.7.	Use longer, more increasingly complex sentences, including complete four- to six-word sentences.  Beginning the Year p. 28 Focus Question 2 Day 1 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 74 Focus Question 6 Day 5 Large Group
INDICATOR	LD.2.a.2.9.	Continue to ask "who," "what," "why," and "where" questions.  Beginning the Year  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 44 Focus Question 3 Day 5 Large Group  p. 56 Focus Question 5 Day 1 Large Group  p. 58 Focus Question 5 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Large-Group Roundup  p. 60 Focus Question 5 Day 3 Large Group  p. 68 Focus Question 6 Day 2 Large Group  p. 73 Focus Question 6 Day 4 Small Group  p. 84 Ministudy Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.1.	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors.  Beginning the Year p. 24 Focus Question 1 Day 5 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 72 Focus Question 6 Day 4 Large Group
INDICATOR	LD.2.a.3.3.	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words.  Beginning the Year p. 17 Focus Question 1 Day 1 Small Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 35 Focus Question 2 Day 3 Read-Aloud p. 35 Focus Question 3 Outdoor Experiences 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. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51 p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 1 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 79 Ministudy Outdoor Experiences p. 83 Ministudy Day 2 Read-Aloud p. 86 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	LD.2.a.3.4.	Use increasingly complex, longer sentences, including sentences that combine two or three phrases.  Beginning the Year p. 28 Focus Question 2 Day 1 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 74 Focus Question 6 Day 5 Large Group
STATEMENT OF ENDURING	LD.3.	Pragmatics
KNOWLEDGE		
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD 0 - 4	
INDICATOR	LD.3.a.1. LD.3.a.1.1.	By 36 months, most children:  Respond to others' statements, prompts, and questions.

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		p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 50 Focus Question 4 Day 2 Large Group
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 3 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Choice Time
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
INDICATOR	LD 2 - 4 0	p. 86 Ministudy Day 4 Large Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to
INDICATOR	LD.3.a.1.2.	
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 Large Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Outdoor Experiences
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 2 Day 3 Read-Aloud p. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 2 Day 3 Read-Aloud p. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 4 Outdoor Experiences
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Day 3 Read-Aloud p. 37 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Small Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Day 3 Read-Aloud p. 37 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 2 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Large-Group Roundup
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 2 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Day 3 Read-Aloud p. 36 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 2 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Read-Aloud
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 2 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 61 Focus Question 5 Day 3 Small Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 2 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 63 Focus Question 5 Day 4 Small Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 2 Day 3 Read-Aloud p. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 3 Small Group p. 64 Focus Question 5 Day 3 Small Group p. 65 Focus Question 5 Day 4 Small Group p. 66 Focus Question 5 Day 4 Small Group p. 67 Focus Question 5 Day 1 Mighty Minutes
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 2 Day 3 Read-Aloud p. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 5 Day 3 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 3 Small Group p. 64 Focus Question 5 Day 3 Small Group p. 65 Focus Question 5 Day 4 Small Group p. 67 Focus Question 5 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Read-Aloud
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 2 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 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. 35 Focus Question 2 Day 3 Read-Aloud p. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 5 Day 3 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 3 Small Group p. 64 Focus Question 5 Day 3 Small Group p. 65 Focus Question 5 Day 4 Small Group p. 67 Focus Question 5 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Read-Aloud

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INDICATOR	LD.3.a.1.3.	Use social conventions to initiate and sustain exchanges of communication.  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 85 Ministudy Day 3 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.1.	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Outdoor Experiences p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 88 Ministudy Day 5 Large Group
INDICATOR	LD.3.a.2.2.	Use appropriate volume and intonation when speaking in a variety of social situations.  Beginning the Year p. 24 Focus Question 1 Day 5 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 72 Focus Question 6 Day 4 Large Group
INDICATOR	LD.3.a.2.3.	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Beginning the Year  p. 38 Focus Question 3 Day 2 Large Group  p. 41 Focus Question 3 Day 3 Small Group  p. 73 Focus Question 6 Day 4 Small Group
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.

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Beginning the Year
p. 16 Focus Question 1 Day 1 Large Group
p. 17 Focus Question 1 Day 1 Choice Time
p. 17 Focus Question 1 Day 1 Large-Group Roundup
p. 17 Focus Question 1 Day 1 Small Group
p. 18 Focus Question 1 Day 2 Large Group
p. 19 Focus Question 1 Day 2 Choice Time
p. 19 Focus Question 1 Day 2 Large-Group Roundup
p. 19 Focus Question 1 Day 2 Small Group
p. 20 Focus Question 1 Day 3 Large Group
p. 21 Focus Question 1 Day 3 Choice Time
p. 21 Focus Question 1 Day 3 Large-Group Roundup
p. 21 Focus Question 1 Day 3 Small Group
p. 22 Focus Question 1 Day 4 Choice Time
p. 22 Focus Question 1 Day 4 Large Group
p. 23 Focus Question 1 Day 4 Large-Group Roundup
p. 23 Focus Question 1 Day 4 Small Group
p. 24 Focus Question 1 Day 5 Choice Time
p. 24 Focus Question 1 Day 5 Large Group
p. 25 Focus Question 1 Day 5 Large-Group Roundup
p. 25 Focus Question 1 Day 5 Read-Aloud
p. 25 Focus Question 1 Day 5 Small Group
p. 27 Focus Question 2 Outdoor Experiences
p. 28 Focus Question 2 Day 1 Large Group
p. 29 Focus Question 2 Day 1 Choice Time
p. 29 Focus Question 2 Day 1 Large-Group Roundup
p. 29 Focus Question 2 Day 1 Read-Aloud
p. 29 Focus Question 2 Day 1 Small Group
p. 30 Focus Question 2 Day 2 Large Group
p. 31 Focus Question 2 Day 2 Choice Time
p. 31 Focus Question 2 Day 2 Large-Group Roundup
p. 31 Focus Question 2 Day 2 Small Group
p. 32 Focus Question 2 Day 3 Choice Time
p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 33 Focus Question 2 Day 3 Small Group
p. 35 Focus Question 3 Outdoor Experiences
p. 36 Focus Question 3 Day 1 Choice Time
p. 36 Focus Question 3 Day 1 Large Group
p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 37 Focus Question 3 Day 1 Small Group
p. 38 Focus Question 3 Day 2 Choice Time
p. 38 Focus Question 3 Day 2 Large Group
p. 39 Focus Question 3 Day 2 Large-Group Roundup
p. 39 Focus Question 3 Day 2 Small Group
p. 40 Focus Question 3 Day 3 Choice Time
p. 40 Focus Question 3 Day 3 Large Group
p. 41 Focus Question 3 Day 3 Large-Group Roundup
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 41 Focus Question 3 Day 3 Small Group
p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 44 Focus Question 3 Day 5 Large Group
p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Large-Group Roundup
p. 45 Focus Question 3 Day 5 Small Group
p. 47 Focus Question 4 Outdoor Experiences
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
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p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 50 Focus Question 4 Day 2 Large Group
p. 51 Focus Question 4 Day 2 Large-Group Roundup
p. 51 Focus Question 4 Day 2 Read-Aloud
p. 51 Focus Question 4 Day 2 Small Groupp51
p. 52 Focus Question 4 Day 3 Choice Time
p. 52 Focus Question 4 Day 3 Large Group
p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Small Group
p. 55 Focus Question 5 Outdoor Experiences
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 57 Focus Question 5 Day 1 Small Group
p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 59 Focus Question 5 Day 2 Small Group
p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
p. 61 Focus Question 5 Day 3 Large-Group Roundup
p. 61 Focus Question 5 Day 3 Mighty Minutes
p. 61 Focus Question 5 Day 3 Read-Aloud
p. 61 Focus Question 5 Day 3 Small Group
p. 62 Focus Question 5 Day 4 Large Group
p. 63 Focus Question 5 Day 4 Choice Time
p. 63 Focus Question 5 Day 4 Large-Group Roundup
p. 63 Focus Question 5 Day 4 Small Group
p. 65 Focus Question 6 Outdoor Experiences
p. 66 Focus Question 6 Day 1 Large Group
p. 67 Focus Question 6 Day 1 Choice Time
p. 67 Focus Question 6 Day 1 Large-Group Roundup
p. 67 Focus Question 6 Day 1 Read-Aloud
p. 67 Focus Question 6 Day 1 Small Group
p. 68 Focus Question 6 Day 2 Choice Time
p. 68 Focus Question 6 Day 2 Large Group
p. 69 Focus Question 6 Day 2 Large-Group Roundup
p. 69 Focus Question 6 Day 2 Small Group
p. 70 Focus Question 6 Day 3 Choice Time
p. 70 Focus Question 6 Day 3 Large Group
p. 71 Focus Question 6 Day 3 Large-Group Roundup
p. 71 Focus Question 6 Day 3 Read-Aloud
p. 71 Focus Question 6 Day 3 Small Group
p. 72 Focus Question 6 Day 4 Choice Time
p. 72 Focus Question 6 Day 4 Large Group
p. 73 Focus Question 6 Day 4 Large-Group Roundup
p. 73 Focus Question 6 Day 4 Small Group
p. 74 Focus Question 6 Day 5 Large Group
p. 75 Focus Question 6 Day 5 Choice Time
p. 75 Focus Question 6 Day 5 Large-Group Roundup
p. 75 Focus Question 6 Day 5 Read-Aloud
p. 75 Focus Question 6 Day 5 Small Group
p. 79 Ministudy Outdoor Experiences
p. 80 Ministudy Day 1 Large Group
p. 81 Ministudy Day 1 Choice Time
p. 81 Ministudy Day 1 Large-Group Roundup
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
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STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.3.	By 60 months, most children:
INDICATOR	LD.3.a.3.1.	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Beginning the Year  p. 38 Focus Question 3 Day 2 Large Group  p. 41 Focus Question 3 Day 3 Small Group  p. 73 Focus Question 6 Day 4 Small Group
INDICATOR	LD.3.a.3.2.	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 2 Large-Group Roundup 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 2 Small Group p. 19 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Choice Time p. 24 Focus Question 1 Day 4 Large Group p. 25 Focus Question 1 Day 4 Large-Group Roundup p. 26 Focus Question 1 Day 4 Large-Group Roundup p. 27 Focus Question 1 Day 5 Large-Group Roundup p. 28 Focus Question 1 Day 5 Large Group p. 29 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 26 Focus Question 1 Day 5 Large Group p. 27 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Large-Group Roundup p. 29 Focus Question 2 Day 1 Large-Group p. 29 Focus Question 2 Day 1 Large-Group p. 29 Focus Question 2 Day 1 Large-Group p. 30 Focus Question 2 Day 2 Large-Group p. 31 Focus Question 2 Day 2 Large-Group p. 32 Focus Question 2 Day 2 Large-Group p. 33 Focus Question 2 Day 2 Large-Group p. 34 Focus Question 2 Day 2 Large-Group p. 35 Focus Question 2 Day 2 Large-Group p. 36 Focus Question 2 Day 2 Large-Group p. 37 F

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p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 33 Focus Question 2 Day 3 Small Group
p. 35 Focus Question 3 Outdoor Experiences
p. 36 Focus Question 3 Day 1 Choice Time
p. 36 Focus Question 3 Day 1 Large Group
p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 37 Focus Question 3 Day 1 Small Group
p. 38 Focus Question 3 Day 2 Choice Time
p. 38 Focus Question 3 Day 2 Large Group
p. 39 Focus Question 3 Day 2 Large-Group Roundup
p. 39 Focus Question 3 Day 2 Small Group
p. 40 Focus Question 3 Day 3 Choice Time
p. 40 Focus Question 3 Day 3 Large Group
p. 41 Focus Question 3 Day 3 Large-Group Roundup
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 41 Focus Question 3 Day 3 Small Group
p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 44 Focus Question 3 Day 5 Large Group
p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Large-Group Roundup
p. 45 Focus Question 3 Day 5 Small Group
p. 47 Focus Question 4 Outdoor Experiences
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 50 Focus Question 4 Day 2 Large Group
p. 51 Focus Question 4 Day 2 Large-Group Roundup
p. 51 Focus Question 4 Day 2 Read-Aloud
p. 51 Focus Question 4 Day 2 Small Groupp51
p. 52 Focus Question 4 Day 3 Choice Time
p. 52 Focus Question 4 Day 3 Large Group
p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Small Group
p. 55 Focus Question 5 Outdoor Experiences
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 57 Focus Question 5 Day 1 Small Group
p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 59 Focus Question 5 Day 2 Small Group
p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
p. 61 Focus Question 5 Day 3 Large-Group Roundup
p. 61 Focus Question 5 Day 3 Mighty Minutes
p. 61 Focus Question 5 Day 3 Read-Aloud
p. 61 Focus Question 5 Day 3 Small Group
p. 62 Focus Question 5 Day 4 Large Group
p. 63 Focus Question 5 Day 4 Choice Time
p. 63 Focus Question 5 Day 4 Large-Group Roundup
p. 63 Focus Question 5 Day 4 Small Group
p. 65 Focus Question 6 Outdoor Experiences
p. 66 Focus Question 6 Day 1 Large Group
p. 67 Focus Question 6 Day 1 Choice Time
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INDICATOR	LD.3.a.3.3.	p. 89 Ministudy Day 5 Small Group  Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes.  Beginning the Year p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.1.	In early-stage English language development, children:
INDICATOR	LD.4.a.1.3.	Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc  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. 18 Focus Question 1 Day 2 Large Group
p. 19 Focus Question 1 Day 2 Choice Time
p. 19 Focus Question 1 Day 2 Large-Group Roundup
p. 19 Focus Question 1 Day 2 Small Group
p. 20 Focus Question 1 Day 3 Large Group
p. 21 Focus Question 1 Day 3 Choice Time
p. 21 Focus Question 1 Day 3 Large-Group Roundup
p. 21 Focus Question 1 Day 3 Small Group
p. 22 Focus Question 1 Day 4 Choice Time
p. 22 Focus Question 1 Day 4 Large Group
p. 23 Focus Question 1 Day 4 Large-Group Roundup
p. 23 Focus Question 1 Day 4 Small Group
p. 24 Focus Question 1 Day 5 Choice Time
p. 24 Focus Question 1 Day 5 Large Group
p. 25 Focus Question 1 Day 5 Large-Group Roundup
p. 25 Focus Question 1 Day 5 Read-Aloud
p. 25 Focus Question 1 Day 5 Small Group
p. 27 Focus Question 2 Outdoor Experiences
p. 28 Focus Question 2 Day 1 Large Group
p. 29 Focus Question 2 Day 1 Choice Time
p. 29 Focus Question 2 Day 1 Large-Group Roundup
p. 29 Focus Question 2 Day 1 Read-Aloud
p. 29 Focus Question 2 Day 1 Small Group
p. 30 Focus Question 2 Day 2 Large Group
p. 31 Focus Question 2 Day 2 Choice Time
p. 31 Focus Question 2 Day 2 Large-Group Roundup
p. 31 Focus Question 2 Day 2 Small Group
p. 32 Focus Question 2 Day 3 Choice Time
p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 33 Focus Question 2 Day 3 Small Group
p. 36 Focus Question 3 Day 1 Choice Time
p. 36 Focus Question 3 Day 1 Large Group
p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 37 Focus Question 3 Day 1 Small Group
p. 38 Focus Question 3 Day 2 Choice Time
p. 38 Focus Question 3 Day 2 Large Group
p. 39 Focus Question 3 Day 2 Large-Group Roundup
p. 39 Focus Question 3 Day 2 Small Group
p. 40 Focus Question 3 Day 3 Choice Time
p. 40 Focus Question 3 Day 3 Large Group
p. 41 Focus Question 3 Day 3 Large-Group Roundup
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 41 Focus Question 3 Day 3 Small Group
p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
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p. 44 Focus Question 3 Day 5 Choice Time
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p. 45 Focus Question 3 Day Read-Aloud
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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
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p. 67 Focus Question 6 Day 1 Large-Group Roundup
p. 67 Focus Question 6 Day 1 Read-Aloud
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p. 72 Focus Question 6 Day 4 Choice Time
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p. 84 Ministudy Day 3 Choice Time
p. 84 Ministudy Day 3 Large Group
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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
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p. 88 Ministudy Day 5 Large Group

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INDICATOR	LD.4.a.1.4.	Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation.  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 Outdoor Experiences p. 67 Ministudy Outdoor Experiences p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.2.	In mid-stage English language development, children:
INDICATOR	LD.4.a.2.2.	Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities.  Beginning the Year p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group51 p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group
INDICATOR	LD.4.a.2.3.	Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Beginning the Year p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51

		p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	LD.4.a.2.4.	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).  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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
	LD.4.a. LD.4.a.3.	complex language as well as a range of topics and types of texts
GSE STEM		complex language as well as a range of topics and types of texts (including digital texts) in English.

		less on contextual cues.
		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 Groupp51
		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
OTATEMENT OF ENDURING	LD 4	
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their
		thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.1.	In early-stage English language development, children:
INDICATOR	LD.4.b.1.1.	Use nonverbal communication, such as gestures or behaviors, to
		seek attention, request objects, or initiate a response from others.
		· ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 20 Focus Question 1 Day 3 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 39 Focus Question 3 Day 2 Small Group
		p. 41 Focus Question 3 Day 2 Small Group
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		p. 42 Focus Question 3 Day 4 Large Group
		p. 47 Focus Question 4 Outdoor Experiences
		p. 57 Focus Question 5 Day 1 Small Group
		p. 59 Focus Question 5 Day 2 Large-Group Roundup
		p. 59 Focus Question 5 Day 2 Small Group
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 74 Focus Question 6 Day 5 Large Group
		p. 88 Ministudy Day 5 Large Group
INDICATOR	LD.4.b.1.4.	Use age-appropriate grammar in their home language.
		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
INDICATOR	LD.4.b.1.5.	Ask a variety of questions (e.g., "what," "why," "how," "when," and
INDIOATOR	LD.4.0.1.0.	"where") in their home language.
		Beginning the Year
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Large Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group

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		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
OTATEMENT OF ENDURING	10.4	
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:
INDICATOR	LD.4.b.2.1.	Combine nonverbal with some verbal communication to be understood by others.
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group
		p. 20 Focus Question 1 Day 3 Large Group
		p. 24 Focus Question 1 Day 5 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 39 Focus Question 3 Day 2 Small Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 42 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Outdoor Experiences
		p. 57 Focus Question 5 Day 1 Small Group
		p. 59 Focus Question 5 Day 1 Small Group  p. 59 Focus Question 5 Day 2 Large-Group Roundup
		p. 59 Focus Question 5 Day 2 Small Group
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 88 Ministudy Day 5 Large Group
INDICATOR	LD.4.b.2.3.	Use telegraphic speech (two-word phrases rather than full sentences, such as "want food").
		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
INDICATOR	LD.4.b.2.4.	Use formulaic speech (expressions that are learned whole, e.g., "I don't know").
		Beginning the Year
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.
		Reginning the Vear
		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 Earge Group Roundap
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup
		p. 19 Focus Question 1 Day 2 Small Group
		p. 20 Focus Question 1 Day 3 Large Group

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p. 21 Focus Question 1 Day 3 Choice Time
p. 21 Focus Question 1 Day 3 Large-Group Roundup
p. 21 Focus Question 1 Day 3 Small Group
p. 22 Focus Question 1 Day 4 Choice Time
p. 22 Focus Question 1 Day 4 Large Group
p. 23 Focus Question 1 Day 4 Large-Group Roundup
p. 23 Focus Question 1 Day 4 Small Group
p. 24 Focus Question 1 Day 5 Choice Time
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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
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p. 31 Focus Question 2 Day 2 Choice Time
p. 31 Focus Question 2 Day 2 Large-Group Roundup
p. 31 Focus Question 2 Day 2 Small Group
p. 32 Focus Question 2 Day 3 Choice Time
p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 33 Focus Question 2 Day 3 Small Group
p. 35 Focus Question 3 Outdoor Experiences
p. 36 Focus Question 3 Day 1 Choice Time
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p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 37 Focus Question 3 Day 1 Small Group
p. 38 Focus Question 3 Day 2 Choice Time
p. 38 Focus Question 3 Day 2 Large Group
p. 39 Focus Question 3 Day 2 Large-Group Roundup
p. 39 Focus Question 3 Day 2 Small Group
p. 40 Focus Question 3 Day 3 Choice Time
p. 40 Focus Question 3 Day 3 Large Group
p. 41 Focus Question 3 Day 3 Large-Group Roundup
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 41 Focus Question 3 Day 3 Small Group
p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 44 Focus Question 3 Day 5 Large Group
p. 45 Focus Question 3 Day Read-Aloud
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p. 45 Focus Question 3 Day 5 Small Group
p. 47 Focus Question 4 Outdoor Experiences
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 50 Focus Question 4 Day 2 Large Group
p. 51 Focus Question 4 Day 2 Large-Group Roundup
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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
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p. 55 Focus Question 5 Outdoor Experiences
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 57 Focus Question 5 Day 1 Small Group
p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 59 Focus Question 5 Day 2 Small Group
p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
p. 61 Focus Question 5 Day 3 Large-Group Roundup
p. 61 Focus Question 5 Day 3 Mighty Minutes
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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
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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 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
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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
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p. 89 Ministudy Day 5 Large-Group Roundup

		p. 89 Ministudy Day 5 Small Group
INDICATOR	LD.4.b.2.7.	Use some English grammatical markers (e.g., "-ing" or the plural- forming "-s") and apply at times the rules of grammar of the home language to English.
		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
INDICATOR	LD.4.b.2.8.	Use "what" and "why" questions in English, sometimes with errors.
		Beginning the Year p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.3.	In late-stage English language development, children:
INDICATOR	LD.4.b.3.1.	Demonstrate increasing reliance on verbal communication in English to be understood by others.  Beginning the Year p. 24 Focus Question 1 Day 5 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 72 Focus Question 6 Day 4 Large Group
INDICATOR	LD.4.b.3.2.	Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary.  Beginning the Year p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51
INDICATOR	LD.4.b.3.3.	Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction.  Beginning the Year  p. 28 Focus Question 2 Day 1 Large Group  p. 32 Focus Question 2 Day 3 Large Group  p. 74 Focus Question 6 Day 5 Large Group
INDICATOR	LD.4.b.3.5.	Use "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with errors.  Beginning the Year p. 43 Focus Question 3 Day 4 Large-Group Roundup
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.1.	By 36 months, most children:

INDICATOR	L.1.a.1.1.	Engage in word and sound play with adults (e.g., rhymes, nonsense words).
		Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 46 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 1 Mighty Minutes p. 75 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Read-Aloud
INDICATOR	L.1.a.1.2.	Distinguish between words that contain similar-sounding phonemes ("cat-mat," "pig-jig").
		Beginning the Year p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR	L.1.a.1.3.	Fill in repeating phrases of familiar songs, stories, and finger plays.  Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group

		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Large-Group Roundup
		p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group
		p. 48 Focus Question 4 Day 1 Large Group
		p. 49 Focus Question 4 Day 1 Choice Time
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 50 Focus Question 4 Day 2 Large Group
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 55 Focus Question 5 Outdoor Experiences
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 60 Focus Question 5 Day 3 Large Group
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud
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		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial
		sounds).
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes
		p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Large Gloup
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Mighty Minutes
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		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. 28 Focus Question 2 Day 1 Large Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Mighty Minutes
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Mighty Minutes
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Large-Group Roundup
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		p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group
		p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group

		p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 52 Focus Question 4 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 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 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Large Group p. 88 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.2.	By 48 months, most children:
INDICATOR	L.1.a.2.1.	Demonstrate an awareness of words as separate units.  Beginning the Year p. 74 Focus Question 6 Day 5 Large Group
INDICATOR	L.1.a.2.2.	Identify whether two words rhyme.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 4 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 46 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group

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		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
INDICATOR	L.1.a.2.3.	Engage in rhyming games and songs; can complete a familiar rhyme.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 3 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 4 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 46 Focus Question 4 Day 1 Large Group p. 50 Focus Question 5 Day 1 Mighty Minutes p. 59 Focus Question 5 Day 2 Mighty Minutes p. 60 Focus Question 5 Day 2 Mighty Minutes p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 3 Mighty Minutes p. 77 Focus Question 6 Day 3 Mighty Minutes p. 78 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud
INDICATOR	L.1.a.2.4.	Orally blend and segment familiar compound words, with modeling and support.  Beginning the Year  p. 41 Focus Question 3 Day 3 Small Group  p. 58 Focus Question 5 Day 2 Large Group  p. 60 Focus Question 5 Day 3 Large Group  p. 74 Focus Question 6 Day 5 Large Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group
INDICATOR	L.1.a.2.5.	Comprehend and use new words introduced within thematic units, stories, and daily activities.  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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.3.	By 60 months, most children:
INDICATOR	L.1.a.3.1.	Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name.
		Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	L.1.a.3.2.	Produce words (real or nonsense) that rhyme with other common
		words (e.g., "dance, prance, krance").  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 46 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 1 Large Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 59 Focus Question 5 Day 2 Mighty Minutes p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Mighty Minutes p. 67 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud
INDICATOR	L.1.a.3.3.	Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter).

		Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	L.1.a.3.4.	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear".  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. 80 Ministudy Day 1 Large Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group  p. 86 Ministudy Day 4 Large Group
INDICATOR	L.1.a.3.5.	With modeling and support, identify, blend, and segment syllables in spoken words.  Beginning the Year p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 86 Ministudy Day 4 Large Group
INDICATOR	L.1.a.3.6.	With modeling and support, delete the onsets of words (e.g., "pairair, fruit-root").  Beginning the Year  p. 80 Ministudy Day 1 Large Group  p. 86 Ministudy Day 4 Large Group
INDICATOR	L.1.a.3.7.	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook").  Beginning the Year p. 80 Ministudy Day 1 Large Group p. 86 Ministudy Day 4 Large Group
STATEMENT OF ENDURING	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.1.	By 36 months, most children:

INDICATOR	L.2.a.1.1.	Recognize more symbols and logos in the environment.
		Beginning the Year
		p. 23 Focus Question 1 Day 4 Small Group
		p. 41 Focus Question 3 Day 3 Small Group
INDICATOR	L.2.a.1.2.	Recognize letters as a special form of symbol that can be individually named.
		Beginning the Year p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 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
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.2.	By 48 months, most children:
INDICATOR	L.2.a.2.1.	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print.  Beginning the Year p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 3 Small Group p. 74 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 3 Small Group p. 77 Focus Question 6 Day 3 Small Group p. 78 Focus Question 6 Day 4 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group

INDICATOR	L.2.a.2.3.	Produce the sound for some of the letters they recognize.  Beginning the Year  p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group Recognize, with modeling and support, their own name or other common words in print.
		Beginning the Year p. 23 Focus Question 1 Day 4 Small Group p. 41 Focus Question 3 Day 3 Small Group
INDICATOR	L.2.a.2.4.	Recognize words that start with the same letter as their name.  Beginning the Year  p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud 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
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.3.	By 60 months, most children:
INDICATOR	L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Beginning the Year  p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group

		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
		p. 89 Ministudy Day 5 Mighty Minutes
NIDIO ATOD		
INDICATOR	L.2.a.3.2.	Produce the sound for many of the letters the recognize.
		Beginning the Year
		p. 41 Focus Question 3 Day 3 Small Group
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 59 Focus Question 5 Day 2 Small Group
		p. 61 Focus Question 5 Day 3 Small Group
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
INDICATOR	L.2.a.3.3.	Correctly sort letters and find words that contain specified letters.
		on only controller and mild morae mat contain opening interest
		Beginning the Year
		p. 20 Focus Question 1 Day 3 Large Group
		p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 38 Focus Question 3 Day 2 Large Group
		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. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 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
	to the second se	In 71 Feets Ougstion 6 Day 2 Mighty Minutes
The second secon		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 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR	L.2.a.3.4	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	L.2.a.3.4.	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes  Demonstrate an understanding that strings of letters represent a
INDICATOR	L.2.a.3.4.	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	L.2.a.3.4.	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes  Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.
INDICATOR	L.2.a.3.4.	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes  Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.  Beginning the Year
INDICATOR	L.2.a.3.4.	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes  Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.  Beginning the Year p. 41 Focus Question 3 Day 3 Small Group
INDICATOR	L.2.a.3.4.	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes  Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.  Beginning the Year p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup
INDICATOR	L.2.a.3.4.	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes  Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.  Beginning the Year p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group
INDICATOR	L.2.a.3.4.	p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 89 Ministudy Day 5 Mighty Minutes  Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.  Beginning the Year p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup

STATEMENT OF ENDURING KNOWLEDGE GSE STEM	L.3. L.3.a.	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 Print Knowledge  Children demonstrate book awareness and knowledge of basic print
		conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.1.	By 36 months, most children:
INDICATOR	L.3.a.1.1.	Recognize specific books by their covers and seek out specific pages in familiar books.  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 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 53 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. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
INDICATOR	L.3.a.1.2.	Know where books are kept, take them to an adult reader, and return books to their designated place when finished.  Beginning the Year p. 15 Focus Question 1 Outdoor Experiences p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 26 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Day 1 Large Group p. 28 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. 35 Focus Question 3 Outdoor Experiences p. 37 Focus Question 3 Day 1 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 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day Read-Aloud p. 47 Focus Question 4 Day 1 Read-Aloud p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 54 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 4 Day 3 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 1 Large Group

INDICATOR	2012	p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 65 Focus Question 6 Outdoor Experiences p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large-Group Roundup p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Read-Aloud p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	L.3.a.1.3.	Make scribble marks on paper and "read" the meaning they assign to the marks.  Beginning the Year  p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.2.	By 48 months, most children:
INDICATOR	L.3.a.2.1.	Hold a book in correct orientation and turn pages from front to back, usually one at a time.  Beginning the Year  p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 4 Day 23 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group
INDICATOR	L.3.a.2.2.	Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name

		or a cibling's name, pointing to a street sign and solving an adult
		or a sibling's name, pointing to a street sign and asking an adult, "What does that say?").
		Beginning the Year p. 23 Focus Question 1 Day 4 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group
INDICATOR	L.3.a.2.3.	Imitate the act of reading a book and demonstrate appropriate book-handling skills.
		Beginning the Year p. 50 Focus Question 4 Day 2 Large Group p. 72 Focus Question 6 Day 4 Large Group
INDICATOR	L.3.a.2.4.	Handle and care for books in a respectful manner.
		Beginning the Year p. 50 Focus Question 4 Day 2 Large Group p. 72 Focus Question 6 Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
INDICATOR	L.3.a.3.1.	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Beginning the Year  p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 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
INDICATOR	L.3.a.3.2.	Describe roles of authors and illustrators and connect books to specific authors of illustrators.  Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 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. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
INDICATOR	L.3.a.3.3.	Identify familiar words in books and the environment.
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 23 Focus Question 1 Day 4 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.1.	By 36 months, most children:
INDICATOR	L.4.a.1.1.	Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 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 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 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. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud

		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences,
		such as telling and listening to stories, singing and saying rhymes,
		and engaging with writing materials.
		and engaging with writing materials.
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 17 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes
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		p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Mighty Minutes
		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 Mighty Minutes
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 21 Focus Question 1 Day 3 Small Group
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		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 Mighty Minutes
		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 Mighty Minutes
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Choice Time
		p. 31 Focus Question 2 Day 2 Mighty Minutes
		p. 31 Focus Question 2 Day 2 Read-Aloud
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Large-Group Roundup
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Mighty Minutes
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p. 44 Focus Question 3 Day's Choice Time p. 45 Focus Question 3 Day S Large Group p. 45 Focus Question 3 Day S Large Group p. 45 Focus Question 3 Day S Mighty Minutes 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 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Read-Aloud p. 50 Focus Question 4 Day 1 Read-Aloud p. 50 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 3 Read-Aloud p. 52 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 p. 55 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 5 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Mighty Minutes p. 57 Focus Question 5 Day 1 Mighty Minutes p. 57 Focus Question 5 Day 1 Mighty Minutes p. 57 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 3 Read-Aloud p. 64 Focus Question 5 Day 4 Large Group p. 65 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 5 Day 4 Read-Aloud p. 68 Focus Question 5 Day 4 Read-Aloud p. 69 Focus Question 5 Day 4 Read-Aloud p. 69 Focus Question 6 Day 5 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 78 M	INDICATOR	L.4.a.1.3.	Demonstrate a preference for conventional books over board books.
p. 44 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 3 Day Sead-Aloud p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 45 Focus Question 3 Day 5 Mighty Minutes p. 48 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Read-Aloud p. 50 Focus Question 4 Day 1 Read-Aloud p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Large-Group Question 4 Day 3 Large-Group p. 53 Focus Question 4 Day 3 Large-Group 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. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 1 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 3 Read-Aloud p. 64 Focus Question 5 Day 4 Large Group p. 65 Focus Question 5 Day 4 Large Group p. 67 Focus Question 5 Day 4 Large Group p. 68 Focus Question 5 Day 4 Large Group p. 69 Focus Question 5 Day 4 Large Group p. 69 Focus Question 5 Day 4 Large Group p. 61 Focus Question 6 Day 4 Mighty Minutes p. 61 Focus Question 6 Day 4 Mighty Minutes p. 62 Focus Question 6 Day 4 Mighty Minutes p. 63 Focus Question 6 Day 5 Mighty Minutes p. 64 Focus Question 6 Day 5 Mighty Minutes p. 65 Focus Question 6 Day 5 Mighty Minutes p. 67 Focus Question 6 Day 5 Read-Aloud p. 67 Focus Question 6 Day 5 Read-Aloud p. 67 Focus Question 6 Day 5 Read-Alo			
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		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 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. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 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. 53 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 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. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 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. 53 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 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. 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. 57 Focus Question 5 Day 1 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 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 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 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. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 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. 63 Focus Question 5 Day 4 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 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. 67 Focus Question 5 Day 1 Read-Aloud p. 68 Focus Question 5 Day 4 Read-Aloud p. 69 Focus Question 5 Day 1 Read-Aloud p. 69 Focus Question 5 Day 1 Read-Aloud p. 60 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 62 Focus Question 5 Day 1 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 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 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 2 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 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud
		Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 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. 67 Focus Question 5 Day 1 Read-Aloud p. 68 Focus Question 5 Day 4 Read-Aloud p. 69 Focus Question 5 Day 1 Read-Aloud p. 69 Focus Question 5 Day 1 Read-Aloud p. 60 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 62 Focus Question 5 Day 1 Read-Aloud

		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 87 Ministudy Day 4 Read-Aloud
		p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	L.4.a.1.7.	Recite some words of a familiar book when read to (especially from books with repeating text).
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 41 Focus Question 3 Day 3 Small Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 70 Focus Question 6 Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 88 Ministudy Day 5 Large Group
INDICATOR	L.4.a.1.8.	Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support.
INDICATOR		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. 26 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 2 Day 3 Read-Aloud p. 41 Focus Question 3 Day 1 Read-Aloud p. 45 Focus Question 3 Day 8 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 1 Read-Aloud p. 67 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	L.4.a.1.9.	With modeling and support, anticipate what comes next in familiar stories.  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 2 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud

		p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 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
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.2.	By 48 months, most children:
INDICATOR	L.4.a.2.1.	Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 2 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 38 Focus Question 3 Day 1 Read-Aloud p. 41 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 3 Day 5 Large-Group Roundup p. 45 Focus Question 3 Day 8 Read-Aloud p. 46 Focus Question 4 Day 1 Read-Aloud p. 57 Focus Question 4 Day 1 Read-Aloud p. 57 Focus Question 4 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 61 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. 61 Focus Question 6 Day 3 Read-Aloud p. 62 Focus Question 6 Day 1 Read-Aloud p. 63 Focus Question 6 Day 2 Read-Aloud p. 64 Focus Question 6 Day 2 Read-Aloud p. 65 Focus Question 6 Day 2 Read-Aloud p. 67 Focus Question 6 Day 2 Read-Aloud p. 68 Finistudy Day 1 Read-Aloud p. 72 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 74 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 4 Read-Aloud p. 76 Focus Question 6 Day 4 Read-Aloud p. 77 Focus Question 6 Day 4 Read-Aloud p. 78 Focus Question 6 Day 4 Read-Aloud p. 7

INDICATOR	L.4.a.2.2.	Explore a variety of literary genres, such as fiction, fantasy, informational texts.
		Beginning the Year p. 15 Focus Question 1 Outdoor Experiences
		p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 21 Focus Question 1 Day 3 Small Group
		p. 23 Focus Question 1 Day 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. 35 Focus Question 3 Outdoor Experiences
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 45 Focus Question 3 Day Read-Aloud
		p. 47 Focus Question 4 Outdoor Experiences
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Read-Aloud
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Large-Group Roundup
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Read-Aloud
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
INDICATOR	L.4.a.2.4.	With assistance and support, engage in writing activities (e.g., labeling a picture).
		Beginning the Year
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 86 Ministudy Day 4 Large Group
INDICATOR	L.4.a.2.5.	Begin to understand the sequence of a story.
		Beginning the Year
		p. 25 Focus Question 1 Day 5 Read-Aloud
		100

		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
INDICATOR	L.4.a.2.6.	With support, retell or reenact familiar stories with pictures or props as prompts.
		Beginning the Year
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
		p. 00 ministady bay 0 omain or oup
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  Beginning the Year
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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. 26 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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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. 26 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. 33 Focus Question 2 Day 3 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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. 26 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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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 4 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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 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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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 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 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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. 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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day Read-Aloud p. 49 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
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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. 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 3 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 3 Large Group
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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 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 Choice Time p. 44 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 54 Focus Question 5 Day 1 Large Group p. 55 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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 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 Read-Aloud p. 47 Focus Question 3 Day Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Large Group p. 54 Focus Question 5 Day 1 Large Group p. 55 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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 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 3 Day 1 Read-Aloud p. 47 Focus Question 4 Day 1 Read-Aloud p. 58 Focus Question 4 Day 2 Read-Aloud p. 59 Focus Question 4 Day 3 Read-Aloud p. 50 Focus Question 5 Day 1 Large Group p. 51 Focus Question 5 Day 1 Read-Aloud p. 52 Focus Question 5 Day 1 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 54 Focus Question 5 Day 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 2 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 3 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Day 1 Large Group p. 28 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 31 Focus Question 2 Day 3 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 5 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 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 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 51 Focus Question 5 Day 2 Read-Aloud p. 52 Focus Question 5 Day 3 Read-Aloud p. 54 Focus Question 5 Day 3 Read-Aloud p. 55 Focus Question 5 Day 2 Read-Aloud p. 56 Focus Question 5 Day 3 Read-Aloud p. 57 Focus Question 5 Day 3 Read-Aloud p. 58 Focus Question 5 Day 3 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 26 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 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. 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. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 51 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 3 Read-Aloud

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		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. 88 Ministudy Day 5 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	L.4.a.2.8.	With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed.  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. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
INDICATOR	L.4.a.2.9.	With modeling and support, demonstrate knowledge from informational texts Respond to the question "what made you think so?" in response to their ideas about books and stories, with more depth and detail.  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
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.3.	By 60 months, most children:
INDICATOR	L.4.a.3.1.	Attend to and request longer and more complex books or stories.  Beginning the Year

		p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 21 Focus Question 1 Day 3 Small Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 31 Focus Question 2 Day 2 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 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. 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. 53 Focus Question 4 Day 3 Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 87 Ministudy Day 4 Read-Aloud
		p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	L.4.a.3.2.	Engage in independent writing activities during routine times, such
INDICATOR	L.7.a.J.Z.	as pretending to write in their own journal.
		as pretending to write in their own journal.
		Davidson to a Visco
		Beginning the Year
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group
		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. 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. 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. 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. 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. 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. 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. 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
INDICATOR	L.4.a.3.3.	p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about
INDICATOR	L.4.a.3.3.	p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Beginning the Year
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 23 Focus Question 1 Day 3 Read-Aloud p. 25 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 23 Focus Question 1 Day 3 Read-Aloud p. 25 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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. 26 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. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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
INDICATOR	L.4.a.3.3.	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  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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. 26 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. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud

		p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 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
INDICATOR	L.4.a.3.4.	Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories.  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. 37 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup 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 2 Read-Aloud p. 62 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 6 Day 3 Read-Aloud p. 64 Focus Question 6 Day 1 Read-Aloud p. 65 Focus Question 6 Day 1 Read-Aloud p. 76 Focus Question 6 Day 1 Read-Aloud p. 77 Focus Question 6 Day 1 Read-Aloud p. 78 Focus Question 6 Day 2 Read-Aloud p. 79 Focus Question 6 Day 4 Read-Aloud p. 71 Focus Question 6 Day 5 Read-Aloud p. 72 Focus Question 6 Day 5 Read-Aloud p. 73 Focus Question 6 Day 5 Read-Aloud p. 74 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 76 Focus Question 6 Day 5 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 78 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Small Group
INDICATOR	L.4.a.3.5.	Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships.  Beginning the Year  p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 1 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 p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Beginning the Year p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Read-Aloud

		p. 43 Focus Question 3 Day 4 Small Group p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51 p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large-Group Roundup p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	L.4.a.3.7.	With guidance and support, relate events and information from stories to their own experiences.  Beginning the Year  p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 4 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 26 Focus Question 2 Day 1 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 8 Read-Aloud p. 49 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 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 3 Read-Aloud p. 76 Focus Question 6 Day 3 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 78 Focus Question 6 Day 7 Read-Aloud p. 79 Focus Question 6 Day 8 Read-Aloud p. 71 Focus Question 6 Day 9 Read-Aloud p. 72 Focus Question 6 Day 8 Read-Aloud p. 73 Focus Question 6 Day 9 Read-Aloud p. 74 Focus Question 6 Day 9 Read-Aloud p. 75 Focus Question 6 Day 9 Read-Aloud p. 76 Focus Question 6 Day 9 Read-Aloud p. 77 Focus Question 6 Day 9 Read-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 4 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.1.	In early-stage English language development, children:
INDICATOR	L.5.a.1.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures).  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 Read-Aloud p. 17 Focus Question 1 Day 1 Small Group 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. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Read-Aloud

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p. 24 Focus Question 1 Day 5 Large Group
p. 25 Focus Question 1 Day 5 Read-Aloud
p. 27 Focus Question 2 Outdoor Experiences
p. 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 Read-Aloud
p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 36 Focus Question 3 Day 1 Choice Time
p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 39 Focus Question 3 Day 2 Small Group
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 41 Focus Question 3 Day 3 Small Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Read-Aloud
p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Small Group
p. 47 Focus Question 4 Outdoor Experiences
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Read-Aloud
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 51 Focus Question 4 Day 2 Read-Aloud
p. 51 Focus Question 4 Day 2 Small Groupp51
p. 52 Focus Question 4 Day 3 Large Group
p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Read-Aloud
p. 53 Focus Question 4 Day 3 Small Group
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Read-Aloud
p. 61 Focus Question 5 Day 3 Large-Group Roundup
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 Large-Group Roundup
p. 63 Focus Question 5 Day 4 Read-Aloud
p. 63 Focus Question 5 Day 4 Small Group
p. 65 Focus Question 6 Outdoor Experiences
p. 66 Focus Question 6 Day 1 Large Group
p. 67 Focus Question 6 Day 1 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 Mighty Minutes
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. 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. 82 Ministudy Day 2 Large Group
p. 83 Ministudy Day 2 Read-Aloud
p. 84 Ministudy Day 3 Large Group
p. 85 Ministudy Day 3 Read-Aloud
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p. 85 Ministudy Day 3 Small Group

		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
INDICATOR	L.5.a.1.2.	"Read" familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books.
		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. 50 Focus Question 4 Day 2 Large Group
		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. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group
INDICATOR	L.5.a.1.3.	Begin to identify and relate to a story from their own life experiences in their home language.
		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

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L.5.a.1.4.	p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 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. 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 2 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 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 P. 87 Ministudy Day 4 Read-Aloud Retell a story in their home language when read or told a story in the home language.  Beginning the Year
	p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group
L.5.	p. 89 Ministudy Day 5 Small Group  Literacy Development for Dual Language Learners
L.5.a.	Children become increasingly engaged in literacy experiences in English.
L.5.a.2.	In mid-stage English language development, children:
L.5.a.2.1.	Participate in reading activities, using books written in English when the language is predictable.  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. 26 Focus Question 2 Day 1 Large Group p. 27 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. 33 Focus Question 2 Day 3 Read-Aloud
	L.5. L.5.a. L.5.a.2.

		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 Choice Time
		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. 03 ministady Day 3 Mcad-Aloud
INDICATOR	1.5022	p. 89 Ministudy Day 5 Small Group
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  Beginning the Year
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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
INDICATOR	L.5.a.2.2.	D. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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
INDICATOR	L.5.a.2.2.	p. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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
INDICATOR	L.5.a.2.2.	D. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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
INDICATOR	L.5.a.2.2.	D. 89 Ministudy Day 5 Small Group  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 1 Day 1 Large Group
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 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
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 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. 33 Focus Question 2 Day 3 Read-Aloud
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 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. 37 Focus Question 3 Day 1 Read-Aloud
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Day 1 Large Group p. 28 Focus Question 2 Day 1 Read-Aloud p. 31 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. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 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. 33 Focus Question 2 Day 2 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 Focus Question 1 Day 1 Large Group p. 27 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. 33 Focus Question 2 Day 2 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 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
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.    Beginning the Year
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 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 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 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 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. 33 Focus Question 2 Day 2 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 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 Choice Time p. 44 Focus Question 3 Day 5 Large Group
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 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 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 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 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. 33 Focus Question 2 Day 2 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 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 Choice Time p. 44 Focus Question 3 Day 5 Large Group
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.    Beginning the Year
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.    Beginning the Year
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 1 Day 1 Large Group 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 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 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. 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. 52 Focus Question 4 Day 3 Large Group
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 26 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Day 1 Large Group p. 28 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 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. 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. 47 Focus Question 3 Day 8 Read-Aloud p. 48 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 54 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 4 Day 3 Read-Aloud p. 58 Focus Question 4 Day 3 Read-Aloud p. 59 Focus Question 4 Day 3 Read-Aloud p. 50 Focus Question 4 Day 3 Read-Aloud
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.    Beginning the Year
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  Beginning the Year  p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 26 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Day 1 Large Group p. 28 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 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. 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. 47 Focus Question 3 Day 8 Read-Aloud p. 48 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 54 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 4 Day 3 Read-Aloud p. 58 Focus Question 4 Day 3 Read-Aloud p. 59 Focus Question 4 Day 3 Read-Aloud p. 50 Focus Question 4 Day 3 Read-Aloud

p. 61 Focus Question	n 5 Day 3 Read-Aloud
p. 62 Focus Question	n 5 Day 4 Large Group
p. 63 Focus Questic	n 5 Day 4 Read-Aloud
p. 63 Focus Questic	n 5 Day 4 Small Group
p. 67 Focus Questic	n 6 Day 1 Read-Aloud
p. 68 Focus Question	n 6 Day 2 Large Group
	n 6 Day 2 Read-Aloud
	n 6 Day 3 Large Group
I II	n 6 Day 3 Read-Aloud
I II	on 6 Day 4 Choice Time
I II	on 6 Day 4 Large Group
I II	on 6 Day 4 Read-Aloud
	on 6 Day 5 Read-Aloud
p. 81 Ministudy Day	
p. 83 Ministudy Day	
p. 85 Ministudy Day	
p. 85 Ministudy Day	•
p. 87 Ministudy Day	
p. 87 Ministudy Day	
p. 89 Ministudy Day	
p. 89 Ministudy Day	5 Small Group
INDICATOR L.5.a.2.3. Describe their own	experiences related to the topic of a story,
	legraphic and/or formulaic speech in English.
	g
Beginning the Year	
	n 1 Day 2 Large Group
	n 1 Day 2 Read-Aloud
	on 1 Day 3 Read-Aloud
	n 1 Day 4 Read-Aloud
	n 1 Day 5 Read-Aloud
	n 2 Day 1 Large Group
	n 2 Day 1 Read-Aloud
	n 2 Day 3 Read-Aloud
	n 3 Day 1 Read-Aloud
	n 3 Day 2 Read-Aloud
p. 41 Focus Question	n 3 Day 3 Read-Aloud
p. 45 Focus Question	n 3 Day Read-Aloud
p. 49 Focus Questic	n 4 Day 1 Read-Aloud
p. 57 Focus Questic	n 5 Day 1 Read-Aloud
p. 59 Focus Questic	n 5 Day 2 Read-Aloud
p. 61 Focus Questic	n 5 Day 3 Read-Aloud
II II	n 5 Day 4 Read-Aloud
	n 6 Day 1 Read-Aloud
II III	n 6 Day 2 Read-Aloud
II IF	on 6 Day 3 Large Group
	on 6 Day 3 Read-Aloud
	on 6 Day 4 Choice Time
	on 6 Day 5 Read-Aloud
p. 81 Ministudy Day	
p. 83 Ministudy Day	
p. 87 Ministudy Day	4 Read-Aloud
INDICATOR L.5.a.2.4. Begin to narrate usi	ng English that reflects an increasingly larger
vocabulary and more	e complex grammar.
Beginning the Year	
	n 2 Day 1 Large Group
	on 2 Day 3 Large Group
	on 4 Day 1 Small Group
III III I I I I I I I I I I I I I I I	
n 51 Focus Questio	
p. 51 Focus Question	
p. 51 Focus Questic	n 4 Day 2 Small Groupp51
p. 51 Focus Questic p. 53 Focus Questic	n 4 Day 2 Small Groupp51 n 4 Day 23 Large-Group Roundup
p. 51 Focus Questic p. 53 Focus Questic p. 55 Focus Questic	n 4 Day 2 Small Groupp51 n 4 Day 23 Large-Group Roundup n 5 Outdoor Experiences
p. 51 Focus Questic p. 53 Focus Questic p. 55 Focus Questic	n 4 Day 2 Small Groupp51 n 4 Day 23 Large-Group Roundup n 5 Outdoor Experiences n 6 Day 5 Large Group

INDICATOR	L.5.a.2.5.	Retell a story using the home language and some English when read or told the story in English.
		Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 76 Focus Question 6 Day 5 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing independence and to talk about the books in English.
		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. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time

		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
INDICATOR	L.5.a.3.3.	Engage in extended conversations in English about stories.
INDICATOR	L.J.a.J.J.	Engage in extended conversations in English about stones.
		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. 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 Read-Aloud p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
INDICATOR		
INDICATOR	L.5.a.3.4.	Retell in English the majority of a story read or told in English.
		Poginning the Year
	] [	Beginning the Year

STATEMENT OF ENDURING		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 8 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
KNOWLEDGE		
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.1.	By 36 months, most children:
INDICATOR	L.6.a.1.2.	Describe drawings and paintings simply (e.g., "that's Mama").  Beginning the Year p. 30 Focus Question 2 Day 2 Large Group
INDICATOR	L.6.a.1.3.	Watch when adults write.
		Beginning the Year p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 4 Large Group
INDICATOR	L.6.a.1.4.	Imitate the act of writing during play.  Beginning the Year p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.2.	By 48 months, most children:
INDICATOR	L.6.a.2.1.	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or 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
INDICATOR L		With modeling and support, write some letters.
		Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR L	6.a.2.3.	With modeling and support, write numerals one through nine.
		Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING L KNOWLEDGE	6.	Emergent Writing
GSE STEM L		Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	6.a.3.	By 60 months, most children:
INDICATOR		With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms.  Beginning the Year  p. 30 Focus Question 2 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Small Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group  p. 83 Ministudy Day 2 Small Group
INDICATOR		Write their first name nearly correctly (may switch the order of letters or write some letters backwards).  Beginning the Year  p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud
		p. 86 Ministudy Day 4 Large Group

INDICATOR	L.6.a.3.4.	p. 41 Focus Question 3 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group With modeling and support, write numerals one through twenty.  Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 83 Ministudy Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.1.	By 36 months, most children:
INDICATOR	L.6.b.1.1.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean).  Beginning the Year p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 4 Large Group
INDICATOR	L.6.b.1.2.	Create drawings and assign meaning to them.  Beginning the Year  p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 4 Large Group
INDICATOR	L.6.b.1.3.	Imitate the act of writing during play.  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

		a OF Ministruty Day 2 Deed Alayd
		p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.2.	By 48 months, most children:
INDICATOR	L.6.b.2.1.	Use letter-like symbols to create written materials during play or to express an idea.  Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR	L.6.b.2.2.	Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Beginning the Year p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
INDICATOR	L.6.b.2.4.	With modeling and support, discuss or answer questions about their writing and drawings.  Beginning the Year p. 30 Focus Question 2 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.3.	By 60 months, most children:
INDICATOR	L.6.b.3.1.	With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question.  Beginning the Year p. 30 Focus Question 2 Day 2 Large Group
INDICATOR	L.6.b.3.2.	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list).  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences 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. 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

DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.1.	By 36 months, most children:
INDICATOR	CD.1.a.1.1.	Make plans before attempting to solve some simple problems.  Beginning the Year  p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.2.	By 48 months, most children:
INDICATOR	CD.1.a.2.1.	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand).  Beginning the Year  p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
INDICATOR	CD.1.a.2.2.	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).  Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.3.	By 60 months, most children:
INDICATOR	CD.1.a.3.1.	Solve complex problems by planning and carrying out a sequence of actions.  Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
INDICATOR	CD.1.a.3.2.	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together).

INDICATOR	CD.1.a.3.3.	Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group  Explain their reasoning behind a strategy or choice and why it worked or didn't work.  Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.1.	By 36 months, most children:
INDICATOR	CD.2.a.1.1.	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine).  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	CD.2.a.1.3.	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 Outdoor Experiences p. 67 Ministudy Outdoor Experiences p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.2.	By 48 months, most children:
INDICATOR	CD.2.a.2.2.	With support, retell or reenact familiar stories, including such details as characters, phrases, and events.  Beginning the Year
	<u>-                                    </u>	

INDICATOR	<b>CD2222</b>	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 1 Read-Aloud p. 75 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	CD.2.a.2.3.	Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
INDICATOR	CD.2.a.2.5.	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 Outdoor Experiences p. 67 Ministudy Outdoor Experiences p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.2.	Retell a familiar story in the proper sequence, including such details as characters, phrases, and events.  Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group

INDICATOR	CD 2 a 3.4	Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?").  Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 20 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 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. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 3 Day 3 Read-Aloud p. 44 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 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. 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. 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. 50 Focus Question 5 Day 1 Read-Aloud p. 51 Focus Question 5 Day 1 Read-Aloud p. 52 Focus Question 5 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 77 Focus Question 6 Day 1 Read-Aloud p. 78 Focus Question 6 Day 1 Read-Aloud p. 79 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 2 Read-Aloud p. 72 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 74 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 4 Read-Aloud p. 77 Focus Question 6 Day 4 Read-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 78 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 3 Small Group p. 83 Ministudy Day
INDICATOR	CD.2.a.3.4.	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.).  Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
INDICATOR	CD.2.a.3.6.	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 p. 51 Focus Question 4 p. 55 Focus Question 5 p. 63 Focus Question 5 p. 65 Focus Question 6 p. 66 Focus Question 6 p. 79 Ministudy Outdoo p. 81 Ministudy Day 1 M STATEMENT OF ENDURING CD.3.  Attention and Inhibitory	Day 2 Small Groupp51 Outdoor Experiences Day 4 Small Group Outdoor Experiences Day 1 Large Group Experiences Mighty Minutes
STATEMENT OF ENDURING CD.3. Attention and Inhibitory	
KNOWLEDGE	se in filtering impulses and sustaining
GSE STEM CD.3.a. Children's skills increa attention on a task.	
SPECIFIC INDICATOR CD.3.a.1. By 36 months, most ch	ildren:
complex figure (e.g., lo to and naming the figure p. 15 Focus Question 1 p. 16 Focus Question 1 p. 16 Focus Question 1 p. 17 Focus Question 1 p. 20 Focus Question 1 p. 22 Focus Question 1 p. 24 Focus Question 1 p. 27 Focus Question 2 p. 28 Focus Question 2 p. 30 Focus Question 2 p. 30 Focus Question 2 p. 36 Focus Question 2 p. 36 Focus Question 3 p. 37 Focus Question 3 p. 39 Focus Question 3 p. 41 Focus Question 3 p. 43 Focus Question 3 p. 43 Focus Question 3 p. 45 Focus Question 3 p. 45 Focus Question 4 p. 48 Focus Question 4 p. 49 Focus Question 4 p. 51 Focus Question 4 p. 52 Focus Question 4 p. 53 Focus Question 4 p. 56 Focus Question 4 p. 57 Focus Question 4 p. 57 Focus Question 5 p. 61 Focus Questi	Day 1 Large Group Day 3 Large Group Day 3 Large Group Day 4 Large Group Day 5 Large Group Poy 5 Large Group Poy 6 Outdoor Experiences Poy 1 Large Group Day 2 Large Group Day 2 Large Group Day 3 Large Group Day 3 Large Group Day 3 Large Group Day 1 Choice Time Day 1 Large-Group Roundup Day 2 Small Group Day 3 Small Group Day 4 Small Group Day 5 Small Group Day 5 Small Group Day 1 Large Group Day 1 Small Group Day 2 Choice Time Day 2 Read-Aloud Day 2 Small Group Day 3 Large Group Day 4 Large Group Day 4 Large Group Day 5 Day 1 Large Group Day 2 Large Group Day 3 Large-Group Roundup Day 4 Large Group Day 5 Small Group Day 6 Day 6 Small Group Day 7 Small Group Day 8 Read-Aloud Day 9 Small Group Day 9 Group

INDICATOR	CD.3.a.1.3.	Follow adult directions when given simple guidance.
		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 1 Large Group
		p. 43 Focus Question 3 Day 4 Small Group
		p. 45 Focus Question 3 Day 4 Small Group
		p. 47 Focus Question 4 Outdoor Experiences
		p. 49 Focus Question 4 Day 1 Small Group
		p. 51 Focus Question 4 Day 1 Small Groupp51
		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
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.2.	By 48 months, most children:
INDICATOR	CD.3.a.2.2.	With adult reminders, wait to communicate information in a group.
		<b>3</b>
		Beginning the Year
		p. 38 Focus Question 3 Day 2 Large Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 73 Focus Question 6 Day 4 Small Group
INDICATOR	CD.3.a.2.5.	Count only those objects in a group that have a specific attribute
		(e.g., all of the red cars in a picture).
		Beginning the Year
		p. 53 Focus Question 4 Day 3 Small Group
		p. 85 Ministudy Day 3 Mighty Minutes
	00.0	
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining
		attention on a task.
SPECIFIC INDICATOR	CD.3.a.3.	By 60 months, most children:
INDICATOR	CD.3.a.3.1.	Without adult reminders, wait to communicate information in a
	o Diolaioi II	group.
		Beginning the Year
		p. 38 Focus Question 3 Day 2 Large Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 73 Focus Question 6 Day 4 Small Group
STATEMENT OF ENDURING	CD.4.	Cognitive Flexibility
KNOWLEDGE		
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.1.	By 36 months, most children:
INDICATOR	CD.4.a.1.1.	Use objects in new ways to solve a problem or meet a goal (e.g.,
		propping up a track with a piece of chalk so a toy train can pass underneath).
		and on the state of the state o
		Beginning the Year
		p. 29 Focus Question 2 Day 1 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 53 Focus Question 4 Day 3 Small Group
-		

		p. 66 Focus Question 6 Day 1 Large Group
		p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
INDICATOR	00.4 - 4.0	
INDICATOR	CD.4.a.1.3.	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines).
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group
		p. 52 Focus Question 4 Day 3 Large Group
		p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	CD.4.a.1.4.	Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair).
		Beginning the Year
		p. 29 Focus Question 2 Day 1 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 53 Focus Question 4 Day 3 Small Group
		p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group
		p. 85 Ministudy Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands,
		priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.2.	By 48 months, most children:
INDICATOR	CD.4.a.2.4.	Continue to count when another item is added to a set.
		Beginning the Year
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Mighty Minutes
		p. 47 Focus Question 4 Outdoor Experiences p. 67 Focus Question 6 Day 1 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 69 Focus Question 6 Day 2 Large-Group Roundup
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group
		p. 72 Focus Question 6 Day 4 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
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.3.	By 60 months, most children:
INDICATOR	CD.4.a.3.1.	Quickly adjust and adhere to a new rule (e.g., lining up inside the
		building rather than outside when the weather gets colder or it rains).
		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. 30 i Ocus Question + Day 2 Large Group

		p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	CD.4.a.3.2.	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet).
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	CD.4.a.3.4.	Sort by more than one attribute (e.g., color and shape) into two or more groups.
		Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
DOMAIN	RI.M.	Mathematics (M)
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.1.	By 36 months, most children:
INDICATOR	M.1.a.1.1.	Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors.  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 Mighty Minutes 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. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Small Group p. 85 Ministudy Day 3 Small Group
INDICATOR	M.1.a.1.2.	Count up to five objects accurately.  Beginning the Year  p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud

		p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group
INDICATOR	M.1.a.1.3.	Name and identify some written numerals.  Beginning the Year p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup
INDICATOR	M.1.a.1.4.	Identify numerals as being different from letters.  Beginning the Year  p. 48 Focus Question 4 Day 1 Large Group  p. 50 Focus Question 4 Day 2 Large Group  p. 51 Focus Question 4 Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.2.	By 48 months, most children:
INDICATOR	M.1.a.2.2.	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Beginning the Year  p. 75 Focus Question 6 Day 5 Small Group  p. 85 Ministudy Day 3 Small Group
INDICATOR	M.1.a.2.6.	Recognize and write some numerals up to 10.  Beginning the Year p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.3.	By 60 months, most children:
INDICATOR	M.1.a.3.2.	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern.  Beginning the Year  p. 75 Focus Question 6 Day 5 Small Group  p. 85 Ministudy Day 3 Small Group
INDICATOR	M.1.a.3.5.	Recognize and order each written numeral up to 10.  Beginning the Year p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.

SPECIFIC INDICATOR	M.2.a.1.	By 36 months, most children:
INDICATOR	M.2.a.1.1.	Use visual cues to approximate which of two sets of objects has more.
		Beginning the Year p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
INDICATOR	M.2.a.1.2.	Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less.
		Beginning the Year p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
INDICATOR	M.2.a.1.3.	Add and subtract with sets of objects smaller than three.
		Beginning the Year p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.2.	By 48 months, most children:
INDICATOR	M.2.a.2.2.	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.  Beginning the Year  p. 69 Focus Question 6 Day 2 Large-Group Roundup  p. 69 Focus Question 6 Day 2 Mighty Minutes  p. 72 Focus Question 6 Day 4 Large Group  p. 75 Focus Question 6 Day 5 Mighty Minutes  p. 75 Focus Question 6 Day 5 Small Group  p. 85 Ministudy Day 3 Small Group
INDICATOR	M.2.a.2.3.	Use one-to-one correspondence to compare small sets of similar objects.  Beginning the Year p. 53 Focus Question 4 Day 3 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.3.	By 60 months, most children:
INDICATOR	M.2.a.3.3.	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten.
		Beginning the Year p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes

		p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.1.	By 36 months, most children:
INDICATOR	M.3.a.1.1.	Follow a verbal rule for sorting objects into sets.  Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
INDICATOR	M.3.a.1.2.	Notice when two things share similar attributes.  Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	М.3.а.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.2.	By 48 months, most children:
INDICATOR	M.3.a.2.1.	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  Beginning the Year  p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
INDICATOR	M.3.a.2.2.	Classify everyday objects that go together (e.g., mittens, hats, coats).  Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.3.	By 60 months, most children:
INDICATOR	M.3.a.3.2.	Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones").  Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
INDICATOR	M.3.a.3.3.	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives).  Beginning the Year p. 42 Focus Question 3 Day 4 Large Group p. 88 Ministudy Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make

		comparisons.
SPECIFIC INDICATOR	M.4.a.1.	By 36 months, most children:
INDICATOR	M.4.a.1.1.	Compare small quantities (e.g., knowing that "two" is more than "one" or choosing the larger bowl for cereal over the smaller one).
		Beginning the Year p. 53 Focus Question 4 Day 3 Read-Aloud
INDICATOR	M.4.a.1.2.	Know the sequence of some parts of their daily routine.
		Beginning the Year p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group
INDICATOR	M.4.a.1.3.	Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby").
		Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.2.	By 48 months, most children:
INDICATOR	M.4.a.2.1.	Compare two small sets of objects (five or fewer).
		Beginning the Year p. 53 Focus Question 4 Day 3 Read-Aloud
INDICATOR	M.4.a.2.2.	Make small series of objects (e.g., putting three or four objects in order by length).
		Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
INDICATOR	M.4.a.2.3.	Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others).
		Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time
INDICATOR	M.4.a.2.5.	Use comparative language (e.g., "shortest," "heavier," "biggest").  Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make

		comparisons.
SPECIFIC INDICATOR	M.4.a.3.	By 60 months, most children:
INDICATOR	M.4.a.3.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest).  Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
INDICATOR	M.4.a.3.3.	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.").  Beginning the Year 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
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.1.	By 36 months, most children:
INDICATOR	M.5.a.1.1.	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation.  Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
INDICATOR	M.5.a.1.3.	Recognize and name some familiar shapes.  Beginning the Year  p. 29 Focus Question 2 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 60 Focus Question 5 Day 3 Large Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes
INDICATOR	M.5.a.1.4.	Understand and use basic language related to locations (e.g., "above," "below," "under," "over").  Beginning the Year p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Small Group51 p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.2.	By 48 months, most children:

INDICATOR	M.5.a.2.4.	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation.
		Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes
INDICATOR	M.5.a.2.5.	Use basic language to describe their location (e.g., "I am under the bed.).
		Beginning the Year p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Small Groupp51 p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	М.5.а.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.3.	By 60 months, most children:
INDICATOR	M.5.a.3.4.	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus).  Beginning the Year  p. 29 Focus Question 2 Day 1 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 57 Focus Question 5 Day 1 Small Group  p. 67 Focus Question 6 Day 1 Choice Time  p. 67 Focus Question 6 Day 1 Large-Group Roundup  p. 83 Ministudy Day 2 Mighty Minutes
INDICATOR	M.5.a.3.5.	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder).  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. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes
INDICATOR	M.5.a.3.6.	Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind".  Beginning the Year  p. 43 Focus Question 3 Day 4 Small Group  p. 45 Focus Question 3 Day 5 Small Group  p. 49 Focus Question 4 Day 1 Small Group  p. 51 Focus Question 4 Day 2 Large-Group Roundup  p. 51 Focus Question 4 Day 2 Small Groupp51  p. 82 Ministudy Day 2 Large Group  p. 85 Ministudy Day 3 Small Group
DOMAIN	RI.S.	Science (S)
STATEMENT OF ENDURING KNOWLEDGE		Scientific Inquiry and Application

GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.1.	By 36 months, most children:
INDICATOR	S.1.a.1.2.	Ask questions about the world around them.  Beginning the Year  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 60 Focus Question 5 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.2.	By 48 months, most children:
INDICATOR	S.1.a.2.1.	Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different).  Beginning the Year  p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
INDICATOR	S.1.a.2.2.	Make simple predictions and plans to carry out investigations.  Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 2 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 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. 33 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 4 Day 1 Choice Time p. 50 Focus Question 4 Day 1 Choice Time p. 51 Focus Question 4 Day 3 Choice Time p. 52 Focus Question 4 Day 3 Choice Time p. 53 Focus Question 5 Day 1 Small Group p. 55 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Choice Time p. 69 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 4 Choice Time p. 61 Focus Question 5 Day 4 Choice Time p. 62 Focus Question 5 Day 4 Choice Time 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 Choice Time p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Choice Time p. 64 Focus Question 5 Day 4 Choice Time p. 65 Focus Question 5 Day 4 Choice Time p. 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
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are
GSE STEW	5.Z.a.	living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.1.	
		By 36 months, most children:
INDICATOR	S.2.a.1.1.	Show curiosity and ask questions about the natural world.
		Bardania da Vara
		Beginning the Year
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 60 Focus Question 5 Day 3 Large Group
INDICATOR	S.2.a.1.3.	Observe and identify natural materials.
		Beginning the Year
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 60 Focus Question 5 Day 3 Large Group
STATEMENT OF ENDURING	S.2.	Knowledge of Science Concepts
KNOWLEDGE		
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are
		living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.2.	By 48 months, most children:
INDICATOR		
INDICATOR	S.2.a.2.4.	Investigate the properties of natural elements and provide simple descriptions.
		descriptions.
		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
STATEMENT OF ENDURING	C 2	Knowledge of Science Concepts
KNOWLEDGE	3.2.	Knowledge of Science Concepts
	6.0.0	Children avalers the abayestovistic of chicate and materials that are
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are
		living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.3.	By 60 months, most children:
INDICATOR	S.2.a.3.2.	Observe the similarities, differences, and categories of plants and
		animals.
		Beginning the Year
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 39 Focus Question 3 Day 2 Mighty Minutes
INDICATOR	S.2.a.3.4.	Use increasingly complex vocabulary to describe natural elements.
		,
		Beginning the Year
		p. 36 Focus Question 3 Day 1 Large Group
		p. 81 Ministudy Day 1 Mighty Minutes

		p. 83 Ministudy Day 2 Small Group
INDICATOR	S.2.a.3.6.	Describe changes that occur in the natural environment over time.
		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. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group p. 87 Ministudy Day 4 Mighty Minutes
INDICATOR	S.2.a.3.7.	Make observations about physical properties of objects, the motion of toys and objects, and changes in matter.  Beginning the Year p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
		different contexts.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Small Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group p. 22 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. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 1 Day 5 Small Group p. 27 Focus Question 2 Day 1 Large Group 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

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p. 29 Focus Question 2 Day 1 Read-Aloud
p. 29 Focus Question 2 Day 1 Small Group
p. 30 Focus Question 2 Day 2 Large Group
p. 31 Focus Question 2 Day 2 Choice Time
p. 31 Focus Question 2 Day 2 Large-Group Roundup
p. 31 Focus Question 2 Day 2 Small Group
p. 32 Focus Question 2 Day 3 Choice Time
p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 33 Focus Question 2 Day 3 Small Group
p. 36 Focus Question 3 Day 1 Choice Time
p. 36 Focus Question 3 Day 1 Large Group
p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 37 Focus Question 3 Day 1 Small Group
p. 38 Focus Question 3 Day 2 Choice Time
p. 38 Focus Question 3 Day 2 Large Group
p. 39 Focus Question 3 Day 2 Large-Group Roundup
p. 39 Focus Question 3 Day 2 Small Group
p. 40 Focus Question 3 Day 3 Choice Time
p. 40 Focus Question 3 Day 3 Large Group
p. 41 Focus Question 3 Day 3 Large-Group Roundup
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 41 Focus Question 3 Day 3 Small Group
p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 44 Focus Question 3 Day 5 Large Group
p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Large-Group Roundup
p. 45 Focus Question 3 Day 5 Small Group
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 50 Focus Question 4 Day 2 Large Group
p. 51 Focus Question 4 Day 2 Large-Group Roundup
p. 51 Focus Question 4 Day 2 Read-Aloud
p. 51 Focus Question 4 Day 2 Small Groupp51
p. 52 Focus Question 4 Day 3 Choice Time
p. 52 Focus Question 4 Day 3 Large Group
p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Small Group
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 57 Focus Question 5 Day 1 Small Group
p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 59 Focus Question 5 Day 2 Small Group
p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
p. 61 Focus Question 5 Day 3 Large-Group Roundup
p. 61 Focus Question 5 Day 3 Read-Aloud
p. 61 Focus Question 5 Day 3 Small Group
p. 62 Focus Question 5 Day 4 Large Group
p. 63 Focus Question 5 Day 4 Choice Time
p. 63 Focus Question 5 Day 4 Large-Group Roundup
p. 63 Focus Question 5 Day 4 Small Group
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		p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud 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 Large-Group Roundup p. 70 Focus Question 6 Day 3 Large-Group Roundup p. 71 Focus Question 6 Day 3 Large-Group Roundup p. 72 Focus Question 6 Day 3 Large-Group Roundup p. 73 Focus Question 6 Day 3 Large-Group Roundup p. 74 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 4 Choice Time p. 76 Focus Question 6 Day 4 Large Group p. 77 Focus Question 6 Day 4 Large-Group Roundup p. 77 Focus Question 6 Day 4 Large-Group Roundup p. 78 Focus Question 6 Day 5 Large-Group Roundup p. 79 Focus Question 6 Day 5 Large-Group Roundup p. 79 Focus Question 6 Day 5 Small Group p. 79 Focus Question 6 Day 5 Large-Group Roundup p. 75 Focus Question 6 Day 5 Large-Group Roundup p. 75 Focus Question 6 Day 5 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 76 Focus Question 6 Day 5 Small Group p. 77 Focus Question 6 Day 5 Choice Time p. 78 Ministudy Day 1 Large-Group Roundup p. 79 Ministudy Day 1 Large-Group p. 81 Ministudy Day 1 Large-Group p. 82 Ministudy Day 1 Large-Group p. 83 Ministudy Day 2 Large-Group Roundup p. 84 Ministudy Day 2 Large-Group Roundup p. 85 Ministudy Day 2 Small Group p. 86 Ministudy Day 3 Choice Time p. 87 Ministudy Day 3 Choice Time p. 88 Ministudy Day 3 Choice Time p. 86 Ministudy Day 3 Choice Time p. 87 Ministudy Day 3 Large-Group Roundup p. 88 Ministudy Day 4 Large-Group Roundup p. 89 Ministudy Day 4 Large-Group p. 80 Ministudy Day 4 Large-Group p. 80 Ministudy Day 5 Choice Time p. 81 Ministudy Day 5 Choice Time p. 82 Ministudy Day 5 Choice Time p. 83 Ministudy Day 5 Large-Group p. 84 Ministudy Day 5 Large-Group p. 87 Ministudy Day 5 Large-Group p. 88 Ministudy Day 5 Large-Group p. 89 Ministudy
STATEMENT OF ENDURING	SS.1.	p. 89 Ministudy Day 5 Small Group Self, Family, and Community
KNOWLEDGE	00.4	
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.2.	By 48 months, most children:
INDICATOR	SS.1.a.2.3.	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.").  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 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. 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
INDICATOR	SS.1.a.2.4.	Demonstrate an awareness of group rules and the outcomes of choices.
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Large-Group p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Small Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Large-Group p. 24 Focus Question 1 Day 4 Large-Group p. 25 Focus Question 1 Day 4 Small Group p. 26 Focus Question 1 Day 5 Choice Time p. 27 Focus Question 1 Day 5 Large-Group p. 28 Focus Question 1 Day 5 Large-Group p. 29 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 1 Day 5 Small Group p. 28 Focus Question 2 Day 1 Large-Group p. 29 Focus Question 2 Day 1 Large-Group p. 29 Focus Question 2 Day 1 Large-Group Roundup p. 29 Focus Question 2 Day 1 Large-Group Roundup p. 29 Focus Question 2 Day 1 Large-Group Roundup p. 29 Focus Question 2 Day 1 Small Group p. 30 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 2 Day 3 Choice Time p. 31 Focus Question 2 Day 3 Choice Time p. 31 Focus Question 2 Day 3 Choice Time p. 31 Focus Question 2 Day 3 Choice Time p. 31 Focus Question 2 Day 3 Choice Time p. 31 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 34 Focus Question 3 Day 1 Large-Group Roundup p. 35 Focus Question 3 Day 3 Read-Aloud p. 36 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 1 Large

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p. 38 Focus Question 3 Day 2 Choice Time
p. 38 Focus Question 3 Day 2 Large Group
p. 39 Focus Question 3 Day 2 Large-Group Roundup
p. 39 Focus Question 3 Day 2 Small Group
p. 40 Focus Question 3 Day 3 Choice Time
p. 40 Focus Question 3 Day 3 Large Group
p. 41 Focus Question 3 Day 3 Large-Group Roundup
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 41 Focus Question 3 Day 3 Small Group
p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 44 Focus Question 3 Day 5 Large Group
p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Large-Group Roundup
p. 45 Focus Question 3 Day 5 Small Group
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 50 Focus Question 4 Day 2 Large Group
p. 51 Focus Question 4 Day 2 Large-Group Roundup
p. 51 Focus Question 4 Day 2 Read-Aloud
p. 51 Focus Question 4 Day 2 Small Groupp51
p. 52 Focus Question 4 Day 3 Choice Time
p. 52 Focus Question 4 Day 3 Large Group
p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Small Group
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 57 Focus Question 5 Day 1 Small Group
p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 59 Focus Question 5 Day 2 Small Group
p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
p. 61 Focus Question 5 Day 3 Large-Group Roundup
p. 61 Focus Question 5 Day 3 Read-Aloud
p. 61 Focus Question 5 Day 3 Small Group
p. 62 Focus Question 5 Day 4 Large Group
p. 63 Focus Question 5 Day 4 Choice Time
p. 63 Focus Question 5 Day 4 Large-Group Roundup
p. 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
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	p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large-Group Roundup p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Choice Time p. 75 Focus Question 6 Day 5 Large-Group Roundup p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 85 Ministudy Day 3 Large Group p. 86 Ministudy Day 3 Large Group p. 87 Ministudy Day 4 Large Group p. 88 Ministudy Day 4 Large Group p. 89 Ministudy Day 4 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group p. 88 Ministudy Day 5 Large-Group p. 88 Ministudy Day 5 Large-Group p. 88 Ministudy Day 5 Large-Group p. 89 Ministudy Day 5 Small Group
	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).  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 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. 27 Focus Question 1 Day 5 Small Group p. 27 Focus Question 2 Outdoor Experiences p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 37 Focus Question 3 Day 1 Small Group p. 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
	Self, Family, and Community
	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SS.1.a.3.	By 60 months, most children:
SS.1.a.3.3.	Demonstrate an understanding that "fairness" involves taking turns and sharing roles.  Beginning the Year p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group
	SS.1. SS.1.a. SS.1.a.3.

		p. 73 Focus Question 6 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.1.	By 36 months, most children:
INDICATOR	SS.2.a.1.1.	Demonstrate an awareness of a daily routine.  Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	SS.2.a.1.2.	Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo").  Beginning the Year p. 23 Focus Question 1 Day 4 Small Group p. 41 Focus Question 3 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.3.	By 60 months, most children:
		Beginning the Year  p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large-Group Roundup 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 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
DOMAIN	RI.CA.	p. 87 Ministudy Day 4 Large-Group Roundup  Creative Arts (CA)
STATEMENT OF ENDURING KNOWLEDGE	GA.T.	Experimentation and Participation in the Creative Arts

GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.1.	By 36 months, most children:
INDICATOR	CA.1.a.1.3.	Create representations of real objects in art work.
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 2 Day 2 Large-Group Roundup p. 53 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 4 Large Group
INDICATOR	CA.1.a.1.4.	Create new songs and dances or add their own words to songs with support from adults.  Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 5 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. 50 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 3 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes

		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 60 Focus Question 5 Day 3 Large Group
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 1 Large Group
		p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
INDICATOR	CA.1.a.1.5.	Dance to music in a group with support from adults.
		Beginning the Year
		p. 35 Focus Question 3 Outdoor Experiences
INDICATOR	CA.1.a.1.7.	
INDICATOR	CA.1.a.1.7.	Imitate simple songs and finger-play movements.
		Deviled to Very
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 17 Focus Question 1 Day 1 Mighty Minutes
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Mighty Minutes
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Mighty Minutes
		p. 22 Focus Question 1 Day 4 Large Group
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 28 Focus Question 2 Day 1 Large Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		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 Mighty Minutes
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group
		p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Read-Aloud

		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
		Beginning the Year
		p. 15 Focus Question 1 Outdoor Experiences
		p. 16 Focus Question 1 Day 1 Large Group
		p. 17 Focus Question 1 Day 1 Small Group
		p. 20 Focus Question 1 Day 3 Large Group
		p. 22 Focus Question 1 Day 4 Large Group
		p. 24 Focus Question 1 Day 5 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 37 Focus Question 3 Day 1 Large-Group Roundup
		p. 39 Focus Question 3 Day 2 Small Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 43 Focus Question 3 Day 4 Small Group
		p. 45 Focus Question 3 Day 5 Small Group
		p. 47 Focus Question 4 Outdoor Experiences
		p. 48 Focus Question 4 Day 1 Large Group
		p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Choice Time
		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 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 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
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STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.2.	By 48 months, most children:
INDICATOR	CA.1.a.2.1.	Express preferences for some different types of art, music, and drama.  Beginning the Year  p. 15 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. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 1 Day 5 Large Group p. 37 Focus Question 2 Day 1 Large Group p. 38 Focus Question 2 Day 1 Large Group p. 39 Focus Question 2 Day 2 Large Group p. 35 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 2 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 4 Small Group p. 46 Focus Question 3 Day 4 Small Group p. 47 Focus Question 4 Day 4 Small Group p. 48 Focus Question 4 Outdoor Experiences p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Focup p. 52 Focus Question 4 Day 2 Read-Focup p. 53 Focus Question 4 Day 2 Read-Focup 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. 58 Focus Question 5 Day 1 Large Group p. 59 Focus Question 5 Day 1 Large Group p. 50 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 58 Focus Question 6 Day 2 Small Group p. 59 Focus Question 6 Day 2 Small Group p. 69 Focus Question 6 Day 1 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 61 Focus Question 6 Day 3 Small Group p. 66 Focus Question 6 Day 3 Read-Aloud p. 71 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 Ques
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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. 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. 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. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences			
p. 47 Focus Question 4 Outdoor Experiences			
p. 48 Focus Question 4 Day 1 Large Group			
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INDICATOR	CA.1.a.2.5.	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 3 Large Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large-Group Roundup p. 63 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 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large Group p. 69 Focus Question 6 Day 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 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 3 Small Group p. 77 Focus Question 6 Day 3 Small Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 4 Large Group p. 86 Ministudy Day 4 Small Group p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 4 Small Group p. 89 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group p. 80 Ministudy Day 5 Small Group p. 81 Ministudy Day 5 Small Group p. 82 Focus Question 1 Day 5 Large Group p. 84 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large-Group Roundup
INDICATOR	CA.1.a.2.8.	p. 75 Focus Question 6 Day 5 Choice Time p. 75 Focus Question 6 Day 5 Large-Group Roundup  Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice.  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. 22 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 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. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time

		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Small Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 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
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.3.	By 60 months, most children:
INDICATOR	CA.1.a.3.1.	Apply vocal skills to instruments to produce more complex rhythms,
		tones, melodies, and songs.  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 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 3 Large Group p. 32 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 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Large Group p. 46 Focus Question 4 Day 1 Large Group p. 47 Focus Question 4 Day 1 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 3 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 55 Focus Question 4 Day 3 Large Group p. 55 Focus Question 4 Day 3 Mighty Minutes
		p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud

		p. 60 Focus Question 5 Day 3 Large Group
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
INIDIO ATOD		
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a play-
		dough sculpture, etc.).
		Descharity and a Vess
		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. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Choice Time
		p. 75 Focus Question 6 Day 5 Large-Group Roundup
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
		p. 85 Ministudy Day 3 Read-Aloud
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Large-Group Roundup
INDICATOR	CA.1.a.3.3.	Write and act out stories based upon familiar topics or characters.
	JA. 1.0.0.	Time and det out stories based apoil familiar topies of characters.
		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. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes
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		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 30 Focus Question 2 Day 2 Large Group
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 40 Focus Question 3 Day 3 Large Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Small Group
		p. 51 Focus Question 4 Day 2 Mighty Minutes
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 62 Focus Question 5 Day 4 Large Group
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Mighty Minutes
		p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	011-01	
INDICATOR	CA.1.a.3.4.	Enjoy and engage with displays of visual art, music, and drama and
		may express clear preferences for types of artwork or art activities
		Beginning the Year
		p. 15 Focus Question 1 Outdoor Experiences
		p. 16 Focus Question 1 Day 1 Large Group
	TH.	
		p. 17 Focus Question 1 Day 1 Small Group
		p. 20 Focus Question 1 Day 3 Large Group
		p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large 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. 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. 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. 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. 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. 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. 35 Focus Question 3 Outdoor Experiences
		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. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time
		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. 35 Focus Question 3 Outdoor Experiences
		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. 35 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 2 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. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 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. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 2 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. 35 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Outdoor Experiences 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 Large-Group Roundup
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		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. 35 Focus Question 3 Outdoor Experiences 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 2 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

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		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Small Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
INDICATOR	CA.1.a.3.5.	Plan art and show increasing care and persistence in completing it.
INDIGATOR	OA. 1.a.s.s.	i fair art and show moreasing care and persistence in completing it.
		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 p. 87 Ministudy Day 4 Large-Group Roundup
	1	
INDICATOR	CA.1.a.3.6.	Choose own art for display in the classroom or for inclusion in a
		portfolio or book and explain their choices and preferences in some
		detail.
		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
A Company of the Comp		

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		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 Carge Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Small Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
INDICATOR	CA.1.a.3.7.	Communicate about elements appearing in art, music, and drama.
INDIOATOR	Ort. Haloir	on manage about coments appearing in art, masis, and arama.
		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
	H	
		n. 28 Focus Question 2 Day 1 Large Group
		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. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 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. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 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. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 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. 43 Focus Question 3 Day 4 Small Group
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 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. 45 Focus Question 3 Day 5 Small Group
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 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. 43 Focus Question 3 Day 4 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 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51 p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 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

**Buildings Study State:** Rhode Island Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN	RI.PH.	Physical Health and Motor Development (PH)
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.1.	By 36 months, most children:
INDICATOR	PH.1.a.1.3.	Try new games and toys without assistance.
INDICATOR	Fn.1.d.1.3.	Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 55 Investigation 3 Day 2 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 1 Choice Time 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 Choice Time p. 77 Investigation 5 Day 4 Choice Time p. 78 Investigation 5 Day 5 Choice Time p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 5 Choice Time p. 94 Celebrating Learning Day 1 Choice Time
INDICATOR	PH.1.a.1.4.	Actively participate in games and dances.  Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 40 Investigation 2 Day 1 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 55 Investigation 3 Day 1 Choice Time p. 56 Investigation 3 Day 2 Choice Time p. 57 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 65 Investigation 4 Day 1 Choice Time

		p. 69 Investigation 4 Day 3 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 74 Investigation 5 Day 2 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 79 Investigation 5 Day 4 Choice Time p. 80 Investigation 5 Day 5 Choice Time p. 94 Celebrating Learning Day 1 Choice Time p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.2.	By 48 months, most children:
INDICATOR	PH.1.a.2.1.	Carry bags or objects over short distances.  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
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
SPECIFIC INDICATOR	PH.1.b.1.	By 36 months, most children:
INDICATOR	PH.1.b.1.1.	Recognize or identify some harmful or unsafe objects and situations.  Buildings Study  p. 48 Investigation 2 Day 5 Large Group  p. 67 Investigation 4 Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
SPECIFIC INDICATOR	PH.1.b.2.	By 48 months, most children:
INDICATOR	PH.1.b.2.1.	Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation.  Buildings Study p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
INDICATOR	PH.1.b.2.4.	With adult assistance, look both ways before crossing the street.  Buildings Study p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
SPECIFIC INDICATOR	PH.1.b.3.	By 60 months, most children:
INDICATOR	PH.1.b.3.1.	Follow safety rules with adult assistance.  Buildings Study p. 48 Investigation 2 Day 5 Large Group
		p. to introdugation a bay o barge or out

		n 67 Investigation 4 Day 2 Deed Alayd
NIDIO ATOR		p. 67 Investigation 4 Day 2 Read-Aloud
INDICATOR	PH.1.b.3.2.	Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas.  Buildings Study p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
INDICATOR	PH.1.b.3.3.	Follow emergency routines after adult instruction.
III SIGNI GIV		Buildings Study p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
INDICATOR	PH.1.b.3.4.	Understand the consequences of not following rules related to safety.
		Buildings Study p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	PH.1.c.3.	By 60 months, most children:
INDICATOR	PH.1.c.3.4.	Manage zippers, buttons, buckles, and Velcro.  Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.1.	By 36 months, most children:
INDICATOR	PH.2.a.1.3.	Climb on outdoor play equipment.
		Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.1.	By 36 months, most children:
INDICATOR	PH.2.b.1.5.	Move in, under, and over objects in the environment with ease.  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes
		p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences

		p. 32 Investigation 1 Day 3 Large Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 60 Investigation 3 Day 5 Large Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 96 Celebrating Learning Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.2.	By 48 months, most children:
INDICATOR	PH.2.b.2.2.	Walk or run around obstacles and corners.
		Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	PH.2.b.2.4.	Understand the position or orientation of their body to other objects and people.  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.1.	By 36 months, most children:
INDICATOR	PH.3.a.1.1.	String large beads onto shoe laces.  Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
INDICATOR	PH.3.a.1.2.	Turn knobs and unscrew lids, put lids on post, unwrap candy, etc
		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences

INIDIO ATOD	DU 0 4 0	
INDICATOR	PH.3.a.1.3.	Put three or four pieces into a puzzle board.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 71 Investigation 5 Outdoor Experiences
INDICATOR	PH.3.a.1.4.	Dig and scoop sand or water.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 71 Investigation 5 Outdoor Experiences
INDICATOR	PH.3.a.1.5.	Use scissors.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time
		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Large Group
		p. 74 Investigation 5 Day 1 Large Group
		p. 76 Investigation 5 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.2.	By 48 months, most children:
INDICATOR	PH.3.a.2.1.	String small beads onto shoe laces.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 71 Investigation 5 Outdoor Experiences
INDICATOR	PH.3.a.2.2.	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks).
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 71 Investigation 5 Outdoor Experiences

INDICATOR	PH.3.a.2.3.	Use scissors with purpose.
INDIGATOR	111.5.4.2.5.	ose solssors with purpose.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time
		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Day 1 Large Group
		p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.3.	By 60 months, most children:
INDICATOR	PH.3.a.3.1.	Fold a piece of paper with accuracy and symmetry.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 71 Investigation 5 Outdoor Experiences
INDICATOR	PH.3.a.3.2.	Work a puzzles of up to 10 pieces.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 71 Investigation 5 Outdoor Experiences
INDICATOR	PH.3.a.3.3.	Use simple tools (e.g., stapler, hole punch, scissors, tape
		dispenser).
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time
		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Day 1 Large Group
		p. 74 Investigation 5 Day 2 Large Group
		p. 76 Investigation 5 Day 3 Large Group
INDICATOR	PH.3.a.3.4.	Hold paper and begin to cut with scissors along a straight line.

		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE		Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.1.	By 36 months, most children:
INDICATOR	PH.3.b.1.1.	Hold a pencil in an approximate thumb-and-finger grip.
		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
INDICATOR	PH.3.b.1.2.	Attempt to copy a drawn circle.  Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 47 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 61 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 4 Day 3 Large-Group Roundup p. 69 Investigation 5 Day 1 Choice Time p. 71 Investigation 5 Day 1 Choice Time 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 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group
INDICATOR	PH.3.b.1.3.	Attempt to imitate a drawn cross.
		attempt to minute a diatrit electric

		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Large-Group Roundup
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 61 Investigation 3 Day 5 Mighty Minutes
		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. 71 Investigation 5 Outdoor Experiences
		p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
INDICATOR	DILO 5 4 4	
INDICATOR	PH.3.b.1.4.	Attempt to imitate a horizontal and vertical stroke.
		Puildings Study
		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Large Group Roundup
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 30 ilivestigation i Day 2 Laide Gloub
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 4 Day 5 Large Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 3 Day 5 Mighty Minutes p. 66 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Mighty Minutes p. 61 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 3 Day 5 Mighty Minutes p. 66 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Large-Group p. 68 Investigation 4 Day 3 Large-Group p. 69 Investigation 4 Day 3 Large-Group p. 69 Investigation 4 Day 3 Large-Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 3 Day 5 Mighty Minutes p. 66 Investigation 4 Day 2 Large-Group Roundup 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 5 Outdoor Experiences
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group p. 69 Investigation 4 Day 3 Large-Group p. 69 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 3 Large Group p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 3 Day 5 Mighty Minutes p. 66 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group p. 69 Investigation 4 Day 3 Large-Group p. 69 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 4 Small Group
STATEMENT OF ENDURING		p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 3 Large Group p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup

KNOWLEDGE		
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.2.	By 48 months, most children:
INDICATOR	PH.3.b.2.1.	Hold a regular pencil using an adult grip.
INDIOATOR	1110.0.2.11	Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
INDICATOR	PH.3.b.2.2.	Imitate a horizontal and vertical stroke.
		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 5 Large Group p. 36 Investigation 1 Day 5 Small Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 61 Investigation 3 Day 5 Choice Time p. 61 Investigation 4 Day 2 Large-Group Roundup p. 68 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. 71 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 4 Small Group p. 81 Investigation 5 Day 4 Small Group
INDICATOR	PH.3.b.2.3.	Imitate a drawn cross.
		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group

		n E4 Investigation 2 Day 2 Large Comm
		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. 61 Investigation 3 Day 5 Mighty Minutes
		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. 71 Investigation 5 Outdoor Experiences
		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
INDICATOR	PH.3.b.2.4.	Imitate a drawn circle.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Large-Group Roundup
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 61 Investigation 3 Day 5 Mighty Minutes
		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. 71 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Outdoor Experiences
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Small Group
NIDIGATOR	DU 0 1 0 7	p. 81 Investigation 5 Day 5 Small Group
INDICATOR	PH.3.b.2.5.	Write letter or numeral-like forms.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 45 Investigation 2 Day 3 Small Group
		p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
CTATEMENT OF ENDURING	DI O	
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.3.	By 60 months, most children:
SPECIFIC INDICATOR INDICATOR	PH.3.b.3. PH.3.b.3.1.	By 60 months, most children:  Draw recognizable shapes.

		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Large-Group Roundup
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 61 Investigation 3 Day 5 Mighty Minutes 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. 71 Investigation 5 Outdoor Experiences
		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
INDICATOR	PH.3.b.3.2.	Write some letters and numerals.
INDIOATOR	1110.0.0.2.	Witte Sellie letters and Hamerale.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time
		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group
DOMAIN	RI.SE.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes
DOMAIN STATEMENT OF ENDURING		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others
STATEMENT OF ENDURING		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	SE.1.b.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	SE.1.b.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children: Share and take turns using materials.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 68 Investigation 4 Day 3 Large Group p. 68 Investigation 5 Day 1 Large Group p. 72 Investigation 5 Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 68 Investigation 4 Day 3 Large Group p. 68 Investigation 5 Day 1 Large Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 68 Investigation 4 Day 3 Large Group p. 68 Investigation 5 Day 1 Large Group p. 72 Investigation 5 Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	SE.1.b. SE.1.b.2.	p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences  Social and Emotional Development (SE)  Relationships with Others  Children engage in positive relationships and interactions with other children.  By 48 months, most children:  Share and take turns using materials.  Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 68 Investigation 4 Day 3 Large Group p. 68 Investigation 5 Day 1 Large Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group

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		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group
		p. 29 Investigation 1 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	SE.2.b.2.	By 48 months, most children:
INDICATOR	SE.2.b.2.1.	Choose materials and activities.
		Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.1.	By 36 months, most children:
INDICATOR	SE.3.a.1.2.	Comfort themselves by seeking out a special toy, object, or caregiver.  Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	SE.3.a.1.3.	Use words to express their emotions.  Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
STATEMENT OF ENDURING	SE.3.	Self-regulation
KNOWLEDGE		

GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.2.	By 48 months, most children:
INDICATOR	SE.3.a.2.2.	Can express emotions using words, signs, or other communication methods.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Choice Time
		p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Large Group Roundup
STATEMENT OF ENDURING	SE 3	Self-regulation
KNOWLEDGE		
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.3.	By 60 months, most children:
INDICATOR	SE.3.a.3.3.	Can name emotions using words, signs, or other communication methods.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Choice Time
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
OTATEMENT OF ENDING	05.0	
STATEMENT OF ENDURING KNOWLEDGE		Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.1.	By 36 months, most children:
INDICATOR	SE.3.b.1.1.	Follow simple rules most of the time.
		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
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.2.	By 48 months, most children:
INDICATOR	SE.3.b.2.1.	Usually follow classroom rules and expectations.

		Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
INDICATOR	SE.3.b.2.4.	Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.3.	By 60 months, most children:
INDICATOR	SE.3.b.3.2.	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home).  Buildings Study  p. 14 Exploring the Topic - Day 1 Large Group  p. 30 Investigation 1 Day 2 Large Group  p. 44 Investigation 2 Day 3 Large Group  p. 45 Investigation 2 Day 3 Choice Time  p. 48 Investigation 2 Day 5 Large Group
INDICATOR	SE.3.b.3.3.	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 p. 18 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 Roundup p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 22 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 2 Large 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

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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
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		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 Large-Group Roundup p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Day 1 Large Group p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group p. 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 Celebrating Learning Day 2 Small Group
DOMAIN	RI.LD.	Language Development (LD)
STATEMENT OF ENDURING KNOWLEDGE		Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.1.	By 36 months, most children:
INDICATOR	LD.1.a.1.1.	Demonstrate an understanding of descriptive words.  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 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 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 29 Investigation 1 Day 2 Choice Time

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		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Large-Group Roundup
		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Large-Group Roundup
		p. 37 Investigation 1 Day 5 Mighty Minutes
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Small Group
		p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Small Group
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 48 Investigation 2 Day 5 Choice Time
		p. 49 Investigation 2 Day 5 Large-Group Roundup
		p. 52 Investigation 3 Day 1 Choice Time
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 55 Investigation 3 Day 2 Small Group
		p. 56 Investigation 3 Day 3 Choice Time
		p. 57 Investigation 3 Day 3 Large-Group Roundup
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Choice Time
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 60 Investigation 3 Day 5 Choice Time
		p. 64 Investigation 4 Day 1 Choice Time
		p. 64 Investigation 4 Day 1 Choice Time
		p. 65 Investigation 4 Day 1 Large Gloup
		p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 74 Investigation 5 Day 2 Choice Time
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Large-Group Roundup
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Choice Time
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Large Group
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	LD.1.a.1.2.	
INDICATOR	LD. 1.d. 1.2.	Respond appropriately to others' comments, questions, or stories.
		Buildings Study
	]	<u>Dunungs Study</u>

p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Linge Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Lorge Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group	
p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 22 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 Choice Time p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group 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. 33 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 2 Small Group p. 46 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup	
p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 5 Large Group p. 40 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 45 Investigation 2 Day 5 Large Group p. 45 Investigation 2 Day 5 Large Group p. 46 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group	
p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 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 Small Group p. 34 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 3 Large Group p. 40 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 1 Small Group p. 44 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small 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 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large-Group p. 53 Investigation 3 Day 1 Large-Group	
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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 Earge Group	
p. 60 Investigation 3 Day 5 Large Group	
p. 64 Investigation 4 Day 1 Large Group	
p. 65 Investigation 4 Day 1 Large-Group Roundup	
p. 66 Investigation 4 Day 2 Choice Time	
p. 66 Investigation 4 Day 2 Large Group	
p. 67 Investigation 4 Day 2 Small Group	
p. 72 Investigation 5 Day 1 Choice Time	
p. 72 Investigation 5 Day 1 Large Group	
p. 74 Investigation 5 Day 2 Choice Time	
p. 75 Investigation 5 Day 2 Large-Group Roundup	
p. 75 Investigation 5 Day 2 Small Group	
p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group	
p. 79 Investigation 5 Day 4 Choice Time	
p. 79 Investigation 5 Day 4 Choice Time	
p. 81 Investigation 5 Day 5 Small Group	
p. 94 Celebrating Learning Day 1 Choice Time	
p. 94 Celebrating Learning Day 1 Large Group	
p. 95 Celebrating Learning Day 1 Small Group	
p. 96 Celebrating Learning Day 2 Large Group	
p. 97 Celebrating Learning Day 2 Large Group Roundup	
INDICATOR LD.1.a.1.3. Follow two-step directions that involve familiar experiences and	$\Box$
objects (e.g., "Find your shoes and bring them to me.").	닉

		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 Experience p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.2.	By 48 months, most children:
INDICATOR	LD.1.a.2.2.	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  Buildings Study p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 59 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud Demonstrate an understanding of conversations by responding to
INDICATOR	LU.1.ā.2.2.	Demonstrate an understanding of conversations by responding to questions and prompts.  Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group

		p. 36 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 2 Small Group p. 57 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 4 Large Group p. 61 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large Group p. 67 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 72 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 4 Large Group p. 78 Investigation 5 Day 2 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Group Group p. 70 Colebrating Learning Day 1 Large Group p. 70 Colebrating Learn
INDICATOR	LD.1.a.2.6.	p. 97 Celebrating Learning Day 2 Large Group Roundup  Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?").
		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 Experience 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
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.3.	By 60 months, most children:
GSE STEM LI SPECIFIC INDICATOR LI		By 60 months, most children:  Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas.  Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group
		p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 4 Day 1 Large Group p. 65 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. 68 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Small Group

		p. 76 Investigation 5 Day 3 Large Group
		p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time
		p. 79 Investigation 5 Day 4 Choice Time
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 94 Celebrating Learning Day 1 Large Group
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	LD.1.a.3.2.	Respond appropriately to a specific and varied vocabulary.
		Buildings Study
		p. 13 Exploring the Topic - Outdoor Experiences
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Earge Group
		p. 39 Investigation 2 Outdoor Experiences
		p. 44 Investigation 2 Day 3 Large Group
		p. 47 Investigation 2 Day 4 Small Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Small Group
		p. 55 Investigation 3 Day 2 Choice Time
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 56 Investigation 3 Day 3 Choice Time
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 63 Investigation 4 Outdoor Experience
		p. 71 Investigation 5 Outdoor Experiences
		p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group
		p. 93 Celebrating Learning Outdoor Experiences
INDICATOR	LD.1.a.3.3.	Follow detailed, multi-step directions (e.g., "Put away your toys,
INDICATOR	LD. 1.a.3.3.	wash your hands, and come to the table.").
		radii your nanad, and dome to the table. J.
		Buildings 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. 27 Investigation 1 Outdoor Experiences
		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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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
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STATEMENT OF ENDURING KNOWLEDGE	LD.2.	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 Experience p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
	LD.2. LD.2.a.	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 Experience p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
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KNOWLEDGE		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 Experience 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 Expressive Language  Young children use increasingly complex vocabulary, grammar, and
KNOWLEDGE GSE STEM	LD.2.a.	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  Expressive Language  Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

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		Buildings Study
		p. 13 Exploring the Topic - Outdoor Experiences
		p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group
		p. 39 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences
		p. 44 Investigation 2 Day 3 Large Group
		p. 47 Investigation 2 Day 4 Small Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Small Group
		p. 55 Investigation 3 Day 2 Choice Time
		p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience
		p. 71 Investigation 4 Outdoor Experience
		p. 77 Investigation 5 Outdoor Experiences
		p. 78 Investigation 5 Day 4 Large Group
		p. 93 Celebrating Learning Outdoor Experiences
INDICATOR	LD.2.a.1.4.	Use two- and some three-syllable words.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 35 Investigation 1 Day 4 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 47 Investigation 2 Day 4 Mighty Minutes
		p. 49 Investigation 2 Day 5 Mighty Minutes
		p. 53 Investigation 3 Day 1 Mighty Minutes
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Mighty Minutes
		p. 75 Investigation 5 Day 2 Mighty Minutes
		p. 77 Investigation 5 Day 3 Small Group
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	LD.2.a.1.5.	Combine words into simple three- to four-word sentences.
		Buildings Study
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 60 Investigation 3 Day 5 Large Group
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
INDICATOR	LD.2.a.1.9.	Ask "who," "what," "why," and "where" questions.
		Tion mile, mily, and mile questions.
		Buildings Study
		p. 30 Investigation 1 Day 2 Large Group
		p. 42 Investigation 2 Day 2 Large Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 74 Investigation 5 Day 2 Large Group
		p. 97 Celebrating Learning Day 2 Large Group Roundup
STATEMENT OF ENDURING	ID 2	
STATEMENT OF ENDURING	LU.Z.	Expressive Language

KNOWLEDGE		
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.2.	By 48 months, most children:
INDICATOR	LD.2.a.2.2.	Pronounce new, long, or unusual words if they have modeling and support.  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
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs.  Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 2 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 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 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Large-Group Roundup p. 36 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 4 Small Group p. 38 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 1 Day 5 Small Group p. 43 Investigation 1 Day 5 Small Group p. 44 Investigation 2 Day 3 Small Group p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 3 Small Group p. 48 Investigation 2 Day 3 Small Group p. 49 Investigation 2 Da

		p. 55 Investigation 3 Day 2 Mighty Minutes p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup 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 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 2 Read-Aloud p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large-Group p. 67 Investigation 4 Day 2 Large-Group p. 67 Investigation 4 Day 2 Large-Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Choice Time p. 76 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 78 Investigation 5 Day 3 Large-Group Roundup p. 79 Investigation 5 Day 3 Large-Group p. 77 Investigation 5 Day 3 Large-Group p. 78 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 96 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. 97 Celebrating Learning Da
INDICATOR	LD.2.a.2.5.	p. 97 Celebrating Learning Day 2 Small Group  Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text.
		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 Choice Time p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group

		p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 4 Read-Aloud p. 79 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.2.a.2.6.	Experiment with using new words in conversation.  Buildings Study p. 41 Investigation 2 Day 1 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup
INDICATOR	LD.2.a.2.7.	Use longer, more increasingly complex sentences, including
		complete four- to six-word sentences.  Buildings Study 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. 41 Investigation 2 Day 1 Large-Group Roundup p. 43 Investigation 2 Day 2 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 75 Investigation 5 Day 2 Small Group
INDICATOR	LD.2.a.2.9.	Continue to ask "who," "what," "why," and "where" questions.  Buildings Study p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 77 Celebrating Learning Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.3.	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words.  Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Read-Aloud p. 15 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 2 Read-Aloud

		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 39 Investigation 2 Outdoor Experiences
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 47 Investigation 2 Day 4 Small Group
		p. 48 Investigation 2 Day 5 Large Group
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 53 Investigation 3 Day 1 Small Group
		p. 55 Investigation 3 Day 2 Choice Time
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 56 Investigation 3 Day 3 Choice Time
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 63 Investigation 4 Outdoor Experience
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 71 Investigation 5 Outdoor Experiences
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group
		p. 78 Investigation 5 Day 4 Earge Group p. 79 Investigation 5 Day 4 Read-Aloud
		p. 93 Celebrating Learning Outdoor Experiences
		p. 95 Celebrating Learning Outdoor Experiences p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.2.a.3.4.	Use increasingly complex, longer sentences, including sentences that combine two or three phrases.
		Buildings Study
		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 2 Small Group
		p. 41 Investigation 2 Day 1 Large-Group Roundup
		p. 43 Investigation 2 Day 2 Mighty Minutes

		101 11 11 00 10
		p. 49 Investigation 2 Day 5 Small Group p. 69 Investigation 4 Day 3 Choice Time
		p. 75 Investigation 5 Day 2 Small Group
STATEMENT OF ENDURING	I D 3	Pragmatics
KNOWLEDGE	LD.3.	Tagnianos
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.1.	By 36 months, most children:
INDICATOR	LD.3.a.1.1.	Respond to others' statements, prompts, and questions.  Buildings Study p. 15 Exploring the Topic - Day 1 Small Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Choice Time
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Small Group
		p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Choice Time
		p. 46 Investigation 2 Day 4 Large Group
		p. 48 Investigation 2 Day 5 Choice Time
		p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time
		p. 52 Investigation 3 Day 1 Gholde 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 Small Group
		p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Large-Group Roundup
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Choice Time
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group
		p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 74 Investigation 5 Day 2 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 75 Investigation 5 Day 2 Earge-Group Roundup
		p. 76 Investigation 5 Day 2 Ginal Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Choice Time

INDICATOR	LD.3.a.1.2.	p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup  Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.
		Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 2 Day 2 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Small Group p. 55 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 2 Read-Aloud p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	LD.3.a.1.3.	Use social conventions to initiate and sustain exchanges of communication.  Buildings Study p. 30 Investigation 1 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.1.	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.  Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 2 Large Group p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Small Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes

		p. 69 Investigation 4 Day 3 Small Group p. 73 Investigation 5 Day 1 Small Group p. 94 Celebrating Learning Day 1 Choice Time
INDICATOR	LD.3.a.2.3.	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group
		p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.  Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 16 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 22 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group p. 23 Exploring the Topic - Day 5 Large-Group p. 23 Investigation 1 Day 1 Large-Group p. 29 Investigation 1 Day 1 Large-Group p. 29 Investigation 1 Day 1 Large-Group p. 30 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 3 Large-Group Roundup p. 31 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Large-Group Roundup p. 34 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 36 Investigation 1 Day 5 Small Group p. 37 Investigation 1 Day 5 Small Group p. 36 Investigation 1 Day 5 Small Group p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 La

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p. 43 Investigation 2 Day 2 Large-Group Roundup
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Choice Time
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Small Group
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Large-Group Roundup
p. 47 Investigation 2 Day 4 Small Group
p. 48 Investigation 2 Day 5 Choice Time
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Large-Group Roundup
p. 49 Investigation 2 Day 5 Read-Aloud
p. 49 Investigation 2 Day 5 Small Group
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Choice Time
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 53 Investigation 3 Day 1 Read-Aloud
p. 53 Investigation 3 Day 1 Small Group
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Choice Time
p. 55 Investigation 3 Day 2 Large-Group Roundup
p. 55 Investigation 3 Day 2 Small Group
p. 56 Investigation 3 Day 3 Choice Time
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Large-Group Roundup
p. 57 Investigation 3 Day 3 Small Group
p. 58 Investigation 3 Day 4 Choice Time
p. 58 Investigation 3 Day 4 Large Group
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Read-Aloud
p. 59 Investigation 3 Day 4 Small Group
p. 60 Investigation 3 Day 5 Choice Time
p. 60 Investigation 3 Day 5 Large Group
p. 61 Investigation 3 Day 5 Large-Group Roundup
p. 61 Investigation 3 Day 5 Small Group
p. 63 Investigation 4 Outdoor Experience
p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 65 Investigation 4 Day 1 Large-Group Roundup
p. 65 Investigation 4 Day 1 Read-Aloud
p. 65 Investigation 4 Day 1 Small Group
p. 66 Investigation 4 Day 2 Choice Time
p. 66 Investigation 4 Day 2 Large Group
p. 67 Investigation 4 Day 2 Large-Group Roundup
p. 67 Investigation 4 Day 2 Read-Aloud
p. 67 Investigation 4 Day 2 Small Group
p. 68 Investigation 4 Day 3 Large Group
p. 69 Investigation 4 Day 3 Choice Time
p. 69 Investigation 4 Day 3 Large-Group Roundup
p. 69 Investigation 4 Day 3 Read-Aloud
p. 69 Investigation 4 Day 3 Small Group
p. 71 Investigation 5 Outdoor Experiences
p. 72 Investigation 5 Day 1 Choice Time
p. 72 Investigation 5 Day 1 Large Group
p. 73 Investigation 5 Day 1 Large-Group Roundup
p. 73 Investigation 5 Day 1 Small Group
p. 74 Investigation 5 Day 2 Choice Time
p. 74 Investigation 5 Day 2 Large Group
p. 75 Investigation 5 Day 2 Large-Group Roundup
p. 75 Investigation 5 Day 2 Read-Aloud
p. 75 Investigation 5 Day 2 Small Group
p. 76 Investigation 5 Day 3 Choice Time
p. 76 Investigation 5 Day 3 Large Group
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STATEMENT OF ENDURING	ID 3	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 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 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 p. 95 Celebrating Learning Day 1 Small 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 Roundup p. 97 Celebrating Learning Day 2 Small Group
KNOWLEDGE		Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.3.	By 60 months, most children:
INDICATOR	LD.3.a.3.1.	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	LD.3.a.3.2.	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.  Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 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 p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud

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p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 34 Investigation 1 Day 4 Large Group
p. 35 Investigation 1 Day 4 Large-Group Roundup
p. 35 Investigation 1 Day 4 Small Group
p. 36 Investigation 1 Day 5 Large Group
p. 37 Investigation 1 Day 5 Large-Group Roundup
p. 37 Investigation 1 Day 5 Read-Aloud
p. 37 Investigation 1 Day 5 Small Group
p. 39 Investigation 2 Outdoor Experiences
p. 40 Investigation 2 Day 1 Choice Time
p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 Large-Group Roundup
p. 41 Investigation 2 Day 1 Small Group
p. 42 Investigation 2 Day 2 Large Group
p. 43 Investigation 2 Day 2 Choice Time
p. 43 Investigation 2 Day 2 Large-Group Roundup
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Choice Time
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Small Group
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Large-Group Roundup
p. 47 Investigation 2 Day 4 Small Group
p. 48 Investigation 2 Day 5 Choice Time
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Large-Group Roundup
p. 49 Investigation 2 Day 5 Read-Aloud
p. 49 Investigation 2 Day 5 Small Group
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Choice Time
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 53 Investigation 3 Day 1 Read-Aloud
p. 53 Investigation 3 Day 1 Small Group
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Choice Time
p. 55 Investigation 3 Day 2 Large-Group Roundup
p. 55 Investigation 3 Day 2 Small Group
p. 56 Investigation 3 Day 3 Choice Time
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Large-Group Roundup
p. 57 Investigation 3 Day 3 Small Group
p. 58 Investigation 3 Day 4 Choice Time
p. 58 Investigation 3 Day 4 Large Group
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Read-Aloud
p. 59 Investigation 3 Day 4 Small Group
p. 60 Investigation 3 Day 5 Choice Time
p. 60 Investigation 3 Day 5 Large Group
p. 61 Investigation 3 Day 5 Large-Group Roundup
p. 61 Investigation 3 Day 5 Small Group
p. 63 Investigation 4 Outdoor Experience
p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 65 Investigation 4 Day 1 Large-Group Roundup
p. 65 Investigation 4 Day 1 Read-Aloud
p. 65 Investigation 4 Day 1 Small Group
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		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 Read-Aloud 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. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 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 Large-Group Roundup p. 74 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Large-Group Roundup p. 76 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large-Group Roundup p. 77 Investigation 5 Day 3 Large-Group Roundup p. 77 Investigation 5 Day 3 Large-Group Roundup p. 77 Investigation 5 Day 3 Large-Group Roundup p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 5 Small Group p. 80 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Large-Group p. 81 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group p. 81 Investigation Learning Outdoor Experiences p. 94 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 Learni
INDICATOR	LD.3.a.3.3.	Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes.  Buildings Study p. 23 Exploring the Topic - Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.1.	In early-stage English language development, children:
INDICATOR	LD.4.a.1.3.	Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc  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

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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
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p. 58 Investigation 3 Day 4 Choice Time

		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 61 Investigation 3 Day 5 Small Group
		p. 64 Investigation 4 Day 1 Choice Time
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 65 Investigation 4 Day 1 Mighty Minutes
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 65 Investigation 4 Day 1 Small Group
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 67 Investigation 4 Day 2 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 69 Investigation 4 Day 3 Small Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Day 1 Choice Time
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		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
INDICATOR	LD.4.a.1.4.	Begin to follow simple directions in English, especially when they
		are accompanied by contextual cues, such as gestures, pointing,
		and voice modulation.
		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
		n

		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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.2.	In mid-stage English language development, children:
INDICATOR	LD.4.a.2.2.	Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities.  Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 5 Outdoor Experience p. 71 Investigation 5 Outdoor Experience p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Celebrating Learning Outdoor Experiences
INDICATOR	LD.4.a.2.3.	Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud

		p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 75 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences
INDICATOR	LD.4.a.2.4.	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).
		Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.3.	In late-stage English language development, children:
INDICATOR	LD.4.a.3.2.	Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas).  Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	LD.4.a.3.3.	Follow directions that involve a one- or two-step sequence, relying less on contextual cues.
		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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.1.	In early-stage English language development, children:
INDICATOR	LD.4.b.1.1.	Use nonverbal communication, such as gestures or behaviors, to
		seek attention, request objects, or initiate a response from others.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 23 Exploring the Topic - Day 5 Mighty Minutes
		p. 27 Investigation 1 Outdoor Experiences
		p. 33 Investigation 1 Day 3 Small Group
		p. 42 Investigation 2 Day 2 Large Group
		p. 49 Investigation 2 Day 5 Small Group
		p. 53 Investigation 3 Day 1 Small Group
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Small Group
		p. 69 Investigation 4 Day 3 Mighty Minutes
		p. 69 Investigation 4 Day 3 Small Group
		p. 73 Investigation 5 Day 1 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
INDICATOR	10.41.44	
INDICATOR	LD.4.b.1.4.	Use age-appropriate grammar in their home language.
		Buildings Study
		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
INDICATOR	LD.4.b.1.5.	Ask a variety of questions (e.g., "what," "why," "how," "when," and "where") in their home language.
		Buildings Study
		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
STATEMENT OF ENDURING	LD.4.	Language Development of Dual Language Learners
KNOWLEDGE		
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their
		thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:

INDICATOR	LD.4.b.2.1.	Combine nonverbal with some verbal communication to be
		understood by others.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 23 Exploring the Topic - Day 5 Mighty Minutes
		p. 27 Investigation 1 Outdoor Experiences
		p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 2 Large Group
		p. 49 Investigation 2 Day 5 Small Group
		p. 53 Investigation 3 Day 1 Small Group
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes
		p. 69 Investigation 4 Day 3 Small Group
		p. 73 Investigation 5 Day 1 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
INDICATOR	LD.4.b.2.3.	Use telegraphic speech (two-word phrases rather than full sentences, such as "want food").
		Buildings Study
		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
INDICATOR	LD.4.b.2.4.	
INDICATOR	LD.4.0.2.4.	Use formulaic speech (expressions that are learned whole, e.g., "I don't know").
		Buildings Study p. 23 Exploring the Topic - Day 5 Small Group
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.
		Buildings Study
		p. 13 Exploring the Topic - Outdoor Experiences
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup
		p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 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 4 Sman Group
		p. 23 Exploring the Topic - Day 5 Large-Group Roundup
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Large Group 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

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p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 34 Investigation 1 Day 4 Large Group
p. 35 Investigation 1 Day 4 Large-Group Roundup
p. 35 Investigation 1 Day 4 Small Group
p. 36 Investigation 1 Day 5 Large Group
p. 37 Investigation 1 Day 5 Large-Group Roundup
p. 37 Investigation 1 Day 5 Read-Aloud
p. 37 Investigation 1 Day 5 Small Group
p. 39 Investigation 2 Outdoor Experiences
p. 40 Investigation 2 Day 1 Choice Time
p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 Large-Group Roundup
p. 41 Investigation 2 Day 1 Small Group
p. 42 Investigation 2 Day 2 Large Group
p. 43 Investigation 2 Day 2 Choice Time
p. 43 Investigation 2 Day 2 Large-Group Roundup
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Choice Time
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Small Group
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Large-Group Roundup
p. 47 Investigation 2 Day 4 Small Group
p. 48 Investigation 2 Day 5 Choice Time
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Large-Group Roundup
p. 49 Investigation 2 Day 5 Read-Aloud
p. 49 Investigation 2 Day 5 Small Group
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Choice Time
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 53 Investigation 3 Day 1 Read-Aloud
p. 53 Investigation 3 Day 1 Small Group
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Choice Time
p. 55 Investigation 3 Day 2 Large-Group Roundup
p. 55 Investigation 3 Day 2 Small Group
p. 56 Investigation 3 Day 3 Choice Time
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Large-Group Roundup
p. 57 Investigation 3 Day 3 Small Group
p. 58 Investigation 3 Day 4 Choice Time
p. 58 Investigation 3 Day 4 Large Group
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Read-Aloud
p. 59 Investigation 3 Day 4 Small Group
p. 60 Investigation 3 Day 5 Choice Time
p. 60 Investigation 3 Day 5 Large Group
p. 61 Investigation 3 Day 5 Large-Group Roundup
p. 61 Investigation 3 Day 5 Small Group
p. 63 Investigation 4 Outdoor Experience
p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 65 Investigation 4 Day 1 Large-Group Roundup
p. 65 Investigation 4 Day 1 Read-Aloud
p. 65 Investigation 4 Day 1 Small Group
p. 66 Investigation 4 Day 2 Choice Time
p. 66 Investigation 4 Day 2 Large Group
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		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 Read-Aloud 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 Large-Group Roundup p. 74 Investigation 5 Day 2 Choice Time p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large-Group Roundup p. 77 Investigation 5 Day 3 Large-Group Roundup p. 77 Investigation 5 Day 3 Large-Group Roundup p. 77 Investigation 5 Day 3 Large-Group Roundup p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 5 Large-Group Roundup p. 80 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Large-Group Roundup p. 93 Celebrating Learning Day 1 Large Group p. 94 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
INDICATOR	LD.4.b.2.7.	Use some English grammatical markers (e.g., "-ing" or the plural- forming "-s") and apply at times the rules of grammar of the home language to English.  Buildings Study 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
INDICATOR	LD.4.b.2.8.	Use "what" and "why" questions in English, sometimes with errors.  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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners

GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.3.	In late-stage English language development, children:
INDICATOR	LD.4.b.3.2.	Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary.  Buildings Study p. 41 Investigation 2 Day 1 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Large-Group Roundup
INDICATOR	LD.4.b.3.3.	Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction.
		Buildings Study 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. 41 Investigation 2 Day 1 Large-Group Roundup p. 43 Investigation 2 Day 2 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 75 Investigation 5 Day 2 Small Group
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.1.	By 36 months, most children:
INDICATOR	L.1.a.1.1.	Engage in word and sound play with adults (e.g., rhymes, nonsense 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 1 Small Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 56 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 67 Investigation 4 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 80 Investigation 5 Day 1 Small Group p. 95 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	L.1.a.1.2.	Distinguish between words that contain similar-sounding phonemes ("cat-mat," "pig-jig").  Buildings Study p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time

		Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Mighty Minutes
INDICATOR	L. I.a. I.4.	sounds).
INDICATOR	L.1.a.1.4.	Fill in repeating phrases of familiar songs, stories, and finger plays.  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 3 Large Group p. 19 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. 29 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 4 Large Group p. 37 Investigation 1 Day 5 Large Group p. 38 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Day 4 Large Group p. 40 Investigation 2 Day 5 Large Group p. 41 Investigation 2 Day 2 Large Group p. 42 Investigation 2 Day 2 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 2 Day 4 Large Group p. 51 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 1 Large Group p. 57 Investigation 3 Day 1 Large Group p. 58 Investigation 3 Day 1 Large Group p. 59 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 3 Large Group p. 56 Investigation 4 Day 2 Large Group p. 69 Investigation 5 Day 4 Large Group p. 60 Investigation 5 Day 5 Large Group p. 61 Investigation 5 Day 5 Large Group p. 62 Investigation 5 Day 5 Large Group p. 63 Investigation 5 Day 5 Large Group p. 64 Investigation 5 Day 5 Large Group p. 65 Investigation 5 Day 5 Large Group p. 76 Investigation 5 Day 5 Large Group p. 77 Investigation 5 Day 5 Large Group p. 78 Investigation 5 Day 5 Large Group p. 79 Investigation 5 Day 5 Large G
		p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time

		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 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Large Group
		p. 39 Investigation 2 Outdoor Experiences
		p. 40 Investigation 2 Day 1 Large Group
		p. 42 Investigation 2 Day 2 Large Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 44 Investigation 2 Day 3 Large Group
		p. 46 Investigation 2 Day 4 Large Group
		p. 47 Investigation 2 Day 4 Mighty Minutes
		p. 48 Investigation 2 Day 5 Large Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Mighty Minutes
		p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 56 Investigation 3 Day 2 Migrity Milities
		p. 57 Investigation 3 Day 3 Mighty Minutes
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Mighty Minutes
		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 Large Group
		p. 65 Investigation 4 Day 1 Mighty Minutes
		p. 66 Investigation 4 Day 2 Large Group
		p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 4 Day 3 Small Group
		p. 74 Investigation 5 Day 1 Large Group
		p. 75 Investigation 5 Day 2 Large Gloup p. 75 Investigation 5 Day 2 Mighty Minutes
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Small 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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.2.	By 48 months, most children:
INDICATOR	L.1.a.2.1.	Demonstrate an awareness of words as separate units.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Mighty Minutes
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	1	101 11 11 00 001 1 00
		p. 43 Investigation 2 Day 2 Choice Time
		p. 45 Investigation 2 Day 3 Small Group
	_	p. 60 Investigation 3 Day 5 Large Group
INDICATOR	L.1.a.2.2.	Identify whether two words rhyme.
		Buildings Study
		p 97 Celebrating Learning Day 2 Mighty Minutes
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 23 Exploring the Topic - Day 5 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 31 Investigation 1 Day 2 Small Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 1 Day 4 Mighty Minutes
		p. 36 Investigation 1 Day 5 Large Group
		p. 41 Investigation 2 Day 1 Mighty Minutes
		p. 56 Investigation 3 Day 3 Large Group
		p. 61 Investigation 3 Day 5 Small Group
		p. 65 Investigation 4 Day 1 Mighty Minutes
		p. 67 Investigation 4 Day 2 Mighty Minutes
		p. 73 Investigation 5 Day 1 Small Group
		p. 80 Investigation 5 Day 5 Large Group
		p. 95 Celebrating Learning Day 1 Mighty Minutes
		p. 95 Celebrating Learning Day 1 Small Group
INDICATOR	L.1.a.2.3.	Engage in rhyming games and songs; can complete a familiar rhyme.
		Buildings Study
		p 97 Celebrating Learning Day 2 Mighty Minutes
		p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group
		p. 19 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 23 Exploring the Topic - Day 5 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 31 Investigation 1 Day 2 Small Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 1 Day 4 Mighty Minutes
		p. 36 Investigation 1 Day 5 Large Group
		p. 41 Investigation 2 Day 1 Mighty Minutes
		p. 56 Investigation 3 Day 3 Large Group
		p. 61 Investigation 3 Day 5 Small Group
		p. 65 Investigation 4 Day 1 Mighty Minutes
		p. 67 Investigation 4 Day 2 Mighty Minutes
		p. 73 Investigation 5 Day 1 Small Group
		p. 80 Investigation 5 Day 5 Large Group
		p. 95 Celebrating Learning Day 1 Mighty Minutes
		p. 95 Celebrating Learning Day 1 Small Group
INDICATOR	L.1.a.2.4.	Orally blend and segment familiar compound words, with modeling and support.
		Buildings Study
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 57 Investigation 3 Day 3 Mighty Minutes
		p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 00 mrosugation + Day 0 omail Oloup

		p. 75 Investigation 5 Day 2 Mighty Minutes
INDICATOR	L.1.a.2.5.	
INDICATOR	L.1.a.2.5.	p. 75 Investigation 5 Day 2 Mighty Minutes  Comprehend and use new words introduced within thematic units, stories, and daily activities.  Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 Choice Time p. 38 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 1 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Large Group p. 59 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Read-Aloud p. 52 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 4 Read-Aloud p. 57 Investigation 3 Day 5 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 5 Read-Aloud p. 59 Investigation 4 Day 1 Read-Aloud p. 60 Investigation 4 Day 1 Read-Aloud p. 61 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 69 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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.3.	By 60 months, most children:
INDICATOR	L.1.a.3.1.	Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name.  Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes

		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 61 Investigation 3 Day 5 Small Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Large Group
		p. 75 Investigation 5 Day 2 Mighty Minutes
		p. 77 Investigation 5 Day 3 Small Group
		p. 94 Celebrating Learning Day 1 Large Group
INDICATOR	L.1.a.3.2.	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance").
		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. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 61 Investigation 4 Day 1 Mighty Minutes p. 67 Investigation 4 Day 1 Mighty Minutes p. 68 Investigation 5 Day 1 Small Group p. 80 Investigation 5 Day 1 Small Group p. 80 Investigation 5 Day 5 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes
		p. 95 Celebrating Learning Day 1 Small Group
INDICATOR	L.1.a.3.3.	Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter).  Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 2 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 3 Small Group p. 94 Celebrating Learning Day 1 Large Group
INDICATOR	L.1.a.3.4.	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear".
		Buildings Study p. 29 Investigation 1 Day 1 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group

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		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
		p. 72 Investigation 5 Day 1 Large Group
		p. 75 Investigation 5 Day 2 Mighty Minutes
INDICATOR	L.1.a.3.5.	With modeling and support, identify, blend, and segment syllables in spoken words.
		Buildings Study
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 47 Investigation 2 Day 4 Mighty Minutes
		p. 49 Investigation 2 Day 5 Mighty Minutes
		p. 53 Investigation 3 Day 1 Mighty Minutes
		p. 57 Investigation 3 Day 3 Mighty Minutes
		p. 59 Investigation 3 Day 4 Mighty Minutes
		p. 61 Investigation 3 Day 5 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Mighty Minutes
		p. 75 Investigation 5 Day 2 Mighty Minutes
INDICATOR	L.1.a.3.6.	With modeling and support, delete the onsets of words (e.g., "pairair, fruit-root").
		Buildings Study
		p. 72 Investigation 5 Day 1 Large Group
INDICATOR	L.1.a.3.7.	With modeling and support, blend onsets and rimes in single- syllable words (e.g., the hard "c" sound with "-ook" to make "cook").
		Buildings Study p. 72 Investigation 5 Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE		Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.1.	By 36 months, most children:
INDICATOR	L.2.a.1.1.	Recognize more symbols and logos in the environment.
		Buildings Study
		p. 65 Investigation 4 Day 1 Small Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
INDICATOR	L.2.a.1.2.	Recognize letters as a special form of symbol that can be individually named.
		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
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		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Mighty Minutes
		p. 45 Investigation 2 Day 3 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Small Group
		p. 69 Investigation 4 Day 3 Mighty Minutes
		p. 69 Investigation 4 Day 3 Small Group
		p. 77 Investigation 5 Day 3 Mighty Minutes
		p. 77 Investigation 5 Day 3 Small Group
		p. 79 Investigation 5 Day 4 Mighty Minutes
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING	L.2.	Alphabet Knowledge
KNOWLEDGE		
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound
		connections.
SPECIFIC INDICATOR	L.2.a.2.	By 48 months, most children:
INDICATOR	L.2.a.2.1.	Recognize and name some letters of the alphabet, especially those
		in their own name as well as letters that occur frequently in
		environmental print.
		Buildings Study
		p 97 Celebrating Learning Day 2 Mighty Minutes
		p. 15 Exploring the Topic - Day 1 Mighty Minutes
		p. 17 Exploring the Topic - Day 2 Mighty Minutes
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 23 Exploring the Topic - Day 5 Mighty Minutes
		p. 35 Investigation 1 Day 4 Small Group
		p. 37 Investigation 1 Day 5 Mighty Minutes
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Mighty Minutes
		p. 45 Investigation 2 Day 3 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Small Group
		p. 69 Investigation 4 Day 3 Mighty Minutes
		p. 69 Investigation 4 Day 3 Small Group
		p. 77 Investigation 5 Day 3 Mighty Minutes
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Mighty Minutes
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	L.2.a.2.2.	Produce the sound for some of the letters they recognize.
		. Todato and obtain for bottle of the fetters they recognize.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Mighty Minutes
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Small Group

		p. 61 Investigation 3 Day 5 Small Group
		p. 65 Investigation 4 Day 1 Small Group
		p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
INDICATOR	L.2.a.2.3.	Recognize, with modeling and support, their own name or other common words in 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
INDICATOR	L.2.a.2.4.	Recognize words that start with the same letter as their 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 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
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.3.	By 60 months, most children:
INDICATOR	L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.
		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 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group

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p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Small Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Small Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Mighty Minutes			p. 23 Exploring the Topic - Day 5 Mighty Minutes
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p. 69 Investigation 4 Day 3 Small Group			
			p. 67 Investigation 4 Day 2 Small Group
p. 72 Investigation 5 Day 1 Choice Time			p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes
			p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Small Group

		p. 75 Investigation 5 Day 2 Small Group
		p. 77 Investigation 5 Day 3 Mighty Minutes
		p. 77 Investigation 5 Day 3 Small Group
		p. 79 Investigation 5 Day 4 Mighty Minutes p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	2.a.3.4.	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Mighty Minutes
		p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Small Group
		p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Small Group
		p. 77 Investigation 5 Day 3 Small Group
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
	•	p. 94 Celebrating Learning Day 1 Choice Time
STATEMENT OF ENDURING L KNOWLEDGE	3.	Print Knowledge
GSE STEM L	3.a.	Children demonstrate book awareness and knowledge of basic print
		conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR L	3.a.1.	By 36 months, most children:
	3.a.1.1.	Recognize specific books by their covers and seek out specific
INDIOATOR I		pages in familiar books.
		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 1 Day 3 Kead-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
INDICATOR L	3.a.1.2.	
II III		Know where books are kept, take them to an adult reader, and return books to their designated place when finished.
		books to their designated place when finished.
		books to their designated place when finished. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group
		books to their designated place when finished. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud
		books to their designated place when finished.  Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group
		books to their designated place when finished.  Buildings Study  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  p. 21 Exploring the Topic - Day 4 Read-Aloud
		books to their designated place when finished.  Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group
		books to their designated place when finished.  Buildings Study  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  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. 27 Investigation 1 Outdoor Experiences
		books to their designated place when finished.  Buildings Study  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  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. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group
		books to their designated place when finished.  Buildings Study  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  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. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time
		books to their designated place when finished.  Buildings Study  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  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. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Large-Group Roundup
		books to their designated place when finished.  Buildings Study  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  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. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time

	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. 37 Investigation 1 Day 5 Read-Aloud p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 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 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 56 Investigation 4 Day 5 Read-Aloud p. 57 Investigation 5 Day 1 Read-Aloud p. 57 Investigation 5 Day 1 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 5 Day 1 Read-Aloud p. 57 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud
L.3.a.1.3.	p. 97 Celebrating Learning Day 2 Read-Aloud  Make scribble marks on paper and "read" the meaning they assign to the marks.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
L.3.	Print Knowledge
L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
L.3.a.2.	By 48 months, most children:
L.3.a.2.1.	Hold a book in correct orientation and turn pages from front to back, usually one at a time.  Buildings Study p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group
	L.3. L.3.a. L.3.a.2.

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		p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	L.3.a.2.2.	Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?").  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. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	L.3.a.2.3.	p. 97 Celebrating Learning Day 2 Small Group  Imitate the act of reading a book and demonstrate appropriate book-handling skills.  Buildings Study
INDICATOR	L 0 - 0 4	p. 77 Investigation 5 Day 3 Small Group
INDICATOR	L.3.a.2.4.	Handle and care for books in a respectful manner.  Buildings Study p. 77 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
INDICATOR	L.3.a.3.1.	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Buildings Study
		p. 15 Exploring the Topic - Day 1 Mighty Minutes 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. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	L.3.a.3.2.	Describe roles of authors and illustrators and connect books to

	11	7
		specific authors of illustrators.
		Buildings Study
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud
		p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 45 Investigation 2 Day 3 Small Group
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.3.a.3.3.	Identify familiar words in books and the environment.
		adding rammar words in books and the environment.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Small Group
		p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
<u></u>		p. 97 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.1.	By 36 months, most children:
INDICATOR	L.4.a.1.1.	Actively participate in shared reading experiences by asking
		questions, making comments, and responding to prompts.
		Duildings Study
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 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
	I L	p. of investigation 1 day folloice fillic

	p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 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. 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 Read-Aloud p. 46 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 68 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 1 Read-Aloud p. 78 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 4 Read-Aloud p. 78 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud p. 70 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 72 Investigation 5 Day 5 Read-Aloud p. 73 Investigation 5 Day 5 Read-Aloud p. 74 Investigation 5 Day 5 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 76 Celebrating Learning
INDICATOR	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Read-Aloud p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 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 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group

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p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Mighty Minutes
p. 31 Investigation 1 Day 2 Read-Aloud
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Mighty Minutes
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 34 Investigation 1 Day 4 Choice Time
p. 34 Investigation 1 Day 4 Large Group
p. 35 Investigation 1 Day 4 Mighty Minutes
p. 35 Investigation 1 Day 4 Read-Aloud
p. 36 Investigation 1 Day 5 Choice Time
p. 36 Investigation 1 Day 5 Large Group
p. 37 Investigation 1 Day 5 Read-Aloud
p. 39 Investigation 2 Outdoor Experiences
p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 Mighty Minutes
p. 41 Investigation 2 Day 1 Read-Aloud
p. 41 Investigation 2 Day 1 Small Group
p. 42 Investigation 2 Day 2 Large 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. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Read-Aloud
p. 45 Investigation 2 Day 3 Small Group
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Mighty Minutes
p. 47 Investigation 2 Day 4 Read-Aloud
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Read-Aloud
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Mighty Minutes
p. 53 Investigation 3 Day 1 Read-Aloud
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Read-Aloud
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Read-Aloud
p. 57 Investigation 3 Day 3 Small Group
p. 58 Investigation 3 Day 4 Large 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. 61 Investigation 3 Day 5 Small Group
p. 64 Investigation 4 Day 1 Large Group
p. 65 Investigation 4 Day 1 Mighty Minutes
p. 65 Investigation 4 Day 1 Read-Aloud
p. 66 Investigation 4 Day 2 Large Group
p. 67 Investigation 4 Day 2 Mighty Minutes
p. 67 Investigation 4 Day 2 Read-Aloud
p. 68 Investigation 4 Day 3 Large Group
p. 69 Investigation 4 Day 3 Read-Aloud
p. 69 Investigation 4 Day 3 Small Group
p. 72 Investigation 5 Day 1 Choice Time
p. 72 Investigation 5 Day 1 Large Group
p. 73 Investigation 5 Day 1 Read-Aloud
p. 73 Investigation 5 Day 1 Small Group
p. 74 Investigation 5 Day 2 Large Group
p. 75 Investigation 5 Day 2 Mighty Minutes
p. 75 Investigation 5 Day 2 Read-Aloud
p. 76 Investigation 5 Day 3 Large Group
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		p. 77 Investigation 5 Day 3 Read-Aloud
		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. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Mighty Minutes
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Large Group
		p. 95 Celebrating Learning Day 1 Mighty Minutes
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	1.4.4.0	
INDICATOR	L.4.a.1.3.	Demonstrate a preference for conventional books over board books.
		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. 29 Investigation 1 Day 1 Choice Time
		p. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Large-Group Roundup
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Choice Time
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 52 Investigation 3 Day 1 Large Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.4.	Enjoy books about a variety of topics.
		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. 29 Investigation 1 Day 1 Choice Time
		p. 34 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 4 Large-Group Roundup
		p. 35 Investigation 1 Day 4 Large-Group Roundup
		p. 36 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 52 Investigation 3 Day 1 Large Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.6.	Incorporate books or other print materials into their play.
		Buildings Study
		p. 13 Exploring the Topic - Outdoor Experiences
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 18 Exploring the Topic - Day 3 Choice Time
		p. 30 Investigation 1 Day 2 Choice Time
		p. 32 Investigation 1 Day 3 Choice Time p. 34 Investigation 1 Day 4 Choice Time

		p. 36 Investigation 1 Day 5 Choice Time
		p. 40 Investigation 2 Day 1 Choice Time
		p. 43 Investigation 2 Day 2 Choice Time
		p. 45 Investigation 2 Day 3 Choice Time
		p. 46 Investigation 2 Day 4 Choice Time
		p. 48 Investigation 2 Day 5 Choice Time
		p. 52 Investigation 3 Day 1 Choice Time
		p. 55 Investigation 3 Day 2 Choice Time
		p. 56 Investigation 3 Day 3 Choice Time
		p. 58 Investigation 3 Day 4 Choice Time
		p. 60 Investigation 3 Day 5 Choice Time
		p. 64 Investigation 4 Day 1 Choice Time
		p. 66 Investigation 4 Day 2 Choice Time
		p. 69 Investigation 4 Day 3 Choice Time
		p. 72 Investigation 5 Day 1 Choice Time
		p. 74 Investigation 5 Day 2 Choice Time
		p. 76 Investigation 5 Day 3 Choice Time
		p. 79 Investigation 5 Day 4 Choice Time
		p. 80 Investigation 5 Day 5 Choice Time
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 96 Celebrating Learning Day 2 Choice Time
INDICATOR	L.4.a.1.7.	Recite some words of a familiar book when read to (especially from
INDIGATOR	L.4.a.1.7.	books with repeating text).
		books with repeating texty.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 17 Exploring the Topic - Day 1 Earge Group p. 17 Exploring the Topic - Day 2 Small Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Choice Time
		p. 47 Investigation 2 Day 4 Small Group
		p. 49 Investigation 2 Day 5 Small Group
		p. 61 Investigation 3 Day 5 Small Group
		p. 63 Investigation 4 Outdoor Experience
		p. 65 Investigation 4 Day 1 Small Group
		p. 76 Investigation 5 Day 3 Large Group
INDICATOR	L.4.a.1.8.	Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 17 Exploring the Topic - Day 1 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group p. 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. 56 Investigation 3 Day 3 Large Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 81 Investigation 5 Day 5 Read-Aloud
INDICATOR	L.4.a.1.9.	With modeling and support, anticipate what comes next in familiar
	E. 7.0. 1.3.	stories.
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		Buildings Study
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 59 Investigation 3 Day 4 Small Group
		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
STATEMENT OF ENDURING	LA	Comprehension and Interest
KNOWLEDGE	L.4.	Comprehension and interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of
OOL OTEM	L.T.a.	literacy experiences.
SPECIFIC INDICATOR	L.4.a.2.	By 48 months, most children:
INDICATOR		
INDICATOR	L.4.a.2.1.	Enjoy and ask to engage in book reading, book writing, or other
		literacy-related activities.
		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. 16 Exploring the Topic - Day 2 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 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 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 2 Small Group
		p. 52 Investigation 3 Day 1 Large Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 66 Investigation 4 Day 2 Large Group
		p. 72 Investigation 5 Day 1 Choice Time
		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. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 1 Read-Aloud
INDICATOR	L.4.a.2.2.	Explore a variety of literary genres, such as fiction, fantasy,
INDIOATOR	L.7.Q.Z.Z.	informational texts.
		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
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		p. 17 Exploring the Topic - Day 2 Small Group
		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. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 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. 37 Investigation 1 Day 5 Read-Aloud
		p. 39 Investigation 2 Outdoor Experiences
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 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. 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 Mighty Minutes
		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. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	1.4 - 0.4	
INDICATOR	L.4.a.2.4.	With assistance and support, engage in writing activities (e.g.,
		labeling a picture).
		Buildings Study
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 57 Investigation 3 Day 3 Small Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 69 Investigation 4 Day 3 Small Group
	<u> </u>	p. 77 Investigation 5 Day 3 Small Group
INDICATOR	L.4.a.2.5.	Begin to understand the sequence of a story.
	TI CONTRACTOR OF THE CONTRACTO	
		Buildings Study
		Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud

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		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
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INDICATOR	L.4.a.2.6.	With support, retell or reenact familiar stories with pictures or props as prompts.
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud
INDIO ATOR		
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.
		lammar Story.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		n 40 Exploring the Tonic Day 2 Bood Aloud
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 21 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. 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. 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. 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. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 66 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud

	p. 95 Celebrating Learning Day 1 Small Group
L.4.a.2.8.	With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed.
	Buildings Study p. 19 Exploring the Topic - Day 3 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud
1.4.2.0.0	p. 95 Celebrating Learning Day 1 Read-Aloud
L.4.d.Z.3.	With modeling and support, demonstrate knowledge from informational texts Respond to the question "what made you think so?" in response to their ideas about books and stories, with more depth and detail.  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 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. 61 Investigation 3 Day 3 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 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 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
L.4.	Comprehension and Interest
L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
L.4.a.3.	By 60 months, most children:
L.4.a.3.1.	Attend to and request longer and more complex books or stories.  Buildings Study
	L.4.a.2.9.  L.4.a.2.9.

		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. 29 Investigation 1 Day 1 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 57 Investigation 5 Day 1 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
INDICATOR	L.4.a.3.2.	Engage in independent writing activities during routine times, such as pretending to write in their own journal.  Buildings Study  p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
INDICATOR	L.4.a.3.3.	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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 1 Read-Aloud p. 56 Investigation 3 Day 4 Read-Aloud p. 69 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud
INDICATOR	L.4.a.3.4.	Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories.  Buildings Study  p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large 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. 31 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud

		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 59 Investigation 3 Day 4 Small Group
		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
INDICATOR	L.4.a.3.5.	Retell a familiar story in the proper sequence, including major
		events and cause-and-effect relationships.
		Buildings Study
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
	II .	D. 65 Investigation 4 Day 1 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
INDICATOR	1.4026	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 4 Choice Time
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Large Group
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Small Group
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group 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. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 61 Investigation 3 Day 5 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 61 Investigation 3 Day 5 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Large Group p. 57 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 61 Investigation 3 Day 5 Read-Aloud p. 67 Investigation 3 Day 5 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Small Group p. 55 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 61 Investigation 3 Day 5 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 1 Read-Aloud p. 76 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 1 Read-Aloud p. 78 Investigation 5 Day 1 Read-Aloud
INDICATOR	L.4.a.3.6.	p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group 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. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 61 Investigation 3 Day 5 Read-Aloud p. 67 Investigation 4 Day 2 Small Group 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. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.7.	With guidance and support, relate events and information from stories to their own experiences.
		Buildings Study p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 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 2 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.1.	In early-stage English language development, children:
INDICATOR	L.5.a.1.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures).
		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 Read-Aloud p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 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. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 22 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 4 Large Group p. 37 Investigation 1 Day 4 Large Group p. 38 Investigation 1 Day 4 Large Group p. 39 Investigation 1 Day 4 Large Group p. 31 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 4 Large Group p. 38 Investigation 1 Day 4 Large Group p. 39 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 4 Large Group p. 38 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time

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p. 37 Investigation 1 Day 5 Large-Group Roundup
p. 37 Investigation 1 Day 5 Read-Aloud
p. 37 Investigation 1 Day 5 Small Group
p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 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. 45 Investigation 2 Day 3 Small Group
p. 46 Investigation 2 Day 4 Choice Time
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Large-Group Roundup
p. 47 Investigation 2 Day 4 Read-Aloud
p. 47 Investigation 2 Day 4 Small Group
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Mighty Minutes
p. 49 Investigation 2 Day 5 Read-Aloud
p. 49 Investigation 2 Day 5 Small Group
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 53 Investigation 3 Day 1 Read-Aloud
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Read-Aloud
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Read-Aloud
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Read-Aloud
p. 59 Investigation 3 Day 4 Small Group
p. 60 Investigation 3 Day 5 Large Group
p. 61 Investigation 3 Day 5 Read-Aloud
p. 61 Investigation 3 Day 5 Small Group
p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 65 Investigation 4 Day 1 Read-Aloud
p. 66 Investigation 4 Day 2 Choice Time
p. 66 Investigation 4 Day 2 Large Group
p. 67 Investigation 4 Day 2 Read-Aloud
p. 67 Investigation 4 Day 2 Small Group
p. 68 Investigation 4 Day 3 Large Group
p. 69 Investigation 4 Day 3 Read-Aloud
p. 69 Investigation 4 Day 3 Small Group
p. 72 Investigation 5 Day 1 Choice Time
p. 72 Investigation 5 Day 1 Large Group
p. 73 Investigation 5 Day 1 Large-Group Roundup
p. 73 Investigation 5 Day 1 Mighty Minutes
p. 73 Investigation 5 Day 1 Read-Aloud
p. 74 Investigation 5 Day 2 Large Group
p. 75 Investigation 5 Day 2 Mighty Minutes
p. 75 Investigation 5 Day 2 Read-Aloud
p. 75 Investigation 5 Day 2 Small Group
p. 76 Investigation 5 Day 3 Large Group
p. 77 Investigation 5 Day 3 Read-Aloud
p. 77 Investigation 5 Day 3 Small Group
p. 78 Investigation 5 Day 4 Large Group
p. 79 Investigation 5 Day 4 Read-Aloud
p. 79 Investigation 5 Day 4 Small Group
p. 81 Investigation 5 Day 5 Read-Aloud
p. 81 Investigation 5 Day 5 Small Group
p. 93 Celebrating Learning Outdoor Experiences
p. 94 Celebrating Learning Day 1 Choice Time
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		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	L.5.a.1.2.	"Read" familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books.
		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 Kead-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 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 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. 77 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Small Group
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud

INDICATOR	1.5.4.0	Design to identify and relate to a stand from their complify comparisons as
INDICATOR	L.5.a.1.3.	Begin to identify and relate to a story from their own life experiences in their home language.
		Buildings Study
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Read-Aloud
		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. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 59 Investigation 3 Day 4 Small Group
		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
INDICATOR	L.5.a.1.4.	Retell a story in their home language when read or told a story in the home language.
		Buildings Chudu
		Buildings Study p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE		Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.2.	In mid-stage English language development, children:
INDICATOR	L.5.a.2.1.	Participate in reading activities, using books written in English when the language is predictable.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group

		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 48 Investigation 2 Day 5 Large Group
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 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 1 Read-Aloud
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 60 Investigation 3 Day 5 Large Group
		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. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Nead-Aloud
	1	
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in
		English with increasing independence and to talk about the books in
		either their home language or English.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		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 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
	II.	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 Small Group p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 3 Small Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 56 Investigation 3 Day 5 Read-Aloud p. 57 Investigation 3 Day 5 Read-Aloud p. 57 Investigation 3 Day 5 Read-Aloud p. 57 Investigation 3 Day 5 Read-Aloud p. 60 Investigation 4 Day 1 Read-Aloud p. 61 Investigation 4 Day 1 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 66 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 1 Read-Aloud p. 78 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud p. 79 Investigation 5 Day 6 Read-Aloud p. 79 Investigation 5 Day 7 Read-Aloud p. 79 Investigation 5 Day 7 Read-Aloud p. 79 Investigation 5 Day 7 Read-Aloud p. 70 Investigation 5 Day 7 Read-Aloud p. 71 Investiga
INDICATOR	L.5.a.2.3.	p. 97 Celebrating Learning Day 2 Read-Aloud  Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English.  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. 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
INDICATOR	L.5.a.2.4.	Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar.  Buildings Study
		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

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		p. 39 Investigation 2 Outdoor Experiences
		p. 41 Investigation 2 Day 1 Large-Group Roundup
		p. 49 Investigation 2 Day 5 Small Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 69 Investigation 4 Day 3 Choice Time
		p. 71 Investigation 5 Outdoor Experiences
		p. 75 Investigation 5 Day 2 Small Group
INDICATOR	L.5.a.2.5.	Retell a story using the home language and some English when read or told the story in English.
		D 11 11 24 1
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing
INDICATOR		independence and to talk about the books in English.
INDICATOR		
INDICATOR		Buildings Study
INDICATOR		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time
INDICATOR		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group
INDICATOR		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
INDICATOR		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 Read-Aloud
INDICATOR		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 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud
INDICATOR		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 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group
INDICATOR		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 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
INDICATOR		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 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
INDICATOR		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 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
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		p. 77 Investigation 5 Day 3 Read-Aloud
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		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
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INDICATOR	L.5.a.3.3.	Engage in extended conversations in English about stories.
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		Buildings Study
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		p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud
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		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 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. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 38 Investigation 1 Day 5 Choice Time p. 39 Investigation 1 Day 5 Choice Time p. 30 Investigation 1 Day 5 Choice Time p. 31 Investigation 1 Day 5 Choice Time p. 32 Investigation 1 Day 5 Choice Time p. 33 Investigation 1 Day 5 Choice Time p. 34 Investigation 1 Day 5 Read-Aloud p. 35 Investigation 1 Day 5 Large Group p. 36 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Read-Aloud
		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 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. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 38 Investigation 1 Day 5 Choice Time p. 39 Investigation 1 Day 5 Choice Time p. 30 Investigation 1 Day 5 Choice Time p. 31 Investigation 1 Day 5 Choice Time p. 32 Investigation 1 Day 5 Choice Time p. 33 Investigation 1 Day 5 Choice Time p. 34 Investigation 1 Day 5 Choice Time p. 35 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 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. 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 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 Read Aloud p. 73 Investigation 5 Day 1 Small Group
		p. 75 Investigation 5 Day 1 Small Group
		p. 77 Investigation 5 Day 2 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L F = 0.4	
INDICATOR	L.5.a.3.4.	Retell in English the majority of a story read or told in English.
		Duildings Chudy
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 1 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 1 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 1 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 1 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
CTATEMENT OF ENDURING	1.0	
STATEMENT OF ENDURING	L.b.	Emergent Writing
KNOWLEDGE		
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing
		conventions; they demonstrate an understanding of writing as a
		means of communication.
SPECIFIC INDICATOR	L.6.a.1.	By 36 months, most children:
INDICATOR	L.6.a.1.3.	Watch when adults write.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group

		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
INDICATOR	L.6.a.1.4.	Imitate the act of writing during play.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING	L.6.	Emergent Writing
KNOWLEDGE		
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing
		conventions; they demonstrate an understanding of writing as a
		means of communication.
SPECIFIC INDICATOR	L.6.a.2.	By 48 months, most children:
INDICATOR	L.6.a.2.1.	Understand that writing carries a message and use scribbles,
		shapes, letter-like symbols, letters, and numerals to write or
		represent words or ideas.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
INDICATOR	L.6.a.2.2.	With modeling and support, write some letters.
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 45 Investigation 2 Day 3 Small Group
INDICATOR	L.6.a.2.3.	With modeling and support, write numerals one through nine.
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 45 Investigation 2 Day 3 Small Group
STATEMENT OF ENDURING	L.6.	Emergent Writing
KNOWLEDGE		
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing
		conventions; they demonstrate an understanding of writing as a
		means of communication.
SPECIFIC INDICATOR	L.6.a.3.	By 60 months, most children:
INDICATOR	L.6.a.3.1.	With modeling and support, print some letters of meaningful words,
		sometimes using letters and sometimes using letter-like forms.
		and the same same same same same same same sam
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 45 Investigation 2 Day 3 Small Group
	I I	a Janes ay a sa an are are

INDICATOR	L.6.a.3.2.	Write their first name nearly correctly (may switch the order of letters or write some letters backwards).
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
INDICATOR	L.6.a.3.3.	Use invented spelling.
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
INDICATOR	L.6.a.3.4.	With modeling and support, write numerals one through twenty.
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 45 Investigation 2 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a
		variety of contexts; they use a combination of drawing, dictating,
		and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.1.	By 36 months, most children:
INDICATOR	L.6.b.1.1.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean).
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
INDICATOR	L.6.b.1.2.	Create drawings and assign meaning to them.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group
		p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
INDICATOR	L.6.b.1.3.	Imitate the act of writing during play.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group

		p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.2.	By 48 months, most children:
INDICATOR	L.6.b.2.1.	Use letter-like symbols to create written materials during play or to express an idea.  Buildings Study p. 21 Exploring the Topic - Day 4 Small Group p. 45 Investigation 2 Day 3 Small Group
INDICATOR	L.6.b.2.2.	Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.3.	By 60 months, most children:
INDICATOR	L.6.b.3.2.	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list).  Buildings Study p. 31 Investigation 1 Day 2 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Outdoor Experiences p. 75 Investigation 5 Day 2 Large-Group Roundup
DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.1.	By 36 months, most children:
INDICATOR	CD.1.a.1.1.	Make plans before attempting to solve some simple problems.  Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time

		T41 41 41 50 001 1 T
		p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	CD.1.a.1.2.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled).
		Buildings Study p. 32 Investigation 1 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.2.	By 48 months, most children:
INDICATOR	CD.1.a.2.1.	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand).  Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time
		p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	CD.1.a.2.2.	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).
		Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	CD.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled).
		Buildings Study p. 32 Investigation 1 Day 3 Large Group
INDICATOR	CD.1.a.2.4.	Sort objects and then count and compare the groups formed.
		Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 67 Investigation 4 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.3.	By 60 months, most children:
INDICATOR	CD.1.a.3.1.	Solve complex problems by planning and carrying out a sequence of actions.
		Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	CD.1.a.3.2.	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together).
		Buildings Study

		p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	CD.1.a.3.3.	Explain their reasoning behind a strategy or choice and why it worked or didn't work.  Buildings Study
		p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.1.	By 36 months, most children:
INDICATOR	CD.2.a.1.1.	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine).
		Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
INDICATOR	CD.2.a.1.3.	Successfully follow two-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. 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
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.2.	By 48 months, most children:
INDICATOR	CD.2.a.2.2.	With support, retell or reenact familiar stories, including such details as characters, phrases, and events.
		Buildings Study p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud

INDICATOR	CD.2.a.2.3.	p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Buildings Study p. 40 Exploring the Topic Day 3 Small Group
		p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	CD.2.a.2.5.	Successfully follow 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. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.2.	Retell a familiar story in the proper sequence, including such details as characters, phrases, and events.  Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
INDICATOR	CD.2.a.3.3.	Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?").

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INDICATOR	CD.2.a.3.4.	Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 36 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 80 Investigation 5 Day 5 Read-Aloud p. 91 Investigation 5 Day 5 Read-Aloud p. 92 Read-Aloud p. 93 Investigation 5 Day 5 Read-Aloud p. 94 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group
		Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	CD.2.a.3.6.	Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.1.	By 36 months, most children:
INDICATOR	CD.3.a.1.2.	Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).
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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 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 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Small 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 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	CD.3.a.1.3.	Follow adult directions when given simple guidance.  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 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
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.2.	By 48 months, most children:
INDICATOR	CD.3.a.2.2.	With adult reminders, wait to communicate information in a group.  Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	CD.3.a.2.5.	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	CD.3.a.2.7.	Build block buildings and include such structural features as arches and ramps.

		Buildings Study p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 46 Investigation 2 Day 4 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 53 Investigation 3 Day 1 Large-Group Roundup p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 69 Investigation 4 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.3.	By 60 months, most children:
INDICATOR	CD.3.a.3.1.	Without adult reminders, wait to communicate information in a group.
		Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup
STATEMENT OF ENDURING	CD.3.a.3.6.	Build complex block buildings, intentionally maintaining such features as symmetry.  Buildings Study p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 46 Investigation 2 Day 4 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 53 Investigation 3 Day 1 Large-Group Roundup p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Large-Group p. 61 Investigation 4 Day 3 Choice Time
KNOWLEDGE		Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.1.	By 36 months, most children:
INDICATOR	CD.4.a.1.1.	Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath).  Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time

		n. 74 Investigation 5 Day 2 Chaica Time
		p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	CD.4.a.1.3.	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines).
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Choice Time
		p. 48 Investigation 2 Day 5 Large Group
INDICATOR	CD.4.a.1.4.	Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair).
		Buildings Study
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Choice Time
		p. 74 Investigation 5 Day 2 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands,
		priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.2.	By 48 months, most children:
INDICATOR	CD.4.a.2.4.	Continue to count when another item is added to a set.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Small Group
		p. 41 Investigation 2 Day 1 Mighty Minutes
		p. 47 Investigation 2 Day 4 Small Group
		p. 58 Investigation 3 Day 4 Large Group
		p. 67 Investigation 4 Day 2 Mighty Minutes
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Mighty Minutes
		p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Large-Group Roundup
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Mighty Minutes
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 96 Celebrating Learning Day 2 Large Group
		p. 97 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.3.	By 60 months, most children:
INDICATOR	CD.4.a.3.1.	Quickly adjust and adhere to a new rule (e.g., lining up inside the
		building rather than outside when the weather gets colder or it rains).
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Choice Time
		p. 48 Investigation 2 Day 5 Large Group

INDICATOR	CD.4.a.3.2.	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet).  Buildings Study  p. 14 Exploring the Topic - Day 1 Large Group  p. 30 Investigation 1 Day 2 Large Group  p. 44 Investigation 2 Day 3 Large Group  p. 45 Investigation 2 Day 3 Choice Time  p. 48 Investigation 2 Day 5 Large Group
INDICATOR	CD.4.a.3.3.	Reconstruct a pattern using different materials or modalities.  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
INDICATOR	CD.4.a.3.4.	Sort by more than one attribute (e.g., color and shape) into two or more groups.  Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
DOMAIN	RI.M.	Mathematics (M)
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.1.	By 36 months, most children:
INDICATOR	M.1.a.1.1.	Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors.  Buildings Study  p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 29 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.1.2.	Count up to five objects accurately.  Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group

	1	001 4 4 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
		p. 69 Investigation 4 Day 3 Mighty Minutes
		p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group
		p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 96 Celebrating Learning Day 2 Large Group
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.1.3.	Name and identify some written numerals.
		Buildings Study
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Mighty Minutes
		p. 67 Investigation 4 Day 2 Mighty Minutes
		p. 73 Investigation 5 Day 1 Small Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	M.1.a.1.4.	Identify numerals as being different from letters.
		Buildings Study
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Mighty Minutes
		p. 67 Investigation 4 Day 2 Mighty Minutes
		p. 73 Investigation 5 Day 1 Small Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.2.	By 48 months, most children:
INDICATOR	M.1.a.2.2.	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 47 Investigation 2 Day 4 Small Group p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.2.3.	Use strategies to accurately count sets of up to 10 objects.
		Buildings Study
	II .	
		p. 47 Investigation 2 Day 4 Small Group
INDICATOR	M.1.a.2.4	
INDICATOR	M.1.a.2.4.	p. 47 Investigation 2 Day 4 Small Group  Understand that the last number counted represents the number of objects in a set.
INDICATOR	M.1.a.2.4.	Understand that the last number counted represents the number of objects in a set.  Buildings Study
INDICATOR	M.1.a.2.4.	Understand that the last number counted represents the number of objects in a set.
INDICATOR	M.1.a.2.4.	Understand that the last number counted represents the number of objects in a set.  Buildings Study
		Understand that the last number counted represents the number of objects in a set.  Buildings Study p. 47 Investigation 2 Day 4 Small Group  Recognize and write some numerals up to 10.
		Understand that the last number counted represents the number of objects in a set.  Buildings Study p. 47 Investigation 2 Day 4 Small Group  Recognize and write some numerals up to 10.  Buildings Study
		Understand that the last number counted represents the number of objects in a set.  Buildings Study p. 47 Investigation 2 Day 4 Small Group  Recognize and write some numerals up to 10.
		Understand that the last number counted represents the number of objects in a set.  Buildings Study p. 47 Investigation 2 Day 4 Small Group  Recognize and write some numerals up to 10.  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud
	M.1.a.2.6.	Understand that the last number counted represents the number of objects in a set.  Buildings Study p. 47 Investigation 2 Day 4 Small Group  Recognize and write some numerals up to 10.  Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 69 Investigation 4 Day 3 Mighty Minutes

KNOWLEDGE		
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.3.	By 60 months, most children:
INDICATOR	M.1.a.3.2.	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern.  Buildings Study  p. 15 Exploring the Topic - Day 1 Small Group  p. 17 Exploring the Topic - Day 2 Small Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 31 Investigation 1 Day 2 Small Group  p. 47 Investigation 2 Day 4 Small Group  p. 95 Celebrating Learning Day 1 Large Group Roundup  p. 95 Celebrating Learning Day 1 Read-Aloud  p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.3.3.	Use strategies to count large sets of objects (more than 10).  Buildings Study p. 47 Investigation 2 Day 4 Small Group
INDICATOR	M.1.a.3.5.	Recognize and order each written numeral up to 10.
		Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.1.	By 36 months, most children:
INDICATOR	M.2.a.1.1.	Use visual cues to approximate which of two sets of objects has more.  Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.2.a.1.2.	Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less.  Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.2.a.1.3.	Add and subtract with sets of objects smaller than three.  Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.2.	By 48 months, most children:
INDICATOR	M.2.a.2.2.	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.  Buildings Study

		p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.3.	By 60 months, most children:
INDICATOR	M.2.a.3.1.	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other.  Buildings Study p. 47 Investigation 2 Day 4 Small Group
INDICATOR	M.2.a.3.3.	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten.  Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.1.	By 36 months, most children:
INDICATOR	M.3.a.1.1.	Follow a verbal rule for sorting objects into sets.  Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	M.3.a.1.2.	Notice when two things share similar attributes.  Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	M.3.a.1.3.	Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support.  Buildings Study p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.2.	By 48 months, most children:
INDICATOR	M.3.a.2.1.	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	M.3.a.2.2.	Classify everyday objects that go together (e.g., mittens, hats, coats).  Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	M.3.a.2.3.	Demonstrate recognition of a simple, repeating pattern.

		Buildings Study p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
INDICATOR	M.3.a.2.4.	Replicate, complete, and extend repeating patterns.
		Buildings Study p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.3.	By 60 months, most children:
INDICATOR	M.3.a.3.2.	Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones").
		Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	M.3.a.3.3.	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives).
		Buildings Study p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 68 Investigation 4 Day 3 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes
INDICATOR	M.3.a.3.4.	Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat).  Buildings Study  p. 35 Investigation 1 Day 4 Mighty Minutes  p. 55 Investigation 3 Day 2 Mighty Minutes
STATEMENT OF ENDURING	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.1.	By 36 months, most children:
INDICATOR	M.4.a.1.3.	Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby").  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE		Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make

		comparisons.
SPECIFIC INDICATOR	M.4.a.2.	By 48 months, most children:
INDICATOR	M.4.a.2.2.	Make small series of objects (e.g., putting three or four objects in order by length).  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
INDICATOR	M.4.a.2.3.	Recognize differences in measureable attributes by direct- comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others).  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
INDICATOR	M.4.a.2.5.	Use comparative language (e.g., "shortest," "heavier," "biggest").  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.3.	By 60 months, most children:
INDICATOR	M.4.a.3.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest).  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
INDICATOR	M.4.a.3.3.	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.").  Buildings Study p. 59 Investigation 3 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.1.	By 36 months, most children:

INDICATOR	M.5.a.1.1.	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation.
		Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	M.5.a.1.2.	Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks.
		Buildings Study p. 57 Investigation 3 Day 3 Small Group
INDICATOR	M.5.a.1.3.	Recognize and name some familiar shapes.
		Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 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 p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup
INDICATOR	M.5.a.1.4.	Understand and use basic language related to locations (e.g., "above," "below," "under," "over").
		Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	М.5.а.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.2.	By 48 months, most children:
INDICATOR	M.5.a.2.2.	Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles).  Buildings Study p. 57 Investigation 3 Day 3 Small Group
INDICATOR	M.5.a.2.4.	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation.  Buildings Study p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Mighty Minutes p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group
		p. 57 Investigation 3 Day 3 Small Group
INDICATOR	M.5.a.2.5.	Use basic language to describe their location (e.g., "I am under the bed.).  Buildings Study p. 17 Exploring the Topic - Day 2 Small Group
		p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes

		p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
INDICATOR	M.5.a.2.6.	Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.).
		Buildings Study p. 29 Investigation 1 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.3.	By 60 months, most children:
INDICATOR	M.5.a.3.2.	Combine and separate shapes to make other shapes (e.g., using two triangles to make a square).  Buildings Study
		p. 57 Investigation 3 Day 3 Small Group
INDICATOR	M.5.a.3.4.	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus).
		Buildings Study
		p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 57 Investigation 3 Day 3 Small Group
INDICATOR	M.5.a.3.5.	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder).
		Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 40 Investigation 2 Day 1 Large Group p. 45 Investigation 2 Day 3 Mighty Minutes p. 57 Investigation 3 Day 3 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup
INDICATOR	M.5.a.3.6.	Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind".
		Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
DOMAIN	RI.S.	Science (S)
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.1.	By 36 months, most children:
INDICATOR	S.1.a.1.2.	Ask questions about the world around them.
		Buildings Study p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group

		p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	S.1.a.1.3.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen).
		Buildings Study p. 32 Investigation 1 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.2.	By 48 months, most children:
INDICATOR	S.1.a.2.1.	Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different).  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 43 Investigation 2 Day 2 Mighty Minutes p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	S.1.a.2.2.	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. 59 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 77 Celebrating Learning Day 2 Small Group
INDICATOR	S.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down).  Buildings Study p. 32 Investigation 1 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.

SPECIFIC INDICATOR	S.1.a.3.	By 60 months, most children:
INDICATOR	S.1.a.3.1.	Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Buildings Study p. 97 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.1.	By 36 months, most children:
INDICATOR	S.2.a.1.1.	Show curiosity and ask questions about the natural world.  Buildings Study p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	S.2.a.1.3.	Observe and identify natural materials.  Buildings Study p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.2.	By 48 months, most children:
INDICATOR	S.2.a.2.3.	Understand the characteristics of and differences between habitats for people and habitats for animals.  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
INDICATOR	S.2.a.2.4.	Investigate the properties of natural elements and provide simple descriptions.  Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.3.	By 60 months, most children:
INDICATOR	S.2.a.3.2.	Observe the similarities, differences, and categories of plants and animals.
		Buildings Study

		p. 18 Exploring the Topic - Day 3 Large Group
		p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
INDICATOR	S.2.a.3.4.	Use increasingly complex vocabulary to describe natural elements.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud
		p. 61 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Mighty Minutes
INDICATOR	S.2.a.3.6.	
INDICATOR	5.2.a.3.b.	Describe changes that occur in the natural environment over time.
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 36 Investigation 1 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	S.2.a.3.7.	Make observations about physical properties of objects, the motion of toys and objects, and changes in matter.
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING		Self, Family, and Community
KNOWLEDGE		
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and
		community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
EDECIFIC INDICATOR	CC 4 a 4	
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
INDICATOR	SS.1.a.1.1.	Follow rules and understand that there may be different rules for different contexts.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Choice Time
		p. 48 Investigation 2 Day 5 Large Group
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.
		participate as active members of these communities.
		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 Earge-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

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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
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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. 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
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INDICATOR	SS.1.a.1.3.	Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).  Buildings Study  p. 16 Exploring the Topic - Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.2.	By 48 months, most children:
INDICATOR	SS.1.a.2.3.	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.").  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 12 Small Group p. 43 Investigation 2 Day 12 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 1 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 2 Large-Group Roundup p. 54 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 56 Investigation 3 Day 2 Large-Group Roundup p. 57 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 3 Large-Group Roundup p. 67 Investigation 4 Day 3 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group Roundup p. 79 Investigation 4 Day 3 Large-Group Roundup p. 79 Investigation 4 Day 3 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 4 Small Group p. 71 Exploring the Topic - Day 1 Large-Group Roundup p. 71 Exploring the Topic - Day 1 Large-Group Roundup p. 71 Exploring the Topic - Day 1 Large-Group Roundup p. 71 Exploring the Topic - Day 1 Large-Group Roundup p. 71 Exploring the Topic - Day 1 Large-Group Roundup p. 71 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large-Group Roundup p. 71 Exploring the Topic - Day 2 Large-Group Roundup p. 71 Exploring the Topic - Day 2 Large-Group Roundup p. 71 Exploring the Topic - Day 3 Large-Group Roundup p. 71 Exploring the Topic - Day 3 Large-Group Roundup p. 71 Exploring the Topic - Day 3 Large-Group Roundup p. 71 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 22 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 4 Large-Group Roundup p. 24 Exploring the Topic - Day 5 Large-Group Roundup p. 25 Investigation 1 Day 1 Large-Group Roundup p.			
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p. 76 Investigation 5 Day 3 Choice Time

		Buildings Study p. 14 Exploring the Topic - Day 1 Large Group
INDICATOR	SS.2.a.1.1.	Demonstrate an awareness of a daily routine.
SPECIFIC INDICATOR	SS.2.a.1.	and place. By 36 months, most children:
KNOWLEDGE  GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future)
STATEMENT OF ENDURING	SS.2.	p. 97 Celebrating Learning Day 2 Large Group Roundup  Self, History, and Geography
		Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group
INDICATOR	SS.1.a.3.3.	Demonstrate an understanding that "fairness" involves taking turns and sharing roles.
SPECIFIC INDICATOR	SS.1.a.3.	By 60 months, most children:
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
		that serves "dinner"). <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	SS.1.a.2.6.	Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate
		Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
INDICATOR	SS.1.a.2.5.	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).
		p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group
		p. 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
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		p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large-Group Roundup

		p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
INDICATOR	SS.2.a.1.2.	Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo").
		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
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.3.	By 60 months, most children:
INDICATOR	SS.2.a.3.5.	Create drawings of home and school.
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group 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 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
INDICATOR	SS.2.a.3.6.	Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom).  Buildings Study p. 28 Investigation 1 Day 1 Large Group
DOMAIN	RI.CA.	Creative Arts (CA)
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.1.	By 36 months, most children:
INDICATOR	CA.1.a.1.1.	Demonstrate preferences for favorite colors.  Buildings Study p. 75 Investigation 5 Day 2 Small Group
INDICATOR	CA.1.a.1.3.	Create representations of real objects in art work.
JIOATOR		Buildings Study
	II	

	p. 16 Exploring the Topic - Day 2 Large Group
	p. 17 Exploring the Topic - Day 2 Large-Group Roundup
	p. 30 Investigation 1 Day 2 Large Group
	p. 31 Investigation 1 Day 2 Large-Group Roundup
	p. 37 Investigation 1 Day 5 Small Group
	p. 41 Investigation 2 Day 1 Small Group
	p. 43 Investigation 2 Day 2 Small Group
	p. 47 Investigation 2 Day 4 Large-Group Roundup
	p. 51 Investigation 3 Outdoor Experiences
	p. 53 Investigation 3 Day 1 Large-Group Roundup
	p. 53 Investigation 3 Day 1 Small Group
	p. 54 Investigation 3 Day 2 Large Group
	p. 55 Investigation 3 Day 2 Large-Group Roundup
	p. 59 Investigation 3 Day 4 Small Group
	p. 60 Investigation 3 Day 5 Choice Time
	p. 66 Investigation 4 Day 2 Large Group
	p. 67 Investigation 4 Day 2 Large-Group Roundup
	p. 68 Investigation 4 Day 3 Large Group
	p. 69 Investigation 4 Day 3 Large-Group Roundup
	p. 72 Investigation 5 Day 1 Choice Time
	p. 75 Investigation 5 Day 2 Large-Group Roundup
	p. 79 Investigation 5 Day 4 Small Group
	p. 81 Investigation 5 Day 5 Small Group
INDICATOR	Create new songs and dances or add their own words to songs with
	support from adults.
	Buildings Study
	p. 14 Exploring the Topic - Day 1 Large Group
	p. 16 Exploring the Topic - Day 2 Large Group
	p. 17 Exploring the Topic - Day 2 Small Group
	p. 18 Exploring the Topic - Day 3 Large Group
	p. 19 Exploring the Topic - Day 3 Mighty Minutes
	p. 20 Exploring the Topic - Day 4 Large Group
	p. 21 Exploring the Topic - Day 4 Mighty Minutes
	p. 28 Investigation 1 Day 1 Large Group
	p. 29 Investigation 1 Day 1 Small Group
	p. 30 Investigation 1 Day 2 Large Group
	p. 31 Investigation 1 Day 2 Small Group
	p. 32 Investigation 1 Day 3 Large Group
	p. 33 Investigation 1 Day 3 Mighty Minutes
	p. 33 Investigation 1 Day 3 Small Group
	p. 34 Investigation 1 Day 4 Large Group
	p. 36 Investigation 1 Day 5 Large Group
	p. 39 Investigation 2 Outdoor Experiences
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1	p. 40 Investigation 2 Day 1 Large Group
	p. 42 Investigation 2 Day 2 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. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
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	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 5 Large Group p. 60 Investigation 3 Day 5 Small Group p. 61 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 5 Large Group p. 60 Investigation 3 Day 5 Small Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 68 Investigation 4 Day 3 Large Group
	p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group

		p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes
		p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	CA.1.a.1.5.	Dance to music in a group with support from adults.
		Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	CA.1.a.1.7.	Imitate simple songs and finger-play movements.
INDICATOR	CA 1 a 1 8	Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 3 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. 23 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 4 Large Group p. 37 Investigation 1 Day 4 Large Group p. 38 Investigation 2 Day 4 Large Group p. 39 Investigation 2 Day 4 Large Group p. 40 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 4 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 4 Large Group p. 51 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 1 Large Group p. 57 Investigation 3 Day 2 Large Group p. 58 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 4 Large Group p. 56 Investigation 3 Day 4 Large Group p. 57 Investigation 3 Day 5 Large Group p. 58 Investigation 3 Day 5 Large Group p. 59 Investigation 4 Day 1 Large Group p. 69 Investigation 4 Day 1 Large Group p. 61 Investigation 4 Day 1 Large Group p. 62 Investigation 5 Day 5 Large Group p. 63 Investigation 5 Day 5 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 4 Large Group p. 76 Investigation 5 Day 5 Large Group p. 77 Investigation 5 Day 5 Large Group p. 78 Investigation 5 Day 5 Large Group p. 79 Celebra
INDICATOR	CA.1.a.1.8.	Watch and copy other children's play activities.

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		Buildings Study
		p. 13 Exploring the Topic - Outdoor Experiences
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 18 Exploring the Topic - Day 3 Choice Time
		p. 30 Investigation 1 Day 2 Choice Time
		p. 32 Investigation 1 Day 3 Choice Time
		p. 34 Investigation 1 Day 4 Choice Time
		p. 36 Investigation 1 Day 5 Choice Time
		p. 40 Investigation 2 Day 1 Choice Time
		p. 43 Investigation 2 Day 2 Choice Time
		p. 45 Investigation 2 Day 3 Choice Time
		p. 46 Investigation 2 Day 4 Choice Time
		p. 48 Investigation 2 Day 5 Choice Time
		p. 52 Investigation 3 Day 1 Choice Time
		p. 55 Investigation 3 Day 2 Choice Time
		p. 56 Investigation 3 Day 4 Chaice Time
		p. 58 Investigation 3 Day 4 Choice Time p. 60 Investigation 3 Day 5 Choice Time
		p. 64 Investigation 4 Day 1 Choice Time
		p. 66 Investigation 4 Day 2 Choice Time
		p. 69 Investigation 4 Day 3 Choice Time
		p. 72 Investigation 5 Day 1 Choice Time
		p. 74 Investigation 5 Day 2 Choice Time
		p. 76 Investigation 5 Day 3 Choice Time
		p. 79 Investigation 5 Day 4 Choice Time
		p. 80 Investigation 5 Day 5 Choice Time
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 96 Celebrating Learning Day 2 Choice Time
INDICATOR	CA.1.a.1.9.	Use imaginative play as a vehicle to express their own life
		experiences and familiar stories.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 29 Investigation 1 Day 1 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Large Group
	III	
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group
		p. 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. 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. 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 Choice Time 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 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 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 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. 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 Small Group p. 23 Exploring the Topic - Day 5 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 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 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 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group
		p. 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 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. 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 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
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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 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 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 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 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 3 Large Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time 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 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 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 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 37 Investigation 1 Day 3 Small Group p. 38 Investigation 1 Day 4 Choice Time

		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Choice Time
		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 1 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 Choice Time
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
	CAAs	Ohildren main on annuaciation for and monticle state to the council
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.2.	By 48 months, most children:
INDICATOR	CA.1.a.2.1.	Express preferences for some different types of art, music, and

drama. **Buildings Study** p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 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

	<u>,                                      </u>	<u></u>
		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 Large Gloup
		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 Outdoor Experiences
		p. 95 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Nead-Aloud p. 97 Celebrating Learning Day 2 Small Group
	1	
INDICATOR	CA.1.a.2.2.	Enjoy and engage with displays of visual art and experiences with
		music and drama, inside or outside the classroom.
		Duildings Chade
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Choice Time
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Earge Group p. 19 Exploring the Topic - Day 3 Small Group
		p. 20 Exploring the Topic - Day 3 Small 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 Roundup
		p. 23 Exploring the Topic - Day 4 Earge-Group Roundap
		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 Earge-Group Roundap
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Outdoor Experiences
		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
	TI .	
I .		D. 35 Investigation 1 Day 4 Read-Aloud
		p. 35 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Small Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time
		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. 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. 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. 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. 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. 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. 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. 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
INDICATOR	CA.1.a.2.3.	Notice and communicate about art, music, and drama.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Choice Time
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Small Group
I and the second	II .	p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Choice Time

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p. 23 Exploring the Topic - Day 5 Large-Group Roundup
p. 23 Exploring the Topic - Day 5 Small Group
p. 27 Investigation 1 Outdoor Experiences
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Choice Time
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Small Group
p. 34 Investigation 1 Day 4 Choice Time
p. 34 Investigation 1 Day 4 Large Group
p. 35 Investigation 1 Day 4 Large-Group Roundup
p. 35 Investigation 1 Day 4 Read-Aloud
p. 35 Investigation 1 Day 4 Small Group
p. 36 Investigation 1 Day 5 Choice Time
p. 36 Investigation 1 Day 5 Large Group
p. 37 Investigation 1 Day 5 Large-Group Roundup
p. 37 Investigation 1 Day 5 Small Group
p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 Read-Aloud
p. 41 Investigation 2 Day 1 Small Group
p. 43 Investigation 2 Day 2 Mighty Minutes
p. 43 Investigation 2 Day 2 Read-Aloud
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Read-Aloud
p. 46 Investigation 2 Day 4 Choice Time
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Large-Group Roundup
p. 47 Investigation 2 Day 4 Small Group
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Mighty Minutes
p. 49 Investigation 2 Day 5 Small Group
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Read-Aloud
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Read-Aloud
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Small Group
p. 61 Investigation 3 Day 5 Read-Aloud
p. 61 Investigation 3 Day 5 Small Group
p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 66 Investigation 4 Day 2 Choice Time
p. 66 Investigation 4 Day 2 Large Group
p. 67 Investigation 4 Day 2 Small Group
p. 68 Investigation 4 Day 3 Large Group
p. 69 Investigation 4 Day 3 Small Group
p. 72 Investigation 5 Day 1 Choice Time
p. 72 Investigation 5 Day 1 Large Group
p. 73 Investigation 5 Day 1 Large-Group Roundup
p. 73 Investigation 5 Day 1 Mighty Minutes
p. 73 Investigation 5 Day 1 Read-Aloud
p. 74 Investigation 5 Day 2 Large Group
p. 75 Investigation 5 Day 2 Small Group
p. 76 Investigation 5 Day 3 Large Group
p. 77 Investigation 5 Day 3 Read-Aloud
p. 77 Investigation 5 Day 3 Small Group
p. 78 Investigation 5 Day 4 Large Group
p. 79 Investigation 5 Day 4 Read-Aloud
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		p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.5.	Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.").  Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Read-Aloud p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Choice Time p. 73 Investigation 5 Day 1 Choice Time p. 74 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time
INDICATOR	CA.1.a.2.7.	Participate in pretend play with other children.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	CA.1.a.2.8.	Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice.  Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 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 Small Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time p. 35 Investigation 1 Day 5 Small Group p. 36 Investigation 1 Day 3 Small Group p. 37 Investigation 1 Day 3 Small Group p. 38 Investigation 1 Day 4 Choice Time p. 39 Investigation 1 Day 4 Choice Time p. 31 Investigation 1 Day 4 Choice Time p. 32 Investigation 1 Day 4 Choice Time p. 33 Investigation 1 Day 4 Choice Time

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		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 Earge-Group Roundup
		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 Large Group
		p. 79 Investigation 5 Day 4 Read-Aloud
		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
STATEMENT OF ENDURING	CA.1.	Experimentation and Participation in the Creative Arts
KNOWLEDGE		
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
OUL O'I LIVI	on. i.d.	omination gain an approblation for and participate in the creative arts.

SPECIFIC INDICATOR	CA.1.a.3.	By 60 months, most children:
INDICATOR	CA.1.a.3.1.	
		Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Buildings Study  p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large Group p. 38 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 4 Large Group p. 51 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 5 Small Group p. 60 Investigation 3 Day 5 Small Group p. 61 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 1 Large Group p. 67 Investigation 4 Day 1 Large Group p. 68 Investigation 4 Day 2 Large Group p. 69 Investigation 5 Day 4 Large Group p. 61 Investigation 5 Day 3 Large Group p. 62 Investigation 5 Day 3 Large Group p. 63 Investigation 5 Day 5 Large Group p. 64 Investigation 5 Day 5 Large Group p. 65 Investigation 5 Day 5 Large Group p. 76 Investigation 5 Day 5 Large Group p. 77 Investigation 5 Day 5 Large Group p. 78 Investigation 5 Day 5 Large Group p. 79 Investigation 5 Day 5 Large
		p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 32 Investigation 1 Day 3 Choice Time p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group

		p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 56 Investigation 3 Day 3 Choice Time
		p. 56 Investigation 3 Day 3 Large Group
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 67 Investigation 4 Day 2 Read-Aloud p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Choice Time
		p. 72 Investigation 5 Day 1 Choice Time
		p. 73 Investigation 5 Day 1 Small Group
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 76 Investigation 5 Day 3 Choice Time
		p. 76 Investigation 5 Day 3 Large Group
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Large-Group Roundup
		p. 81 Investigation 5 Day 5 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
INDICATOR	CA.1.a.3.3.	Write and act out stories based upon familiar topics or characters.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Mighty Minutes
		p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group
		p. 21 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes
		p. 21 Exploring the Topic - Day 4 Mighty Mindles  p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 22 Exploring the Topic - Day 5 Large Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 23 ilivestigation i Day i Large-Oroup Roundup
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time
		p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes
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INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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. 51 Investigation 3 Day 1 Small Group
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 1 Small Group p. 56 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 2 Large Group
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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. 55 Investigation 3 Day 2 Large-Group Roundup
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group 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
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  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. 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 Roundup p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group 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 Roundup p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 3 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group 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 Roundup p. 67 Investigation 4 Day 3 Large-Group p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 2 Large Group p. 67 Investigation 3 Day 5 Choice Time 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 5 Day 1 Choice Time p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group
INDICATOR	CA.1.a.3.5.	p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large-Group Roundup 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 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group Choose own art for display in the classroom or for inclusion in a
		p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group  Plan art and show increasing care and persistence in completing it.  Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 2 Large Group p. 67 Investigation 3 Day 5 Choice Time 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 5 Day 1 Choice Time p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group

**Buildings Study** p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences 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
INDICATOR	CA.1.a.3.7.	Communicate about elements appearing in art, music, and drama.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Choice Time
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Choice Time
		p. 21 Exploring the Topic - Day 4 Large-Group Roundup
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 23 Exploring the Topic - Day 5 Large-Group Roundup
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 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

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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
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Clothes Study
State: Rhode Island Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN	RI.PH.	Physical Health and Motor Development (PH)
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.1.	By 36 months, most children:
INDICATOR	PH.1.a.1.4.	Actively participate in games and dances.  Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.2.	By 48 months, most children:
INDICATOR	PH.1.a.2.1.	Carry bags or objects over short distances.  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
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	PH.1.c.3.	By 60 months, most children:
INDICATOR	PH.1.c.3.4.	Manage zippers, buttons, buckles, and Velcro. <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.1.	By 36 months, most children:
INDICATOR	PH.2.a.1.3.	Climb on outdoor play equipment.  Clothes Study p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.2.	By 48 months, most children:
INDICATOR	PH.2.a.2.1.	Pedal a tricycle.

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		Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.a.2.5.	Use arms and legs in a coordinated manner to "pump" on a swing.
		Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.a.2.6.	Jump off a bottom step with two feet.
		Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.a.2.7.	Jump with two feet over small objects.
		Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.1.	By 36 months, most children:
INDICATOR	PH.2.b.1.1.	Change direction while walking or running.
		Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.1.2.	Stop suddenly after running (displaying increased coordination and regulation of large muscles).  Clothes Study
		p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.1.3.	Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down.  Clothes Study
		p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.1.4.	Jump forward at least six inches.
		Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.1.5.	Move in, under, and over objects in the environment with ease.
		Clothes Study p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience
		p. 081 Investigation 6 Day 2 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.2.	By 48 months, most children:
INDICATOR	PH.2.b.2.1.	Run up to a ball and kick it while maintaining balance.
		Clothes Study p. 055 Investigation 3 Day 3 Small Group

		p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.2.2.	Walk or run around obstacles and corners.
		Clothes Study p. 064 Investigation 4 Day 2 Large Group
		p. 077 Investigation 6 Outdoor Experience
		p. 081 Investigation 6 Day 2 Mighty Minutes
INDICATOR	PH.2.b.2.3.	Walk up and down stairs, alternating feet.
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.2.4.	Understand the position or orientation of their body to other objects
		and people.
		Clothes Study
		p. 064 Investigation 4 Day 2 Large Group
		p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
CTATEMENT OF ENDUDING	DULO	
STATEMENT OF ENDURING KNOWLEDGE	гп.∠.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.3.	By 60 months, most children:
INDICATOR	PH.2.b.3.1.	Hop forward on one foot without losing balance.
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.3.2.	Walk along a beam or edge.
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.3.3.	Gallop.
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.3.4.	Skip.
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.3.5.	Run with control and balance, making quick turns without losing speed and quick stops.
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group
	<u> </u>	p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.3.6.	Demonstrate how their body can move forward, backward, left and right.
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
INDICATOR	PH.2.b.3.7.	Demonstrate how their body can move fast or slow.
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences

STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.1.	By 36 months, most children:
INDICATOR	PH.3.a.1.1.	String large beads onto shoe laces.  Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	PH.3.a.1.2.	Turn knobs and unscrew lids, put lids on post, unwrap candy, etc  Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	PH.3.a.1.3.	Put three or four pieces into a puzzle board.
		Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	PH.3.a.1.4.	Dig and scoop sand or water.
		Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	PH.3.a.1.5.	Use scissors.
		Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 085 Investigation 6 Day 4 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.2.	By 48 months, most children:
INDICATOR	PH.3.a.2.1.	String small beads onto shoe laces.  Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	PH.3.a.2.2.	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks).
		Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	PH.3.a.2.3.	Use scissors with purpose.
		Clothes Study

		p. 016 Exploring the Topic Day 2 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group
		p. 067 Investigation 4 Day 3 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
		p. 091 Investigation 7 Day 1 Choice Time
		p. 095 Investigation 7 Day 3 Small Group
STATEMENT OF ENDURING	DU 2	Fine Motor Development
KNOWLEDGE	F11.3.	Title Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.3.	By 60 months, most children:
INDICATOR	PH.3.a.3.1.	Fold a piece of paper with accuracy and symmetry.
INDICATOR	111.5.4.5.11	old a piece of paper with accuracy and symmetry.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	PH.3.a.3.2.	Work a puzzles of up to 10 pieces.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	PH.3.a.3.3.	Use simple tools (e.g., stapler, hole punch, scissors, tape
		dispenser).
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group
		p. 067 Investigation 4 Day 3 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
		p. 091 Investigation 7 Day 1 Choice Time
		p. 095 Investigation 7 Day 3 Small Group
INDICATOR	PH.3.a.3.4.	Hold paper and begin to cut with scissors along a straight line.
		riola paper and begin to out min colossis along a chaight mior
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 067 Investigation 4 Day 3 Small Group
		p. 085 Investigation 6 Day 4 Choice Time p. 091 Investigation 7 Day 1 Choice Time
		p. 095 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
OTATEMENT OF ENDURING	DULG	
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.1.	By 36 months, most children:
INDICATOR	PH.3.b.1.1.	Hold a pencil in an approximate thumb-and-finger grip.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
		p. 091 Investigation 7 Day 1 Choice Time

INDICATOR	PH.3.b.1.2.	Attempt to copy a drawn circle.
INDICATOR	FH.3.D.1.2.	Attempt to copy a drawn circle.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		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. 053 Investigation 3 Day 1 Earge-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 Choice Time
		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
INDICATOR	PH.3.b.1.3.	Attempt to imitate a drawn cross.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		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 Earge Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 045 Investigation 2 Day 3 Small Group
		p. 050 Investigation 3 Day 1 Choice Time
		p. 051 Investigation 3 Day 1 Small Group
		p. 051 Investigation 3 Day 1 Large-Group Roundup
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day Large-Group Roundup
		p. 063 Investigation 4 Day 1 Choice Time
		p. 067 Investigation 4 Day 3 Small Group
		p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
		p. 085 Investigation 6 Day 4 Choice Time
		p. 087 Investigation 6 Day 5Large-Group Roundup
		p. 091 Investigation 7 Day 1 Small Group
INDICATOR	PH.3.b.1.4.	Attempt to imitate a horizontal and vertical stroke.
		Thrompt to initiate a nonzontal and vertical stroke.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		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. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day Large-Group Roundup
		p. 063 Investigation 4 Day 1 Choice Time
		p. 067 Investigation 4 Day 3 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
		p. 087 Investigation 6 Day 5Large-Group Roundup
		p. 091 Investigation 7 Day 1 Small Group
STATEMENT OF ENDURING	PH.3.	Fine Motor Development
KNOWLEDGE		·
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR		
	PH.3.b.2.	By 48 months, most children:
INDICATOR	PH.3.b.2.1.	Hold a regular pencil using an adult grip.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
		p. 091 Investigation 7 Day 1 Choice Time
INDICATOR	PH.3.b.2.2.	Imitate a horizontal and vertical stroke.
INDICATOR	FH.3.D.Z.Z.	initiate a nonzontal and vertical stroke.
		Olathaa Study
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		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. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 2 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 Choice Time
		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
INDICATOR	PH.3.b.2.3.	Imitate a drawn cross.
		Olada a Oda ka
		<u>Clothes Study</u>
		p. 016 Exploring the Topic Day 2 Large Group
		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
	II.	p. 041 Investigation 2 Day 1 Small Group
		pi o i i invoctigation 2 Day i oman o oap
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup

		p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time
		p. 067 Investigation 4 Day 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 Choice Time
		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
INDICATOR	PH.3.b.2.4.	lmitate a drawn circle.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		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. 053 Investigation 3 Day 1 Earge-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 Choice Time
		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
INDICATOR	PH.3.b.2.5.	Write letter or numeral-like forms.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.3.	By 60 months, most children:
INDICATOR	PH.3.b.3.1.	Draw recognizable shapes.
		Clothes Study p. 016 Exploring the Topic Day 2 Large Group
		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 2 Earge-Group Roundup
		p. 050 Investigation 3 Day 1 Choice Time
	II	

INDICATOR	PH.3.b.3.2.	p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time 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  Write some letters and numerals.
		Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DOMAIN	RI.SE.	Social and Emotional Development (SE)
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.1.	By 36 months, most children:
INDICATOR	SE.1.b.1.3.	Understand how to take turns during play with other children, with adult guidance and assistance.  Clothes Study p. 066 Investigation 4 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.2.	By 48 months, most children:
INDICATOR	SE.1.b.2.1.	Share and take turns using materials.  Clothes Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.3.	By 60 months, most children:
INDICATOR	SE.1.b.3.2.	Demonstrate consideration for and cooperation with other children.  Clothes Study p. 066 Investigation 4 Day 3 Choice Time
INDICATOR	SE.1.b.3.6.	Sustain interactions with friends for increasing periods of time.

		Clothes Study p. 066 Investigation 4 Day 3 Choice Time
INDICATOR	SE.1.b.3.7.	Successfully enter into play when a group of children are already involved.
		Clothes Study p. 066 Investigation 4 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	SE.2.b.2.	By 48 months, most children:
INDICATOR	SE.2.b.2.1.	Choose materials and activities.
		Clothes Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.1.	By 36 months, most children:
INDICATOR	SE.3.a.1.2.	Comfort themselves by seeking out a special toy, object, or caregiver.  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	SE.3.a.1.3.	Use words to express their emotions.  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 1 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud

		p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud
		p. 072 Investigation 5 Day 2 Large Group
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.2.	By 48 months, most children:
INDICATOR	SE.3.a.2.2.	Can express emotions using words, signs, or other communication methods.
		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 3 Read-Aloud
		p. 023 Exploring the Topic 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. 045 Investigation 2 day 3 Read-Aloud
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 072 Investigation 5 Day 2 Large Group
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.3.	By 60 months, most children:
INDICATOR	SE.3.a.3.3.	Can name emotions using words, signs, or other communication methods.
		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. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 072 Investigation 5 Day 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 Choice Time
		p. 091 Investigation 7 Day 1 Read-Aloud
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STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.1.	By 36 months, most children:
INDICATOR	SE.3.b.1.1.	Follow simple rules most of the time.  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
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.2.	By 48 months, most children:
INDICATOR	SE.3.b.2.1.	Usually follow classroom rules and expectations.
		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	SE.3.b.2.4.	Use materials with purpose, safety, and respect.
		Clothes Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.3.	By 60 months, most children:
INDICATOR	SE.3.b.3.2.	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home).
		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	SE.3.b.3.3.	Participate in group activities for increasing amounts of time.
		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

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p. 015 Exploring the Topic Day 1 Read-Aloud
p. 015 Exploring the Topic Day 1 Small Group
p. 016 Exploring the Topic Day 2 Choice Time
p. 016 Exploring the Topic Day 2 Large Group
p. 017 Exploring the Topic Day 2 Small Group
p. 017 Exploring the Topic Day 2 Large-Group Roundup
p. 018 Exploring the Topic Day 3 Large Group
p. 019 Exploring the Topic Day 3 Large-Group Roundup
p. 019 Exploring the Topic Day 3 Choice Time
p. 019 Exploring the Topic Day 3 Read-Aloud
p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Large-Group Roundup
p. 021 Exploring the Topic Day 4 Small Group
p. 021 Exploring the topic Day 4 Choice Time
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Choice Time
p. 023 Exploring the Topic Day 5 Read-Aloud
p. 023 Exploring the Topic Day 5 Small Group
p. 028 Investigation 1 Day 1 Choice Time
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Mighty Minutes
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Choice Time
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Choice Time
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Mighty Minutes
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Small Group
p. 045 Investigation 2 day 3 Read-Aloud
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 049 Investigation 3 Outdoor Experiences
p. 050 Investigation 3 Day 1 Choice Time
p. 050 Investigation 3 Day 1 Large Group
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p. 051 Investigation 3 Day 1 Small Group

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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
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		p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Earge Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup
DOMAIN	RI.LD.	Language Development (LD)
STATEMENT OF ENDURING KNOWLEDGE		Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.1.	By 36 months, most children:
INDICATOR	LD.1.a.1.1.	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 Small Group p. 018 Exploring the Topic Day 2 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 4 Large-Group Roundup p. 045 Investigation 2 Day 4 Large-Group Roundup p. 045 Investigation 2 Day 4 Large-Group Roundup p. 045 Investigation 3 Day 1 Choice Time

		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Large-Group Roundup
		p. 052 Investigation 3 Day 2 Choice Time
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Large-Group Roundup
		p. 054 Investigation 3 Day 3 Choice Time
		p. 055 Investigation 3 Day 3 Large-Group Roundup
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day 5 Small Group
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 063 Investigation 4 Day 1 Small Group
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Large-Group Roundup
		p. 065 Investigation 4 Day 2 Small Group
		p. 067 Investigation 4 Day 3 Large-Group Roundup
		p. 070 Investigation 5 Day 1 Large Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Large-Group Roundup
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Large-Group Roundup
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 079 Investigation 6 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Large-Group Roundup
		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 083 Investigation 6 Day 3 Small Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Large-Group Roundup
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Large Group
		p. 093 Investigation 7 Day 2 Large-Group Roundup
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 094 Investigation 7 Day 3 Large Group
		p. 095 Investigation 7 Day 3 Large-Group Roundup
		p. 095 Investigation 7 Day 3 Read-Aloud
		p. 095 Investigation 7 Day 3 Small Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 110 Celebrating Learning Day 2 Choice Time
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
		p. 111 Celebrating Learning Day Large-Group Roundup
INDICATOR	LD.1.a.1.2.	Respond appropriately to others' comments, questions, or stories.
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 021 Exploring the topic Day 4 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Earge Group
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		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Large-Group Roundup
		p. 046 Investigation 2 Day 4 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 052 Investigation 3 Day 2 Large Group
		p. 056 Investigation 3 Day 4 Large Group
		p. 057 Investigation 3 Day 4 Small Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 064 Investigation 4 Day 2 Large Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Mighty Minutes
		p. 070 Investigation 5 Day 1 Large Group
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Mighty Minutes
		p. 078 Investigation 6 Day 1 Large Group
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Small Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Choice Time
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Large Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 107 Celebrating Learning Outdoor Experiences
		p. 108 Celebrating Learning Day 1 Large Group
		p. 109 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	LD 4 - 4 2	
INDICATOR	LD.1.a.1.3.	Follow two-step directions that involve familiar experiences and
		objects (e.g., "Find your shoes and bring them to me.").
		Olashaa Csaala
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiences
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 027 Investigation 1 Outdoor Experiences
		p. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 2 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes

		p. 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
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.2.	By 48 months, most children:
INDICATOR	LD.1.a.2.1.	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 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 1 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
INDICATOR	LD.1.a.2.2.	Demonstrate an understanding of conversations by responding to questions and prompts.
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the topic Day 4 Choice Time
		p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 036 Investigation 1 Day 4 Small Group
		p. 030 investigation i Day 3 Large Group

		p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 052 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Day 1 Large Group p. 062 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 3 Large Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 6 Day 2 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Small Group p. 083 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 086 Investigation 6 Day 5 Large Group p. 081 Investigation 7 Day 1 Large Group p. 082 Investigation 7 Day 1 Small Group p. 094 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 1 Large Group p. 096 Investigation 7 Day 1 Large Group p. 097 Investigation 7 Day 1 Large Group p. 098 Investigation 7 Day 1 Large Group p. 099 Investigation 7 Day 2 Large Group p. 090 Elebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large Group
INDICATOR	LD.1.a.2.4.	Distinguish between real and made-up words.  Clothes Study p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	LD.1.a.2.6.	Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?").  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. 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 4 Outdoor Experiences p. 061 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. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	LD.1.a.3.2.	Respond appropriately to a specific and varied vocabulary.  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time
INDICATOR	ID 1 2 2 2	p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	LD.1.a.3.3.	Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.").  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 057 Investigation 4 Outdoor Experiences p. 061 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
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

SPECIFIC INDICATOR	LD.2.a.1.	By 36 months, most children:
INDICATOR	LD.2.a.1.3.	Expand their vocabulary by asking others to name unfamiliar
		objects.
		Clothes Study
		p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group
		p. 019 Exploring the Topic Day 3 Choice Time
		p. 019 Exploring the Topic Day 3 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Small Group
		p. 067 Investigation 4 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 3 Small Group
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Small Group
		p. 107 Celebrating Learning Outdoor Experiences
		p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	LD.2.a.1.4.	Use two- and some three-syllable words.
		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time
		p. 021 Exploring the Topic Day 1 Choice Time p. 021 Exploring the Topic Day 4 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Small Group
		p. 094 Investigation 7 Day 3 Large Group
INDICATOR	LD.2.a.1.5.	Combine words into simple three- to four-word sentences.
		Olada a Otalia
		Clothes Study p. 015 Exploring the Topic Day 1 Small Group
		p. 017 Exploring the Topic Day 1 Shian Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 081 Investigation 6 Day 2 Small Group
INDICATOR	LD.2.a.1.9.	Ask "who," "what," "why," and "where" questions.
		Clathas Study
		Clothes Study p. 015 Exploring the Topic Day 1 Small Group
		p. 021 Exploring the Topic Day 1 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 1 Large Group
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STATEMENT OF ENDURING KNOWLEDGE GSE STEM  SPECIFIC INDICATOR INDICATOR	LD.2.a.  LD.2.a.2.  LD.2.a.2.	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 Expressive Language  Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.  By 48 months, most children:  Pronounce new, long, or unusual words if they have modeling and support.  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs.  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. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 2 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 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Kapall Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Large-Group Roundup p. 037 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Read-Aloud p. 041 Investigation 2 Day 3 Small Group p. 043 Investigation 2 Day 3 Small Group p. 044 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 3 Large-Group Roundup p. 047 Investigation 2 Day 3 Large-Group Roundup p. 048 Investigation 2 Day 3 Large-Group Roundup p. 049 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Gr

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p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Large Group p. 092 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 094 Investigation 7 Day 3 Large-Group p. 095 Investigation 7 Day 3 Large-Group p. 095 Investigation 7 Day 3 Large-Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day Large-Group Roundup  Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 3 Read-Aloud p. 015 Exploring the Topic Day 5 Read-Aloud p. 017 Investigation 1 Day 5 Read-Aloud p. 018 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 2 Large Group			
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D. 094 Investigation 7 Day 3 Large Group   D. 095 Investigation 7 Day 3 Large-Group Roundup   D. 095 Investigation 7 Day 3 Read-Aloud   D. 095 Investigation 7 Day 3 Read-Aloud   D. 095 Investigation 7 Day 3 Small Group   D. 108 Celebrating Learning Day 1 Large Group   D. 110 Celebrating Learning Day 2 Choice Time   D. 110 Celebrating Learning Day 2 Large Group   D. 111 Celebrating Learning Day 2 Small Group   D. 111 Celebrating Learning Day Large-Group Roundup   Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text.   Clothes Study   D. 015 Exploring the Topic Day 1 Read-Aloud   D. 016 Exploring the Topic Day 2 Choice Time   D. 019 Exploring the Topic Day 3 Read-Aloud   D. 019 Exploring the Topic Day 5 Read-Aloud   D. 019 Exploring the Topic Day 5 Read-Aloud   D. 019 Investigation 1 Day 5 Read-Aloud   D. 019 Investigation 2 Day 1 Large Group   D. 011 Investigation 2 Day 1 Read-Aloud   D. 012 Investigation 2 Day 2 Large Group   D. 013 Investigation 2 Day 3 Read-Aloud   D. 014 Investigation 2 Day 3 Read-Aloud			
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p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup  INDICATOR  LD.2.a.2.5.  Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud			
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pictures that accompany text.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 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 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud	INDICATOR	LD.2.a.2.5.	
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. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud			
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p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud			
p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud			
p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud			
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p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud			
p. 045 Investigation 2 day 3 Read-Aloud			
p. 046 Investigation 2 Day 4 Large Group			
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INDICATOR	LD.2.a.2.6.	Experiment with using new words in conversation.  Clothes Study p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	LD.2.a.2.7.	Use longer, more increasingly complex sentences, including complete four- to six-word sentences.  Clothes Study 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. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	LD.2.a.2.9.	Continue to ask "who," "what," "why," and "where" questions.  Clothes Study  p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.3.	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words.  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud

In 004 Investigation 4 Day 0 Day 1 Alex 1	
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. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group	
p. 041 Investigation 2 Day 1 Read-Aloud	
p. 042 Investigation 2 Day 2 Large Group	
p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group	
p. 047 Investigation 2 Day 4 Read-Aloud	
p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences	
p. 050 Investigation 3 Day 1 Large Group	
p. 051 Investigation 3 Day 1 Read-Aloud	
p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group	
p. 055 Investigation 3 Day 3 Read-Aloud	
p. 055 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 5 Read-Aloud	
p. 059 investigation 3 Day 3 Read-Aloud p. 061 Investigation 4 Outdoor Experiences	
p. 064 Investigation 4 Day 2 Large Group	
p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Large Group	
p. 067 Investigation 4 Day 3 Small Group	
p. 077 Investigation 6 Outdoor Experience	
p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud	
p. 083 Investigation 6 Day 3 Read-Aloud	
p. 083 Investigation 6 Day 3 Small Group p. 087 Investigation 6 Day 5 Read-Aloud	
p. 090 Investigation 7 Day 1 Large Group	
p. 091 Investigation 7 Day 1 Choice Time	
p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group	
p. 093 Investigation 7 Day 2 Read-Aloud	
p. 107 Celebrating Learning Outdoor Experie p. 109 Celebrating Learning Day 1 Read-Alou	
p. 110 Celebrating Learning Day 2 Large Gro	I
p. 111 Celebrating Learning Day 2 Small Gro	pup
INDICATOR LD.2.a.3.4. Use increasingly complex, longer sentences that combine two or three phrases.	, including sentences
Clothes Study	
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. 085 Investigation 6 Day 4 Small Group	
p. 087 Investigation 6 Day 5 Small Group	
STATEMENT OF ENDURING LD.3. Pragmatics KNOWLEDGE	
GSE STEM LD.3.a. Young children understand, follow, and use conversational rules.	appropriate social and
SPECIFIC INDICATOR LD.3.a.1. By 36 months, most children:	
INDICATOR LD.3.a.1.1. Respond to others' statements, prompts, an Clothes Study	d questions.
p. 0109 Celebrating Learning Day 1 Small Gr	
p. 013 Exploring the Topic Outdoor Experien p. 014 Exploring the Topic Day 1 Large Grou	
p. 014 Exploring the Topic Day 1 Large Grou p. 015 Exploring the Topic Day 1 Choice Tim	

		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 021 Exploring the topic Day 4 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 035 investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 4 Small Group
		p. 040 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 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Large-Group Roundup
		p. 046 Investigation 2 Day 4 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 052 Investigation 3 Day 2 Large Group
		p. 056 Investigation 3 Day 4 Large Group
		p. 057 Investigation 3 Day 4 Small Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 064 Investigation 4 Day 2 Large Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 066 Investigation 4 Day 3 Large Group
		p. 070 Investigation 5 Day 1 Large Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 074 Investigation 5 Day 3 Large Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Small Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Choice Time
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Large Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to
		communicate needs, wants, and feelings.
		bonninance needs, wants, and reenings.
		Clothes Study
		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group
		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time
		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group
		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 Mighty Minutes p. 015 Exploring the Topic Day 1 Read-Aloud
		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 Mighty Minutes

		p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud p. 051 Investigation 2 day 3 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 066 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 1 Small Group p. 074 Investigation 5 Day 2 Large Group p. 075 Investigation 6 Day 2 Large Group p. 079 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large Group
INDICATOR	LD.3.a.1.3.	Use social conventions to initiate and sustain exchanges of communication.  Clothes Study p. 022 Exploring the Topic Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group
STATEMENT OF ENDURING	LD.3.	Pragmatics
KNOWLEDGE		
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.1.	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.  Clothes Study  p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group

		p. 056 Investigation 3 Day 4 Large Group p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 074 Investigation 5 Day 3 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large Group p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Read-Aloud p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes
INDICATOR	LD.3.a.2.3.	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.  Clothes Study  p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 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 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 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud 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 Small Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group 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. 024 Exploring the Topic Day 5 Small Group p. 025 Exploring the Topic Day 5 Small Group p. 026 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Day 1 Large-Group Roundup p. 028 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Large-Group p. 030 Investigation 1 Day 2 Large-Group p. 031 Investigation 1 Day 2 Choice Time

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p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Choice Time
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Choice Time
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Small Group
p. 045 Investigation 2 day 3 Read-Aloud
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 049 Investigation 3 Outdoor Experiences
p. 050 Investigation 3 Day 1 Choice Time
p. 050 Investigation 3 Day 1 Large Group
p. 051 Investigation 3 Day 1 Small Group
p. 051 Investigation 3 Day 1 Large-Group Roundup
p. 051 Investigation 3 Day 1 Read-Aloud
p. 052 Investigation 3 Day 2 Choice Time
p. 052 Investigation 3 Day 2 Large Group
p. 053 Investigation 3 Day 2 Large-Group Roundup
p. 053 Investigation 3 Day 2 Small Group
p. 054 Investigation 3 Day 3 Choice Time
p. 054 Investigation 3 Day 3 Large Group
p. 055 Investigation 3 Day 3 Large-Group Roundup
p. 055 Investigation 3 Day 3 Read-Aloud
p. 055 Investigation 3 Day 3 Small Group
p. 056 Investigation 3 Day 4 Choice Time
p. 056 Investigation 3 Day 4 Large Group
p. 057 Investigation 3 Day 4 Large-Group Roundup
p. 057 Investigation 3 Day 4 Small Group
p. 058 Investigation 3 Day 5 Choice Time
p. 058 Investigation 3 Day 5 Large Group
p. 059 Investigation 3 Day 5 Read-Aloud
p. 059 Investigation 3 Day 5 Small Group
p. 059 Investigation 3 Day Large-Group Roundup
p. 061 Investigation 4 Outdoor Experiences
p. 062 Investigation 4 Day 1 Large Group
p. 063 Investigation 4 Day 1 Choice Time
p. 063 Investigation 4 Day 1 Large-Group Roundup
p. 063 Investigation 4 Day 1 Small Group
p. 064 Investigation 4 Day 2 Large Group
p. 065 Investigation 4 Day 2 Choice Time
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p. 065 Investigation 4 Day 2 Large-Group Roundup

		n 065 Investigation 4 Day 2 Small Craum
		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 Choice Time
		p. 079 Investigation 6 Day 1 Earge-Group Roundup
		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. 107 Celebrating Learning Outdoor Experiences
		p. 108 Celebrating Learning Day 1 Choice Time
		p. 108 Celebrating Learning Day 1 Large Group
		p. 109 Celebrating Learning Day 1 Large-Group Roundup
		p. 110 Celebrating Learning Day 2 Choice Time
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
		p. 111 Celebrating Learning Day Large-Group Roundup
OTATEMENT OF ENDING	1.0.0	Province Control
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics

GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.3.	By 60 months, most children:
INDICATOR	LD.3.a.3.1.	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	LD.3.a.3.2.	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 2 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 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 Large-Group Roundup p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Choice Time p. 024 Investigation 1 Day 1 Large-Group Roundup p. 025 Investigation 1 Day 1 Large-Group p. 026 Investigation 1 Day 1 Large-Group p. 031 Investigation 1 Day 2 Large-Group p. 031 Investigation 1 Day 2 Large-Group p. 031 Investigation 1 Day 3 Large-Group p. 033 Investigation 1 Day 3 Large-Group p. 033 Investigation 1 Day 3 Large-Group p. 034 Investigation 1 Day 3 Large-Group p. 035 Investigation 1 Day 3 Large-Group p. 036 Investigation 1 Day 3 Large-Group p. 037 Inves
		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

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p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Choice Time
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Choice Time
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Small Group
p. 045 Investigation 2 day 3 Read-Aloud
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 049 Investigation 3 Outdoor Experiences
p. 050 Investigation 3 Day 1 Choice Time
p. 050 Investigation 3 Day 1 Large Group
p. 051 Investigation 3 Day 1 Small Group
p. 051 Investigation 3 Day 1 Large-Group Roundup
p. 051 Investigation 3 Day 1 Read-Aloud
p. 052 Investigation 3 Day 2 Choice Time
p. 052 Investigation 3 Day 2 Large Group
p. 053 Investigation 3 Day 2 Large-Group Roundup
p. 053 Investigation 3 Day 2 Small Group
p. 054 Investigation 3 Day 3 Choice Time
p. 054 Investigation 3 Day 3 Large Group
p. 055 Investigation 3 Day 3 Large-Group Roundup
p. 055 Investigation 3 Day 3 Read-Aloud
p. 055 Investigation 3 Day 3 Small Group
p. 056 Investigation 3 Day 4 Choice Time
p. 056 Investigation 3 Day 4 Large Group
p. 057 Investigation 3 Day 4 Large-Group Roundup
p. 057 Investigation 3 Day 4 Small Group
p. 058 Investigation 3 Day 5 Choice Time
p. 058 Investigation 3 Day 5 Large Group
p. 059 Investigation 3 Day 5 Read-Aloud
p. 059 Investigation 3 Day 5 Small Group
p. 059 Investigation 3 Day Large-Group Roundup
p. 061 Investigation 4 Outdoor Experiences
p. 062 Investigation 4 Day 1 Large Group
p. 063 Investigation 4 Day 1 Choice Time
p. 063 Investigation 4 Day 1 Large-Group Roundup
p. 063 Investigation 4 Day 1 Small Group
p. 064 Investigation 4 Day 2 Large Group
p. 065 Investigation 4 Day 2 Choice Time
p. 065 Investigation 4 Day 2 Large-Group Roundup
p. 065 Investigation 4 Day 2 Small Group
p. 066 Investigation 4 Day 3 Choice Time
p. 066 Investigation 4 Day 3 Large Group
p. 067 Investigation 4 Day 3 Large-Group Roundup
p. 067 Investigation 4 Day 3 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
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KNOWLEDGE GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts
INDICATOR  STATEMENT OF ENDURING	LD.3.a.3.3.	Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes.  Clothes Study p. 031 Investigation 1 Day 2 Read-Aloud p. 047 Investigation 2 Day 4 Small Group  Language Development of Dual Language Learners
		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 6 Day 3 Large-Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large-Group p. 079 Investigation 6 Day 1 Small Group p. 080 Investigation 6 Day 2 Large-Group Roundup p. 081 Investigation 6 Day 2 Large-Group p. 081 Investigation 6 Day 2 Large-Group p. 081 Investigation 6 Day 2 Large-Group p. 081 Investigation 6 Day 3 Large-Group p. 082 Investigation 6 Day 3 Large-Group p. 083 Investigation 6 Day 3 Large-Group p. 083 Investigation 6 Day 3 Large-Group p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 084 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Large-Group Roundup p. 086 Investigation 6 Day 4 Large-Group p. 086 Investigation 6 Day 4 Large-Group p. 087 Investigation 6 Day 4 Large-Group Roundup p. 088 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Small Group p. 086 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group p. 091 Investigation 7 Day 1 Large-Group p. 091 Investigation 7 Day 2 Large-Group p. 091 Investigation 7 Day 2 Large-Group p. 093 Investigation 7 Day 3 Large-Group p. 094 Investigation 7 Day 3 Large-Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 096 Investigation 7 Day 3 Large-Group Roundup p. 097 Invest

		(including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.1.	In early-stage English language development, children:
INDICATOR	LD.4.a.1.1.	Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English.  Clothes Study p. 085 Investigation 6 Day 4 Read-Aloud
INDICATOR	LD 4 o 4 2	
INDICATOR	LD.4.a.1.3.	Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 014 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Read-Aloud 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. 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. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small 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 4 Small 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. 024 Exploring the Topic Day 5 Large-Group Roundup p. 025 Exploring the Topic Day 5 Large-Group p. 026 Exploring the Topic Day 5 Large-Group p. 027 Exploring the Topic Day 5 Large-Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 2 Small Group p. 036 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Large-Group Roundup p. 037 Inves

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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
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		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 Large-Group Roundup 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 Large Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Small Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Ead-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group p. 091 Investigation 7 Day 1 Large-Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 2 Large Group p. 092 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 094 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 2 Large-Group Roundup p. 096 Investigation 7 Day 2 Large-Group Roundup p. 097 Investigation 7 Day 3 Large-Group p. 098 Investigation 7 Day 3 Small Group p. 099 Investigation 7 Day 3 Small Group p. 099 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 096 Investigation 7 Day 3 Large-Group Roundup p. 097 Investigation 7 Day 3 Large-Group Roundup p. 098 Investigation 7 Day 3 Large-Group Roundup p. 099 Investigation 4 Large-Group Roundup p. 099 Investigation 5 Day 3 Large-Group Roundup p. 096 Investigation 6 Learning Day 1 Large-Group Roundup p. 110 Celebrat
INDICATOR	LD.4.a.1.4.	p. 111 Celebrating Learning Day Large-Group Roundup  Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation.  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 2 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 4 Mighty Minutes p. 049 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 4 Outdoor Experiences p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience

		204 have directive O. Devo O. Miles Co. Miles Co.
		p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.2.	In mid-stage English language development, children:
INDICATOR	LD.4.a.2.2.	Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities.
		Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 1 Large Group p. 081 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	LD.4.a.2.3.	Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Clothes Study  p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 063 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 6 Outdoor Experience

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		p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	LD.4.a.2.4.	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).  Clothes Study  p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 051 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 5 Day 2 Large 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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.3.	In late-stage English language development, children:
INDICATOR	LD.4.a.3.2.	Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas).  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	LD.4.a.3.3.	Follow directions that involve a one- or two-step sequence, relying less on contextual cues.  Clothes Study

		p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.1.	In early-stage English language development, children:
INDICATOR	LD.4.b.1.1.	Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 2 Small Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 074 Investigation 5 Day 3 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large Group p. 083 Investigation 6 Day 4 Read-Aloud p. 092 Investigation 7 Day 2 Large Group p. 085 Investigation 7 Day 2 Large Group p. 099 Investigation 7 Day 2 Large Group p. 099 Investigation 7 Day 2 Mighty Minutes
INDICATOR	LD.4.b.1.2.	Use age-appropriate vocabulary in the home language.  Clothes Study p. 085 Investigation 6 Day 4 Read-Aloud
INDICATOR	LD.4.b.1.4.	Use age-appropriate grammar in their home language.  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

INDICATOR	LD.4.b.1.5.	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 Ask a variety of questions (e.g., "what," "why," "how," "when," and "where") in their home language.
		Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
INDICATOR	LD.4.b.1.6.	Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues).  Clothes Study  p. 085 Investigation 6 Day 4 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:
INDICATOR	LD.4.b.2.1.	Combine nonverbal with some verbal communication to be understood by others.  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 065 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 074 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large Group p. 083 Investigation 6 Day 4 Read-Aloud p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes
INDICATOR	LD.4.b.2.3.	Use telegraphic speech (two-word phrases rather than full sentences, such as "want food").

INDICATOR		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
INDICATOR	LD.4.b.2.4.	Use formulaic speech (expressions that are learned whole, e.g., "I don't know").  Clothes Study p. 031 Investigation 1 Day 2 Read-Aloud p. 047 Investigation 2 Day 4 Small Group
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 2 Small Group p. 016 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud 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 Small Group p. 021 Exploring the Topic Day 4 Small 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. 023 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 021 Investigation 1 Day 1 Large-Group Roundup p. 022 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 2 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4

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p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Choice Time
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Small Group
p. 045 Investigation 2 day 3 Read-Aloud
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 049 Investigation 3 Outdoor Experiences
p. 050 Investigation 3 Day 1 Choice Time
p. 050 Investigation 3 Day 1 Large Group
p. 051 Investigation 3 Day 1 Small Group
p. 051 Investigation 3 Day 1 Large-Group Roundup
p. 051 Investigation 3 Day 1 Read-Aloud
p. 052 Investigation 3 Day 2 Choice Time
p. 052 Investigation 3 Day 2 Large Group
p. 053 Investigation 3 Day 2 Large-Group Roundup
p. 053 Investigation 3 Day 2 Small Group
p. 054 Investigation 3 Day 3 Choice Time
p. 054 Investigation 3 Day 3 Large Group
p. 055 Investigation 3 Day 3 Large-Group Roundup
p. 055 Investigation 3 Day 3 Read-Aloud
p. 055 Investigation 3 Day 3 Small Group
p. 056 Investigation 3 Day 4 Choice Time
p. 056 Investigation 3 Day 4 Large Group
p. 057 Investigation 3 Day 4 Large-Group Roundup
p. 057 Investigation 3 Day 4 Small Group
p. 058 Investigation 3 Day 5 Choice Time
p. 058 Investigation 3 Day 5 Large Group
p. 059 Investigation 3 Day 5 Read-Aloud
p. 059 Investigation 3 Day 5 Small Group
p. 059 Investigation 3 Day Large-Group Roundup
p. 061 Investigation 4 Outdoor Experiences
p. 062 Investigation 4 Day 1 Large Group
p. 063 Investigation 4 Day 1 Choice Time
p. 063 Investigation 4 Day 1 Large-Group Roundup
p. 063 Investigation 4 Day 1 Small Group
p. 064 Investigation 4 Day 2 Large Group
p. 065 Investigation 4 Day 2 Choice Time
p. 065 Investigation 4 Day 2 Large-Group Roundup
p. 065 Investigation 4 Day 2 Small Group
p. 066 Investigation 4 Day 3 Choice Time
p. 066 Investigation 4 Day 3 Large Group
p. 067 Investigation 4 Day 3 Large-Group Roundup
p. 067 Investigation 4 Day 3 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
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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 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 Choice Time
		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. 107 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Oddoor Experiences p. 108 Celebrating Learning Day 1 Choice Time
		p. 108 Celebrating Learning Day 1 Choice Time
		p. 109 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
INDICATOR	LD.4.b.2.7.	Use some English grammatical markers (e.g., "-ing" or the plural-
INDICATOR	LD.4.0.2.7.	forming "-s") and apply at times the rules of grammar of the home
		language to English.
		language to English.
		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
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INDICATOR	LD.4.b.2.8.	Use "what" and "why" questions in English, sometimes with errors.
		Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.3.	In late-stage English language development, children:
INDICATOR	LD.4.b.3.2.	Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary.  Clothes Study p. 019 Exploring the Topic Day 3 Small Group
		p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	LD.4.b.3.3.	Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction.
		Clothes Study 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. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.1.	By 36 months, most children:
INDICATOR	L.1.a.1.1.	Engage in word and sound play with adults (e.g., rhymes, nonsense words).
		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. 020 Exploring the Topic Day 4 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 043 Investigation 2 Day 1 Mighty Minutes
		p. 046 Investigation 2 Day 4 Large Group
		p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group
	I <u> </u>	p. coroonganon o bay 4 oman oroup

		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 071 Investigation 5 Day 1 Large-Group Roundup
		p. 071 Investigation 5 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Mighty Minutes
		p. 075 Investigation 5 Day 3 Small Group
		p. 079 Investigation 6 Day 1 Mighty Minutes
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Mighty Minutes
		p. 086 Investigation 6 Day 5 Large Group
		p. 087 Investigation 6 Day 5 Mighty Minutes
		p. 093 Investigation 7 Day 2 Mighty Minutes
		p. 093 Investigation 7 Day 2 Small Group
		p. 095 Investigation 7 Day 3 Mighty Minutes
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	1.4.40	
INDICATOR	L.1.a.1.2.	Distinguish between words that contain similar-sounding phonemes
		("cat-mat," "pig-jig").
		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. 021 Exploring the Topic Day 4 Small Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Small Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 071 Investigation 5 Day 1 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 079 Investigation 6 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Small Group
		p. 093 Investigation 7 Day 2 Small Group
		p. 095 Investigation 7 Day 3 Small Group
INDICATOR	L.1.a.1.3.	Fill in repeating phrases of familiar songs, stories, and finger plays.
		Clothes Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Mighty Minutes
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Large Group
		p. 054 Investigation 3 Day 3 Large Group

p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group INDICATOR L.1.a.1.4. Sing simple songs and lullabies (such as those with repeating initial sounds). 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. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 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. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Mighty Minutes 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. 051 Investigation 3 Day 1 Mighty Minutes p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group

		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Large Group
		p. 066 Investigation 4 Day 2 Migrity Minutes
		p. 070 Investigation 5 Day 1 Large Group
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Mighty Minutes
		p. 073 Investigation 5 Day 2 Small Group
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Mighty Minutes
		p. 075 Investigation 5 Day 3 Small Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 080 Investigation 6 Day 2 Large Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 087 Investigation 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 2 Small Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 110 Celebrating Learning Day 1 Large Group
STATEMENT OF ENDURING	L.1.	Phonological Awareness
KNOWLEDGE		
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.2.	By 48 months, most children:
INDICATOR	L.1.a.2.1.	Demonstrate an awareness of words as separate units.
		Obeth on Otro by
		Clothes Study
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 019 Exploring the Topic Day 3 Mighty Minutes
INDICATOR	L.1.a.2.2.	Identify whether two words rhyme.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 030 Investigation 1 Day 2 Large Group
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 053 Investigation 3 Day 2 Mighty Minutes
		p. 057 Investigation 3 Day 4 Small Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 071 Investigation 5 Day 1 Large-Group Roundup
		p. 071 Investigation 5 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes
	II .	p. 013 mivestigation 3 Day 3 Wilgitty Williutes
		p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes

		p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	L.1.a.2.3.	Engage in rhyming games and songs; can complete a familiar rhyme.  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 4 Mighty Minutes p. 043 Investigation 2 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 053 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 6 Day 3 Small Group p. 079 Investigation 6 Day 3 Small Group p. 079 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 2 Mighty Minutes p. 088 Investigation 7 Day 2 Mighty Minutes p. 099 Investigation 7 Day 2 Small Group p. 091 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 2 Mighty Minutes p. 096 Investigation 7 Day 2 Mighty Minutes p. 097 Investigation 7 Day 2 Mighty Minutes p. 098 Investigation 7 Day 2 Mighty Minutes p. 099 Investigation 7 Day 2 Mighty Minutes
INDICATOR	L.1.a.2.4.	Orally blend and segment familiar compound words, with modeling and support.  Clothes Study p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	L.1.a.2.5.	Comprehend and use new words introduced within thematic units, stories, and daily activities.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud

		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 1 Read-Aloud
		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 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
STATEMENT OF ENDURING	I 1	Phonological Awareness
KNOWLEDGE	L. I.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.3.	By 60 months, most children:
INDICATOR	L.1.a.3.1.	Match beginning sounds of some words; are able to name several
		words that begin with the letter sound of their name.
		Clash as Chudu
		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 019 Exploring the Topic Day 2 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 037 Investigation 1 Day 5 Mighty Minutes
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 051 Investigation 3 Day 1 Mighty Minutes
		p. 055 Investigation 3 Day 3 Mighty Minutes
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 063 Investigation 4 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Mighty Minutes
		p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group
		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Mighty Minutes
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	L.1.a.3.2.	Produce words (real or nonsense) that rhyme with other common
		words (e.g., "dance, prance, krance").
		Clothes Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group
		p. 023 Exploring the Topic Day 4 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 030 Investigation 1 Day 2 Large Group
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 041 Investigation 2 Day 1 Mighty Minutes

		p. 043 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group
INDICATOR	L.1.a.3.3.	p. 087 Investigation 6 Day 5 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes  Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter).
		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 051 Investigation 3 Day 3 Mighty Minutes p. 053 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 083 Investigation 6 Day 3 Small Group 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. 094 Investigation 7 Day 3 Large Group p. 094 Investigation 7 Day 2 Large Group
INDICATOR	L.1.a.3.4.	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear".  Clothes Study p. 033 Investigation 1 Day 3 Mighty Minutes 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. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	L.1.a.3.5.	With modeling and support, identify, blend, and segment syllables in spoken words.

		Clothes Study p. 030 Investigation 1 Day 2 Large Group p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	L.1.a.3.6.	With modeling and support, delete the onsets of words (e.g., "pairair, fruit-root").  Clothes Study p. 033 Investigation 1 Day 3 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
INDICATOR	L.1.a.3.7.	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook").  Clothes Study p. 033 Investigation 1 Day 3 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.1.	By 36 months, most children:
INDICATOR	L.2.a.1.1.	Recognize more symbols and logos in the environment. <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
INDICATOR	L.2.a.1.2.	Recognize letters as a special form of symbol that can be individually named.  Clothes Study  p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 086 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
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.2.	By 48 months, most children:
INDICATOR	L.2.a.2.1.	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print.  Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 6 Day 1 Small Group p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 096 Investigation 7 Day 3 Small Group p. 097 Investigation 7 Day 3 Mighty Minutes p. 098 Investigation 7 Day 3 Small Group p. 099 Investigation 7 Day 3 Small Group p. 090 Investigation 7 Day 3 Small Group p. 091 Investigation 7 Day 3 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 096 Investigation 7 Day 3 Small Group p. 097 Investigation 7 Day 3 Mighty Minutes p. 098 Investigation 7 Day 3 Small Group p. 099 Investigation 7 Day 2 Mighty Minutes
INDICATOR	L.2.a.2.2.	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. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 1 Small Group p. 063 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 2 Small Group p. 081 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	L.2.a.2.3.	Recognize, with modeling and support, their own name or other common words in print.  Clothes Study

		n OCO Investigation A Day A Coupli Oceans
		p. 063 Investigation 4 Day 1 Small Group
INDICATOR	L.2.a.2.4.	Recognize words that start with the same letter as their 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. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 4 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 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 086 Investigation 6 Day 5 Large Group
		p. 086 Investigation 6 Day 5 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes
		p. 095 Investigation 7 Day 2 Mighty Minutes
		p. 108 Celebrating Learning Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.3.	By 60 months, most children:
INDICATOR	L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Clothes Study  p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 088 Investigation 6 Day 4 Large Group

D. 086 Investigation 6 Day 2 Mighty Minutes   D. 095 Investigation 7 Day 2 Mighty Minutes   D. 095 Investigation 7 Day 3 Small Group   D. 108 Celebrating Learning Day 1 Large Group			
D. 195 Investigation 7 Day 3 Small Group   D. 108 Celebrating Learning Day 1 Large Group			p. 086 Investigation 6 Day 5 Large Group
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			p. 084 Investigation 6 Day 4 Large Group
p. 086 Investigation 6 Day 5 Large Group			p. 086 Investigation 6 Day 5 Large Group
p. 093 Investigation 7 Day 2 Mighty Minutes			
p. 093 Investigation 7 Day 2 Small Group			
p. 095 Investigation 7 Day 3 Small Group			
p. 108 Celebrating Learning Day 1 Choice Time			p. 108 Gelebrating Learning Day 1 Choice Time

		p. 108 Celebrating Learning Day 1 Large Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	L.2.a.3.4.	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.
		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. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group
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		p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.1.	By 36 months, most children:
INDICATOR	L.3.a.1.1.	Recognize specific books by their covers and seek out specific pages in familiar books.
INDICATOR	L.3.a.1.2.	Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 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 4 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	L.J.Q. 1.2.	Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time

		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 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. 049 Investigation 3 Outdoor Experiences
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Earge Group
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 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. 073 Investigation 5 Day 1 Read-Aloud
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 077 Investigation 6 Outdoor Experience
		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. 089 Investigation 7 Outdoor Experiences
		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. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.3.a.1.3.	Make scribble marks on paper and "read" the meaning they assign
INDICATOR	L.O.a. 1.0.	to the marks.
		Clothes Study
		p. 021 Exploring the Topic Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Small Group
		p. 037 Investigation 1 Day 5 Choice Time
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup
		p. 074 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 087 Investigation 6 Day 5Large-Group Roundup
STATEMENT OF ENDURING	I 3	Print Knowledge
KNOWLEDGE	L.J.	r intrinowicuge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print
GOL OT LIVI	L.J.a.	ominimen demonstrate book awareness and knowledge or basic print

		conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.2.	By 48 months, most children:
INDICATOR	L.3.a.2.1.	Hold a book in correct orientation and turn pages from front to back, usually one at a time.  Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
INDICATOR	L.3.a.2.2.	Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?").  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. 071 Investigation 5 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
INDICATOR	L.3.a.3.1.	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 086 Investigation 6 Day 5 Large Group p. 086 Investigation 7 Day 3 Small Group

INDICATOR	L.3.a.3.2.	Describe roles of authors and illustrators and connect books to specific authors of illustrators.
		Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 061 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 086 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	L.3.a.3.3.	Identify familiar words in books and the environment.
		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time
		p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time
		p. 071 Investigation 5 Day 1 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.1.	By 36 months, most children:
INDICATOR	L.4.a.1.1.	Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.
		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. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 4 Read-Aloud
	· —	

		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 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
I and the second	II	ind. The Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences,
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes,
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences,
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes,
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes,
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Clothes Study
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Clothes Study p. 013 Exploring the Topic Outdoor Experiences
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 Read-Aloud
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 Read-Aloud
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 Read-Aloud p. 018 Exploring the Topic Day 3 Large Group
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 3 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud
INDICATOR	L.4.a.1.2.	p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 3 Large Group p. 018 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 3 Large Group p. 018 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Read-Aloud
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 Read-Aloud p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 3 Large Group p. 018 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 022 Exploring the Topic Day 5 Large Group
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 3 Large Group p. 018 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Read-Aloud
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 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 3 Large Group p. 018 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes

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p. 029 Investigation 1 Day 1 Read-Aloud
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Mighty Minutes
p. 031 Investigation 1 Day 2 Read-Aloud
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Mighty Minutes
p. 033 Investigation 1 Day 3 Read-Aloud
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Mighty Minutes
p. 035 Investigation 1 Day 4 Read-Aloud
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 Read-Aloud
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Mighty Minutes
p. 041 Investigation 2 Day 1 Read-Aloud
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Read-Aloud
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Small Group
p. 045 Investigation 2 day 3 Read-Aloud
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Read-Aloud
p. 047 Investigation 2 Day 4 Small Group
p. 050 Investigation 3 Day 1 Large Group
p. 051 Investigation 3 Day 1 Read-Aloud
p. 052 Investigation 3 Day 2 Large Group
p. 053 Investigation 3 Day 2 Mighty Minutes
p. 053 Investigation 3 Day 2 Read-Aloud
p. 054 Investigation 3 Day 3 Large Group
p. 055 Investigation 3 Day 3 Mighty Minutes
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 Read-Aloud
p. 057 Investigation 3 Day 4 Small Group
p. 058 Investigation 3 Day 5 Large Group
p. 059 Investigation 3 Day 5 Mighty Minutes
p. 059 Investigation 3 Day 5 Read-Aloud
p. 059 Investigation 3 Day 5 Small Group
p. 061 Investigation 4 Outdoor Experiences
p. 062 Investigation 4 Day 1 Large Group
p. 063 Investigation 4 Day 1 Choice Time
p. 063 Investigation 4 Day 1 Large-Group Roundup
p. 063 Investigation 4 Day 1 Read- Aloud
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 Mighty Minutes
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. 070 Investigation 5 Day 1 Large Group
p. 071 Investigation 5 Day 1 Large-Group Roundup
p. 071 Investigation 5 Day 1 Read-Aloud
p. 071 Investigation 5 Day 1 Small Group
p. 072 Investigation 5 Day 2 Large Group
p. 073 Investigation 5 Day 2 Mighty Minutes
p. 073 Investigation 5 Day 2 Read-Aloud
p. 073 Investigation 5 Day 2 Small Group
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p. 074 Investigation 5 Day 3 Choice Time

		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Mighty Minutes
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 075 Investigation 5 Day 3 Small Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Mighty Minutes
		p. 079 Investigation 6 Day 1 Read-Aloud
		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. 082 Investigation 6 Day 3 Large Group
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 085 Investigation 6 Day 4 Earge-Group Roundup  p. 085 Investigation 6 Day 4 Mighty Minutes
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 087 Investigation 6 Day 5 Mighty Minutes
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 5Large-Group Roundup
		p. 090 Investigation 7 Day 1 Large Group
		p. 091 Investigation 7 Day 1 Mighty Minutes
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 092 Investigation 7 Day 2 Large Group
		p. 093 Investigation 7 Day 2 Mighty Minutes
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 095 Investigation 7 Day 3 Mighty Minutes
		p. 095 Investigation 7 Day 3 Read-Aloud
		p. 108 Celebrating Learning Day 1 Large Group
	II.	n 109 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
		p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes
		p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 035 Investigation 1 Day 4 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
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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. 043 Investigation 2 Day 2 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Day 1 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Day 4 Large Group p. 052 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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 1 Read-Aloud p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 4 Large Group p. 051 Investigation 3 Day 2 Large Group p. 052 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud
INDICATOR	L.4.a.1.3.	p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Read-Aloud  Demonstrate a preference for conventional books over board books.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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. 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 1 Read-Aloud p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 4 Large Group p. 051 Investigation 3 Day 2 Large Group p. 052 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud

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		p. 073 Investigation 5 Day 2 Read-Aloud
		p. 075 Investigation 5 Day 3 Read-Aloud
		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. 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. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.4.	Enjoy books about a variety of topics.
		Enjoy books about a varioty of topicol
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 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. 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. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 073 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 2 Read-Aloud
		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 3 Read-Aloud
		p. 087 Investigation 6 Day 4 Read-Aloud
		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. 111 Celebrating Learning Day 1 Read-Aloud
INDICATOR	L.4.a.1.7.	Recite some words of a familiar book when read to (especially from
		books with repeating text).
		Clothes Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Small Group

		p. 079 Investigation 6 Day 1 Small Group
		p. 080 Investigation 6 Day 2 Large Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 085 Investigation 6 Day 4 Small Group
		p. 087 Investigation 6 Day 5 Small Group
		p. 091 Investigation 7 Day 1 Choice Time
		p. 093 Investigation 7 Day 2 Small Group
INDICATOR	L.4.a.1.8.	Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support.
		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. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 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. 109 Celebrating Learning Day 1 Read-Aloud
		p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.9.	With modeling and support, anticipate what comes next in familiar stories.
		Olad as Otto Is
		Clothes Study
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		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 051 Investigation 3 Day 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. 067 Investigation 4 Day 3 Read-Aloud
		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. 091 Investigation 7 Day 1 Read-Aloud

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		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 111 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.2.	By 48 months, most children:
INDICATOR  INDICATOR	L.4.a.2.1.	By 48 months, most children:  Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Clothes Study  D. 015 Exploring the Topic Day 1 Read-Aloud D. 016 Exploring the Topic Day 2 Large Group D. 017 Exploring the Topic Day 2 Large-Group Roundup D. 017 Exploring the Topic Day 2 Read-Aloud D. 019 Exploring the Topic Day 3 Read-Aloud D. 021 Exploring the Topic Day 4 Large-Group Roundup D. 021 Exploring the Topic Day 4 Large-Group Roundup D. 021 Exploring the Topic Day 4 Large-Group Roundup D. 023 Exploring the Topic Day 4 Large-Group Roundup D. 023 Exploring the Topic Day 5 Read-Aloud D. 024 Investigation 1 Day 1 Read-Aloud D. 031 Investigation 1 Day 2 Read-Aloud D. 033 Investigation 1 Day 3 Read-Aloud D. 035 Investigation 1 Day 4 Read-Aloud D. 035 Investigation 1 Day 4 Read-Aloud D. 035 Investigation 1 Day 5 Choice Time D. 037 Investigation 1 Day 5 Read-Aloud D. 041 Investigation 2 Day 1 Read-Aloud D. 043 Investigation 2 Day 1 Read-Aloud D. 043 Investigation 2 Day 2 Large-Group Roundup D. 043 Investigation 2 Day 2 Read-Aloud D. 046 Investigation 2 Day 3 Read-Aloud D. 046 Investigation 2 Day 4 Large Group D. 051 Investigation 3 Day 4 Large Group D. 052 Investigation 3 Day 2 Read-Aloud D. 055 Investigation 3 Day 2 Read-Aloud D. 056 Investigation 3 Day 4 Read-Aloud D. 056 Investigation 4 Day 1 Read-Aloud D. 056 Investigation 5 Day 3 Read-Aloud D. 057 Investigation 5 Day 1 Read-Aloud D. 058 Investigation 6 Day 1 Read-Aloud D. 059 Investigation 6 Day 1 Read-Aloud D. 051 Investigation 6 Day 1 Read-Aloud D. 051 Investigation 6 Day 1 Read-Aloud D. 053 Investigation 6 Day 1 Read-Aloud D. 054 Investigation 6 Day 2 Read-Aloud D. 057 Investigation 6 Day 1 Read-Aloud D. 058 Investigation 6 Day 1 Read-Aloud D. 059 Investigation 6 Day 1 Read-Aloud D. 051 Investigation 6 Day 1 Read-Aloud D. 051 Investigation 6 Day 1 Read-Aloud D. 051 Investigation 6 Day 1 Read-Aloud D. 053 In
INDICATOR	L.4.a.2.2.	Explore a variety of literary genres, such as fiction, fantasy, informational texts.

Clothes Study D. 015 Exploring the Topic Day 1 Read-Aloud D. 016 Exploring the Topic Day 2 Choice Time D. 017 Exploring the Topic Day 2 Read-Aloud D. 018 Exploring the Topic Day 3 Read-Aloud D. 018 Exploring the Topic Day 3 Read-Aloud D. 018 Exploring the Topic Day 3 Read-Aloud D. 023 Exploring the Topic Day 5 Read-Aloud D. 023 Exploring the Topic Day 5 Small Group D. 027 Investigation 1 Outdoor Experiences D. 029 Investigation 1 Day 1 Read-Aloud D. 023 Investigation 1 Day 3 Choice Time D. 023 Investigation 1 Day 3 Choice Time D. 023 Investigation 1 Day 3 Choice Time D. 023 Investigation 1 Day 3 Read-Aloud D. 031 Investigation 1 Day 4 Read-Aloud D. 031 Investigation 2 Day 1 Large Group D. 041 Investigation 2 Day 1 Large Group D. 041 Investigation 2 Day 2 Large Group D. 043 Investigation 2 Day 2 Read-Aloud D. 045 Investigation 2 Day 2 Read-Aloud D. 046 Investigation 2 Day 4 Read-Aloud D. 047 Investigation 2 Day 4 Read-Aloud D. 047 Investigation 2 Day 4 Large Group D. 048 Investigation 2 Day 4 Read-Aloud D. 049 Investigation 3 Day 1 Large Group D. 051 Investigation 3 Day 1 Large Group D. 051 Investigation 3 Day 1 Large Group D. 053 Investigation 3 Day 1 Large Group D. 054 Investigation 3 Day 2 Large Group D. 055 Investigation 3 Day 3 Read-Aloud D. 056 Investigation 3 Day 3 Large Group D. 057 Investigation 4 Day 3 Read-Aloud D. 058 Investigation 4 Day 3 Read-Aloud D. 059 Investigation 4 Day 3 Large Group D. 051 Investigation 5 Day 3 Read-Aloud D. 051 Investigation 5 Day 4 Read-Aloud D. 051 Investigation 5 Day 4 Read-Aloud D. 052 Investigation 6 Day 6 Read-Aloud D. 053 Investigation			
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p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud  INDICATOR  L.4.a.2.4.  With assistance and support, engage in writing activities (e.g., labeling a picture).  Clothes Study p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group			
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p. 111 Celebrating Learning Day 2 Read-Aloud  INDICATOR  L.4.a.2.4.  With assistance and support, engage in writing activities (e.g., labeling a picture).  Clothes Study p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group			
labeling a picture).  Clothes Study p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group			
Clothes Study p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group	INDICATOR	L.4.a.2.4.	
p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group			labeling a picture).
p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group			
p. 063 Investigation 4 Day 1 Small Group			
p. 065 Investigation 4 Day 2 Small Group			p. 063 Investigation 4 Day 1 Small Group
			p. 065 Investigation 4 Day 2 Small Group

		p. 091 Investigation 7 Day 1 Small Group
INDICATOR	L.4.a.2.5.	Begin to understand the sequence of a story.
	LT.U.2.0	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 2 Read-Aloud p. 087 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud
INDICATOR	L.4.a.2.6.	With support, retell or reenact familiar stories with pictures or props as prompts.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 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 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 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 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 Earge 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 1 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 1 Read-Aloud
		p. 111 Celebrating Learning Day 2 Read-Aloud
NIDIO ATOD		
INDICATOR	L.4.a.2.8.	With modeling and support, make predictions about what might
		happen next in a story and determine if their predictions were confirmed.
		confirmed. <u>Clothes Study</u>
		confirmed. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud
		confirmed. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud
		confirmed.  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
		confirmed.  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
		confirmed.  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
		confirmed.  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
		confirmed.  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
		confirmed.  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. 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
		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. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud
		confirmed.  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. 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 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud
		confirmed.  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. 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 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud
		confirmed.  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. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud
		confirmed.  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. 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 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud
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		Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud
		Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 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. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 060 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 067 Investigation 6 Day 1 Read-Aloud
		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 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud
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		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. 041 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 2 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud
		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. 041 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 2 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud
		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. 041 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 2 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 061 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 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. 085 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud
		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. 041 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 4 Read-Aloud p. 057 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 098 Investigation 7 Day 1 Read-Aloud p. 099 Investigation 7 Day 2 Read-Aloud
		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. 041 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 2 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 061 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 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. 085 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud
INDICATOR	L.4.a.2.9.	Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 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 2 Read-Aloud p. 051 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. 061 Investigation 4 Day 1 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 082 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.2.9.	Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 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. 041 Investigation 2 day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.2.9.	Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 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 2 Read-Aloud p. 051 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. 061 Investigation 4 Day 1 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 082 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud
INDICATOR	L.4.a.2.9.	Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 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. 037 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud With modeling and support, demonstrate knowledge from informational texts Respond to the question "what made you think

	1	
		Clothes Study p. 016 Exploring the Topic Day 2 Choice Time
		p. 029 Investigation 1 Day 1 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Large Group
		p. 066 Investigation 4 Day 3 Large Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Read-Aloud
		p. 090 Investigation 7 Day 1 Large Group
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of
002 01 E.III	2.4.0.	literacy experiences.
SPECIFIC INDICATOR	L.4.a.3.	By 60 months, most children:
INDICATOR	L.4.a.3.1.	Attend to and request longer and more complex books or stories.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 Exploring the Topic Day 1 Read-Aloud
		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 2 Earge-Group Roundup
		p. 019 Exploring the Topic Day 2 Read-Aloud
		p. 021 Exploring the Topic Day 4 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. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 073 Investigation 5 Day 2 Read-Aloud
		p. 075 Investigation 5 Day 3 Read-Aloud
		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. 091 Investigation 7 Day 1 Read-Aloud
		p. 093 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud
		p. 095 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.2.	Engage in independent writing activities during routine times, such
INDICATOR	L.4.a.3.2.	as pretending to write in their own journal.

		Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
INDICATOR	L.4.a.3.3.	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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. 047 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.4.	Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories.  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. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time 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 4 Choice Time p. 047 Investigation 2 Day 4 Small Group p. 047 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. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 6 Day 1 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.5.	Retell a familiar story in the proper sequence, including major
INDIOATOR	L. T. a. J. J.	events and cause-and-effect relationships.
		events and cause-and-enect relationships.
		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 3 Choice Time
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 041 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Choice Time
		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
INDICATOR	L.4.a.3.6.	p. 091 Investigation / Day 1 Read-Aloud  Demonstrate knowledge from informational texts in a variety of ways
INDICATOR	L.4.a.3.6.	
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 1 Large Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 2 Read-Aloud
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud
		Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 091 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Large Group
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group With guidance and support, relate events and information from
		Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 091 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Large Group
		Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group  With guidance and support, relate events and information from stories to their own experiences.
		Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 090 Investigation 7 Day 1 Large Group p. 091 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  With guidance and support, relate events and information from stories to their own experiences.  Clothes Study
		Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 093 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  With guidance and support, relate events and information from stories to their own experiences.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud
		Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 056 Investigation 4 Day 3 Large Group p. 077 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Large Group With guidance and support, relate events and information from stories to their own experiences.  Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud
		Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Clothes Study p. 016 Exploring the Topic Day 2 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 093 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 With guidance and support, relate events and information from stories to their own experiences.  Clothes Study p. 015 Exploring the Topic Day 1 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 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 6 Day 5 Read-Aloud
		p. 091 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
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.1.	In early-stage English language development, children:
INDICATOR	L.5.a.1.1.	Attend to an adult reading a short storybook written in the home
		language or to a storybook written in English if the English story has
		been read in the home language first and especially if the book
		contains cues (pictures).
		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 Read-Aloud
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		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. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 037 Investigation 1 Day 5 Small Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Small Group
		p. 045 Investigation 2 day 3 Read-Aloud

		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 3 Outdoor Experiences
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Small Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 053 Investigation 3 Day 2 Small Group
		p. 054 Investigation 3 Day 3 Choice Time
		p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Large-Group Roundup
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 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 Read- Aloud
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 066 Investigation 4 Day 3 Choice Time
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Read-Aloud
		p. 073 Investigation 5 Day 2 Kead-Aloud p. 073 Investigation 5 Day 2 Small Group
		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. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 092 Investigation 7 Day 2 Choice Time
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
		p. 095 Investigation 7 Day 3 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Read-Aloud
		p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	1.5 - 1.2	
INDICATOR	L.5.a.1.2.	"Read" familiar books (written in the home language or in English) when encouraged by others and use the home language to talk
		about the books.
		about the books.

	1	
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 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. 017 Exploring the Topic Day 2 Earge Group p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 2 Read-Aloud
		p. 021 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. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 1 Small Group
		p. 033 Investigation 1 Day 2 Read-Aloud
		p. 035 Investigation 1 Day 3 Read-Aloud
		p. 037 Investigation 1 Day 4 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 day 2 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 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
INDICATOR	L.5.a.1.3.	
INDICATOR	L.J.a. 1.J.	Begin to identify and relate to a story from their own life experiences
		in their home language.
		Clothes Study
		Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 1 Read-Aloud
		p. 021 Exploring the Topic Day 3 Read-Aloud
		p. oz i Exploiting 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. 079 Investigation 6 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 6 Day 5 Read-Aloud
		p. 091 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
INDICATOR	L.5.a.1.4.	Retell a story in their home language when read or told a story in the
		home language.
		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
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.2.	In mid-stage English language development, children:
INDICATOR	L.5.a.2.1.	Participate in reading activities, using books written in English when
		the language is predictable.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 029 Investigation 1 Day 1 Small Group
I .	II .	p. 031 Investigation 1 Day 2 Read-Aloud

		p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 4 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 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 Large Group
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 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. 017 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 017 Exploring the Topic Day 2 Earge-Group Roundup
		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. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 1 Small Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 4 Read-Aloud

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		p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 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 2 Read Aloud
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Earge Gloup
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 2 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 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
INDICATOR	L.5.a.2.3.	Describe their own experiences related to the topic of a story,
		sometimes using telegraphic and/or formulaic speech in English.
		and the second s
		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 4 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
	TI.	p. 555 hittodigation o pay T NGAU-Albuu

		p. 086 Investigation 6 Day 5 Large Group
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 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
INDICATOR	L.5.a.2.4.	Begin to narrate using English that reflects an increasingly larger
		vocabulary and more complex grammar.
		vocabalary and more complex gramman
		Clothes Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 019 Exploring the Topic Outdoor Experiences
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 051 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 077 Investigation 6 Outdoor Experience
		p. 085 Investigation 6 Day 4 Small Group
		p. 087 Investigation 6 Day 5 Small Group
		p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	L.5.a.2.5.	
INDICATOR	L.3.a.2.3.	Retell a story using the home language and some English when read
		or told the story in English.
		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
STATEMENT OF ENDURING	L.5.	Literacy Development for Dual Language Learners
KNOWLEDGE		
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in
		English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing
		independence and to talk about the books in English.
		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 Large-Group Roundup
		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-Riodd p. 023 Exploring the Topic Day 5 Small Group
	I L	p. 0-0 -Apioining the ropie bay o official Group

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		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 071 Investigation 5 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Read-Aloud
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 090 Investigation 7 Day 1 Large Group
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 095 Investigation 7 Day 3 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR		
INDICATOR	L.5.a.3.3.	Engage in extended conversations in English about stories.
		Clathae Cturk
		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. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
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	1	040 love of the Control of Day 4 Love C
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 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 2 Read-Aloud
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Read-Aloud
		p. 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
INDICATOR	L.5.a.3.4.	Retell in English the majority of a story read or told in English.
INDIOATOR	L.J.a.J1.	recent in English the majority of a story read of told in English.
		Clathan Ctudy
		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
	I	III
STATEMENT OF ENDURING		Emergent Writing

KNOWLEDGE		
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.1.	By 36 months, most children:
INDICATOR	L.6.a.1.1.	Explore a variety of writing tools.  Clothes Study p. 091 Investigation 7 Day 1 Choice Time
INDICATOR	L.6.a.1.3.	Watch when adults write.  Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
INDICATOR	L.6.a.1.4.	Imitate the act of writing during play.  Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.2.	By 48 months, most children:
INDICATOR	L.6.a.2.1.	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas.  Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 2 Day 4 Choice Time p. 063 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup
INDICATOR	L.6.a.2.2.	With modeling and support, write some letters.  Clothes Study
	-	

		p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
INDICATOR	L.6.a.2.3.	With modeling and support, write numerals one through nine.  Clothes Study p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.3.	By 60 months, most children:
INDICATOR	L.6.a.3.1.	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms.  Clothes Study p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
INDICATOR	L.6.a.3.2.	Write their first name nearly correctly (may switch the order of letters or write some letters backwards).  Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
INDICATOR	L.6.a.3.3.	Use invented spelling.  Clothes Study p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	L.6.a.3.4.	With modeling and support, write numerals one through twenty.  Clothes Study p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.1.	By 36 months, most children:
INDICATOR	L.6.b.1.1.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean).  Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time

INDICATOR	L.6.b.1.2.	p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup Create drawings and assign meaning to them.
		Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup
INDICATOR	L.6.b.1.3.	Imitate the act of writing during play.  Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.2.	By 48 months, most children:
INDICATOR	L.6.b.2.1.	Use letter-like symbols to create written materials during play or to express an idea.  Clothes Study p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
INDICATOR	L.6.b.2.2.	Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup

STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.3.	By 60 months, most children:
INDICATOR	L.6.b.3.2.	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list).  Clothes Study  p. 036 Investigation 1 Day 5 Large 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. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING KNOWLEDGE		Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.1.	By 36 months, most children:
INDICATOR	CD.1.a.1.1.	Make plans before attempting to solve some simple problems.  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.2.	By 48 months, most children:
INDICATOR	CD.1.a.2.1.	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand).  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	CD.1.a.2.2.	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	CD.1.a.2.4.	Sort objects and then count and compare the groups formed.  Clothes Study

		p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.3.	By 60 months, most children:
INDICATOR	CD.1.a.3.1.	Solve complex problems by planning and carrying out a sequence of actions.  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	CD.1.a.3.2.	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together).  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	CD.1.a.3.3.	Explain their reasoning behind a strategy or choice and why it worked or didn't work.  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.1.	By 36 months, most children:
INDICATOR	CD.2.a.1.1.	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine).  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	CD.2.a.1.3.	Successfully follow two-step directions.  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

STATEMENT OF ENDURING	CD.2.	p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences Memory and Working Memory
KNOWLEDGE GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform
		tasks.
SPECIFIC INDICATOR	CD.2.a.2.	By 48 months, most children:
INDICATOR	CD.2.a.2.2.	With support, retell or reenact familiar stories, including such details as characters, phrases, and 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. 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 Choice Time p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	CD.2.a.2.3.	Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	CD.2.a.2.5.	Successfully follow three-step directions.  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes

		p. 049 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Mighty Minutes
		p. 061 Investigation 4 Outdoor Experiences
		p. 067 Investigation 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
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.2.	Retell a familiar story in the proper sequence, including such details as characters, phrases, and 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
INDICATOR	CD.2.a.3.3.	Remember more and more minute details from a story and are able
		to answer questions accurately (e.g., "How did the peddler feel when
		the monkeys didn't give him back his caps?").
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 2 Read-Aloud
		p. 035 Investigation 1 Day 3 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. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 110 Celebrating Learning Day 2 Read-Aloud
INDICATOR	CD.2.a.3.4.	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.).
		Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	CD.2.a.3.6.	Successfully follow detailed, multi-step directions.
		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 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
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.1.	By 36 months, most children:
INDICATOR	CD.3.a.1.2.	Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).

		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 2 Small Group
		p. 021 Exploring the Topic Day 3 Small Group
		p. 023 Exploring the Topic Day 4 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 Choice Time
		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 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Choice Time
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 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
INDICATOR	CD.3.a.1.3.	Follow adult directions when given simple guidance.
		Clothas Study
		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group
		p. 0103 Gelebrating Learning Day 1 Sman Group

		p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.2.	By 48 months, most children:
INDICATOR	CD.3.a.2.2.	With adult reminders, wait to communicate information in a group.
		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	CD.3.a.2.5.	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.3.	By 60 months, most children:
INDICATOR	CD.3.a.3.1.	Without adult reminders, wait to communicate information in a group.  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group

		p. 111 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.1.	By 36 months, most children:
INDICATOR	CD.4.a.1.1.	Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath).  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	CD.4.a.1.3.	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines).  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	CD.4.a.1.4.	Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair).  Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.2.	By 48 months, most children:
INDICATOR	CD.4.a.2.4.	Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 1 Mighty Minutes

		p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.3.	By 60 months, most children:
INDICATOR	CD.4.a.3.1.	Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains).  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	CD.4.a.3.2.	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet).  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	CD.4.a.3.3.	Reconstruct a pattern using different materials or modalities.  Clothes Study p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 082 Investigation 6 Day 3 Choice Time
INDICATOR	CD.4.a.3.4.	Sort by more than one attribute (e.g., color and shape) into two or more groups.  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
DOMAIN	RI.M.	Mathematics (M)
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.1.	By 36 months, most children:
INDICATOR	M.1.a.1.1.	Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors.  Clothes Study
	I	<u>olotiles ottury</u>

		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 017 Exploring the Topic Day 2 Small Group
		p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 057 Investigation 3 Day 4 Mighty Minutes
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 3 Large Group
		p. 071 Investigation 5 Day 1 Mighty Minutes
		p. 073 Investigation 5 Day 2 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 083 Investigation 6 Day 3 Small Group
		p. 085 Investigation 6 Day 4 Small Group
		p. 087 Investigation 6 Day 5 Small Group
		p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.1.2.	Count up to five objects accurately.
		, ,
		Clothes Study
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 017 Exploring the Topic Day 2 Small Group
		p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 057 Investigation 3 Day 4 Mighty Minutes
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 3 Large Group
		p. 071 Investigation 5 Day 1 Mighty Minutes
		p. 073 Investigation 5 Day 2 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 083 Investigation 6 Day 3 Small Group
		p. 085 Investigation 6 Day 4 Small Group
		p. 087 Investigation 6 Day 5 Small Group
		p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.1.3.	Name and identify some written numerals.
INDIOATOR	William Tion	rame and raching come written numerals.
		Clothes Study
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		ID. US I III VESII VALIOII I DAV Z LAI VE-GIOUD ROUII VUU
		p. 034 Investigation 1 Day 4 Large Group
		p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group
INDICATOR	M 1 2 1 4	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes  Identify numerals as being different from letters.
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes  Identify numerals as being different from letters.  Clothes Study
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes  Identify numerals as being different from letters.  Clothes Study p. 023 Exploring the Topic Day 5 Mighty Minutes
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes  Identify numerals as being different from letters.  Clothes Study p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes  Identify numerals as being different from letters.  Clothes Study p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes  Identify numerals as being different from letters.  Clothes Study p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes  Identify numerals as being different from letters.  Clothes Study p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 034 Investigation 1 Day 4 Large Group
INDICATOR	M.1.a.1.4.	p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes  Identify numerals as being different from letters.  Clothes Study p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup

		p. 111 Celebrating Learning Day 2 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.2.	By 48 months, most children:
INDICATOR	M.1.a.2.2.	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 073 Investigation 5 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.2.3.	Use strategies to accurately count sets of up to 10 objects.  Clothes Study p. 073 Investigation 5 Day 2 Small Group
INDICATOR	M.1.a.2.4.	Understand that the last number counted represents the number of objects in a set.  Clothes Study p. 073 Investigation 5 Day 2 Small Group
INDICATOR	M.1.a.2.5.	Associate a quantity with a written numeral up to five. <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group
INDICATOR	M.1.a.2.6.	Recognize and write some numerals up to 10.  Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 071 Investigation 5 Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.3.	By 60 months, most children:
INDICATOR	M.1.a.3.2.	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern.  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 073 Investigation 5 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.3.3.	Use strategies to count large sets of objects (more than 10).

Clothes Study   p. 023 Exploring the Topic Day 5 Small Group			Clothes Study p. 073 Investigation 5 Day 2 Small Group
NDICATOR   M.1.a.3.6.   Associate a quantity with a written numeral up to 10.	INDICATOR	M.1.a.3.5.	Recognize and order each written numeral up to 10.
Clothes Study p. 023 Exploring the Topic Day 5 Small Group  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM M.2.a. Children learn to use numbers to compare quantities and solve problems.  SPECIFIC INDICATOR M.2.a.1.  By 36 months, most children:  Use visual cues to approximate which of two sets of objects has more.  Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 073 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 041 Investigation 6 Day 5 Small Group p. 041 Investigation 6 Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 5 Small Group p. 085 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 041 Investigation 6 Day 5 Small Group p. 043 Investigation 6 Day 5 Small Group p. 044 Investigation 6 Day 5 Small Group p. 045 Investigation 6 Day 5 Small Group p. 047 Investigation 6 Day 5 Small Group p. 041 Investigation 5 Day 2 Small Group p. 041 Investigation 6 Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 2 Small Group p. 041 Investigation 2 Day 2 Small Group p. 041 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group			
D. 023 Exploring the Topic Day 5 Small Group	INDICATOR	M.1.a.3.6.	Associate a quantity with a written numeral up to 10.
M.2.a. Children learn to use numbers to compare quantities and solve problems.  SPECIFIC INDICATOR  M.2.a.1.  By 36 months, most children:  Use visual cues to approximate which of two sets of objects has more.  Clothes Study  p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 4 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 5 Day 2 Small Group p. 085 Investigation 5 Day 2 Small Group p. 087 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 041 Investigation 6 Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 2 Small Group p. 041 Investigation 2 Day 5 Small Group p. 041 Investigation 2 Day 5 Small Group p. 041 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 3 Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 085 Investigation 6 Day 4 Small Group p. 086 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 088 Investigation 6 Day 5 Small Group p. 088 Investigation 6 Day 5 Small Group p.			
Problems.   By 36 months, most children:	STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
M.2.a.1.1.   Use visual cues to approximate which of two sets of objects has more.   Clothes Study	GSE STEM	M.2.a.	
More.   Clothes Study   p. 023 Exploring the Topic Day 5 Small Group   p. 041 Investigation 2 Day 1 Large-Group Roundup   p. 041 Investigation 2 Day 1 Mighty Minutes   p. 059 Investigation 3 Day 5 Mighty Minutes   p. 073 Investigation 6 Day 4 Small Group   p. 087 Investigation 6 Day 4 Small Group   p. 087 Investigation 6 Day 5 Small Group   p. 087 Investigation 2 Day 1 Mighty Minutes   p. 073 Investigation 2 Day 1 Large-Group Roundup   p. 041 Investigation 2 Day 5 Small Group   p. 087 Investigation 5 Day 2 Small Group   p. 087 Investigation 6 Day 5 Small Group   p. 041 Investigation 2 Day 1 Mighty Minutes   p. 073 Investigation 2 Day 1 Mighty Minutes   p. 073 Investigation 2 Day 1 Mighty Minutes   p. 073 Investigation 3 Day 5 Mighty Minutes   p. 073 Investigation 3 Day 5 Mighty Minutes   p. 073 Investigation 5 Day 2 Small Group   p. 041 Investigation 5 Day 2 Small Group   p. 041 Investigation 5 Day 2 Small Group   p. 087 Investigation 6 Day 4 Small Group   p. 087 Investigation 6 Day 5 Small Group	SPECIFIC INDICATOR	M.2.a.1.	By 36 months, most children:
p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 3 Day 5 Mighty Minutes p. 059 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 088 Exploring the Topic Day 5 Small Group p. 088 Exploring the Topic Day 5 Small Group p. 089 Investigation 2 Day 1 Large-Group Roundup p. 089 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 088 Investigation 6 Day 5 Small Group p. 089 Investigation 6 Day 5 Small Group p. 081 Investigation 2 Day 1 Large-Group Roundup p. 081 Investigation 2 Day 1 Large-Group Roundup p. 081 Investigation 2 Day 1 Large-Group Roundup p. 081 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 5 Day 2 Small Group p. 085 Investigation 5 Day 2 Small Group p. 085 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 088 Investigation 6 Day 5 Small Group p. 089 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 088 Investigation 6 Day 5 Small Group p. 089 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 088 Investigation 6 Day 5 Small Group p. 088 Investigation 6 Day 5 Small Group p. 089 Investigation 6 Day 6 Small Group	INDICATOR	M.2.a.1.1.	• • • • • • • • • • • • • • • • • • • •
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p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group M.2.a.1.3.  Add and subtract with sets of objects smaller than three.  Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group M.2.  Number Relationships and Operations  KNOWLEDGE  GSE STEM  M.2.a.  Children learn to use numbers to compare quantities and solve			
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p. 087 Investigation 6 Day 5 Small Group  M.2.a.1.3.  Add and subtract with sets of objects smaller than three.  Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group STATEMENT OF ENDURING KNOWLEDGE  M.2.  Children learn to use numbers to compare quantities and solve			
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p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group  STATEMENT OF ENDURING KNOWLEDGE  M.2.  Children learn to use numbers to compare quantities and solve			
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p. 087 Investigation 6 Day 5 Small Group  STATEMENT OF ENDURING M.2.  KNOWLEDGE  M.2.a.  Children learn to use numbers to compare quantities and solve			
STATEMENT OF ENDURING M.2.  Number Relationships and Operations  KNOWLEDGE  M.2.a.  Children learn to use numbers to compare quantities and solve			
	STATEMENT OF ENDURING KNOWLEDGE	M.2.	
problems.	GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR M.2.a.2. By 48 months, most children:	SPECIFIC INDICATOR	M.2.a.2.	By 48 months, most children:
M.2.a.2.2. Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.	INDICATOR	M.2.a.2.2.	
Clothes Study			Clothes Study
p. 023 Exploring the Topic Day 5 Small Group			p. 023 Exploring the Topic Day 5 Small Group
p. 041 Investigation 2 Day 1 Large-Group Roundup			
p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes			
p. 039 investigation 3 day 3 mighty minutes p. 073 Investigation 5 Day 2 Small Group			

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		p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.3.	By 60 months, most children:
INDICATOR	M.2.a.3.1.	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other.  Clothes Study
		p. 073 Investigation 5 Day 2 Small Group
INDICATOR	M.2.a.3.3.	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten.
		Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.1.	By 36 months, most children:
INDICATOR	M.3.a.1.1.	Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.3.a.1.2.	Notice when two things share similar attributes.  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.3.a.1.3.	Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support.  Clothes Study p. 063 Investigation 4 Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.2.	By 48 months, most children:
INDICATOR	M.3.a.2.1.	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  Clothes Study
		p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group

		p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.3.a.2.2.	Classify everyday objects that go together (e.g., mittens, hats, coats).
		Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.3.a.2.3.	Demonstrate recognition of a simple, repeating pattern.
		Clothes Study p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.3.a.2.4.	Replicate, complete, and extend repeating patterns.
		Clothes Study p. 063 Investigation 4 Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.3.	By 60 months, most children:
INDICATOR	M.3.a.3.2.	Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones").  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	М.3.а.3.3.	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives).  Clothes Study p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 074 Investigation 5 Day 3 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Choice Time
INDICATOR	M.3.a.3.4.	Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat).  Clothes Study p. 063 Investigation 4 Day 1 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.1.	By 36 months, most children:
INDICATOR	M.4.a.1.3.	Use language to compare the sizes of objects (e.g., "big" and

		"little"; and "mommy," "daddy," and "baby").
		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
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.2.	By 48 months, most children:
INDICATOR	M.4.a.2.2.	Make small series of objects (e.g., putting three or four objects in
		order by 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
INDICATOR	M.4.a.2.3.	Recognize differences in measureable attributes by direct-
		comparison measuring (e.g., when trying to pour the same amount
		of juice into three cups, looking to see if one cup has more than the
		others).
		Obeth on Otto by
		Clothes Study
		p. 027 Investigation 1 Outdoor Experiences
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.4.a.2.4.	Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is).
		Clothes Study
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
INDICATOR	M.4.a.2.5.	Use comparative language (e.g., "shortest," "heavier," "biggest").
		Clothes Study
		p. 027 Investigation 1 Outdoor Experiences
		p. 030 Investigation 1 Day 2 Large Group
		p. 030 Investigation 1 Day 2 Carge Group p. 031 Investigation 1 Day 2 Choice Time
		p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 032 Investigation 1 Day 2 Large-Group
		p. 033 Investigation 1 Day 3 Small Group
		p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time
		p. 063 Investigation 4 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
STATEMENT OF ENDURING	М.4.	Measurement, Comparison, and Ordering

KNOWLEDGE		
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.3.	By 60 months, most children:
INDICATOR	M.4.a.3.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest).  Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.4.a.3.3.	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.").  Clothes Study p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.1.	By 36 months, most children:
INDICATOR	M.5.a.1.1.	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation.  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	M.5.a.1.3.	Recognize and name some familiar shapes.  Clothes Study p. 035 Investigation 1 Day 4 Mighty Minutes p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 091 Investigation 7 Day 1 Small Group
INDICATOR	M.5.a.1.4.	Understand and use basic language related to locations (e.g., "above," "below," "under," "over").  Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.2.	By 48 months, most children:

INDICATOR	M.5.a.2.4.	Name familiar two- dimensional shapes (circle, triangle, square,
		rectangle), regardless of their size or orientation.
		Clothes Study
		p. 035 Investigation 1 Day 4 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group
		p. 091 Investigation 7 Day 1 Small Group
INDICATOR	M.5.a.2.5.	Use basic language to describe their location (e.g., "I am under the bed.).
		Clothes Study
		p. 023 Exploring the Topic Day 5 Small Group
		p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.3.	By 60 months, most children:
INDICATOR	M.5.a.3.4.	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus).
		Clothes Study
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 065 Investigation 4 Day 2 Small Group p. 091 Investigation 7 Day 1 Small Group
INDICATOR	M.5.a.3.5.	Correctly name some three- dimensional shapes (e.g., cube, cone,
		cylinder).
		Clothes Study p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 045 Investigation 2 Day 3 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group
		p. 091 Investigation 7 Day 1 Small Group
INDICATOR	M.5.a.3.6.	Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind".
		Clothes Study
		p. 023 Exploring the Topic Day 5 Small Group
		p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group
		p. 064 Investigation 4 Day 2 Carge Group p. 065 Investigation 4 Day 2 Choice Time
DOMAIN	RI.S.	Science (S)
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.1.	By 36 months, most children:
INDICATOR	S.1.a.1.4.	Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair).
		Clothes Study
		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
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.2.	By 48 months, most children:
INDICATOR	S.1.a.2.1.	Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different).  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group
		p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time
INDICATOR	S.1.a.2.2.	Make simple predictions and plans to carry out investigations.  Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Day 1 Choice Time p. 062 Investigation 4 Day 3 Small Group p. 063 Investigation 4 Day 3 Small Group p. 064 Investigation 4 Day 3 Small Group p. 065 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Small Group p. 067 Investigation 7 Day 3 Small Group p. 086 Celebrating Learning Day 1 Choice Time
INDICATOR	S.1.a.2.4.	Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier).  Clothes Study 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
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.2.	By 48 months, most children:
INDICATOR	S.2.a.2.2.	Describe how living things change over time.  Clothes Study p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
INDICATOR	S.2.a.2.4.	Investigate the properties of natural elements and provide simple descriptions.  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 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 045 Investigation 2 Day 3 Mighty Minutes p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.3.	By 60 months, most children:
INDICATOR	S.2.a.3.3.	Ask and answer questions about changes in the appearance, behavior, and habitats of living things.  Clothes Study p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
INDICATOR	S.2.a.3.4.	Use increasingly complex vocabulary to describe natural elements.  Clothes Study p. 047 Investigation 2 Day 4 Mighty Minutes
INDICATOR	S.2.a.3.6.	Describe changes that occur in the natural environment over time.  Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
INDICATOR	S.2.a.3.7.	Make observations about physical properties of objects, the motion of toys and objects, and changes in matter.  Clothes Study

		p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
INDICATOR	SS.1.a.1.1.	Follow rules and understand that there may be different rules for different contexts.  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.  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 Small Group p. 016 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Large-Group Roundup p. 021 Exploring the Topic Day 5 Choice Time p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 4 Lar

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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
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p. 071 Investigation 5 Day 1 Large-Group Roundup

		Clothes Study
INDICATOR	ວວ.1.ḋ.∠.໒.	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.").
SPECIFIC INDICATOR INDICATOR	SS.1.a.2. SS.1.a.2.3.	By 48 months, most children:
		community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and
STATEMENT OF ENDURING	SS.1.	Self, Family, and Community
KNOWLEDGE		Children gain awareness of how they relate to their family and
		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. 020 Exploring the Topic Day 4 Large Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 045 Investigation 2 Day 3 Small Group
		p. 050 Investigation 3 Day 1 Choice Time
		p. 051 Investigation 3 Day 1 Small Group
		p. 051 Investigation 3 Day 1 Large-Group Roundup
		p. 055 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day Large-Group Roundup
		p. 063 Investigation 4 Day 1 Choice Time
		p. 067 Investigation 4 Day 3 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 087 Investigation 6 Day 5Large-Group Roundup
		p. 091 Investigation 7 Day 1 Small Group
INDICATOR	SS.1.a.2.4.	Demonstrate an awareness of group rules and the outcomes of
		choices.
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Large-Group Roundup
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Choice Time
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Large-Group Roundup
		p. 021 Exploring the Topic Day 4 Small Group
		p. 021 Exploring the topic Day 4 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Large-Group Roundup
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 031 Investigation 1 Day 2 Mighty Minutes
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Choice Time
		p. 033 Investigation 1 Day 3 Large-Group Roundup
		p. 033 Investigation 1 Day 3 Small Group
		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

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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
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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 Choice Time p. 079 Investigation 6 Day 1 Small Group 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 p. 081 Investigation 6 Day 2 Large-Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Choice Time p. 083 Investigation 6 Day 3 Large-Group 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 Large Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Large-Group Roundup	
p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Choice Time p. 075 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 Large-Group p. 079 Investigation 6 Day 1 Small Group 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 Choice Time p. 082 Investigation 6 Day 3 Large-Group p. 083 Investigation 6 Day 3 Large-Group p. 083 Investigation 6 Day 3 Large-Group p. 083 Investigation 6 Day 3 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Large-Group p. 085 Investigation 6 Day 4 Choice Time p. 085 Investigation 6 Day 4 Choice Time	
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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 Large Group	
p. 067 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Small Group	
p. 087 Investigation 6 Day 5 Sman Group p. 087 Investigation 6 Day 5Large-Group Roundup	
p. 090 Investigation 7 Day 1 Large Group	
p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time	
p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup	
p. 091 Investigation 7 Day 1 Earge-Group Roundup	
p. 091 Investigation 7 Day 1 Read-Aloud	
p. 092 Investigation 7 Day 2 Choice Time	
p. 092 Investigation 7 Day 2 Choice Time	
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 Choice Time p. 108 Celebrating Learning Day 1 Large Group	
p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup	
p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time	
p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group	
p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group	
p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup	
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INDICATOR SS.1.a.2.5. Demonstrate an understanding of the rights and responsibilities	s in a
group (e.g., following simple classroom rules, participating in	
classroom clean-up).	
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	

STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.3.	By 60 months, most children:
INDICATOR	SS.1.a.3.3.	Demonstrate an understanding that "fairness" involves taking turns and sharing roles.  Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group p. 111 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE		Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.1.	By 36 months, most children:
INDICATOR	SS.2.a.1.1.	Demonstrate an awareness of a daily routine.  Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	SS.2.a.1.2.	Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo").  Clothes Study p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.3.	By 60 months, most children:
INDICATOR	SS.2.a.3.5.	Create drawings of home and school.  Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 5 Choice Time

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		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
DOMAIN	RI.CA.	Creative Arts (CA)
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.1.	By 36 months, most children:
INDICATOR	CA.1.a.1.1.	Demonstrate preferences for favorite colors.
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 021 Exploring the Topic Day 2 Earge Group
		p. 055 Investigation 3 Day 3 Small Group
INDICATOR	CA.1.a.1.3.	Create representations of real objects in art work.
INDICATOR	CA.1.a.1.3.	Create representations of real objects in art work.
		Clothes Study
		p. 020 Exploring the Topic Day 4 Large Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 045 Investigation 2 Day 3 Small Group
		p. 050 Investigation 3 Day 1 Choice Time
		p. 051 Investigation 3 Day 1 Small Group
		p. 051 Investigation 3 Day 1 Large-Group Roundup
		p. 055 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day Large-Group Roundup
		p. 063 Investigation 4 Day 1 Choice Time
		p. 067 Investigation 4 Day 3 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 087 Investigation 6 Day 4 Large-Group Roundup
		p. 091 Investigation 7 Day 1 Small Group
INDICATOR	CA.1.a.1.4.	Create new songs and dances or add their own words to songs with support from adults.
		Support Hotel
		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. 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 Large Group
		p. 042 Investigation 2 Day 2 Large Group
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		p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Large Group p. 076 Investigation 5 Day 3 Large Group p. 077 Investigation 6 Day 3 Large Group p. 080 Investigation 6 Day 1 Large Group p. 081 Investigation 6 Day 1 Large Group p. 082 Investigation 6 Day 2 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Large Group p. 088 Investigation 6 Day 5 Large Group p. 081 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large Group p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 2 Large Group p. 096 Investigation 7 Day 2 Large Group p. 097 Investigation 7 Day 2 Large Group p. 098 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	CA.1.a.1.5.	Dance to music in a group with support from adults.  Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
INDICATOR	CA.1.a.1.7.	Imitate simple songs and finger-play movements.  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. 021 Investigation 1 Day 1 Large Group p. 032 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 2 Mighty Minutes p. 034 Investigation 1 Day 3 Large Group p. 036 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 3 Large Group p. 042 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Large Group p. 052 Investigation 3 Day 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. 056 Investigation 3 Day 3 Large Group

		p. 055 Investigation 3 Day 3 Mighty Minutes
		p. 056 Investigation 3 Day 4 Large Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 3 Large Group
		p. 070 Investigation 5 Day 1 Large Group
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Mighty Minutes
		p. 073 Investigation 5 Day 2 Small Group
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 080 Investigation 6 Day 2 Large Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 087 Investigation 6 Day 5 Mighty Minutes
		p. 090 Investigation 7 Day 1 Large Group
		p. 091 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes
		p. 092 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group
		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. 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. 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. 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. 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. 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. 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. 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. 034 Investigation 1 Day 4 Large Group
		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. 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. 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. 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. 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
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		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
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		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 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 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. 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. 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 Day 5 Small Group p. 039 Investigation 2 Day 1 Large Group p. 040 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. 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 1 Small Group p. 054 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large-Group Roundup
		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 Day 5 Small Group p. 039 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Small Group p. 049 Investigation 3 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 p. 055 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group
		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 Day 5 Small Group p. 039 Investigation 2 Day 1 Large Group p. 040 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. 049 Investigation 3 Day 4 Small Group p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group
		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 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 039 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 Large 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 Small Group p. 059 Investigation 3 Day 5 Small Group
		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. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Small 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 Small 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. 051 Investigation 3 Day 2 Small Group p. 051 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large-Group p. 055 Investigation 3 Day 3 Large-Group p. 055 Investigation 3 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 4 Outdoor Experiences
		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. 036 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 Small 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. 051 Investigation 3 Day 2 Small Group p. 051 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. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 4 Outdoor Experiences p. 061 Investigation 4 Day 1 Large Group
		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 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 2 Day 5 Small Group p. 039 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 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 2 Small Group p. 055 Investigation 3 Day 3 Choice Time 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. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 051 Investigation 3 Day 5 Small Group p. 052 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Large Group p. 064 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 1 Large Group p. 069 Investigation 4 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. 036 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 Small 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. 051 Investigation 3 Day 2 Small Group p. 051 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. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 4 Outdoor Experiences p. 061 Investigation 4 Day 1 Large Group

	p. 065 Investigation 4 Day 2 Choice Time
	p. 066 Investigation 4 Day 3 Choice Time
	p. 069 Investigation 5 Outdoor Experience
	p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group
	p. 073 Investigation 5 Day 2 Earge Group
	p. 075 Investigation 5 Day 2 Small Group
	p. 077 Investigation 6 Outdoor Experience
	p. 078 Investigation 6 Day 1 Large Group
	p. 079 Investigation 6 Day 1 Choice Time
	p. 079 Investigation 6 Day 1 Large-Group Roundup
	p. 080 Investigation 6 Day 2 Choice Time
	p. 080 Investigation 6 Day 2 Large Group
	p. 081 Investigation 6 Day 2 Read-Aloud
	p. 081 Investigation 6 Day 2 Small Group
	p. 083 Investigation 6 Day 3 Small Group
	p. 084 Investigation 6 Day 4 Large Group
	p. 085 Investigation 6 Day 4 Read-Aloud
	p. 086 Investigation 6 Day 5 Large Group
	p. 089 Investigation 7 Outdoor Experiences
	p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time
	p. 093 Investigation 7 Day 2 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
CA.1.	Experimentation and Participation in the Creative Arts
	Children gain an appreciation for and participate in the creative arts.
CA.1.a.2.	By 48 months, most children:  Express preferences for some different types of art, music, and
	drama.  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. 027 Investigation 1 Outdoor Experiences
	CA.1.  CA.1.a.  CA.1.a.2.  CA.1.a.2.1.

	p. 059 Investigation 3 Day 5 Small Group
	p. 061 Investigation 4 Outdoor Experiences
	p. 062 Investigation 4 Day 1 Large Group
	p. 063 Investigation 4 Day 1 Choice Time
	p. 063 Investigation 4 Day 1 Small Group
	p. 065 Investigation 4 Day 2 Choice Time
	p. 066 Investigation 4 Day 3 Choice Time
	p. 069 Investigation 5 Outdoor Experience
	p. 071 Investigation 5 Day 1 Small Group
	p. 072 Investigation 5 Day 2 Large Group
	p. 073 Investigation 5 Day 2 Small Group
	p. 075 Investigation 5 Day 3 Small Group
	p. 077 Investigation 6 Outdoor Experience
	p. 078 Investigation 6 Day 1 Large Group
	p. 079 Investigation 6 Day 1 Choice Time
	p. 079 Investigation 6 Day 1 Large-Group Roundup
	p. 080 Investigation 6 Day 2 Choice Time
	p. 080 Investigation 6 Day 2 Large Group
	p. 081 Investigation 6 Day 2 Read-Aloud
	p. 081 Investigation 6 Day 2 Read-Aloud
	p. 083 Investigation 6 Day 3 Small Group
	p. 084 Investigation 6 Day 4 Large Group
	p. 085 Investigation 6 Day 4 Read-Aloud
	p. 086 Investigation 6 Day 5 Large Group
	p. 089 Investigation 7 Outdoor Experiences
	p. 091 Investigation 7 Day 1 Choice Time
	p. 092 Investigation 7 Day 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
CA.1.a.2.2.	Enjoy and engage with displays of visual art and experiences with
	music and drama, inside or outside the classroom.  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. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 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. 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 Small 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 Large Group p. 055 Investigation 3 Day 3 Large Group
	p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 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 Day 4 Small Group p. 049 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 2 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 3 Large Group
	p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 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 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Choice Time

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 2 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. 076 Investigation 6 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Oay 1 Large Group p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud	
p. 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 Large Group p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small 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 Oay 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 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group	
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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. 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	
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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. 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. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group	
p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group	
p. 081 Investigation 6 Day 2 Small Group	
p. 083 Investigation 6 Day 3 Small Group	
p. 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	
INDICATOR CA.1.a.2.3. Notice and communicate about art, music, and drama.	
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. 027 Investigation 1 Outdoor Experiences	
p. 028 Investigation 1 Day 1 Large Group	
p. 030 Investigation 1 Day 2 Large Group	
p. 031 Investigation 1 Day 2 Read-Aloud	
p. 031 Investigation 1 Day 2 Small Group	
p. 032 Investigation 1 Day 3 Large Group	
p. 034 Investigation 1 Day 4 Large Group	
p. 035 Investigation 1 Day 4 Small Group	
p. 037 Investigation 1 Day 5 Small Group	
p. 039 Investigation 2 Outdoor Experiences	
p. 040 Investigation 2 Day 1 Large Group	
p. 045 Investigation 2 Day 3 Small Group	
p. 046 Investigation 2 Day 4 Large Group	
p. 047 Investigation 2 Day 4 Small Group	
p. 049 Investigation 3 Outdoor Experiences	
p. 050 Investigation 3 Day 1 Large Group	
p. 051 Investigation 3 Day 1 Small Group	
p. 053 Investigation 3 Day 2 Small Group	
p. 054 Investigation 3 Day 3 Choice Time	
p. 054 Investigation 3 Day 3 Large Group	
p. 055 Investigation 3 Day 3 Large-Group Roundup	
p. 057 Investigation 3 Day 4 Small Group	
p. 058 Investigation 3 Day 5 Large Group	
p. 059 Investigation 3 Day 5 Small Group	

		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.5.	Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.").
		Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 029 Investigation 1 Day 1 Small Group
		p. 079 Investigation 6 Day 1 Choice Time
INDICATOR	CA.1.a.2.6.	
INDICATOR	CA.1.a.2.6.	Act out the plots and characters found in familiar stories.
		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
INDICATOR	CA.1.a.2.8.	Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice.
		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
The second secon	11	up us/ invoctigation a riay 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. 050 Investigation 3 Day 1 Small Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 054 Investigation 3 Day 3 Choice Time
		p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Large-Group Roundup
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 2 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
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.3.	By 60 months, most children:
	CA.1.a.3.	
INDICATOR	CA.1.a.3.1.	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.
		Clothes Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Mighty Minutes

		p. 032 Investigation 1 Day 3 Large Group p. 036 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 058 Investigation 3 Day 5 Large Group p. 058 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 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Large Group p. 076 Investigation 6 Day 3 Large Group p. 077 Investigation 6 Day 3 Large Group p. 078 Investigation 6 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 086 Investigation 6 Day 2 Large Group p. 087 Investigation 6 Day 3 Large Group p. 088 Investigation 6 Day 4 Large Group p. 089 Investigation 6 Day 5 Large Group p. 081 Investigation 6 Day 5 Large Group p. 082 Investigation 7 Day 1 Large Group p. 084 Investigation 7 Day 1 Large Group p. 085 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 2 Large Group p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 2 Large Group p. 096 Investigation 7 Day 2 Large Group p. 097 Investigation 7 Day 2 Large Group p. 098 Investigation 7 Day 2 Large Group p. 099 Investigation 7 Day 2 Lar
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Clothes Study  p. 020 Exploring the Topic Day 4 Large Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 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 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. 079 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 5 Large-Group Roundup

		p. 091 Investigation 7 Day 1 Small Group
INDICATOR	CA.1.a.3.3.	Write and act out stories based upon familiar topics or characters.
INDICATOR	CA.1.a.3.3.	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 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Choice Time p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Choice Time p. 075 Investigation 6 Day 1 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time
INDICATOR	CA.1.a.3.4.	Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities  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 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 026 Investigation 1 Outdoor Experiences p. 027 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. 034 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 4 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 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 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 041 Investigation 3 Day 2 Small Group p. 053 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group

		p. 054 Investigation 3 Day 3 Choice Time
		p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Large-Group Roundup
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.3.5.	Plan art and show increasing care and persistence in completing it.
		Clothes Study
		p. 020 Exploring the Topic Day 4 Large Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time
		p. 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 5 Gholde 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 5Large-Group Roundup
		p. 091 Investigation 7 Day 1 Small Group
INDICATOR	CA.1.a.3.6.	Choose own art for display in the classroom or for inclusion in a
		portfolio or book and explain their choices and preferences in some
		detail.
		Clothes Study

	1	
		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. 072 Investigation 5 Day 2 Earge Group
		p. 075 Investigation 5 Day 2 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
INDICATOR	CA.1.a.3.7.	p. 111 Celebrating Learning Day 2 Small Group  Communicate about elements appearing in art, music, and drama.
	3	Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. c.c — promis and replaced remove 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. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 069 Investigation 5 Outdoor Experience p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 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

Reduce, Reuse, Recycle Study
State: Rhode Island Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN	RI.PH.	Physical Health and Motor Development (PH)
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.1.	By 36 months, most children:
INDICATOR	PH.1.a.1.4.	Actively participate in games and dances.  Reduce, Reuse, Recycle Study
		p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.2.	By 48 months, most children:
INDICATOR	PH.1.a.2.1.	Carry bags or objects over short distances.  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
INDICATOR	PH.1.a.2.2.	Practice kicking, throwing, and running.  Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience
		p. 83 Celebrating Learning Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.1.	By 36 months, most children:
INDICATOR	PH.2.a.1.1.	Play "catch" using a large rubber ball.  Reduce, Reuse, Recycle Study  p. 65 Investigation 5 Outdoor Experience  p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.2.a.1.2.	Throw underhand with some direction.  Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.2.a.1.3.	Climb on outdoor play equipment.  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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development

GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.2.	By 48 months, most children:
INDICATOR	PH.2.a.2.2.	Aim and throw a ball overhand toward a target.
		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.2.a.2.3.	Bounce a ball.
		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.2.a.2.4.	Hit a stationary ball with a plastic or foam bat.
		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.3.	By 60 months, most children:
INDICATOR	PH.2.a.3.1.	Catch a small ball with two hands.
		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.2.a.3.2.	Bounce a ball and catch it.
		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.2.a.3.3.	Aim and throw a ball with some accuracy.
		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.1.	By 36 months, most children:
INDICATOR	PH.2.b.1.5.	Move in, under, and over objects in the environment with ease.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.2.	By 48 months, most children:
INDICATOR	PH.2.b.2.1.	Run up to a ball and kick it while maintaining balance.
		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
INDICATOR	PH.2.b.2.2.	Walk or run around obstacles and corners.

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		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
INDICATOR	PH.2.b.2.4.	Understand the position or orientation of their body to other objects and people.
		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
STATEMENT OF ENDURING KNOWLEDGE		Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.1.	By 36 months, most children:
INDICATOR	PH.3.a.1.5.	Use scissors.
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
OTATEMENT OF ENDURING	DULO	
STATEMENT OF ENDURING KNOWLEDGE	РН.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.2.	By 48 months, most children:
INDICATOR	PH.3.a.2.3.	Use scissors with purpose.
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p.15 Exploring the Topic Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.3.	By 60 months, most children:
INDICATOR	PH.3.a.3.3.	Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser).
		Poduca Pausa Pacycla Study
		Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	PH.3.a.3.4.	Hold paper and begin to cut with scissors along a straight line.
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p.15 Exploring the Topic Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.1.	By 36 months, most children:
INDICATOR	PH.3.b.1.2.	Attempt to copy a drawn circle.
		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
INDICATOR	PH.3.b.1.3.	Attempt to imitate a drawn cross.
		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
INDICATOR	PH.3.b.1.4.	Attempt to imitate a horizontal and vertical stroke.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.2.	By 48 months, most children:
INDICATOR	PH.3.b.2.2.	Imitate a horizontal and vertical stroke.
		Baduas Bausa Basuala Ctudu
		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
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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
		p. 61 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup
INDICATOR	PH.3.b.2.3.	lmitate a drawn cross.
		Reduce, Reuse, Recycle Study
		p. 30 Investigation 1 Day 2 Large Group

		p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup
INDICATOR	PH.3.b.2.4.	Imitate a drawn circle.
		Reduce, Reuse, Recycle Study p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup
INDICATOR	PH.3.b.2.5.	Write letter or numeral-like forms.
STATEMENT OF ENDURING	PH.3.	Reduce, Reuse, Recycle Study p. 33 Investigation 1 Day 3 Small Group Fine Motor Development
KNOWLEDGE		
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR INDICATOR	PH.3.b.3. PH.3.b.3.1.	By 60 months, most children:  Draw recognizable shapes.
		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
INDICATOR	PH.3.b.3.2.	Write some letters and numerals.  Reduce, Reuse, Recycle Study p. 33 Investigation 1 Day 3 Small Group
DOMAIN	RI.SE.	Social and Emotional Development (SE)
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.

SPECIFIC INDICATOR	SE.1.b.2.	By 48 months, most children:
		-
INDICATOR	SE.1.b.2.1.	Share and take turns using materials.
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p.15 Exploring the Topic Day 1 Small Group
STATEMENT OF ENDURING	SE 2	Sense of Self
KNOWLEDGE	OL.Z.	oense of oen
GSE STEM	SE.2.b.	Children develop the confidence to complete an action successfully
332 312	02:2:0:	or independently.
SPECIFIC INDICATOR	SE.2.b.2.	By 48 months, most children:
INDICATOR	SE.2.b.2.1.	Choose materials and activities.
INDICATOR	3L.2.0.2.1.	Choose materials and activities.
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p.15 Exploring the Topic Day 1 Small Group
STATEMENT OF ENDURING	SE.3.	Self-regulation
KNOWLEDGE		
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own
		emotions.
SPECIFIC INDICATOR	SE.3.a.1.	By 36 months, most children:
INDICATOR	SE.3.a.1.2.	Comfort themselves by seeking out a special toy, object, or
		caregiver.
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	SE.3.a.1.3.	Use words to express their emotions.
INDIGATOR	OL.3.4.1.3.	ose words to express their emotions.
		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
STATEMENT OF ENDURING	SE 3	Self-regulation
KNOWLEDGE		
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.2.	By 48 months, most children:
INDICATOR	SE.3.a.2.2.	Can express emotions using words, signs, or other communication
		methods.

		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. 43 Investigation 2 Day 3 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.3.	By 60 months, most children:
INDICATOR  STATEMENT OF ENDURING	SE.3.a.3.3.	Can name emotions using words, signs, or other communication methods.  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
KNOWLEDGE	SE.3.	Sen-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.1.	By 36 months, most children:
INDICATOR	SE.3.b.1.1.	Follow simple rules most of the time.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.2.	By 48 months, most children:
INDICATOR	SE.3.b.2.1.	Usually follow classroom rules and expectations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	SE.3.b.2.4.	Use materials with purpose, safety, and respect.  Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation

GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.3.	By 60 months, most children:
INDICATOR	SE.3.b.3.2.	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home).
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	SE.3.b.3.3.	Participate in group activities for increasing amounts of time.
		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 2 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Small Group p. 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 Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 1 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 3 Ramall 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. 36 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 1 Large-Group Roundup p. 39 Investiga

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p. 48 Investigation 3 Day 2 Choice Time
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p. 51 Investigation 3 Day 3 Large-Group Roundup
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p. 69 Investigation 5 Day 2 Choice Time
p. 69 Investigation 5 Day 2 Large-Group Roundup
p. 69 Investigation 5 Day 2 Small Group
p. 70 Investigation 5 Day 3 Large Group
p. 71 Investigation 5 Day 3 Choice Time
p. 71 Investigation 5 Day 3 Large-Group Roundup
p. 71 Investigation 5 Day 3 Read-Aloud
p. 71 Investigation 5 Day 3 Small Group
p. 83 Celebrating Learning Outdoor Experiences
p. 84 Celebrating Learning Day 1 Choice Time
p. 84 Celebrating Learning Day 1 Large Group
p. 85 Celebrating Learning Day 1 Large-Group Roundup
p. 85 Celebrating Learning Day 1 Small Group
p. 86 Celebrating Learning Day 2 Large Group
p. 87 Celebrating Learning Day 2 Read-Aloud
p. 87 Celebrating Learning Day 2 Choice Time
p. 87 Celebrating Learning Day 2 Large Group Roundup
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		p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
DOMAIN	RI.LD.	Language Development (LD)
STATEMENT OF ENDURING KNOWLEDGE		Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.1.	By 36 months, most children:
INDICATOR	LD.1.a.1.1.	Demonstrate an understanding of descriptive words.  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Large-Group Roundup p. 18 Exploring the Topic Day 3 Large-Group Roundup p. 18 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large-Group 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 Small Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 30 Investigation 1 Day 1 Large-Group Roundup p. 31 Investigation 1 Day 3 Large-Group p. 32 Investigation 1 Day 3 Large-Group p. 33 Investigation 1 Day 3 Large-Group p. 34 Investigation 1 Day 3 Large-Group p. 36 Investigation 2 Day 1 Large-Group p. 37 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 2 Small Group p. 43 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. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large-Group Roundup p. 48 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 2 Large-Group Roundup p. 50 Investigation 3 Day 2 Large-Group Roundup p. 51 Investigation 3 Day 2 Large-Group Roundup p. 51 Investigation 3 Day 2 Large-Group Roundup p. 51 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 4 Day 1 Large-Group Roundup p. 57 Investigation 4 Day 1 Large-Group Roundup p. 57 Investigation 4 Day 1 Large-Group Roundup p. 57 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 4 Day 4 Large-Group Roundup p. 62 Investigation 5 Day 2 Large-Group Roundup p. 63 Investigation 5 Day 2 Large-Group Roundup p. 64 Investigati

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		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Small Group
	<u> </u>	p.15 Exploring the Topic Day 1 Small Group
INDICATOR	LD.1.a.1.2.	Respond appropriately to others' comments, questions, or stories.
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Mighty Minutes
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Mighty Minutes
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 1 Large Group
		p. 48 Investigation 3 Day 2 Large Group
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group
		p. 56 Investigation 4 Day 1 Small Gloup
		p. 56 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Large Group Roundup
		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 2 Choice Time
		p. 71 Investigation 5 Day 3 Small Group
		p. 84 Celebrating Learning Day 1 Large Group
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
	<u> </u>	p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	LD.1.a.1.3.	Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.").
		owjecto (org., 1 ma year shoes and bring them to me. ).
		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

		FA love of the Company Company Company Company
		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
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.2.	By 48 months, most children:
INDICATOR	LD.1.a.2.1.	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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 Small Group p. 63 Investigation 4 Day 5 Read-Aloud
INDICATOR	LD.1.a.2.2.	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  Demonstrate an understanding of conversations by responding to
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 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 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 44 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Small Group p. 51 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group

		p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	LD.1.a.2.4.	Distinguish between real and made-up words.
		Reduce, Reuse, Recycle Study p. 48 Investigation 3 Day 2 Large Group
INDICATOR	LD.1.a.2.6.	Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?").  Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.3.	By 60 months, most children:
INDICATOR		Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 3 Read-Aloud p. 32 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 3 Small Group p. 44 Investigation 2 Day 4 Mighty Minutes

		p. 46 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 1 Large Group
		p. 48 Investigation 3 Day 2 Large Group
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Small Group
		p. 56 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Large-Group Roundup
		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 2 Choice Time
		p. 71 Investigation 5 Day 3 Small Group
		p. 84 Celebrating Learning Day 1 Large Group
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
		p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	LD.1.a.3.2.	Respond appropriately to a specific and varied vocabulary.
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiences
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 35 Investigation 2 Outdoor Experience
		p. 39 Investigation 2 Day 2 Small Group
		p. 45 Investigation 3 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Small Group
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 65 Investigation 5 Outdoor Experience
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 83 Celebrating Learning Outdoor Experiences
		p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	LD.1.a.3.3.	Follow detailed, multi-step directions (e.g., "Put away your toys,
		wash your hands, and come to the table.").
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiences
		p. 14 Exploring the Topic Day 1 Large Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 35 Investigation 2 Outdoor Experience
		p. 39 Investigation 2 Day 2 Small Group
		p. 45 Investigation 3 Outdoor Experiences
		p. 47 Investigation 3 Day 1 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 65 Investigation 5 Outdoor Experience
		p. 83 Celebrating Learning Outdoor Experiences
		p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.1.	By 36 months, most children:
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INDICATOR	LD.2.a.1.3.	Expand their vocabulary by asking others to name unfamiliar objects.  Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 55 Investigation 4 Day 1 Small Group
		p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	LD.2.a.1.4.	Use two- and some three-syllable words.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Day 3 Mighty Minutes p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	LD.2.a.1.5.	Combine words into simple three- to four-word sentences.  Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
INDICATOR	LD.2.a.1.9.	Ask "who," "what," "why," and "where" questions.  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE		Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.2.	By 48 months, most children:
INDICATOR	LD.2.a.2.2.	Pronounce new, long, or unusual words if they have modeling and support.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs.

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 1 Read-Aloud p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 49 Investigation 3 Day 2 Mighty Minutes p. 49 Investigation 3 Day 2 Large-Group Roundup p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Large-Group Roundup p. 51 Investigation 3 Day 3 Read-Aloud p. 51 Investigation 3 Day 3 Small Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large-Group Roundup p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Read-Aloud p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Small Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 63 Investigation 4 Day 5 Read-Aloud p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Large-Group Roundup p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud

		p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	LD.2.a.2.5.	Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany 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. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
INDICATOR	LD.2.a.2.6.	Experiment with using new words in conversation.  Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group
INDICATOR	LD.2.a.2.7.	Use longer, more increasingly complex sentences, including complete four- to six-word sentences.
		Reduce, Reuse, Recycle Study 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 p. 49 Investigation 3 Day 2 Small Group
INDICATOR	LD.2.a.2.9.	Continue to ask "who," "what," "why," and "where" questions.  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.3.	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words.  Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experience

		p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 2 Day 4 Read-Aloud p. 45 Investigation 3 Outdoor Experiences p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	LD.2.a.3.4.	Use increasingly complex, longer sentences, including sentences that combine two or three phrases.  Reduce, Reuse, Recycle Study 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 p. 49 Investigation 3 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.1.	By 36 months, most children:
INDICATOR	LD.3.a.1.1.	Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 44 Investigation 2 Day 4 Small Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 3 Large Group p. 49 Investigation 3 Day 3 Large Group p. 49 Investigation 3 Day 3 Large Group p. 50 Investigation 3 Day 3 Small Group p. 51 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 55 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. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Large 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 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 37 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Small Group p. 51 Investigation 3 Day 3 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes 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 Read-Aloud p. 67 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 72 Investigation 5 Day 3 Read-Aloud p. 73 Investigation 5 Day 3 Read-Aloud p. 74 Investigation 5 Day 3 Read-Aloud p. 75 Investigation 5 Day 3 Read-Aloud p. 76 Investigation 5 Day 1 Small Group p. 77 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 78 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE		Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.1.	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.  Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group

INDICATOR	LD.3.a.2.3.	p. 51 Investigation 3 Day 3 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud  Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group p. 51 Investigation 3 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.  Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Large-Group Roundup p. 18 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 22 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Large-Group Roundup p. 35 Investigation 1 Day 3 Choice Time p. 36 Investigation 1 Day 3 Choice Time p. 36 Investigation 1 Day 3 Small Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Da

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p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large- Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
p. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Read-Aloud
p. 43 Investigation 2 Day 4 Small Group
p. 45 Investigation 3 Outdoor Experiences
p. 46 Investigation 3 Day 1 Choice Time
p. 46 Investigation 3 Day 1 Large Group
p. 47 Investigation 3 Day 1 Large-Group Roundup
p. 47 Investigation 3 Day 1 Small Group
p. 48 Investigation 3 Day 2 Choice Time
p. 48 Investigation 3 Day 2 Large Group
p. 49 Investigation 3 Day 2 Large-Group Roundup
p. 49 Investigation 3 Day 2 Small Group
p. 50 Investigation 3 Day 3 Large Group
p. 51 Investigation 3 Day 3 Choice Time
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p. 51 Investigation 3 Day 3 Read-Aloud
p. 51 Investigation 3 Day 3 Small Group
p. 53 Investigation 4 Outdoor Experiences
p. 54 Investigation 4 Day 1 Choice Time
p. 54 Investigation 4 Day 1 Large Group
p. 55 Investigation 4 Day 1 Large-Group Roundup
p. 55 Investigation 4 Day 1 Small Group
p. 56 Investigation 4 Day 2 Choice Time
p. 56 Investigation 4 Day 2 Large Group
p. 57 Investigation 4 Day 2 Large-Group Roundup
p. 57 Investigation 4 Day 2 Read-Aloud
p. 57 Investigation 4 Day 2 Small Group
p. 58 Investigation 4 Day 3 Large Group
p. 58 Investigation 4 Day 3 Choice Time
p. 59 Investigation 4 Day 3 Large-Group Roundup
p. 59 Investigation 4 Day 3 Read-Aloud
p. 59 Investigation 4 Day 3 Small Group
p. 60 Investigation 4 Day 4 Choice Time
p. 60 Investigation 4 Day 4 Large Group
p. 61 Investigation 4 Day 4 Large-Group Roundup
p. 61 Investigation 4 Day 4 Small Group
p. 62 Investigation 4 Day 5 Choice Time
p. 62 Investigation 4 Day 5 Large Group
p. 63 Investigation 4 Day 5 Large-Group Roundup
p. 63 Investigation 4 Day 5 Read-Aloud
p. 63 Investigation 4 Day 5 Small Group
p. 65 Investigation 5 Outdoor Experience
p. 66 Investigation 5 Day 1 Large Group
p. 67 Investigation 5 Day 1 Choice Time
p. 67 Investigation 5 Day 1 Large-Group Roundup
p. 67 Investigation 5 Day 1 Small Group
p. 68 Investigation 5 Day 2 Large Group
p. 69 Investigation 5 Day 2 Choice Time
p. 69 Investigation 5 Day 2 Large-Group Roundup
p. 69 Investigation 5 Day 2 Small Group
p. 70 Investigation 5 Day 3 Large Group
p. 71 Investigation 5 Day 3 Choice Time
p. 71 Investigation 5 Day 3 Large-Group Roundup
p. 71 Investigation 5 Day 3 Read-Aloud
p. 71 Investigation 5 Day 3 Small Group
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STATEMENT OF ENDURING	In 3	p. 83 Celebrating Learning Outdoor Experiences p. 84 Celebrating Learning Day 1 Choice Time p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Large-Group Roundup p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
KNOWLEDGE		
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.3.	By 60 months, most children:
INDICATOR	LD.3.a.3.1.	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group p. 51 Investigation 3 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group
INDICATOR	LD.3.a.3.2.	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.  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 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Large-Group p. 18 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 Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 24 Exploring the Topic Day 5 Large-Group Roundup p. 25 Exploring the Topic Day 5 Small Group p. 26 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Day 1 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group p. 30 Investigation 1 Day 2 Large-Group p. 31 Investigation 1 Day 2 Large-Group p. 31 Investigation 1 Day 2 Large-Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group

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p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experience
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Choice Time
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large- Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
p. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Read-Aloud
p. 43 Investigation 2 Day 4 Small Group
p. 45 Investigation 3 Outdoor Experiences
p. 46 Investigation 3 Day 1 Choice Time
p. 46 Investigation 3 Day 1 Large Group
p. 47 Investigation 3 Day 1 Large-Group Roundup
p. 47 Investigation 3 Day 1 Small Group
p. 48 Investigation 3 Day 2 Choice Time
p. 48 Investigation 3 Day 2 Large Group
p. 49 Investigation 3 Day 2 Large-Group Roundup
p. 49 Investigation 3 Day 2 Small Group
p. 50 Investigation 3 Day 3 Large Group
p. 51 Investigation 3 Day 3 Choice Time
p. 51 Investigation 3 Day 3 Large-Group Roundup
p. 51 Investigation 3 Day 3 Read-Aloud
p. 51 Investigation 3 Day 3 Small Group
p. 53 Investigation 4 Outdoor Experiences
p. 54 Investigation 4 Day 1 Choice Time
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p. 55 Investigation 4 Day 1 Large-Group Roundup
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p. 56 Investigation 4 Day 2 Choice Time
p. 56 Investigation 4 Day 2 Large Group
p. 57 Investigation 4 Day 2 Large-Group Roundup
p. 57 Investigation 4 Day 2 Read-Aloud
p. 57 Investigation 4 Day 2 Small Group
p. 58 Investigation 4 Day 3 Large Group
p. 58 Investigation 4 Day 3 Choice Time
p. 59 Investigation 4 Day 3 Large-Group Roundup
p. 59 Investigation 4 Day 3 Read-Aloud
p. 59 Investigation 4 Day 3 Small Group
p. 60 Investigation 4 Day 4 Choice Time
p. 60 Investigation 4 Day 4 Large Group
p. 61 Investigation 4 Day 4 Large-Group Roundup
p. 61 Investigation 4 Day 4 Small Group
p. 62 Investigation 4 Day 5 Choice Time
p. 62 Investigation 4 Day 5 Large Group
p. 63 Investigation 4 Day 5 Large-Group Roundup
p. 63 Investigation 4 Day 5 Read-Aloud
p. 63 Investigation 4 Day 5 Small Group
p. 65 Investigation 5 Outdoor Experience
p. 66 Investigation 5 Day 1 Large Group
p. 67 Investigation 5 Day 1 Choice Time
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		p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Small Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 84 Celebrating Learning Day 1 Choice Time p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	LD.3.a.3.3.	p.15 Exploring the Topic Day 1 Small Group  Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes.
		Reduce, Reuse, Recycle Study p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.1.	In early-stage English language development, children:
INDICATOR	LD.4.a.1.1.	Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English.  Reduce, Reuse, Recycle Study p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.4.a.1.3.	Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc  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 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 Roundup p. 19 Exploring the Topic Day 3 Large-Group p. 19 Exploring the Topic Day 3 Large-Group p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large-Group Roundup

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p. 21 Exploring the Topic Day 4 Small Group
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Large-Group Roundup
p. 23 Exploring the Topic Day 5 Choice Time
p. 23 Exploring the Topic Day 5 Read-Aloud
p. 23 Exploring the Topic Day 5 Small Group
p. 27 Investigation 1 Outdoor Experiences
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Mighty Minutes
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experience
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Choice Time
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large- Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
p. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Read-Aloud
p. 43 Investigation 2 Day 4 Small Group
p. 45 Investigation 3 Outdoor Experiences
p. 46 Investigation 3 Day 1 Choice Time
p. 46 Investigation 3 Day 1 Large Group
p. 47 Investigation 3 Day 1 Large-Group Roundup
p. 47 Investigation 3 Day 1 Small Group
p. 48 Investigation 3 Day 2 Choice Time
p. 48 Investigation 3 Day 2 Large Group
p. 49 Investigation 3 Day 2 Large-Group Roundup
p. 49 Investigation 3 Day 2 Small Group
p. 50 Investigation 3 Day 3 Large Group
p. 51 Investigation 3 Day 3 Choice Time
p. 51 Investigation 3 Day 3 Large-Group Roundup
p. 51 Investigation 3 Day 3 Read-Aloud
p. 51 Investigation 3 Day 3 Small Group
p. 53 Investigation 4 Outdoor Experiences
p. 54 Investigation 4 Day 1 Choice Time
p. 54 Investigation 4 Day 1 Large Group
p. 55 Investigation 4 Day 1 Large-Group Roundup
p. 55 Investigation 4 Day 1 Small Group
p. 56 Investigation 4 Day 2 Choice Time
p. 56 Investigation 4 Day 2 Large Group
p. 57 Investigation 4 Day 2 Large-Group Roundup
p. 57 Investigation 4 Day 2 Read-Aloud
p. 57 Investigation 4 Day 2 Small Group
p. 58 Investigation 4 Day 3 Large Group
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		p. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 63 Investigation 4 Day 5 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Large-Group p. 68 Investigation 5 Day 2 Large-Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large-Group p. 69 Investigation 5 Day 2 Large-Group p. 69 Investigation 5 Day 2 Small Group p. 70 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Large-Group p. 71 Investigation 5 Day 3 Large-Group p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation Learning Day 1 Large-Group p. 83 Celebrating Learning Day 1 Large-Group p. 84 Celebrating Learning Day 1 Large-Group p. 85 Celebrating Learning Day 1 Large-Group p. 86 Celebrating Learning Day 1 Large-Group p. 87 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning D
INDICATOR	LD.4.a.1.4.	Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation.  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. 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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.2.	In mid-stage English language development, children:
INDICATOR	LD.4.a.2.2.	Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities.

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		Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 55 Investigation 4 Day 1 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	LD.4.a.2.3.	Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 55 Investigation 4 Day 1 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	LD.4.a.2.4.	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).  Reduce, Reuse, Recycle Study  p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.3.	In late-stage English language development, children:
INDICATOR	LD.4.a.3.2.	Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas).

		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. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.4.a.3.3.	Follow directions that involve a one- or two-step sequence, relying less on contextual cues.  Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.1.	In early-stage English language development, children:
INDICATOR	LD.4.b.1.1.	Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.  Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.4.b.1.2.	Use age-appropriate vocabulary in the home language.  Reduce, Reuse, Recycle Study p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.4.b.1.4.	Use age-appropriate grammar in their home language.  Reduce, Reuse, Recycle Study 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

		p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group
INDICATOR	LD.4.b.1.5.	Ask a variety of questions (e.g., "what," "why," "how," "when," and "where") in their home language.
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
INDICATOR	LD.4.b.1.6.	Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues).  Reduce, Reuse, Recycle Study p. 87 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:
INDICATOR	LD.4.b.2.1.	Combine nonverbal with some verbal communication to be understood by others.  Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 3 Small Group p. 51 Investigation 3 Day 3 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.4.b.2.3.	Use telegraphic speech (two-word phrases rather than full sentences, such as "want food").  Reduce, Reuse, Recycle Study 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 p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group
INDICATOR	LD.4.b.2.4.	Use formulaic speech (expressions that are learned whole, e.g., "I don't know").  Reduce, Reuse, Recycle Study p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.

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 p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time p. 43 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Small Group p. 45 Investigation 3 Outdoor Experiences p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 48 Investigation 3 Day 2 Large Group

		p. 49 Investigation 3 Day 2 Large-Group Roundup
		p. 49 Investigation 3 Day 2 Small Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Choice Time
		p. 51 Investigation 3 Day 3 Large-Group Roundup
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 54 Investigation 4 Day 1 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Large-Group Roundup
		p. 55 Investigation 4 Day 1 Small Group
		p. 56 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 58 Investigation 4 Day 3 Choice Time
		p. 59 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 60 Investigation 4 Day 4 Choice Time
		p. 60 Investigation 4 Day 4 Large Group
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p. 61 Investigation 4 Day 4 Small Group
		p. 62 Investigation 4 Day 5 Choice Time
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Large-Group Roundup
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 65 Investigation 5 Outdoor Experience
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Choice Time
		p. 67 Investigation 5 Day 1 Large-Group Roundup
		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Small Group
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Choice Time
		p. 71 Investigation 5 Day 3 Large-Group Roundup
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 71 Investigation 5 Day 3 Small Group
		p. 83 Celebrating Learning Outdoor Experiences
		p. 84 Celebrating Learning Outdoor Experiences
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 85 Celebrating Learning Day 1 Large-Group Roundup
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	I D 41 0 =	
INDICATOR	LD.4.b.2.7.	Use some English grammatical markers (e.g., "-ing" or the plural-
		forming "-s") and apply at times the rules of grammar of the home
		language to English.
		Daduca Barras Barrala Cita In
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p. 29 Investigation 1 Day 1 Small Group

	1	p. 49 Investigation 3 Day 2 Small Group
INDICATED IN	L	
INDICATOR	LD.4.b.2.8.	Use "what" and "why" questions in English, sometimes with errors.
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 22 Exploring the Topic Day 5 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 40 Investigation 2 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.3.	In late-stage English language development, children:
INDICATOR	LD.4.b.3.2.	Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary.
		Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group
INDICATOR	LD.4.b.3.3.	Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction.
		Reduce, Reuse, Recycle Study 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 p. 49 Investigation 3 Day 2 Small Group
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.1.	By 36 months, most children:
INDICATOR	L.1.a.1.1.	Engage in word and sound play with adults (e.g., rhymes, nonsense 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
INDICATOR	L.1.a.1.2.	Distinguish between words that contain similar-sounding phonemes ("cat-mat," "pig-jig").
		Poduco Pouco Poevolo Study
		Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 2 Small Group
		p. 33 Investigation 1 Day 3 Small Group
	II .	p. 36 Investigation 2 Day 1 Choice Time
		p. 00 ga = 2 a.j . 0
		p. 37 Investigation 2 Day 1 Small Group
		p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group
		p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes

		n C4 Investigation 4 Day 4 Carell Ones
		p. 61 Investigation 4 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	L.1.a.1.3.	Fill in repeating phrases of familiar songs, stories, and finger plays.
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 16 Exploring the Topic Day 2 Large Group
		p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 22 Exploring the Topic Day 4 Highly Himates
		p. 23 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 42 Investigation 2 Day 4 Large Group
		p. 43 Investigation 2 Day 4 Mighty Minutes
		p. 46 Investigation 3 Day 1 Large Group
		p. 48 Investigation 3 Day 2 Large Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 54 Investigation 4 Day 1 Large Group
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 84 Celebrating Learning Day 1 Large Group
		p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	L.1.a.1.4.	Sing simple songs and lullables (such as those with repeating initial
		sounds).
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 18 Exploring the Topic Day 3 Large Group
		p. 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. 39 Investigation 2 Day 2 Mighty Minutes
		p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group
		p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes
		p. 46 Investigation 3 Day 1 Large Group
		p. 47 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 11 mresugation 5 bay 1 mighty minutes

	1	p. 48 Investigation 3 Day 2 Large Group
		p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 50 Investigation 3 Day 3 Large Group
		p. 54 Investigation 4 Day 1 Large Group
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 62 Investigation 4 Day 5 Large Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 2 Mighty Minutes 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. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
STATEMENT OF ENDURING	L.1.	Phonological Awareness
KNOWLEDGE		
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR INDICATOR	L.1.a.2. L.1.a.2.1.	By 48 months, most children:  Demonstrate an awareness of words as separate units.
INDICATOR	L. I.a.Z. I.	Demonstrate an awareness or words as separate units.
		Reduce, Reuse, Recycle Study
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 1 Mighty Minutes
INDICATOR	L.1.a.2.2.	Identify whether two words rhyme.
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 51 Investigation 3 Day 3 Mighty Minutes
		p. 59 Investigation 4 Day 3 Mighty Minutes
		p. 67 Investigation 5 Day 1 Small Group
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 71 Investigation 5 Day 3 Small Group
INDICATOR	L.1.a.2.3.	Engage in rhyming games and songs; can complete a familiar rhyme.
		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
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INDICATOR	L.1.a.2.4.	Orally blend and segment familiar compound words, with modeling and support.
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 37 Investigation 2 Day 1 Small Group
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	L.1.a.2.5.	Comprehend and use new words introduced within thematic units,

	11	
		stories, and daily activities.
		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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.3.	By 60 months, most children:
INDICATOR	L.1.a.3.1.	Match beginning sounds of some words; are able to name several
		words that begin with the letter sound of their name.
		Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 30 Investigation 1 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 69 Investigation 5 Day 2 Mighty Minutes
INDICATOR	L.1.a.3.2.	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance").
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 51 Investigation 3 Day 3 Mighty Minutes
		p. 59 Investigation 4 Day 3 Mighty Minutes
		p. 67 Investigation 5 Day 1 Small Group
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 71 Investigation 5 Day 3 Small Group
INDICATOR	L.1.a.3.3.	Identity whether or not two words begin with the same sound (i.e.,
		when an adult gives three or four oral words, children can select
		those that begin with same sound, although they may not be able to
		identify the letter).
		Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 30 Investigation 1 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 69 Investigation 5 Day 2 Mighty Minutes
INDICATOR	L.1.a.3.4.	
INDICATOR	L. 1.a.3.4.	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter
		bear".
		pear .

		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group
		p. 37 Investigation 2 Day 1 Small Group
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	L.1.a.3.5.	With modeling and support, identify, blend, and segment syllables in spoken words.
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 37 Investigation 2 Day 1 Small Group p. 51 Investigation 3 Day 3 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group
INDICATOR	L.1.a.3.6.	With modeling and support, delete the onsets of words (e.g., "pairair, fruit-root").
		Reduce, Reuse, Recycle Study p. 37 Investigation 2 Day 1 Small Group
INDICATOR	L.1.a.3.7.	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook").
		Reduce, Reuse, Recycle Study p. 37 Investigation 2 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.1.	By 36 months, most children:
INDICATOR	L.2.a.1.1.	Recognize more symbols and logos in the environment.
		Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 35 Investigation 2 Outdoor Experience p. 37 Investigation 2 Day 1 Small Group
		p. 42 Investigation 2 Day 4 Large Group
		p. 61 Investigation 4 Day 4 Small Group
		p. 71 Investigation 5 Day 3 Small Group
INDICATOR	L.2.a.1.2.	Recognize letters as a special form of symbol that can be individually named.
		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 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes
		p. 59 Investigation 4 Day 3 Mighty Minutes

	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
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.2.	By 48 months, most children:
INDICATOR	L.2.a.2.1.	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print.
		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. 30 Investigation 1 Day 2 Large 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. 35 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experience
		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. 42 Investigation 2 Day 4 Large Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 55 Investigation 4 Day 1 Mighty Minutes
		p. 57 Investigation 4 Day 2 Mighty Minutes
		p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group
		p. 63 Investigation 4 Day 5 Mighty Minutes
		p. 69 Investigation 5 Day 2 Mighty Minutes
		p. 71 Investigation 5 Day 3 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.2.a.2.2.	p.15 Exploring the Topic Day 1 Small Group  Produce the sound for some of the letters they recognize.
		i roudos ino count for como or ino loucio ino, rocciginizor
		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
INDICATOR	L.2.a.2.3.	Recognize, with modeling and support, their own name or other common words in print.
		Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 35 Investigation 2 Outdoor Experience

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		p. 37 Investigation 2 Day 1 Small Group
		p. 42 Investigation 2 Day 4 Large Group
		p. 61 Investigation 4 Day 4 Small Group
		p. 71 Investigation 5 Day 3 Small Group
INDICATOR	L.2.a.2.4.	Recognize words that start with the same letter as their name.
		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 1 Day 3 Small Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 55 Investigation 4 Day 1 Mighty Minutes
		p. 57 Investigation 4 Day 2 Mighty Minutes
		p. 59 Investigation 4 Day 3 Mighty Minutes
		p. 61 Investigation 4 Day 4 Small Group
		p. 63 Investigation 4 Day 5 Mighty Minutes
		p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.3.	By 60 months, most children:
		By 60 months, most children:  Recognize and name at least half of the letters in the alphabet.
SPECIFIC INDICATOR INDICATOR	L.2.a.3. L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet,
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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 2 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  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 2 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 5 Mighty Minutes
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 5 Mighty Minutes p. 63 Investigation 5 Day 2 Mighty Minutes
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
		Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group p. 87 Celebrating Learning Day 1 Small Group
INDICATOR	L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group p. 87 Celebrating Learning Day 1 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 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  INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.  Reduce, Reuse, Recycle Study
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 INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
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 INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
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  INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
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  INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
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  INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
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  INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
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  INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
p. 61 Investigation 4 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group  INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
p.15 Exploring the Topic Day 1 Small Group  INDICATOR  L.2.a.3.3.  Correctly sort letters and find words that contain specified letters.
INDICATOR L.2.a.3.3. Correctly sort letters and find words that contain specified letters.
Reduce, Reuse, Recycle Study
Reduce, Reuse, Recycle Study
p. 17 Exploring the Topic Day 2 Small Group
p. 18 Exploring the Topic Day 3 Choice Time
p. 19 Exploring the Topic Day 3 Mighty Minutes
p. 20 Exploring the Topic Day 4 Large Group
p. 21 Exploring the Topic Day 4 Choice Time
p. 21 Exploring the Topic Day 4 Large-Group Roundup
p. 21 Exploring the Topic Day 4 Small Group
p. 23 Exploring the Topic Day 5 Small Group
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Mighty Minutes
p. 31 Investigation 1 Day 1 Mighty Minutes
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 Small Group
p. 36 Investigation 2 Day 1 Choice Time
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. 42 Investigation 2 Day 4 Large Group
p. 43 Investigation 2 Day 4 Small Group
p. 47 Investigation 3 Day 1 Mighty Minutes
p. 47 Investigation 3 Day 1 Small Group
p. 49 Investigation 3 Day 2 Small Group
p. 50 Investigation 3 Day 3 Large Group
p. 51 Investigation 3 Day 3 Choice Time
p. 55 Investigation 4 Day 1 Mighty Minutes
p. 57 Investigation 4 Day 2 Mighty Minutes
p. 59 Investigation 4 Day 3 Mighty Minutes
p. 60 Investigation 4 Day 4 Large Group
p. 61 Investigation 4 Day 4 Small Group
p. 63 Investigation 4 Day 5 Mighty Minutes
p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group
p. 69 Investigation 5 Day 2 Mighty Minutes
p. 70 Investigation 5 Day 3 Large Group
p. 71 Investigation 5 Day 3 Small Group
p. 84 Celebrating Learning Day 1 Large Group
p. 87 Celebrating Learning Day 2 Small Group
p.15 Exploring the Topic Day 1 Small Group
INDICATOR L.2.a.3.4. Demonstrate an understanding that strings of letters represent a
sequence of spoken sounds.
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. 36 investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group
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
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.1.	By 36 months, most children:
INDICATOR	L.3.a.1.1.	Recognize specific books by their covers and seek out specific pages in familiar books.
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 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. 71 Investigation 5 Day 3 Read-Aloud
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.3.a.1.2.	Know where books are kept, take them to an adult reader, and return books to their designated place when finished.  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. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Read-Aloud p. 42 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 3 Day 4 Read-Aloud p. 44 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 58 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 4 Read-Aloud
		p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group

		p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.3.a.1.3.	Make scribble marks on paper and "read" the meaning they assign to the marks.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 4 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.2.	By 48 months, most children:
INDICATOR	L.3.a.2.1.	Hold a book in correct orientation and turn pages from front to back, usually one at a time.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.3.a.2.2.	Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?").  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 35 Investigation 2 Outdoor Experience p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Small Group p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.3.a.2.3.	Imitate the act of reading a book and demonstrate appropriate bookhandling skills.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group
INDICATOR	L.3.a.2.4.	Handle and care for books in a respectful manner.

STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.3.a.  Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.  SPECIFIC INDICATOR  L.3.a.3.  By 60 months, most children:  INDICATOR  L.3.a.3.1  Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Reduce, Reuse, Recycle Study  p. 17 Exploring the Topic Day 2 Small Group  p. 33 Investigation 1 Day 3 Small Group  p. 34 Investigation 2 Day 4 Small Group  p. 47 Investigation 2 Day 4 Small Group  p. 47 Investigation 2 Day 4 Small Group  p. 47 Investigation 5 Day 3 Small Group  p. 47 Investigation 5 Day 4 Small Group  p. 47 Investigation 5 Day 4 Small Group  p. 47 Investigation 5 Day 3 Small Group  p. 48 Exploring the Topic Day 1 Small Group  p. 49 Exploring the Topic Day 1 Small Group  p. 49 Exploring the Topic Day 1 Small Group  p. 15 Exploring the Topic Day 1 Small Group  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 25 Exploring the Topic Day 3 Read-Aloud  p. 25 Exploring the Topic Day 3 Read-Aloud  p. 26 Exploring the Topic Day 3 Read-Aloud  p. 27 Investigation 1 Day 2 Read-Aloud  p. 28 Investigation 1 Day 2 Read-Aloud  p. 29 Read-Aloud  p. 31 Investigation 1 Day 2 Read-Aloud  p. 31 Investigation 1 Day			Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group
conventions; they understand that print carries meaning and spoken words are represented by text.  By 60 months, most children:  Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Reduce, Reuse, Recycle Study P. 17 Exploring the Topic Day 2 Small Group P. 38 Investigation 1 Day 3 Small Group P. 39 Investigation 1 Day 3 Small Group P. 31 Investigation 2 Day 1 Choice Time P. 39 Investigation 2 Day 1 Small Group P. 47 Investigation 2 Day 1 Mighty Minutes P. 47 Investigation 2 Day 1 Mighty Minutes P. 47 Investigation 2 Day 1 Mighty Minutes P. 47 Investigation 4 Day 3 Small Group P. 47 Investigation 4 Day 3 Small Group P. 47 Investigation 4 Day 3 Small Group P. 57 Investigation 5 Day 3 Small Group P. 57 Investigation 5 Day 3 Small Group P. 58 Telebrating Learning Day 2 Small Group P. 58 Telebrating Learning Day 2 Small Group P. 58 Telebrating Learning Day 2 Small Group P. 59 Exploring the Topic Day 1 Small Group P. 51 Exploring the Topic Day 1 Read-Aloud P. 19 Exploring the Topic Day 1 Read-Aloud P. 19 Exploring the Topic Day 1 Read-Aloud P. 19 Exploring the Topic Day 3 Read-Aloud P. 31 Investigation 1 Day 2 Read-Aloud P. 31 Investigation 1 Day 2 Read-Aloud P. 31 Investigation 1 Day 2 Read-Aloud P. 31 Investigation 1 Day 3 Read-Aloud P. 51 Investigation 2 Day 1 Read-Aloud P. 51 Investigation 2 Day 3 Read-Aloud P. 51 Investigation 4 Day 2 Read-Aloud P. 51 Investigation 4 Day 2 Read-Aloud P. 51 Investigation 4 Day 2 Read-Aloud P. 51 Investigation 5 Day 3 Read-Aloud P. 51 Investigation 5 Day 2 Read-Aloud P. 51 Investigation 5 Day 3 Read-Aloud P. 51 Investigation 5 Day 3 Read-Aloud P. 51 Investigation 5 Day 2 Read-Aloud P. 51 Investigation 5 Day 3 Read-Aloud P. 51 Investigation 5 Day 3 Read-Aloud P. 51 Investigation 5 Day 3 Read-Aloud P. 51 Investigation 5		L.3.	Print Knowledge
INDICATOR  L.3.a.3.1.  Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Reduce, Reuse, Recycle Study  p. 17 Exploring the Topic Day 2 Small Group p. 38 Investigation 1 Day 3 Small Group p. 38 Investigation 1 Day 3 Small Group p. 38 Investigation 1 Day 3 Small Group p. 47 Investigation 2 Day 1 Mighty Minutes p. 41 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 3 Day 1 Mighty Minutes p. 43 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 48 Investigation 4 Day 4 Small Group p. 47 Investigation 5 Day 3 Small Group p. 47 Investigation 5 Day 3 Small Group p. 47 Investigation 5 Day 3 Small Group p. 48 Exploring the Topic Day 1 Rail Group p. 48 Exploring the Topic Day 1 Rail Group p. 49 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 3 Read-Aloud p. 31 Investigation 1 Day 3 Read-Aloud p. 43 Investigation 2 Day 1 Read-Aloud p. 45 Investigation 2 Day 1 Read-Aloud p. 57 Investigation 2 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 5 Day 2 Read-Aloud p. 58 Investigation 5 Day 2 Read-Aloud p. 59 Investigation 5 Day 2 Read-Aloud p. 59 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 2 Read-Aloud p. 68 Investigation 6 Day 2 Read-Aloud p. 68 Investigation 6 Day 2 Read-Aloud p. 69 Investigation 6 Day 2 Read-Aloud p. 69 Investigation 6 Day 2 Read-Aloud p. 69 Investigation 6 Day 2 Read-Aloud p. 60 Investigation 6 Day 2 Re	GSE STEM	L.3.a.	conventions; they understand that print carries meaning and spoken
upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 41 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Celebrating Learning Day 2 Small Group p. 79 Exploring the Topic Day 1 Small Group p. 79 Exploring the Topic Day 1 Small Group p. 79 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 2 Read-Aloud p. 57 Investigation 2 Day 4 Read-Aloud p. 58 Investigation 2 Day 4 Read-Aloud p. 59 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 1 Day 3 Cead-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 1 Day 3 Cead-Aloud p. 69 Investigation 1 Day 3 Cead-Aloud p. 69 Investigation 1 Day 3 Cead-Aloud p. 71 Investigation 1 Day 2 Cead-Aloud p. 73 Investigation 1 Day 2 Cead-Aloud p. 74 Investigation 1 Day 2 Cead-Aloud p. 75 Investigation	SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
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. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Small 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 3 Read-Aloud p. 23 Exploring the Topic Day 3 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 2 Day 2 Read-Aloud p. 57 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Exploring the Topic Day 1 Large Group p. 14 Exploring the Topic Day 2 Small Group p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 2 Day 1 Choice Time p. 35 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group	INDICATOR	L.3.a.3.1.	upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  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. 39 Investigation 2 Day 2 Mighty Minutes
specific authors of illustrators.  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 2 Day 1 Read-Aloud p. 39 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 3 Day 3 Read-Aloud p. 59 Investigation 4 Day 2 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 2 Read-Aloud p. 61 Investigation 5 Day 2 Read-Aloud p. 63 Investigation 5 Day 2 Read-Aloud p. 64 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 2 Read-Aloud p. 68 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 60 Investigation 5 Day 2 Capte Group p. 17 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 35 Investigation 1 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group			p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group	INDICATOR	L.3.a.3.2.	specific authors of illustrators.  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
p. 43 Investigation 2 Day 4 Small Group p. 61 Investigation 4 Day 4 Small Group p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Small Group	INDICATOR	L.3.a.3.3.	Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Small Group p. 61 Investigation 4 Day 4 Small Group p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Small Group
p. 87 Celebrating Learning Day 2 Small Group  STATEMENT OF ENDURING L.4. Comprehension and Interest	STATEMENT OF ENDURING	L.4.	

KNOWLEDGE		
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.1.	By 36 months, most children:
INDICATOR	L.4.a.1.1.	Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  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 2 Read-Aloud p. 21 Exploring the Topic Day 3 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 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 Small Group p. 39 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 Large Group p. 47 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 3 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Large Group p. 50 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 58 Investigation 4 Day 1 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 61 Investigation 4 Day 5 Read-Aloud p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Inve
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group

p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Read-Aloud 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 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group 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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Choice Time p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 49 Investigation 3 Day 2 Read-Aloud p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Mighty Minutes p. 51 Investigation 3 Day 3 Read-Aloud p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Read-Aloud p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Read-Aloud p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Read-Aloud p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Large Group Roundup

INDICATOR   L.4.a.1.3.   Demonstrate a preference for conventional books over board books   Reduce, Reuse, Recycle Study   D. 14 Exploring the Topic Day 1 Large Group   D. 15 Exploring the Topic Day 1 Choice Time   D. 15 Exploring the Topic Day 1 Choice Time   D. 15 Exploring the Topic Day 1 Choice Time   D. 15 Exploring the Topic Day 1 Read-Aloud   D. 17 Exploring the Topic Day 3 Read-Aloud   D. 19 Exploring the Topic Day 3 Read-Aloud   D. 21 Exploring the Topic Day 3 Read-Aloud   D. 22 Exploring the Topic Day 3 Read-Aloud   D. 23 Exploring the Topic Day 3 Read-Aloud   D. 23 Investigation 1 Day 1 Read-Aloud   D. 24 Investigation 1 Day 2 Read-Aloud   D. 25 Investigation 1 Day 1 Read-Aloud   D. 27 Investigation 1 Day 1 Read-Aloud   D. 27 Investigation 2 Day 1 Read-Aloud   D. 27 Investigation 2 Day 3 Read-Aloud   D. 27 Investigation 2 Day 4 Read-Aloud   D. 27 Investigation 4 Day 4 Read-Aloud   D. 27 Investigation 4 Day 4 Read-Aloud   D. 27 Investigation 4 Day 5 Read-Aloud   D. 27 Investigation 4 Day 5 Read-Aloud   D. 27 Investigation 4 Day 5 Large Group   D. 28 Investigation 5 Day 1 Read-Aloud   D. 27 Investigation 5 Day 3 Read-Aloud   D. 28 Investigation 6 Day 5 Read-Aloud   D. 29 Investigation 6 Day 6 Read-Aloud   D. 21 Exploring the Topic Day 1 Read-Aloud   D. 21 Exploring the Topic Day 2 Read-Aloud   D. 21 Exploring the Topic Day 2 Read-Aloud   D. 21 Exploring the Topic Day 3 Read-Aloud   D. 21 Exploring the Topic Day 3 Read-Aloud   D. 21 I			
INDICATOR    L.4.a.1.3.   Demonstrate a preference for conventional books over board books.   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. 18 Exploring the Topic Day 3 Read-Aloud   P. 19 Exploring the Topic Day 3 Read-Aloud   P. 21 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. 23 Exploring the Topic Day 6 Read-Aloud   P. 23 Investigation 1 Day 7 Read-Aloud   P. 23 Investigation 1 Day 1 Read-Aloud   P. 24 Investigation 1 Day 8 Read-Aloud   P. 24 Investigation 2 Day 6 Read-Aloud   P. 24 Investigation 2 Day 7 Read-Aloud   P. 24 Investigation 2 Day 7 Read-Aloud   P. 24 Investigation 2 Day 6 Read-Aloud   P. 25 Investigation 2 Day 7 Read-Aloud   P. 25 Investigation 2 Day 8 Read-Aloud   P. 25 Investigation 2 Day 8 Read-Aloud   P. 25 Investigation 2 Day 8 Read-Aloud   P. 25 Investigation 4 Day 1 Read-Aloud   P. 25 Investigation 4 Day 1 Read-Aloud   P. 25 Investigation 4 Day 2 Read-Aloud   P. 25 Investigation 4 Day 2 Read-Aloud   P. 25 Investigation 4 Day 2 Read-Aloud   P. 25 Investigation 4 Day 4 Read-Aloud   P. 25 Investigation 4 Day 5 Read-Aloud   P. 25 Investigation 4 Day 6 Read-Aloud   P. 25 Investigation 6 Day 7 Read-Aloud   P. 25 Investigation 6 Day 7 Read-Aloud   P. 25 Investigation 6 Day 7 Read-Aloud   P. 25 Investigation 6 Day 8 Read-Aloud   P. 25 Investigation 1 Day 1 Read-Aloud   P. 25 Investigation 1 Day 2 Read-A			p. 87 Celebrating Learning Day 2 Mighty Minutes
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 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 3 Read-Aloud p. 22 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Investigation 1 Day 1 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 3 Read-Aloud p. 47 Investigation 2 Day 3 Read-Aloud p. 48 Investigation 2 Day 3 Read-Aloud p. 49 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 61 Investigation 4 Day 4 Read-Aloud p. 61 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 4 Day 5 Read-Aloud p. 62 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Day 4 Read-Aloud p. 62 Investigation 5 Day 2 Read-Aloud p. 63 Investigation 6 Day 6 Read-Aloud p. 63 Investigation 6 Day 7 Read-Aloud p. 64 Investigation 6 Day 7 Read-Aloud p. 67 Investigation 6 Day 7 Read			p. 87 Celebrating Learning Day 2 Small Group
D. 14 Exploring the Topic Day 1 Large Group   D. 15 Exploring the Topic Day 1. Choice Time   D. 15 Exploring the Topic Day 1 Read-Aloud   D. 17 Exploring the Topic Day 2 Read-Aloud   D. 19 Exploring the Topic Day 3 Read-Aloud   D. 19 Exploring the Topic Day 3 Read-Aloud   D. 21 Exploring the Topic Day 4 Read-Aloud   D. 22 Exploring the Topic Day 5 Read-Aloud   D. 23 Exploring the Topic Day 5 Read-Aloud   D. 24 Exploring the Topic Day 5 Read-Aloud   D. 24 Investigation 1 Day 1 Read-Aloud   D. 31 Investigation 1 Day 2 Read-Aloud   D. 33 Investigation 1 Day 2 Read-Aloud   D. 34 Investigation 2 Day 1 Read-Aloud   D. 35 Investigation 2 Day 1 Read-Aloud   D. 36 Investigation 2 Day 3 Read-Aloud   D. 41 Investigation 2 Day 3 Read-Aloud   D. 41 Investigation 3 Day 3 Read-Aloud   D. 43 Investigation 3 Day 1 Read-Aloud   D. 45 Investigation 3 Day 2 Read-Aloud   D. 45 Investigation 3 Day 2 Read-Aloud   D. 55 Investigation 3 Day 2 Read-Aloud   D. 55 Investigation 4 Day 4 Read-Aloud   D. 55 Investigation 4 Day 4 Read-Aloud   D. 55 Investigation 4 Day 4 Read-Aloud   D. 56 Investigation 4 Day 4 Read-Aloud   D. 57 Investigation 4 Day 5 Read-Aloud   D. 58 Investigation 4 Day 5 Read-Aloud   D. 59 Investigation 4 Day 5 Read-Aloud   D. 61 Investigation 5 Day 1 Read-Aloud   D. 62 Investigation 4 Day 5 Read-Aloud   D. 63 Investigation 5 Day 1 Read-Aloud   D. 69 Investigation 5 Day 1 Read-Aloud   D. 69 Investigation 5 Day 2 Read-Aloud   D. 69 Investigation 5 Day 1 Read-Aloud   D. 69 Investigation 5 Day 1 Read-Aloud   D. 67 Investigation 5 Day 1 Read-Aloud   D. 67 Exploring the Topic Day 2 Read-Aloud   D. 67 Exploring the Topic Day 3 Read-Aloud   D. 67 Investigation 1 Day 1 Read-Aloud   D. 67 Investigation 1 Day 2 Read-Aloud   D. 67 Investigation 1 Day 2 Read-Aloud   D. 67 Investigation 2 Day 4 Read-Aloud   D. 67	INDICATOR	L.4.a.1.3.	Demonstrate a preference for conventional books over board books.
D. 14 Exploring the Topic Day 1 Large Group   D. 15 Exploring the Topic Day 1. Choice Time   D. 15 Exploring the Topic Day 1 Read-Aloud   D. 17 Exploring the Topic Day 2 Read-Aloud   D. 19 Exploring the Topic Day 3 Read-Aloud   D. 19 Exploring the Topic Day 3 Read-Aloud   D. 21 Exploring the Topic Day 4 Read-Aloud   D. 22 Exploring the Topic Day 5 Read-Aloud   D. 23 Exploring the Topic Day 5 Read-Aloud   D. 24 Exploring the Topic Day 5 Read-Aloud   D. 24 Investigation 1 Day 1 Read-Aloud   D. 31 Investigation 1 Day 2 Read-Aloud   D. 33 Investigation 1 Day 2 Read-Aloud   D. 34 Investigation 2 Day 1 Read-Aloud   D. 35 Investigation 2 Day 1 Read-Aloud   D. 36 Investigation 2 Day 3 Read-Aloud   D. 41 Investigation 2 Day 3 Read-Aloud   D. 41 Investigation 3 Day 3 Read-Aloud   D. 43 Investigation 3 Day 1 Read-Aloud   D. 45 Investigation 3 Day 2 Read-Aloud   D. 45 Investigation 3 Day 2 Read-Aloud   D. 55 Investigation 3 Day 2 Read-Aloud   D. 55 Investigation 4 Day 4 Read-Aloud   D. 55 Investigation 4 Day 4 Read-Aloud   D. 55 Investigation 4 Day 4 Read-Aloud   D. 56 Investigation 4 Day 4 Read-Aloud   D. 57 Investigation 4 Day 5 Read-Aloud   D. 58 Investigation 4 Day 5 Read-Aloud   D. 59 Investigation 4 Day 5 Read-Aloud   D. 61 Investigation 5 Day 1 Read-Aloud   D. 62 Investigation 4 Day 5 Read-Aloud   D. 63 Investigation 5 Day 1 Read-Aloud   D. 69 Investigation 5 Day 1 Read-Aloud   D. 69 Investigation 5 Day 2 Read-Aloud   D. 69 Investigation 5 Day 1 Read-Aloud   D. 69 Investigation 5 Day 1 Read-Aloud   D. 67 Investigation 5 Day 1 Read-Aloud   D. 67 Exploring the Topic Day 2 Read-Aloud   D. 67 Exploring the Topic Day 3 Read-Aloud   D. 67 Investigation 1 Day 1 Read-Aloud   D. 67 Investigation 1 Day 2 Read-Aloud   D. 67 Investigation 1 Day 2 Read-Aloud   D. 67 Investigation 2 Day 4 Read-Aloud   D. 67			· ·
D. 15 Exploring the Topic Day 1 Read-Aloud   D. 17 Exploring the Topic Day 1 Read-Aloud   D. 18 Exploring the Topic Day 2 Read-Aloud   D. 19 Exploring the Topic Day 3 Read-Aloud   D. 21 Exploring the Topic Day 3 Read-Aloud   D. 22 Exploring the Topic Day 5 Read-Aloud   D. 23 Exploring the Topic Day 5 Read-Aloud   D. 24 Exploring the Topic Day 5 Read-Aloud   D. 25 Exploring the Topic Day 6 Read-Aloud   D. 26 Investigation 1 Day 1 Read-Aloud   D. 31 Investigation 1 Day 1 Read-Aloud   D. 31 Investigation 1 Day 1 Read-Aloud   D. 34 Investigation 2 Day 1 Read-Aloud   D. 35 Investigation 2 Day 2 Read-Aloud   D. 36 Investigation 2 Day 2 Read-Aloud   D. 37 Investigation 3 Day 3 Read-Aloud   D. 38 Investigation 3 Day 3 Read-Aloud   D. 47 Investigation 3 Day 4 Read-Aloud   D. 47 Investigation 3 Day 4 Read-Aloud   D. 48 Investigation 3 Day 4 Read-Aloud   D. 57 Investigation 4 Day 1 Read-Aloud   D. 58 Investigation 4 Day 4 Read-Aloud   D. 59 Investigation 4 Day 4 Read-Aloud   D. 51 Investigation 4 Day 5 Read-Aloud   D. 51 Investigation 4 Day 5 Read-Aloud   D. 62 Investigation 4 Day 5 Read-Aloud   D. 63 Investigation 4 Day 5 Large Group   D. 63 Investigation 5 Day 1 Read-Aloud   D. 67 Investigation 5 Day 1 Read-Aloud   D. 68 Investigation 5 Day 1 Read-Aloud   D. 69 Investigation 5 Day 1 Read-Aloud   D. 69 Investigation 5 Day 3 Read-Aloud   D. 61 Exploring the Topic Day 1 Read-Aloud   D. 62 Exploring the Topic Day 1 Read-Aloud   D. 63 Exploring the Topic Day 1 Read-Aloud   D. 64 Exploring the Topic Day 2 Read-Aloud   D. 71 Exploring the Topic Day 1 Read-Aloud   D. 72 Exploring the Topic Day 1 Read-Aloud   D. 73 Investigation 1 Day 2 Read-Aloud   D. 74 Exploring the Topic Day 2 Read-Aloud   D. 75 Investigation 1 Day 2 Read-Aloud   D. 76 Investigation 1 Day 2 Read-Aloud   D. 77 Investigation 1 Day 2 Read-Aloud   D. 78 Investigation 1 Day 2 Read-Aloud   D. 79 Investigation 2 Day 4 Read-Aloud   D. 71 Investigation 2 Day 4 Read-Aloud   D. 71 Investigation 2 Day 3 Read-Aloud   D. 72 Investigation 2 Day 3 Read-Aloud   D. 73 Inves			Reduce, Reuse, Recycle Study
D. 15 Exploring the Topic Day 2 Read-Aloud			p. 14 Exploring the Topic Day 1 Large Group
D. 15 Exploring the Topic Day 2 Read-Aloud			
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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. 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. 33 Investigation 2 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud	INDICATOR	L.4.a.1.4.	Enjoy books about a variety of topics.
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p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud 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 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud			
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p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud			
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p. 57 Investigation 4 Day 2 Read-Aloud			
p. 59 Investigation 4 Day 3 Read-Aloud			
p. 61 Investigation 4 Day 4 Read-Aloud			
p. 62 Investigation 4 Day 5 Large Group			
p. 63 Investigation 4 Day 5 Read-Aloud			
p. 67 Investigation 5 Day 1 Read-Aloud			
p. 69 Investigation 5 Day 2 Read-Aloud			
p. 71 Investigation 5 Day 3 Read-Aloud			
p. 85 Celebrating Learning Day 1 Read-Aloud			
p. 87 Celebrating Learning Day 2 Read-Aloud			p. 87 Celebrating Learning Day 2 Read-Aloud

INDICATOR	L.4.a.1.7.	Recite some words of a familiar book when read to (especially from books with repeating text).
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 43 Investigation 2 Day 4 Mighty Minutes
		p. 49 Investigation 3 Day 2 Small Group
		p. 54 Investigation 4 Day 1 Large Group
		p. 61 Investigation 4 Day 4 Small Group
INDICATOR	L.4.a.1.8.	Recall specific characters or events from familiar stories and retell
		some parts of a story with prompting and support.
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud
		p. 51 Investigation 2 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. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.9.	With modeling and support, anticipate what comes next in familiar stories.
		Daduca Daves Daguela Chudu
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 17 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 2 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 39 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 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
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of
		literacy experiences.
SPECIFIC INDICATOR	L.4.a.2.	By 48 months, most children:
INDICATOR	L.4.a.2.1.	Enjoy and ask to engage in book reading, book writing, or other
		literacy-related activities.
	I I	

		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 Small Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 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. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 44 Investigation 2 Day 4 Read-Aloud p. 45 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 2 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 59 Investigation 4 Day 2 Read-Aloud p. 61 Investigation 4 Day 3 Read-Aloud p. 61 Investigation 4 Day 4 Read-Aloud p. 66 Investigation 5 Day 1 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.4.a.2.2.	Explore a variety of literary genres, such as fiction, fantasy, informational texts.
		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. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Read-Aloud p. 42 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 53 Investigation 4 Outdoor Experiences

p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud	
p. 58 Investigation 4 Day 3 Large Group	
n 59 Investigation 4 Day 3 Read-Aloud	
p. 59 Investigation 4 Day 3 Small Group	
p. 61 Investigation 4 Day 4 Read-Aloud	
p. 62 Investigation 4 Day 5 Large Group	
p. 63 Investigation 4 Day 5 Read-Aloud	
p. 63 Investigation 4 Day 5 Small Group	
p. 66 Investigation 5 Day 1 Large Group	
p. 67 Investigation 5 Day 1 Read-Aloud	
p. 69 Investigation 5 Day 2 Read-Aloud	
p. 70 Investigation 5 Day 3 Large Group	
p. 71 Investigation 5 Day 3 Read-Aloud	
p. 85 Celebrating Learning Day 1 Read-Aloud	
p. 85 Celebrating Learning Day 1 Small Group	
p. 87 Celebrating Learning Day 2 Read-Aloud	
INDICATOR L.4.a.2.4. With assistance and support, engage in writing activities (e	a a
labeling a picture).	··9··
labeling a picture).	
Reduce, Reuse, Recycle Study	
p. 17 Exploring the Topic Day 2 Small Group	
p. 21 Exploring the Topic Day 4 Choice Time	
p. 32 Investigation 1 Day 3 Large Group	
p. 69 Investigation 1 Day 3 Large Group	
p. 71 Investigation 5 Day 3 Choice Time	
p. 71 Investigation 5 Day 3 Small Group	
INDICATOR L.4.a.2.5. Begin to understand the sequence of a story.	
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. 59 Investigation 4 Day 3 Small Group	
p. 63 Investigation 4 Day 5 Read-Aloud	
p. 63 Investigation 4 Day 5 Small Group	
p. 71 Investigation 5 Day 3 Read-Aloud	
p. 85 Celebrating Learning Day 1 Small Group	
INDICATOR L.4.a.2.6. With support, retell or reenact familiar stories with pictures	or props
as prompts.	
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	

INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 2 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 5 Small Group p. 61 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 70 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 72 Investigation 5 Day 3 Read-Aloud p. 74 Investigation 5 Day 3 Read-Aloud p. 75 Celebrating Learning Day 1 Read-Aloud p. 76 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 78 Celebrating Learning Day 1 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 70 Investigation 5 Day 3 Read-Aloud
INDICATOR	L.4.a.2.8.	With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed.  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 50 Investigation 4 Day 3 Read-Aloud p. 51 Investigation 5 Day 3 Read-Aloud p. 51 Investigation 5 Day 3 Read-Aloud p. 53 Investigation 5 Day 3 Read-Aloud p. 54 Investigation 5 Day 3 Read-Aloud p. 57 Investigation 5 Day 3 Read-Aloud p. 58 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.2.9.	With modeling and support, demonstrate knowledge from informational texts Respond to the question "what made you think

SPECIFIC INDICATOR  L.4.a. Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.3.1. Attend to and request longer and more complex books or stories.  Reduce, Reuse, Recycle Study.  p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 1 Read-Aloud p. 18 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 12 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 4 Read-Aloud p. 23 Investigation 1 Day 1 Read-Aloud p. 24 Investigation 1 Day 2 Read-Aloud p. 25 Investigation 1 Day 2 Read-Aloud p. 26 Investigation 1 Day 2 Read-Aloud p. 27 Investigation 2 Day 3 Read-Aloud p. 28 Investigation 2 Day 3 Read-Aloud p. 29 Investigation 2 Day 3 Read-Aloud p. 31 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 3 Day 1 Read-Aloud p. 44 Investigation 3 Day 3 Read-Aloud p. 45 Investigation 3 Day 3 Read-Aloud p. 45 Investigation 3 Day 3 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. 56 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 58 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 5 Day 1 Read-Aloud p. 58 Investigation 5 Day 1 Read-Aloud p. 58 Investigation 5 Day 1 Read-Aloud p. 58 Investigation 5 Day 2 Read-Aloud p. 58 Investigation 5 Day 2 Read-Aloud p. 58 Investigation 5 Day 2 Read-Aloud p. 59 Investigation 5 Day 1 Read-Aloud p. 58 Investigation 5 Day 1 Read-Aloud p. 59 Investigation 5 Day 2 Read-Aloud p. 59 Investigation 5 Day 2 Read-Aloud p. 50 Investigation 5 Day 2 Read-Aloud p. 59 Investigation 5 Day 2 Read-Aloud p. 50 Investigation 5 Day 3 Small Group p. 41 Invest		
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p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud  INDICATOR  L.4.a.3.2.  Engage in independent writing activities during routine times, such as pretending to write in their own journal.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large-Group p. 41 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud		
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p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud		
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p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud		
p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud		
p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud		
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characters, events, story-related problems, and resolutions).  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud	p. 67 Investigation 5 Day 1 Choice Time	
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p. 15 Exploring the Topic Day 1 Read-Aloud	p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g.)	
	p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g characters, events, story-related problems, and resolutions	
IN IV EXPIDING HIS TOPIC DAY O NOGAL ATOMA	p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g characters, events, story-related problems, and resolutions  Reduce, Reuse, Recycle Study	
p. 23 Exploring the Topic Day 5 Read-Aloud	p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup  INDICATOR  L.4.a.3.3.  Demonstrate knowledge of details from familiar stories (e.g characters, events, story-related problems, and resolutions  Reduce, Reuse, Recycle Study	

		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.4.	Engage in higher-order thinking during shared reading experiences,
		such as making predictions and inferences, determining cause-and-
		effect relationships, and summarizing stories.
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 3 Day 2 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group
		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
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.5.	Retell a familiar story in the proper sequence, including major
		events and cause-and-effect relationships.
		Poduco Pouco Pocyclo Study
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 1 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	L 4 - C 2	
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways
		(e.g., recognizing and naming a plastic model of a Triceratops after
	<u> </u>	being read a book about dinosaurs

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INDICATOR	L.4.a.3.7.	Reduce, Reuse, Recycle Study p. 31 Investigation 1 Day 2 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group  With guidance and support, relate events and information from
INDICATOR		stories to their own experiences.  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 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 2 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE		Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.1.	In early-stage English language development, children:
INDICATOR	L.5.a.1.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures).  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 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 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 2 Read-Aloud p. 38 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 3 Read-Aloud p. 39 Investigation 2 Day 3 Read-Aloud p. 40 Investigation 2 Day 3 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. 44 Investigation 2 Day 4 Read-Aloud p. 45 Investigation 2 Day 4 Read-Aloud p. 46 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 4 Read-Aloud p. 40 Investigation 2 Day 4 Re

	II -	
		p. 46 Investigation 3 Day 1 Large Group
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Read-Aloud
		p. 47 Investigation 3 Day 1 Small Group
		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. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 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. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Read-Aloud
		p. 69 Investigation 5 Day 2 Small Group
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.5.a.1.2.	"Dood" familiar books (unitten in the home language on in Expension
INDICATOR		Read Tamiliar Dooks (Written in the nome landilade of in English)
INDICATOR	L.J.a. I.Z.	"Read" familiar books (written in the home language or in English) when encouraged by others and use the home language to talk
INDICATOR	L.J.d. 1.2.	when encouraged by others and use the home language to talk
INDICATOR	2.0.0.1.2.	
INDICATOR	1.0.4.1.2.	when encouraged by others and use the home language to talk about the books.
INDICATOR		when encouraged by others and use the home language to talk about the books.  Reduce, Reuse, Recycle Study
INDICATOR	2.0.0.112.	when encouraged by others and use the home language to talk about the books.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group
INDICATOR	2.0.0.112.	when encouraged by others and use the home language to talk about the books.  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 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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. 37 Investigation 2 Day 1 Small Group
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 37 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 37 Investigation 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 37 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 3 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. 46 Investigation 3 Day 1 Large Group
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 37 Investigation 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
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 3 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. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 1 Read-Aloud
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Small Group
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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 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 Read-Aloud p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Large Group
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large Group 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 Read-Aloud p. 50 Investigation 3 Day 3 Large Group p. 50 Investigation 3 Day 3 Read-Aloud
INDICATOR	L.0.d. 112.	when encouraged by others and use the home language to talk about the books.  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 Small Group 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 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 Read-Aloud p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Large Group

		p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 4 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Small Group p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.5.a.1.3.	Begin to identify and relate to a story from their own life experiences in their home language.  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. 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
INDICATOR	L.5.a.1.4.	Retell a story in their home language when read or told a story in the home language.  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 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 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
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.2.	In mid-stage English language development, children:
INDICATOR	L.5.a.2.1.	Participate in reading activities, using books written in English when the language is predictable.

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p. 48 Investigation 3 Day 2 Large Group			
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			p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Read-Aloud

		p. 49 Investigation 3 Day 2 Small Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 61 Investigation 4 Day 4 Read-Aloud
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 69 Investigation 5 Day 2 Read-Aloud
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	15022	
INDICATOR	L.5.a.2.3.	Describe their own experiences related to the topic of a story,
		sometimes using telegraphic and/or formulaic speech in English.
		Daduca Davida Chudu
		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
INDICATOR	L.5.a.2.4.	Begin to narrate using English that reflects an increasingly larger
		vocabulary and more complex grammar.
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 45 Investigation 3 Outdoor Experiences
		p. 49 Investigation 3 Day 2 Small Group
INDICATOR	L.5.a.2.5.	Retell a story using the home language and some English when read
INDIOATOR	L.O.G.Z.O.	or told the story in English.
		or total inc ctory in English
		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
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing independence and to talk about the books in English.  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 Read-Aloud p. 39 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 58 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 61 Investigation 4 Day 3 Read-Aloud p. 62 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud 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. 69 Investigation 5 Day 2 Read-Aloud p. 61 Investigation 5 Day 1 Read-Aloud p. 62 Investigation 5 Day 2 Read-Aloud p. 63 Investigation 5 Day 3 Read-Aloud p. 64 Investigation 5 Day 3 Read-Aloud p. 65 Investigation 5 Day 1 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 68 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 70 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 72 Read-Aloud p. 74 Celebrating Learning Day 1 Read-Aloud p. 75 Celebrating Learning Day 2 Read-Aloud p. 76 Celebrating Learning Day 2 Read-Aloud p. 77 Celebrating Learning Day 2 Read-Aloud p. 78 Celebrating Learning Day 2 Read-Aloud p. 79 Celebrating Learning Day 2 Read-Aloud p. 70 Celebrating Learning Day 2 Read-Aloud p. 70 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.5.a.3.3.	Engage in extended conversations in English about stories.  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

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		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 1 Read-Aloud
		p. 49 Investigation 3 Day 2 Large Gloup
		p. 49 Investigation 3 Day 2 Small Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 58 Investigation 4 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 61 Investigation 4 Day 4 Read-Aloud
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 69 Investigation 5 Day 2 Read-Aloud
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.5.a.3.4.	Retell in English the majority of a story read or told in English.
		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 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 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 71 Investigation 5 Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing
OCE OTEM	Liviai	conventions; they demonstrate an understanding of writing as a
		means of communication.
SPECIFIC INDICATOR	1621	
SPECIFIC INDICATOR	L.6.a.1.	By 36 months, most children:

INDICATOR	L.6.a.1.3.	Watch when adults write.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.6.a.1.4.	Imitate the act of writing during play.  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 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.2.	By 48 months, most children:
INDICATOR	L.6.a.2.1.	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas.  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 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.6.a.2.2.	With modeling and support, write some letters.  Reduce, Reuse, Recycle Study p. 33 Investigation 1 Day 3 Small Group
INDICATOR	L.6.a.2.3.	With modeling and support, write numerals one through nine.  Reduce, Reuse, Recycle Study p. 33 Investigation 1 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.3.	By 60 months, most children:
INDICATOR	L.6.a.3.1.	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms.

		Reduce, Reuse, Recycle Study p. 33 Investigation 1 Day 3 Small Group
INDICATOR	L.6.a.3.2.	Write their first name nearly correctly (may switch the order of letters or write some letters backwards).
		Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.6.a.3.3.	Use invented spelling.
		Reduce, Reuse, Recycle Study p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	L.6.a.3.4.	With modeling and support, write numerals one through twenty.  Reduce, Reuse, Recycle Study p. 33 Investigation 1 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.1.	By 36 months, most children:
INDICATOR	L.6.b.1.1.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean).  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.6.b.1.2.	Create drawings and assign meaning to them.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.6.b.1.3.	Imitate the act of writing during play.  Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group

		p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.2.	By 48 months, most children:
INDICATOR	L.6.b.2.1.	Use letter-like symbols to create written materials during play or to express an idea.  Reduce, Reuse, Recycle Study
INDICATOR	L.6.b.2.2.	p. 33 Investigation 1 Day 3 Small Group  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).
		Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.6.b.2.3.	Dictate ideas, sentences, and stories.  Reduce, Reuse, Recycle Study
		p. 22 Exploring the Topic Day 5 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.3.	By 60 months, most children:
INDICATOR	L.6.b.3.2.	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list).  Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Large- Group Roundup p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup
DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.1.	By 36 months, most children:
INDICATOR	CD.1.a.1.1.	Make plans before attempting to solve some simple problems.  Reduce, Reuse, Recycle Study
		p. 29 Investigation 1 Day 1 Small Group

		p. 49 Investigation 3 Day 2 Small Group
INDICATOR	CD.1.a.1.2.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled).
		Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.2.	By 48 months, most children:
INDICATOR	CD.1.a.2.1.	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand).  Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group
INDICATOR	CD.1.a.2.2.	p. 49 Investigation 3 Day 2 Small Group  Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).
		Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	CD.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled).  Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group
		p. 66 Investigation 5 Day 1 Large Group
INDICATOR	CD.1.a.2.4.	Sort objects and then count and compare the groups formed.  Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group p. 67 Investigation 5 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.3.	By 60 months, most children:
INDICATOR	CD.1.a.3.1.	Solve complex problems by planning and carrying out a sequence of actions.  Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	CD.1.a.3.2.	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together).  Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	CD.1.a.3.3.	Explain their reasoning behind a strategy or choice and why it worked or didn't work.

		Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.1.	By 36 months, most children:
INDICATOR	CD.2.a.1.1.	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine).  Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	CD.2.a.1.3.	Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.2.	By 48 months, most children:
INDICATOR	CD.2.a.2.2.	With support, retell or reenact familiar stories, including such details as characters, phrases, and events.  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 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	CD.2.a.2.3.	Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time

		p. 31 Investigation 1 Day 2 Choice Time
		p. 47 Investigation 3 Day 1 Small Group
INDICATOR	CD.2.a.2.5.	Successfully follow 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 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
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform
00_01		tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.2.	Retell a familiar story in the proper sequence, including such details as characters, phrases, and events.
		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. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	CD.2.a.3.3.	Remember more and more minute details from a story and are able
	05121010101	to answer questions accurately (e.g., "How did the peddler feel when
		the monkeys didn't give him back his caps?").
		, and the same of
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 41 Investigation 2 Day 3 Read-Aloud
		p. 42 Investigation 2 Day 4 Large Group
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 47 Investigation 3 Day 1 Read-Aloud
		p. 48 Investigation 3 Day 2 Large Group
		p. 49 Investigation 3 Day 2 Read-Aloud
		p. 49 Investigation 3 Day 2 Small Group

		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group
		p. 61 Investigation 4 Day 4 Read-Aloud
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 69 Investigation 5 Day 2 Read-Aloud
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	CD.2.a.3.4.	Place four or more objects or groups in order of a quantitative
		attribute (number, length, etc.).
		Reduce, Reuse, Recycle Study
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 21 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Choice Time
		p. 47 Investigation 3 Day 1 Small Group
INDICATOR	CD.2.a.3.6.	Successfully follow detailed, multi-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 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
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining
		attention on a task.
SPECIFIC INDICATOR	CD.3.a.1.	By 36 months, most children:
INDICATOR	CD.3.a.1.2.	Attend to specific features of objects and identify elements within a
		complex figure (e.g., looking at a picture of a farmyard and pointing
		to and naming the figures of a horse, a duck, a cat, etc.).
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 17 Exploring the Topic Day 7 Earge Group
		p. 19 Exploring the Topic Day 3 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group

		n E4 Investigation 2 Day 2 Small Croup
		p. 51 Investigation 3 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.1.	By 36 months, most children:
INDICATOR	CD.4.a.1.1.	Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath).  Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	CD.4.a.1.3.	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines).
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	CD.4.a.1.4.	Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair).  Reduce, Reuse, Recycle Study  p. 29 Investigation 1 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.2.	By 48 months, most children:
INDICATOR	CD.4.a.2.4.	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
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM		Children's skills increase at adjusting to changes in demands,
	CD.4.a.	priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.3.	priorities, and perspectives.  By 60 months, most children:
		priorities, and perspectives.

INDICATOR	CD.4.a.3.2.	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet).
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	CD.4.a.3.3.	Reconstruct a pattern using different materials or modalities.
		Reduce, Reuse, Recycle Study p. 31 Investigation 1 Day 2 Small Group
INDICATOR	CD.4.a.3.4.	Sort by more than one attribute (e.g., color and shape) into two or more groups.
		Reduce, Reuse, Recycle Study
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Choice Time
		p. 47 Investigation 3 Day 1 Small Group
DOMAIN	RI.M.	Mathematics (M)
STATEMENT OF ENDURING KNOWLEDGE		Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR INDICATOR	M.1.a.1. M.1.a.1.1.	By 36 months, most children:  Verbally count to ten (or in some way indicate a knowledge of words
INDICATOR	M.1.a.1.2.	for the numbers from one to ten in sequence) with occasional errors.  Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	IVI.1.a.1.2.	Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes

		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.1.3.	Name and identify some written numerals.
		Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
INDICATOR	M.1.a.1.4.	Identify numerals as being different from letters.
		Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.2.	By 48 months, most children:
INDICATOR	M.1.a.2.2.	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 42 investigation 2 Day 4 Choice Time p. 49 Investigation 3 Day 2 Small Group p. 67 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.2.5.	Associate a quantity with a written numeral up to five.
		Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group
INDICATOR	M.1.a.2.6.	Recognize and write some numerals up to 10.
		Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 63 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.3.	By 60 months, most children:
INDICATOR	M.1.a.3.2.	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern.
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 42 investigation 2 Day 4 Choice Time

		p. 49 Investigation 3 Day 2 Small Group
		p. 67 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	M.1.a.3.5.	Recognize and order each written numeral up to 10.
INDICATOR	IVI. 1.a.3.5.	Recognize and order each written numeral up to 10.
		Reduce, Reuse, Recycle Study
		p. 21 Exploring the Topic Day 4 Small Group
		p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
INDICATOR	M 4 - 2 C	Associate a quantity with a written numeral up to 10.
INDICATOR	M.1.a.3.6.	Associate a quantity with a written numeral up to 10.
		Reduce, Reuse, Recycle Study
		p. 21 Exploring the Topic Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.1.	By 36 months, most children:
INDICATOR	M.2.a.1.1.	Use visual cues to approximate which of two sets of objects has more.
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
INDICATOR	M.2.a.1.2.	Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less.
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
INDICATOR	M.2.a.1.3.	Add and subtract with sets of objects smaller than three.
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.2.	By 48 months, most children:
INDICATOR	M.2.a.2.2.	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.3.	By 60 months, most children:
INDICATOR	M.2.a.3.3.	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten.
		Reduce, Reuse, Recycle Study

		p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.1.	By 36 months, most children:
INDICATOR	M.3.a.1.1.	Follow a verbal rule for sorting objects into sets.  Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time
		p. 47 Investigation 3 Day 1 Small Group
INDICATOR	M.3.a.1.2.	Notice when two things share similar attributes.  Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.2.	By 48 months, most children:
INDICATOR	M.3.a.2.1.	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
INDICATOR	M.3.a.2.2.	Classify everyday objects that go together (e.g., mittens, hats, coats).  Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
INDICATOR	M.3.a.2.5.	Recognize, name, and extend basic growing (or enlarging) patterns (e.g., "one more").  Reduce, Reuse, Recycle Study p. 32 Investigation 1 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

SPECIFIC INDICATOR	M.3.a.3.	By 60 months, most children:
INDICATOR	M.3.a.3.2.	Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones").
		Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
INDICATOR	M.3.a.3.3.	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives).
		Reduce, Reuse, Recycle Study p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
INDICATOR	M.3.a.3.5.	Replicate and extend simple growing (or enlarging) patterns.  Reduce, Reuse, Recycle Study
STATEMENT OF ENDURING KNOWLEDGE	M.4.	p. 32 Investigation 1 Day 3 Choice Time  Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.1.	By 36 months, most children:
INDICATOR	M.4.a.1.3.	Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby").  Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.2.	By 48 months, most children:
INDICATOR	M.4.a.2.2.	Make small series of objects (e.g., putting three or four objects in order by length).  Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
INDICATOR	M.4.a.2.3.	Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others).  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
INDICATOR	M.4.a.2.4.	Use multiple copies of the same unit to measure (e.g., seeing how

		many "building blocks high" a pillow fort is).
		Reduce, Reuse, Recycle Study
		p. 39 Investigation 2 Day 2 Small Group
		p. 57 Investigation 4 Day 2 Small Group
INDICATOR	M.4.a.2.5.	Use comparative language (e.g., "shortest," "heavier," "biggest").
		Reduce, Reuse, Recycle Study
		p. 39 Investigation 2 Day 2 Small Group
		p. 57 Investigation 4 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.3.	By 60 months, most children:
INDICATOR	M.4.a.3.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest).
		Reduce, Reuse, Recycle Study
		p. 39 Investigation 2 Day 2 Small Group
		p. 57 Investigation 4 Day 2 Small Group
INDICATOR	M.4.a.3.3.	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.").
		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
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.1.	By 36 months, most children:
INDICATOR	M.5.a.1.1.	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation.
		Reduce, Reuse, Recycle Study
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 21 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time
INDICATOR	M.5.a.1.3.	p. 47 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.
INDICATOR	M.5.a.1.3.	p. 47 Investigation 3 Day 1 Small Group
INDICATOR	M.5.a.1.3.	p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	M.5.a.1.3.	p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group
INDICATOR	M.5.a.1.3.	p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group
INDICATOR	M.5.a.1.3.	p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group
INDICATOR	M.5.a.1.3.	p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 51 Investigation 3 Day 3 Choice Time
INDICATOR	M.5.a.1.3.	p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 51 Investigation 3 Day 3 Choice Time p. 55 Investigation 4 Day 1 Mighty Minutes
		p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 51 Investigation 3 Day 3 Choice Time p. 55 Investigation 4 Day 1 Mighty Minutes p. 69 Investigation 5 Day 2 Small Group  Understand and use basic language related to locations (e.g., "above," "below," "under," "over").
		p. 47 Investigation 3 Day 1 Small Group  Recognize and name some familiar shapes.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 51 Investigation 3 Day 3 Choice Time p. 55 Investigation 4 Day 1 Mighty Minutes p. 69 Investigation 5 Day 2 Small Group  Understand and use basic language related to locations (e.g.,

STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.2.	By 48 months, most children:
INDICATOR	M.5.a.2.4.	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation.  Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group
		p. 55 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.5.a.2.5.	Use basic language to describe their location (e.g., "I am under the bed.).  Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.3.	By 60 months, most children:
INDICATOR	M.5.a.3.4.	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus).
		Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group p. 55 Investigation 4 Day 1 Mighty Minutes
INDICATOR	M.5.a.3.5.	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder).
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 51 Investigation 3 Day 3 Choice Time p. 55 Investigation 4 Day 1 Mighty Minutes p. 69 Investigation 5 Day 2 Small Group
INDICATOR	M.5.a.3.6.	Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind".
		Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
DOMAIN	RI.S.	Science (S)
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.1.	By 36 months, most children:
INDICATOR	S.1.a.1.2.	Ask questions about the world around them.  Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group p. 40 Investigation 2 Day 3 Large Group
INDICATOR	S.1.a.1.3.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen).

		Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.2.	By 48 months, most children:
INDICATOR	S.1.a.2.1.	Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different).
		Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	S.1.a.2.2.	Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 38 Investigation 2 Day 2 Choice Time p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 58 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
INDICATOR	S.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down).  Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect,

		evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.3.	By 60 months, most children:
INDICATOR	S.1.a.3.1.	Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Reduce, Reuse, Recycle Study  p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.1.	By 36 months, most children:
INDICATOR	S.2.a.1.1.	Show curiosity and ask questions about the natural world.  Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group p. 40 Investigation 2 Day 3 Large Group
INDICATOR	S.2.a.1.3.	Observe and identify natural materials.  Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group p. 40 Investigation 2 Day 3 Large Group
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.2.	By 48 months, most children:
INDICATOR	S.2.a.2.2.	Describe how living things change over time.  Reduce, Reuse, Recycle Study p. 42 investigation 2 Day 4 Choice Time
INDICATOR	S.2.a.2.4.	Investigate the properties of natural elements and provide simple descriptions.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 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 4 Outdoor Experiences p.15 Exploring the Topic Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.3.	By 60 months, most children:
INDICATOR	S.2.a.3.3.	Ask and answer questions about changes in the appearance, behavior, and habitats of living things.

		Reduce, Reuse, Recycle Study
		p. 42 investigation 2 Day 4 Choice Time
INDICATOR	S.2.a.3.4. S.2.a.3.6.	Use increasingly complex vocabulary to describe natural elements.  Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 40 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 2 Large Group p. 60 Investigation 4 Day 4 Large Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes  Describe changes that occur in the natural environment over time.
INDICATOR	S 2 - 2 7	Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group p. 36 Investigation 2 Day 1 Large Group p. 57 Investigation 4 Day 2 Read-Aloud p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Mighty Minutes
INDICATOR	S.2.a.3.7.	Make observations about physical properties of objects, the motion of toys and objects, and changes in matter.  Reduce, Reuse, Recycle Study p. 42 investigation 2 Day 4 Choice Time
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
INDICATOR	SS.1.a.1.1.	Follow rules and understand that there may be different rules for different contexts.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.  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. 17 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 4 Small Group p. 24 Exploring the Topic Day 5 Large Group

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p. 23 Exploring the Topic Day 5 Large-Group Roundup
p. 23 Exploring the Topic Day 5 Choice Time
p. 23 Exploring the Topic Day 5 Read-Aloud
p. 23 Exploring the Topic Day 5 Small Group
p. 27 Investigation 1 Outdoor Experiences
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Mighty Minutes
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experience
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Choice Time
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large- Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
p. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Read-Aloud
p. 43 Investigation 2 Day 4 Small Group
p. 45 Investigation 3 Outdoor Experiences
p. 46 Investigation 3 Day 1 Choice Time
p. 46 Investigation 3 Day 1 Large Group
p. 47 Investigation 3 Day 1 Large-Group Roundup
p. 47 Investigation 3 Day 1 Small Group
p. 48 Investigation 3 Day 2 Choice Time
p. 48 Investigation 3 Day 2 Large Group
p. 49 Investigation 3 Day 2 Large-Group Roundup
p. 49 Investigation 3 Day 2 Small Group
p. 50 Investigation 3 Day 3 Large Group
p. 51 Investigation 3 Day 3 Choice Time
p. 51 Investigation 3 Day 3 Large-Group Roundup
p. 51 Investigation 3 Day 3 Read-Aloud
p. 51 Investigation 3 Day 3 Small Group
p. 53 Investigation 4 Outdoor Experiences
p. 54 Investigation 4 Day 1 Choice Time
p. 54 Investigation 4 Day 1 Large Group
p. 55 Investigation 4 Day 1 Large-Group Roundup
p. 55 Investigation 4 Day 1 Small Group
p. 56 Investigation 4 Day 2 Choice Time
p. 56 Investigation 4 Day 2 Large Group
p. 57 Investigation 4 Day 2 Large-Group Roundup
p. 57 Investigation 4 Day 2 Read-Aloud
p. 57 Investigation 4 Day 2 Small Group
p. 58 Investigation 4 Day 3 Large Group
p. 58 Investigation 4 Day 3 Choice Time
p. 59 Investigation 4 Day 3 Large-Group Roundup
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		p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Small Group p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 3 Large-Group Roundup p. 70 Investigation 5 Day 3 Large-Group p. 71 Investigation 5 Day 3 Large-Group p. 71 Investigation 5 Day 3 Large-Group p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group p. 81 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 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group p. 88 Celebrating Learning Day 2 Small Group p. 89 Celebrating Learning Day 2 Small Group p. 80 Celebrating L
STATEMENT OF ENDURING	SS.1.	Self, Family, and Community
KNOWLEDGE GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and
		community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.2.	By 48 months, most children:
INDICATOR	SS.1.a.2.3.	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.").  Reduce, Reuse, Recycle Study  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 36 Investigation 2 Day 1 Large Group  p. 41 Investigation 2 Day 3 Small Group  p. 41 Investigation 2 Day 3 Small Group  p. 43 Investigation 2 Day 4 Small Group  p. 48 Investigation 3 Day 2 Choice Time  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Small Group  p. 57 Investigation 4 Day 4 Choice Time  p. 60 Investigation 4 Day 4 Large-Group Roundup
INDICATOR	SS.1.a.2.4.	Demonstrate an awareness of group rules and the outcomes of choices.  Reduce, Reuse, Recycle Study

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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 Large-Group Roundup
p. 15 Exploring the Topic Day 1 Choice Time
p. 15 Exploring the Topic Day 1 Read-Aloud
p. 16 Exploring the Topic Day 2 Choice Time
p. 16 Exploring the Topic Day 2 Large Group
p. 17 Exploring the Topic Day 2 Small Group
p. 17 Exploring the Topic Day 2 Large-Group Roundup
p. 18 Exploring the Topic Day 3 Choice Time
p. 18 Exploring the Topic Day 3 Large Group
p. 19 Exploring the Topic Day 3 Large-Group Roundup
p. 19 Exploring the Topic Day 3 Read-Aloud
p. 19 Exploring the Topic Day 3 Small Group
p. 20 Exploring the Topic Day 4 Large Group
p. 21 Exploring the Topic Day 4 Choice Time
p. 21 Exploring the Topic Day 4 Large-Group Roundup
p. 21 Exploring the Topic Day 4 Small Group
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Large-Group Roundup
p. 23 Exploring the Topic Day 5 Choice Time
p. 23 Exploring the Topic Day 5 Read-Aloud
p. 23 Exploring the Topic Day 5 Small Group
p. 27 Investigation 1 Outdoor Experiences
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Mighty Minutes
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experience
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Choice Time
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large- Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
p. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Read-Aloud
p. 43 Investigation 2 Day 4 Small Group
p. 45 Investigation 3 Outdoor Experiences
p. 46 Investigation 3 Day 1 Choice Time
p. 46 Investigation 3 Day 1 Large Group
p. 47 Investigation 3 Day 1 Large-Group Roundup
p. 47 Investigation 3 Day 1 Small Group
p. 48 Investigation 3 Day 2 Choice Time
p. 48 Investigation 3 Day 2 Large Group
p. 49 Investigation 3 Day 2 Large-Group Roundup
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		p. 49 Investigation 3 Day 2 Small Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Choice Time
		p. 51 Investigation 3 Day 3 Large-Group Roundup
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 54 Investigation 4 Day 1 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Large-Group Roundup
		p. 55 Investigation 4 Day 1 Small Group
		p. 56 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Large-Group Roundup
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 58 Investigation 4 Day 3 Choice Time
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 60 Investigation 4 Day 4 Choice Time
		p. 60 Investigation 4 Day 4 Large Group
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p. 61 Investigation 4 Day 4 Small Group
		p. 62 Investigation 4 Day 5 Choice Time
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Large-Group Roundup
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 65 Investigation 5 Outdoor Experience
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Choice Time
		p. 67 Investigation 5 Day 1 Large-Group Roundup
		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Small Group
		p. 70 Investigation 5 Day 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 Read-Aloud
		p. 71 Investigation 5 Day 3 Small Group
		p. 83 Celebrating Learning Outdoor Experiences
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 84 Celebrating Learning Day 1 Large Group
		p. 85 Celebrating Learning Day 1 Large-Group Roundup
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	SS.1.a.2.5.	Demonstrate an understanding of the rights and responsibilities in a
		group (e.g., following simple classroom rules, participating in
		classroom clean-up).
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
STATEMENT OF ENDURING	SS 1	Self, Family, and Community
KNOWLEDGE	55.1.	Jen, ranniy, and Community
	00.4	
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and

		community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.3.	By 60 months, most children:
INDICATOR	SS.1.a.3.3.	Demonstrate an understanding that "fairness" involves taking turns and sharing roles.
		Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group p. 51 Investigation 3 Day 3 Small Group
		p. 71 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.1.	By 36 months, most children:
INDICATOR	SS.2.a.1.1.	Demonstrate an awareness of a daily routine.
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	SS.2.a.1.2.	Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo").
		Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time
		p. 35 Investigation 2 Outdoor Experience p. 37 Investigation 2 Day 1 Small Group
		p. 42 Investigation 2 Day 4 Large Group p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.3.	By 60 months, most children:
INDICATOR	SS.2.a.3.5.	Create drawings of home and school.
		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
DOMAIN	RI.CA.	Creative Arts (CA)
STATEMENT OF ENDURING KNOWLEDGE		Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.1.	By 36 months, most children:
INDICATOR	CA.1.a.1.3.	Create representations of real objects in art work.

		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 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
INDICATOR	CA.1.a.1.4.	Create new songs and dances or add their own words to songs with support from adults.  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 4 Large Group p. 42 Investigation 2 Day 4 Mighty Minutes p. 45 Investigation 2 Day 4 Large Group p. 48 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 1 Large Group p. 53 Investigation 4 Day 1 Large Group p. 54 Investigation 5 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 59 Investigation 5 Day 1 Large Group p. 60 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 2 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 2 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	CA.1.a.1.5.	Dance to music in a group with support from adults.  Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
INDICATOR	CA.1.a.1.6.	March with musical instruments with support from adults.  Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
INDICATOR	CA.1.a.1.7.	Imitate simple songs and finger-play movements.  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 2 Large Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 42 Investigation 2 Day 4 Large Group
		p. 43 Investigation 2 Day 4 Mighty Minutes
		p. 46 Investigation 3 Day 1 Large Group
		p. 48 Investigation 3 Day 2 Large Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 54 Investigation 4 Day 1 Large Group
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 84 Celebrating Learning Day 1 Large Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	CA 4 - 4 40	
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  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
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  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
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  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
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  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
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  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
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 39 Investigation 2 Day 3 Large Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 43 Investigation 2 Day 4 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 44 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 44 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 51 Investigation 4 Outdoor Experiences
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 55 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 3 Small Group p. 51 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 44 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 51 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 1 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  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. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 69 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 1 Small Group

		p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING	CA.1.	Experimentation and Participation in the Creative Arts
KNOWLEDGE		
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.2.	By 48 months, most children:
INDICATOR	CA.1.a.2.1.	Express preferences for some different types of art, music, and drama.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 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 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 2 Small Group p. 57 Investigation 4 Day 1 Read-Aloud p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Large Group 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 4 Day 3 Small Group p. 69 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation Learning Day 1 Small Group p. 69 Investigation Learning Day 2 Small Group p. 67 Investigation Learning Day 2 Small Group p. 68 Celebrating Learning Day 2 Small Group p. 67 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.2.	Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group

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		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 56 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.3.	Notice and communicate about art, music, and drama.
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 56 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.4.	Explore musical instruments and use them to produce rhythms and
		tones.
		Reduce, Reuse, Recycle Study
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
INDICATOR	CA.1.a.2.5.	Mold and build with dough and clay and then identify and
		sometimes name their creation (e.g., "I made a dog and his name is
		Spot.").
		FF /-
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Earge-Group Roundup p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 23 Exploring the Topic Day 5 Large-Group Roundup

		p. 23 Exploring the Topic Day 5 Choice Time
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 60 Investigation 4 Day 4 Choice Time
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p. 63 Investigation 4 Day 5 Large-Group Roundup
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Choice Time
		p. 67 Investigation 5 Day 1 Large-Group Roundup
INDICATOR	CA.1.a.2.8.	Choose their own art for display in the classroom or for inclusion in
		a portfolio or book and briefly explain their choice.
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Small Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING	CA.1.	p. 87 Celebrating Learning Day 2 Small Group  Experimentation and Participation in the Creative Arts
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	
	CA.1.a.	
KNOWLEDGE GSE STEM	CA.1.a.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:
KNOWLEDGE GSE STEM	CA.1.a.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms,
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Reduce, Reuse, Recycle Study
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  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
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  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
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  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
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  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
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  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
GSE STEM SPECIFIC INDICATOR	CA.1.a. CA.1.a.3.	Experimentation and Participation in the Creative Arts  Children gain an appreciation for and participate in the creative arts.  By 60 months, most children:  Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group

		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 42 Investigation 2 Day 4 Large Group
		p. 43 Investigation 2 Day 4 Mighty Minutes
		p. 46 Investigation 3 Day 1 Large Group
		p. 48 Investigation 3 Day 2 Large Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 54 Investigation 4 Day 1 Large Group
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 84 Celebrating Learning Day 1 Large Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a play-
		dough sculpture, etc.).
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 23 Exploring the Topic Day 5 Large-Group Roundup
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 36 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 3 Large- Group Roundup
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 48 Investigation 3 Day 2 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Small Group
		p. 57 Investigation 4 Day 2 Small Group
		p. 60 Investigation 4 Day 4 Choice Time
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p. 63 Investigation 4 Day 5 Large-Group Roundup
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Choice Time
		p. 67 Investigation 5 Day 1 Large-Group Roundup
INDICATOR	CA.1.a.3.3.	Write and act out stories based upon familiar topics or characters.
		Badwa Bawa Bawala Ctudu
		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

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		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 38 Investigation 2 Day 2 Large Group
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 45 Investigation 3 Outdoor Experiences
		p. 49 Investigation 3 Day 2 Small Group
		p. 55 Investigation 4 Day 1 Mighty Minutes
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 61 Investigation 4 Day 4 Small Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Mighty Minutes
		p. 69 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Mighty Minutes
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Choice Time
		p. 71 Investigation 5 Day 3 Large-Group Roundup
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 71 Investigation 5 Day 3 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
INIDIO ATOD	0.4.4.0.4	
INDICATOR	CA.1.a.3.4.	Enjoy and engage with displays of visual art, music, and drama and
		may express clear preferences for types of artwork or art activities
		D. Love Bounds Overla
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Outdoor Experiences
		p. 56 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
	<u> </u>	p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.3.5.	Plan art and show increasing care and persistence in completing it.
		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. 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
INDICATOR	CA.1.a.3.6.	Choose own art for display in the classroom or for inclusion in a
INDICATOR	CA. 1.a.3.0.	portfolio or book and explain their choices and preferences in some detail.  Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Small Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.3.7.	Communicate about elements appearing in art, music, and drama.
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
	1	p. 49 Investigation 3 Day 2 Small Group

p. 51 Investigation 3 Day 3 Small Group
p. 53 Investigation 4 Outdoor Experiences
p. 55 Investigation 4 Day 1 Read-Aloud
p. 56 Investigation 4 Day 2 Large Group
p. 57 Investigation 4 Day 2 Small Group
p. 58 Investigation 4 Day 3 Large Group
p. 59 Investigation 4 Day 3 Large-Group Roundup
p. 59 Investigation 4 Day 3 Small Group
p. 63 Investigation 4 Day 5 Small Group
p. 67 Investigation 5 Day 1 Small Group
p. 69 Investigation 5 Day 2 Small Group
p. 85 Celebrating Learning Day 1 Small Group
p. 87 Celebrating Learning Day 2 Read-Aloud
p. 87 Celebrating Learning Day 2 Small Group

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

DOMAIN	RI.PH.	Physical Health and Motor Development (PH)
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.1.	By 36 months, most children:
INDICATOR	PH.1.a.1.4.	Actively participate in games and dances.  Trees Study
		p. 055 Investigation 3 Day 2 Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.2.	By 48 months, most children:
INDICATOR	PH.1.a.2.1.	Carry bags or objects over short distances.  Trees Study  p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	PH.1.c.1.	By 36 months, most children:
INDICATOR	PH.1.c.1.1.	Understand the difference between food and non-food items.  Trees Study p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	PH.1.c.1.2.	Recognize when foods are new to them and choose whether to taste or not.  Trees Study p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	PH.1.c.3.	By 60 months, most children:
INDICATOR	PH.1.c.3.1.	Help in preparing snacks and meals.  Trees Study p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group

INDICATOR	DU 4 - 0 4	Managa danaga buttana bualda and Valana
INDICATOR	PH.1.c.3.4.	Manage zippers, buttons, buckles, and Velcro.  Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.1.	By 36 months, most children:
INDICATOR	PH.2.a.1.3.	Climb on outdoor play equipment.  Trees Study 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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.2.	By 48 months, most children:
INDICATOR	PH.2.a.2.1.	Pedal a tricycle.  Trees Study  p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.a.2.5.	Use arms and legs in a coordinated manner to "pump" on a swing.  Trees Study  p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.a.2.6.	Jump off a bottom step with two feet.  Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.a.2.7.	Jump with two feet over small objects.  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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.

SPECIFIC INDICATOR	PH.2.b.1.	By 36 months, most children:
INDICATOR	PH.2.b.1.1.	Change direction while walking or running.
		Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.1.2.	Stop suddenly after running (displaying increased coordination and regulation of large muscles).  Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.1.3.	Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down.  Trees Study  p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.1.4.	Jump forward at least six inches.  Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.1.5.	Move in, under, and over objects in the environment with ease.  Trees Study 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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.2.	By 48 months, most children:
INDICATOR	PH.2.b.2.1.	Run up to a ball and kick it while maintaining balance.  Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.2.2.	Walk or run around obstacles and corners.  Trees Study p. 013 Exploring the Topic Outdoor Experiences

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		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
INDICATOR	PH.2.b.2.3.	Walk up and down stairs, alternating feet.
		Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.2.4.	Understand the position or orientation of their body to other objects and people.  Trees Study 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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.3.	By 60 months, most children:
INDICATOR	PH.2.b.3.1.	Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.3.2.	Walk along a beam or edge.  Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.3.3.	Gallop.  Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.3.4.	Skip.  Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time

INDICATOR	PH.2.b.3.5.	Run with control and balance, making quick turns without losing speed and quick stops.
		Trees Study
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.3.6.	Demonstrate how their body can move forward, backward, left and
INDIOATOR	11.2.5.0.0	right.
		Trees Study
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	PH.2.b.3.7.	Demonstrate how their body can move fast or slow.
		Trees Study
		p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 1 Large Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 081 Investigation 5 Day 4 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.1.	By 36 months, most children:
INDICATOR	PH.3.a.1.1.	String large beads onto shoe laces.
		Trees Study p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
INDICATOR	DU 0 - 4 0	p. 085 Investigation 6 Outdoor Experience
INDICATOR	PH.3.a.1.2.	Turn knobs and unscrew lids, put lids on post, unwrap candy, etc
		Trees Study p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
INDICATOR	PH.3.a.1.3.	Put three or four pieces into a puzzle board.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
INDICATOR	PH.3.a.1.4.	Dig and scoop sand or water.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience

INDICATOR	PH.3.a.1.5.	Use scissors.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 032 Investigation 1 Day 3 Large Group
		p. 040 Investigation 2 Day 1 Choice Time
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING	DU 2	Fine Motor Development
KNOWLEDGE	rn.s.	Fine wotor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.2.	By 48 months, most children:
INDICATOR	PH.3.a.2.1.	String small beads onto shoe laces.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
INDICATOR	PH.3.a.2.2.	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks).
		Trace Church
		Trees Study p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Large Gloup
		p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
INDICATOR	PH.3.a.2.3.	Use scissors with purpose.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time
		p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 085 Investigation 6 Outdoor Experience
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.3.	By 60 months, most children:
INDICATOR	PH.3.a.3.1.	Fold a piece of paper with accuracy and symmetry.
		Trees Study
	II	

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		p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
INDICATOR	PH.3.a.3.2.	Work a puzzles of up to 10 pieces.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
INDICATOR	PH.3.a.3.3.	Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser).
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 032 Investigation 1 Day 3 Large Group
		p. 040 Investigation 2 Day 1 Choice Time
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 085 Investigation 6 Outdoor Experience
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	PH.3.a.3.4.	Hold paper and begin to cut with scissors along a straight line.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 032 Investigation 1 Day 3 Large Group
		p. 040 Investigation 2 Day 1 Choice Time
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group
		p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.1.	By 36 months, most children:
INDICATOR	PH.3.b.1.1.	Hold a pencil in an approximate thumb-and-finger grip.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	PH.3.b.1.2.	Attempt to copy a drawn circle.
		monet to oopy a arann on oro

	1	
		Trace Church
		Trees Study p. 013 Exploring the Topic Outdoor Experiences
		p. 016 Exploring the Topic Outdoor Experiences
		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. 060 Investigation 3 Day 5 Large Group
		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. 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. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Earge-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	PH.3.b.1.3.	Attempt to imitate a drawn cross.
		Trace Cturks
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time
		p. 033 Investigation 1 Day 3 Choice Time
		p. 035 Investigation 1 Day 3 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 049 Investigation 2 Day 5 Kead-Aloud
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Choice Time
		p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 060 Investigation 3 Day 5 Large Group
		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. 066 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 2 Large Group
The state of the s	II.	p. 067 Investigation 4 Day 2 Large-Group Roundup
		p. 007 livestigation 4 day 2 Large-Group Roundup
		p. 068 Investigation 4 Day 3 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time
		p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup
		p. 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 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. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	PH.3.b.1.4.	Attempt to imitate a horizontal and vertical stroke.
		, , , , , , , , , , , , , , , , , , , ,
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		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 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Large Group 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. 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. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING	PH.3.	Fine Motor Development
KNOWLEDGE		and motor portrophicit
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.2.	By 48 months, most children:
INDICATOR	PH.3.b.2.1.	Hold a regular pencil using an adult grip.
		Troop Study
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	PH.3.b.2.2.	Imitate a horizontal and vertical stroke.

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		Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 3 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. 060 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large Group 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. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large Group p. 068 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. 070 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large Group p. 071 Investigation 4 Day 4 Large Group p. 072 Investigation 5 Day 3 Large Group p. 073 Investigation 5 Day 3 Large Group p. 074 Investigation 5 Day 4 Large Group p. 075 Investigation 5 Day 3 Large Group p. 076 Investigation 5 Day 3 Large Group p. 077 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Choice Time p. 084 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 1 Small Group p. 086 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	PH.3.b.2.3.	Imitate a drawn cross.  Trees Study p. 013 Exploring the Topic Outdoor Experiences 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. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 3 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 4 Day 4 Large-Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 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. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	PH.3.b.2.4.	lmitate a drawn circle.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		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. 060 Investigation 3 Day 5 Large Group
		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. 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 2 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	PH.3.b.2.5.	Write letter or numeral-like forms.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 031 Investigation 1 Day 2 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 061 Investigation 3 Day 5 Small Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 085 Investigation 6 Outdoor Experience
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
OTATEMENT OF THE UTILITY	DULO	
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development

GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.3.	By 60 months, most children:
		By 60 months, most children:  Draw recognizable shapes.  Trees Study p. 013 Exploring the Topic Outdoor Experiences 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. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes
		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. 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. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	PH.3.b.3.2.	Write some letters and numerals.  Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
DOMAIN	RI.SE.	Social and Emotional Development (SE)
STATEMENT OF ENDURING KNOWLEDGE		Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.2.	By 48 months, most children:
INDICATOR	SE.1.b.2.1.	Share and take turns using materials.

		Trees Study p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.3.	By 60 months, most children:
INDICATOR	SE.1.b.3.5.	Demonstrate an ability to compromise when working or playing in a group.  Trees Study p. 071 Investigation 4 Day 4 Read- Aloud
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	SE.2.b.2.	By 48 months, most children:
INDICATOR	SE.2.b.2.1.	Choose materials and activities.  Trees Study p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 069 Investigation 2 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.1.	By 36 months, most children:
INDICATOR	SE.3.a.1.2.	Comfort themselves by seeking out a special toy, object, or caregiver.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 077 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time

		p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	SE.3.a.1.3.	Use words to express their emotions.
		Trees Study  p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 2 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.2.	By 48 months, most children:
INDICATOR	SE.3.a.2.2.	Can express emotions using words, signs, or other communication methods.  Trees Study  p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.3.	By 60 months, most children:
INDICATOR	SE.3.a.3.3.	Can name emotions using words, signs, or other communication methods.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud

		p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.1.	By 36 months, most children:
INDICATOR	SE.3.b.1.1.	Follow simple rules most of the time.  Trees Study p. 014 Exploring the Topic Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.2.	By 48 months, most children:
INDICATOR	SE.3.b.2.1.	Usually follow classroom rules and expectations.  Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	SE.3.b.2.4.	Use materials with purpose, safety, and respect.  Trees Study  p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.3.	By 60 months, most children:
INDICATOR	SE.3.b.3.2.	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home).  Trees Study  p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	SE.3.b.3.3.	Participate in group activities for increasing amounts of time.  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

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p. 018 Exploring the Topic Day 3 Large Group
p. 019 Exploring the Topic Day 3 Large-Group Roundup
p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Choice Time
p. 021 Exploring the Topic Day 4 Large-Group Roundup
p. 021 Exploring the Topic Day 4 Small Group
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Choice Time
p. 023 Exploring the Topic Day 5 Read-Aloud
p. 023 Exploring the Topic Day 5 Small Group
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Choice Time
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Mighty Minutes
p. 031 Investigation 1 Day 2 Read-Aloud
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Read-Aloud
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Mighty Minutes
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Choice Time
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Read-Aloud
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Read-Aloud
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
p. 053 Investigation 3 Day 1 Large-Group Roundup
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p. 053 Investigation 3 Day 1 Read-Aloud

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p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Small Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large Group
p. 059 Investigation 3 Day 4 Choice Time
p. 059 Investigation 3 Day 4 Large-Group Roundup
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Small Group
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 065 Investigation 4 Day 1 Small Group
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 067 Investigation 4 Day 2 Small Group
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group
p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Large-Group Roundup
p. 075 Investigation 5 Day 1 Read-Aloud
p. 075 Investigation 5 Day 1 Small Group
p. 076 Investigation 5 Day 2 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Large-Group Roundup
p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Large-Group Roundup
p. 079 Investigation 5 Day 3 Small Group
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Large-Group Roundup
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 085 Investigation 6 Outdoor Experience
p. 086 Investigation 6 Day 1 Large Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Large-Group Roundup
p. 087 Investigation 6 Day 1 Mighty Minutes
p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time
p. 088 Investigation 6 Day 2 Large Group
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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 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 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Read-Aloud
DOMAIN	DI I D	p. 109 Celebrating Learning Day 2 Small Group
DOMAIN STATEMENT OF ENDURING	RI.LD.	Language Development (LD)
STATEMENT OF ENDURING KNOWLEDGE		Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR INDICATOR	LD.1.a.1. LD.1.a.1.1.	By 36 months, most children:  Demonstrate an understanding of descriptive words.
		Trees Study  D. 014 Exploring the Topic Day 1 Large Group  D. 015 Exploring the Topic Day 2 Small Group  D. 016 Exploring the Topic Day 2 Choice Time  D. 016 Exploring the Topic Day 2 Large Group  D. 017 Exploring the Topic Day 2 Small Group  D. 017 Exploring the Topic Day 2 Large-Group Roundup  D. 019 Exploring the Topic Day 3 Large-Group Roundup  D. 021 Exploring the Topic Day 4 Large-Group Roundup  D. 021 Exploring the Topic Day 4 Small Group  D. 023 Exploring the Topic Day 5 Large-Group Roundup  D. 023 Exploring the Topic Day 5 Choice Time  D. 029 Investigation 1 Day 1 Choice Time  D. 029 Investigation 1 Day 1 Small Group  D. 030 Investigation 1 Day 1 Small Group  D. 031 Investigation 1 Day 2 Large-Group Roundup  D. 031 Investigation 1 Day 2 Large Group  D. 031 Investigation 1 Day 3 Large Group  D. 033 Investigation 1 Day 3 Large Group  D. 033 Investigation 1 Day 3 Large Group  D. 033 Investigation 1 Day 3 Large Group  D. 034 Investigation 1 Day 3 Large Group  D. 035 Investigation 1 Day 3 Large Group  D. 036 Investigation 1 Day 5 Choice Time  D. 036 Investigation 1 Day 5 Large Group  D. 037 Investigation 1 Day 5 Large Group  D. 036 Investigation 1 Day 5 Large Group  D. 037 Investigation 1 Day 5 Small Group  D. 041 Investigation 1 Day 5 Small Group  D. 042 Investigation 2 Day 1 Large Group  D. 041 Investigation 2 Day 1 Large Group  D. 042 Investigation 2 Day 1 Large Group  D. 043 Investigation 2 Day 1 Large Group  D. 044 Investigation 2 Day 1 Large Group  D. 045 Investigation 2 Day 2 Large Group  D. 041 Investigation 2 Day 2 Large Group  D. 042 Investigation 2 Day 2 Large Group  D. 043 Investigation 2 Day 2 Large Group  D. 044 Investigation 2 Day 2 Large Group  D. 045 Investigation 2 Day 3 Large Group

		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Large-Group Roundup
		p. 049 Investigation 2 Day 5 Mighty Minutes
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Large-Group Roundup
		p. 054 Investigation 3 Day 2 Large Group
		p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Large Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Small Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 067 Investigation 4 Day 2 Small Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Large-Group Roundup
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large Group
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Large-Group Roundup
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Choice Time
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Earge-Group Roundup
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Large-Group Roundup
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Large-Group Roundup
		p. 093 Investigation 6 Day 4 Small Group
	TI CONTRACTOR OF THE CONTRACTO	
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time
		p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time
		p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR		p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group  Respond appropriately to others' comments, questions, or stories.
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group  Respond appropriately to others' comments, questions, or stories.  Trees Study
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group  Respond appropriately to others' comments, questions, or stories.  Trees Study p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group  Respond appropriately to others' comments, questions, or stories.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group  Respond appropriately to others' comments, questions, or stories.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group  Respond appropriately to others' comments, questions, or stories.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group  Respond appropriately to others' comments, questions, or stories.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group
INDICATOR	LD.1.a.1.2.	p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group  Respond appropriately to others' comments, questions, or stories.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group

		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 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 Choice Time
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Choice Time
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Large Group
		p. 059 Investigation 3 Day 4 Mighty Minutes
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 064 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Mighty Minutes
		p. 099 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Choice Time
		p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	LD.1.a.1.3.	Follow two-step directions that involve familiar experiences and
INDICATOR	LD. 1.a. 1.3.	objects (e.g., "Find your shoes and bring them to me.").
		osjevio (o.g., 1 ma your shoes and simg them to me. ).
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 034 Investigation 1 Day 4 Large Group

		p. 039 Investigation 2 Outdoor Experiences
		p. 051 Investigation 3 Outdoor Experiences
		p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 057 Investigation 3 Day 3 Small Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 063 Investigation 4 Outdoor Experiences
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 074 Investigation 5 Day 1 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 085 Investigation 6 Outdoor Experience
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly
		complex language.
SPECIFIC INDICATOR	LD.1.a.2.	
		By 48 months, most children:
INDICATOR	LD.1.a.2.1.	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.
		retening of relating them to prior knowledge.
		Traca Study
		Trees Study
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.1.a.2.2.	Demonstrate an understanding of conversations by responding to
		questions and prompts.
		4.00.00.00 and p.0.00.p.0.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Earge Group
		p. 016 Exploring the Topic Day 1 Shian Group
		p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup
		proof invostigation i bay a Large-Group Mountaup

		p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 5 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 056 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 075 Investigation 5 Day 3 Small Group p. 076 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Read-Aloud p. 081 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 080 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 1 Large Group p. 082 Investigation 6 Day 1 Large Group p. 091 Investigation 6 Day 1 Large Group p. 092 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 094 Investigation 6 Day 4 Large Group p. 095 Investigation 6 Day 4 Large Group p. 096 Investigation 6 Day 4 Large Group p. 097 Investigation 6 Day 4 Large Group p. 098 Investigation 6 Day 4 Large Group p. 1098 Celebrating Learning Day 2 Small
INDICATOR	LD.1.a.2.4.	Distinguish between real and made-up words.  Trees Study p. 058 Investigation 3 Day 4 Large Group
INDICATOR	LD.1.a.2.6.	Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?").  Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Outdoor Experiences p. 069 Investigation 4 Day 4 Choice Time p. 070 Investigation 5 Day 1 Large Group p. 078 Investigation 5 Day 3 Large Group p. 078 Investigation 6 Outdoor Experience

		p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly
		complex language.
SPECIFIC INDICATOR	LD.1.a.3.	By 60 months, most children:
INDICATOR	LD.1.a.3.1.	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas.  Trees Study
		p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Earge Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Choice Time
		p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Choice Time
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Choice Time

INDICATOR	LD.1.a.3.2.	p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Small Group Respond appropriately to a specific and varied vocabulary.
		Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 085 Investigation 6 Day 4 Small Group p. 096 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	LD.1.a.3.3.	Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.").  Trees Study  p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Outdoor Experiences p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 074 Investigation 5 Day 1 Large Group p. 078 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.1.	By 36 months, most children:
INDICATOR	LD.2.a.1.3.	Expand their vocabulary by asking others to name unfamiliar objects.

		Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 4 Small Group p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 5 Day 4 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 085 Celebrating Learning Outdoor Experiences
INDIA TOD		
INDICATOR	LD.2.a.1.4.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Small Group p. 037 Investigation 1 Day 5 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Read-Aloud p. 093 Investigation 5 Day 4 Mighty Minutes p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	LD.2.a.1.5.	Combine words into simple three- to four-word sentences.  Trees Study p. 018 Exploring the Topic Day 3 Large Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	LD.2.a.1.9.	Ask "who," "what," "why," and "where" questions.  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
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.2.	By 48 months, most children:
INDICATOR	LD.2.a.2.1.	Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors.  Trees Study
		p. 047 Investigation 2 Day 4 Mighty Minutes
INDICATOR	LD.2.a.2.2.	Pronounce new, long, or unusual words if they have modeling and support.  Trees Study
		p. 014 Exploring the Topic Day 1 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs.
		Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Read-Aloud p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large-Group Roundup 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 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 Small Group
	p. 048 Investigation 2 Day 5 Large Group
	p. 049 Investigation 2 Day 5 Large-Group Roundup
	p. 049 Investigation 2 Day 5 Mighty Minutes
	p. 049 Investigation 2 Day 5 Read-Aloud
	p. 052 Investigation 3 Day 1 Large Group
	p. 053 Investigation 3 Day 1 Large-Group Roundup
	p. 053 Investigation 3 Day 1 Read-Aloud
	p. 054 Investigation 3 Day 2 Large Group
	p. 056 Investigation 3 Day 3 Choice Time
	p. 056 Investigation 3 Day 3 Large Group
	p. 057 Investigation 3 Day 3 Read-Aloud
	p. 057 Investigation 3 Day 3 Small Group
	p. 059 Investigation 3 Day 4 Large-Group Roundup
	p. 061 Investigation 3 Day 5 Small Group
	p. 064 Investigation 4 Day 1 Large Group
	p. 067 Investigation 4 Day 2 Small Group
	p. 068 Investigation 4 Day 3 Large Group
	p. 069 Investigation 4 Day 3 Large-Group Roundup
	p. 069 Investigation 4 Day 3 Small Group
	p. 070 Investigation 4 Day 4 Choice Time
	p. 070 Investigation 4 Day 4 Large Group
	p. 070 Investigation 4 Day 4 Large-Group Roundup
	p. 074 Investigation 5 Day 1 Large Group
	p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Read-Aloud
	p. 075 Investigation 5 Day 1 Keau-Aloud p. 075 Investigation 5 Day 1 Small Group
	p. 075 Investigation 5 Day 7 Small Group
	p. 076 Investigation 5 Day 2 Choice Time
	p. 076 Investigation 5 Day 2 Large Group Roundup
	p. 077 Investigation 5 Day 2 Earge-Group Roundup
	p. 077 Investigation 5 Day 2 Small Group
	p. 079 Investigation 5 Day 3 Choice Time
	p. 080 Investigation 5 Day 4 Large Group
	p. 081 Investigation 5 Day 4 Choice Time
	p. 081 Investigation 5 Day 4 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 Choice Time
	p. 083 Investigation 5 Day 5 Large-Group Roundup
	p. 083 Investigation 5 Day 5 Large-Group Roundup
	p. 087 Investigation 6 Day 1 Choice Time
	p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup
	p. 087 Investigation 6 Day 1 Earge-Group Roundup
	p. 088 Investigation 6 Day 2 Choice Time
	p. 089 Investigation 6 Day 2 Small Group
	p. 090 Investigation 6 Day 3 Choice Time
	p. 090 Investigation 6 Day 3 Large Group
	p. 091 Investigation 6 Day 3 Large-Group Roundup
	p. 093 Investigation 6 Day 4 Small Group
	p. 107 Celebrating Learning Day 1 Read-Aloud
	p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group
	p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time
	p. 109 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
	p. 109 Celebrating Learning Day 2 Small Group
INDICATOR LD.2.a.2.5.	Determine, with modeling and support, the meanings of unknown

	1	wards by saking guestians or using contactual alues, such as
		words by asking questions or using contextual clues, such as pictures that accompany text.
		pictures that accompany text.
		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 1 Read-Aloud
		p. 032 Investigation 1 Day 2 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Earge Group
		p. 033 Investigation 1 Day 4 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Large Group
		p. 042 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 3 Choice Time
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.2.a.2.6.	Experiment with using new words in conversation.
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		Trees Study
		p. 042 Investigation 2 Day 2 Large Group
		p. 093 Investigation 6 Day 4 Small Group
INDICATOR	LD.2.a.2.7.	Use longer, more increasingly complex sentences, including
		complete four- to six-word sentences.
		Trees Study
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 047 Investigation 2 Day 4 Small Group
		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. 087 Investigation 6 Day 1 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	LD.2.a.2.9.	Continue to ask "who," "what," "why," and "where" questions.
INDICATOR	LD.2.a.2.3.	Continue to ask who, what, why, and where questions.
		Trees Study
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 022 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 4 Large Group p. 049 Investigation 2 Day 5 Small Group
	II.	p. 055 Investigation 3 Day 2 Large-Group Roundup

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STATEMENT OF ENDURING KNOWLEDGE GSE STEM	LD.2. LD.2.a.	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  Expressive Language  Young children use increasingly complex vocabulary, grammar, and
		syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.1.	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors.  Trees Study p. 047 Investigation 2 Day 4 Mighty Minutes
INDICATOR	LD.2.a.3.3.	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words.  Trees Study  D. 013 Exploring the Topic Outdoor Experiences D. 015 Exploring the Topic Day 1 Choice Time D. 015 Exploring the Topic Day 1 Small Group D. 017 Exploring the Topic Day 2 Read-Aloud D. 023 Exploring the Topic Day 5 Read-Aloud D. 023 Exploring the Topic Day 5 Read-Aloud D. 027 Investigation 1 Duy 1 Large Group D. 029 Investigation 1 Day 1 Large Group D. 029 Investigation 1 Day 1 Read-Aloud D. 029 Investigation 1 Day 1 Small Group D. 031 Investigation 1 Day 2 Read-Aloud D. 032 Investigation 1 Day 3 Large Group D. 034 Investigation 1 Day 4 Large Group D. 035 Investigation 1 Day 4 Large Group D. 035 Investigation 1 Day 4 Choice Time D. 035 Investigation 1 Day 4 Read-Aloud D. 037 Investigation 1 Day 4 Read-Aloud D. 039 Investigation 2 Day 4 Read-Aloud D. 039 Investigation 2 Day 1 Large Group D. 041 Investigation 2 Day 1 Large Group D. 042 Investigation 2 Day 1 Read-Aloud D. 042 Investigation 2 Day 2 Read-Aloud D. 045 Investigation 2 Day 2 Read-Aloud D. 045 Investigation 2 Day 3 Read-Aloud D. 046 Investigation 2 Day 4 Large Group D. 049 Investigation 2 Day 4 Large Group D. 049 Investigation 3 Day 3 Read-Aloud D. 051 Investigation 3 Day 3 Read-Aloud D. 051 Investigation 3 Day 4 Read-Aloud D. 051 Investigation 3 Day 4 Read-Aloud D. 055 Investigation 3 Day 4 Read-Aloud D. 056 Investigation 3 Day 4 Read-Aloud D. 057 Investigation 3 Day 4 Read-Aloud D. 056 Investigation 4 Day 3 Read-Aloud D. 056 Investigation 5 Day 2 Choice Time D. 076 Investigation 5 Day 2 Choice Time D. 076 Investigation 5 Day 2 Choice Time D. 076 Investigation 5 Day 2 Choice Time D. 077 Investigation 5 Day 2 Choice Time D. 079 Investigation 5 Day 3 Read-Aloud D. 079 Investigation 5 Day 2 Choice Time D. 079 Investigation 5 Day 3 Choice Time D. 079 Investigation 5 Day 3 Choice Time D. 079 Investigation 5 Day 3 Choice Time

		p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.2.a.3.4.	Use increasingly complex, longer sentences, including sentences that combine two or three phrases.  Trees Study  p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 047 Investigation 2 Day 4 Small Group 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. 087 Investigation 6 Day 1 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.1.	By 36 months, most children:
INDICATOR	LD.3.a.1.1.	Respond to others' statements, prompts, and questions.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 024 Exploring the Topic Day 5 Choice Time p. 025 Exploring the Topic Day 5 Choice Time p. 026 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 4 Large Group p. 042 Investigation 2 Day 4 Large Group p. 044 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 5 Choice Time

p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 2 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Large Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large Group p. 064 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 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. 071 Investigation 4 Day 4 Large Group p. 072 Investigation 5 Day 1 Large Group p. 073 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 075 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 6 Day 1 Large Group p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 3 Large Group p. 093 Exploring the Topic Day 1 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Large Group p. 105 Exploring the Topic Day 1 Maghty Minutes p. 017 Exploring the Topic Day 2 Read-Aloud			n 040 Investigation 2 Day E Coull Crown
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p. 031 Investigation 1 Day 2 Read-Aloud			
p. 033 Investigation 1 Day 3 Read-Aloud			p. 033 Investigation 1 Day 3 Read-Aloud
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p. 039 Investigation 2 Outdoor Experiences		II.	
p. 041 Investigation 2 Day 1 Read-Aloud			p. 039 Investigation 2 Outdoor Experiences
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			p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud
			p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Small Group
			p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Read-Aloud
			p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Read-Aloud p. 052 Investigation 3 Day 1 Large Group
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		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Choice Time p. 092 Investigation 6 Day 4 Large Group
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STATEMENT OF ENDURING	ID3	Pragmatics
KNOWLEDGE		
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.1.	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.  Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Mighty Minutes p. 031 Investigation 1 Day 3 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 045 Investigation 2 Day 3 Small Group p. 055 Investigation 3 Day 1 Large Group p. 057 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Mighty Minutes p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 081 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 4 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	LD.3.a.2.2.	Use appropriate volume and intonation when speaking in a variety of social situations.  Trees Study
		p. 047 Investigation 2 Day 4 Mighty Minutes
INDICATOR	LD.3.a.2.3.	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").
		Trees Study p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what

was said previously. 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. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 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

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p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Read-Aloud
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Read-Aloud
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Small Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large Group
p. 059 Investigation 3 Day 4 Choice Time
p. 059 Investigation 3 Day 4 Large-Group Roundup
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Small Group
p. 063 Investigation 4 Outdoor Experiences
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 065 Investigation 4 Day 1 Small Group
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 067 Investigation 4 Day 2 Small Group
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group
p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Large-Group Roundup
p. 075 Investigation 5 Day 1 Read-Aloud
p. 075 Investigation 5 Day 1 Small Group
p. 076 Investigation 5 Day 2 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Large-Group Roundup
p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Large-Group Roundup
p. 079 Investigation 5 Day 3 Small Group
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Large-Group Roundup
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		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 6 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 088 Investigation 6 Day 2 Large-Group Roundup 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 Roundup p. 091 Investigation 6 Day 3 Large-Group p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Large-Group Roundup p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 2 Large-Group Roundup p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	p. 109 Celebrating Learning Day 2 Small Group Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.3.	By 60 months, most children:
INDICATOR	LD.3.a.3.1.	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Trees Study  p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group
INDICATOR	LD.3.a.3.2.	p. 093 Investigation 6 Day 4 Small Group  Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.  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

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

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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
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		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. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time p. 106 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Read-Aloud p. 090 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.3.a.3.3.	p. 109 Celebrating Learning Day 2 Small Group  Use language to communicate with others in familiar and unfamiliar
		Trees Study  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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.1.	In early-stage English language development, children:
INDICATOR	LD.4.a.1.1.	Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English.  Trees Study  p. 033 Investigation 1 Day 3 Read-Aloud  p. 075 Investigation 5 Day 1 Read-Aloud
INDICATOR	LD.4.a.1.3.	Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc  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

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p. 018 Exploring the Topic Day 3 Choice Time
p. 018 Exploring the Topic Day 3 Large Group
p. 019 Exploring the Topic Day 3 Large-Group Roundup
p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Choice Time
p. 021 Exploring the Topic Day 4 Large-Group Roundup
p. 021 Exploring the Topic Day 4 Small Group
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Choice Time
p. 023 Exploring the Topic Day 5 Read-Aloud
p. 023 Exploring the Topic Day 5 Small Group
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Choice Time
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Mighty Minutes
p. 031 Investigation 1 Day 2 Read-Aloud
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Read-Aloud
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Mighty Minutes
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Choice Time
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Read-Aloud
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Read-Aloud
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
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p. 053 Investigation 3 Day 1 Large-Group Roundup

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p. 053 Investigation 3 Day 1 Read-Aloud
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Small Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large Group
p. 059 Investigation 3 Day 4 Choice Time
p. 059 Investigation 3 Day 4 Large-Group Roundup
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Small Group
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 065 Investigation 4 Day 1 Small Group
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 067 Investigation 4 Day 2 Small Group
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group
p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Large-Group Roundup
p. 075 Investigation 5 Day 1 Read-Aloud
p. 075 Investigation 5 Day 1 Small Group
p. 076 Investigation 5 Day 2 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Large-Group Roundup
p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Large-Group Roundup
p. 079 Investigation 5 Day 3 Small Group
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Large-Group Roundup
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 085 Investigation 6 Outdoor Experience
p. 086 Investigation 6 Day 1 Large Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Large-Group Roundup
p. 087 Investigation 6 Day 1 Mighty Minutes
p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time
p. 088 Investigation 6 Day 2 Large Group
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		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
INDICATOR	LD.4.a.1.4.	Pagin to follow simple directions in English, conscielly when they
INDICATOR	LD.4.a.1.4.	Begin to follow simple directions in English, especially when they
		are accompanied by contextual cues, such as gestures, pointing,
		and voice modulation.
		Trace Cturbs
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 034 Investigation 1 Day 4 Large Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 051 Investigation 3 Outdoor Experiences
		p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 057 Investigation 3 Day 3 Small Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 063 Investigation 4 Outdoor Experiences
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 074 Investigation 5 Day 1 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 085 Investigation 6 Outdoor Experience
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly
GSE STEW	LD.4.a.	
		complex language as well as a range of topics and types of texts
		(including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.2.	In mid-stage English language development, children:
INDICATOR	LD.4.a.2.2.	Demonstrate an understanding of English words for objects and
		actions and of English phrases encountered frequently in both real
		and pretend activities.
		p. 5.51010 001111001
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 015 Exploring the Topic Day 1 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Choice Time
		p. 029 Investigation 1 Day 1 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time

INDICATOR	LD.4.a.2.3.	p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup  Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).
		P. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 085 Investigation 6 Day 4 Small Group p. 085 Celebrating Learning Outdoor Experiences
INDICATOR	LD.4.a.2.4.	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).  Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Outdoor Experiences p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 074 Investigation 5 Day 1 Large Group p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group

STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.3.	In late-stage English language development, children:
INDICATOR	LD.4.a.3.2.	Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas).  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. 041 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	LD.4.a.3.3.	Follow directions that involve a one- or two-step sequence, relying less on contextual cues.  Trees Study  p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Outdoor Experiences p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 074 Investigation 5 Day 1 Large Group p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.1.	In early-stage English language development, children:
INDICATOR	LD.4.b.1.1.	Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.  Trees Study  p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Mighty Minutes p. 033 Investigation 1 Day 3 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 045 Investigation 2 Day 3 Small Group

		p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Mighty Minutes p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 4 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	LD.4.b.1.2.	Use age-appropriate vocabulary in the home language.  Trees Study p. 033 Investigation 1 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud
INDICATOR	LD.4.b.1.4.	Use age-appropriate grammar in their home language.  Trees Study  p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Outdoor Experiences p. 057 Investigation 3 Day 3 Small Group p. 070 Investigation 4 Day 4 Small Group p. 075 Investigation 5 Day 1 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	LD.4.b.1.5.	Ask a variety of questions (e.g., "what," "why," "how," "when," and "where") in their home language.  Trees Study p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	LD.4.b.1.6.	Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues).  Trees Study p. 033 Investigation 1 Day 3 Read-Aloud

		p. 075 Investigation 5 Day 1 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:
INDICATOR	LD.4.b.2.1.	Combine nonverbal with some verbal communication to be understood by others.  Trees Study  p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Mighty Minutes p. 031 Investigation 1 Day 3 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 045 Investigation 2 Day 3 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Mighty Minutes p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 081 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 4 Mighty Minutes p. 088 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 1 Large Group p. 093 Investigation 6 Day 1 Large Group p. 094 Investigation 6 Day 1 Large Group p. 095 Investigation 6 Day 1 Large Group p. 096 Investigation 6 Day 1 Large Group p. 097 Celebrating Learning Day 1 Small Group
INDICATOR	LD.4.b.2.4.	Use telegraphic speech (two-word phrases rather than full sentences, such as "want food").  Trees Study p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Outdoor Experiences p. 057 Investigation 3 Day 3 Small Group p. 070 Investigation 4 Day 4 Small Group p. 075 Investigation 5 Day 1 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group  Use formulaic speech (expressions that are learned whole, e.g., "I
INDICATOR	LU.4.U.2.4.	Disc formulate speech (expressions that are learned whole, e.g., 1 don't know").  Trees Study 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
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.

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. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 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

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p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Read-Aloud
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Read-Aloud
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Small Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large Group
p. 059 Investigation 3 Day 4 Choice Time
p. 059 Investigation 3 Day 4 Large-Group Roundup
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Small Group
p. 063 Investigation 4 Outdoor Experiences
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 065 Investigation 4 Day 1 Small Group
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 067 Investigation 4 Day 2 Small Group
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group
p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Large-Group Roundup
p. 075 Investigation 5 Day 1 Read-Aloud
p. 075 Investigation 5 Day 1 Small Group
p. 076 Investigation 5 Day 2 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Large-Group Roundup
p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Large-Group Roundup
p. 079 Investigation 5 Day 3 Small Group
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Large-Group Roundup
p. 081 Investigation 5 Day 4 Small Group
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		p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large-Group Roundup 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 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 Large-Group Roundup p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Day 1 Choice Time p. 106 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 2 Large Group 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 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	LD.4.b.2.7.	Use some English grammatical markers (e.g., "-ing" or the plural- forming "-s") and apply at times the rules of grammar of the home language to English.  Trees Study p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 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 Celebrating Learning Day 1 Small Group
INDICATOR	LD.4.b.2.8.	Use "what" and "why" questions in English, sometimes with errors.  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
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.3.	In late-stage English language development, children:
INDICATOR	LD.4.b.3.1.	Demonstrate increasing reliance on verbal communication in English to be understood by others. <u>Trees Study</u> p. 047 Investigation 2 Day 4 Mighty Minutes
INDICATOR	LD.4.b.3.2.	Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary.  Trees Study p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group
INDICATOR	LD.4.b.3.3.	Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction.  Trees Study  p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 047 Investigation 2 Day 4 Small Group 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. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 3 Choice Time p. 107 Celebrating Learning Day 1 Small Group
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.1.	By 36 months, most children:
INDICATOR	L.1.a.1.1.	Engage in word and sound play with adults (e.g., rhymes, nonsense 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 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group

		p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 061 Investigation 3 Day 5 Read-Aloud p. 064 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Mighty Minutes p. 089 Investigation 6 Day 2 Mighty Minutes p. 089 Investigation 6 Day 2 Mighty Minutes
INDICATOR	L.1.a.1.2.	Distinguish between words that contain similar-sounding phonemes
		("cat-mat," "pig-jig").  Trees Study p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 2 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.1.a.1.3.	Fill in repeating phrases of familiar songs, stories, and finger plays.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group

p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 1 Large Group p. 073 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 0776 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 088 Investigation 6 Day 1 Large Group p. 089 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Large Group p. 108 Celebrating Learning Day 2 Large Group			
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p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group	INDICATOR	L.1.a.1.4.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Highty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Highty Minutes p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group
p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group	INDICATOR	L.1.a.1.4.	Trees Study 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. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group
p. 052 Investigation 3 Day 1 Large Group	INDICATOR	L.1.a.1.4.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Mighty Minutes
	INDICATOR	L.1.a.1.4.	Sounds).  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes 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. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 4 Mighty Minutes
	INDICATOR	L.1.a.1.4.	Sounds).  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Mighty Minutes p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 4 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group
	INDICATOR	L.1.a.1.4.	Sounds).  Trees Study 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. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 024 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group

		p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 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. 070 Investigation 4 Day 3 Large Group p. 074 Investigation 4 Day 4 Large Group p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 084 Investigation 6 Day 1 Large Group p. 085 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 094 Investigation 6 Day 4 Large Group p. 095 Investigation 6 Day 4 Large Group p. 096 Investigation 6 Day 4 Large Group p. 097 Investigation 6 Day 4 Large Group p. 098 Investigation 6 Day 4 Large Group p. 099 Investigation 6 Day 4 Large Group p. 090 Investigation 6 Day 4 Large Group p. 091 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Mighty Minutes
STATEMENT OF ENDURING	L.1.	p. 108 Celebrating Learning Day 2 Large Group  Phonological Awareness
KNOWLEDGE		
GSE STEM	L.1.a. L.1.a.2.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR		By 48 months, most children:
INDICATOR	L.1.a.2.1.	Demonstrate an awareness of words as separate units.  Trees Study p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes
INDICATOR	L.1.a.2.2.	Identify whether two words rhyme.  Trees Study p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 053 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 1 Small Group

		p. 056 Investigation 3 Day 3 Large Group
		p. 057 Investigation 3 Day 3 Mighty Minutes
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Choice Time
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 064 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Mighty Minutes
		p. 069 Investigation 4 Day 3 Mighty Minutes
		p. 070 Investigation 4 Day 4 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Mighty Minutes
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 089 Investigation 6 Day 2 Mighty Minutes
		p. 107 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	L.1.a.2.3.	Engage in rhyming games and songs; can complete a familiar
INDICATOR	L. 1.a.2.3.	rhyme.
		mynic.
		Trees Study
		p. 015 Exploring the Topic Day 1 Small Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Mighty Minutes
		p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 057 Investigation 3 Day 3 Mighty Minutes p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Choice Time p. 061 Investigation 3 Day 5 Read-Aloud
		p. 064 Investigation 4 Day 1 Large Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Mighty Minutes
		p. 069 Investigation 4 Day 3 Mighty Minutes
		p. 070 Investigation 4 Day 4 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Mighty Minutes
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 089 Investigation 6 Day 2 Mighty Minutes
		p. 107 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	L.1.a.2.4.	Orally blend and segment familiar compound words, with modeling and support.
		απα σαρμοτά
		Trees Study
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 065 Investigation 4 Day 1 Small Group

		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time
		p. 090 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 093 Investigation 6 Day 4 Mighty Minutes
INDICATOR	L.1.a.2.5.	Comprehend and use new words introduced within thematic units,
		stories, and daily activities.
		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 1 Read-Aloud
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 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. 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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.3.	By 60 months, most children:
INDICATOR	L.1.a.3.1.	Match beginning sounds of some words; are able to name several
		words that begin with the letter sound of their name.
		Troop Study
		Trees Study p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 030 Investigation 1 Day 2 Large Group
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Small Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Mighty Minutes
		p. 069 Investigation 4 Day 3 Mighty Minutes

		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Mighty Minutes
		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Small Group
		p. 093 Investigation 6 Day 4 Mighty Minutes
INDICATOR	L.1.a.3.2.	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance").
		Trees Study
		p. 015 Exploring the Topic Day 1 Small Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Mighty Minutes
		p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 057 Investigation 3 Day 3 Mighty Minutes
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Choice Time
		p. 061 Investigation 3 Day 5 Read-Aloud p. 064 Investigation 4 Day 1 Large Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Mighty Minutes
		p. 069 Investigation 4 Day 3 Mighty Minutes
		p. 070 Investigation 4 Day 4 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Mighty Minutes
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 089 Investigation 6 Day 2 Mighty Minutes
		p. 107 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	L.1.a.3.3.	Identity whether or not two words begin with the same sound (i.e.,
		when an adult gives three or four oral words, children can select
		those that begin with same sound, although they may not be able to
		identify the letter).
		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. 059 Investigation 3 Day 4 Small Group p. 065 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes
		p. oor myesiigation 4 Day 2 mignity minutes

		p. 069 Investigation 4 Day 3 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes
INDICATOR	L.1.a.3.4.	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear".  Trees Study
		p. 029 Investigation 1 Day 1 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Small Group
		p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group
		p. 093 Investigation 6 Day 4 Mighty Minutes
INDICATOR	L.1.a.3.5.	With modeling and support, identify, blend, and segment syllables in spoken words.
		Trees Study
		p. 015 Exploring the Topic Day 1 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Small Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group p. 082 Investigation 5 Day 5 Large Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Small Group
NIDIGATOR		p. 093 Investigation 6 Day 4 Mighty Minutes
INDICATOR	L.1.a.3.6.	With modeling and support, delete the onsets of words (e.g., "pairair, fruit-root").
		Trees Study p. 055 Investigation 3 Day 2 Small Group p. 058 Investigation 3 Day 4 Large Group
INDICATOR	L.1.a.3.7.	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook").
		Trees Study p. 055 Investigation 3 Day 2 Small Group p. 058 Investigation 3 Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.1.	By 36 months, most children:

INDICATOR	L.2.a.1.1.	Recognize more symbols and logos in the environment.  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
INDICATOR	L.2.a.1.2.	Recognize letters as a special form of symbol that can be individually named.  Trees Study p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 049 Investigation 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 Small Group 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. 065 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes p. 082 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes p. 077 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.2.	By 48 months, most children:
INDICATOR	L.2.a.2.1.	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print.  Trees Study  p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 061 Investigation 3 Day 5 Read-Aloud

		p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.2.a.2.2.	Produce the sound for some of the letters they recognize.
		Trees Study p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 2 Small Group p. 065 Investigation 3 Day 5 Small Group p. 069 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.2.a.2.3.	Recognize, with modeling and support, their own name or other common words in 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
INDICATOR	L.2.a.2.4.	Recognize words that start with the same letter as their name.  Trees Study  p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 049 Investigation 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 Read-Aloud 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 2 Mighty Minutes

		p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.3.	By 60 months, most children:
INDICATOR	L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Trees Study  p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 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 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 4 Mighty Minutes p. 082 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
INDICATOR	L.2.a.3.2.	Produce the sound for many of the letters the recognize.  Trees Study
		p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 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 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 077 Investigation 5 Day 2 Small Group

		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.2.a.3.3.	Correctly sort letters and find words that contain specified letters.
		Trees Study
		p. 015 Exploring the Topic Day 1 Small Group
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 031 Investigation 1 Day 2 Mighty Minutes
		p. 031 Investigation 1 Day 2 Small Group
		p. 033 Investigation 1 Day 2 Small Group
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 035 Investigation 1 Day 4 Small Group
		p. 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. 041 Investigation 2 Day 1 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Small Group
		p. 059 Investigation 3 Day 4 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. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 077 Investigation 5 Day 2 Small Group
		p. 079 Investigation 5 Day 2 Small Group
		p. 081 Investigation 5 Day 4 Mighty Minutes
		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 086 Investigation 6 Day 1 Large Group
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Mighty Minutes
		p. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.2.a.3.4.	Demonstrate an understanding that strings of letters represent a
		sequence of spoken sounds.
		· · · ·
		Trees Study
		p. 021 Exploring the Topic Day 4 Small Group
		p. 031 Investigation 1 Day 2 Small Group
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Small Group

		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 055 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 4 Day 3 Small Group
		p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 077 Investigation 5 Day 2 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
		3 3 3 3 3 3 3
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print
		conventions; they understand that print carries meaning and spoken
		words are represented by text.
SPECIFIC INDICATOR	L.3.a.1.	By 36 months, most children:
INDICATOR	L.3.a.1.1.	Recognize specific books by their covers and seek out specific pages in familiar books.
		Trees Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
		p. 103 Celebrating Learning Day 2 Nead-Aloud
INDICATOR	L.3.a.1.2.	Know where books are kept, take them to an adult reader, and return books to their designated place when finished.
		Trace Cturks
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 027 Investigation 1 Outdoor Experiences
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud

		p. 034 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. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Mighty Minutes
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.3.a.1.3.	Make scribble marks on paper and "read" the meaning they assign
INDIOAT OR	L.o.a. 1.o.	to the marks.
		Trees Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 021 Exploring the Topic Day 2 Earge 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 1 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
STATEMENT OF ENDURING	L.3.	Print Knowledge
KNOWLEDGE		

GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.2.	By 48 months, most children:
INDICATOR	L.3.a.2.1.	Hold a book in correct orientation and turn pages from front to back, usually one at a time.  Trees Study  p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 2 Day 5 Small Group p. 057 Investigation 3 Day 1 Small Group p. 065 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 1 Small Group p. 075 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 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.3.a.2.2.	Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?").  Trees Study  p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 107 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
INDICATOR	L.3.a.3.1.	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.  Trees Study  p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group

p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 5 Day 1 Mighty Minutes p. 077 Investigation 5 Day 1 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group p. 109 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 3 Read-Aloud p. 018 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 024 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 2 Read-Aloud p. 041 Investigation 1 Day 3 Read-Aloud p. 041 Investigation 1 Day 3 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 044 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 3 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 4 Day 1 Read-Aloud	to
specific authors of illustrators.  Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 4 Day 1 Read-Aloud	to
Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud	
p. 067 Investigation 4 Day 2 Read-Aloud p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud	
INDICATOR L.3.a.3.3. Identify familiar words in books and the environment.	
Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 069 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group	
STATEMENT OF ENDURING L.4. Comprehension and Interest	
KNOWLEDGE	
GSE STEM  L.4.a. Children show interest in and an understanding of a variety of literacy experiences.	
GSE STEM L.4.a. Children show interest in and an understanding of a variety of	

questions, making comments, and responding to prompts. 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 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud

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INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences,
		such as telling and listening to stories, singing and saying rhymes,
		and engaging with writing materials.
		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. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 029 Investigation 1 Day 1 Read-Aloud
		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. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		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 Mighty Minutes
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Nead-Aloud
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Mighty Minutes
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Choice Time
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 057 Investigation 3 Day 3 Mighty Minutes
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		P. 007 Hivestigation 5 Day 5 Silian Gloup

	p. 058 Investigation 3 Day 4 Large 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 Read-Aloud
	p. 064 Investigation 4 Day 1 Large Group
	p. 065 Investigation 4 Day 1 Choice Time
	p. 065 Investigation 4 Day 1 Mighty Minutes
	p. 065 Investigation 4 Day 1 Read-Aloud
	p. 065 Investigation 4 Day 1 Small Group
	p. 066 Investigation 4 Day 2 Choice Time
	p. 066 Investigation 4 Day 2 Large Group
	p. 067 Investigation 4 Day 2 Mighty Minutes
	p. 067 Investigation 4 Day 2 Read-Aloud
	p. 068 Investigation 4 Day 3 Large Group
	p. 069 Investigation 4 Day 3 Choice Time
	p. 069 Investigation 4 Day 3 Mighty Minutes
	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. 071 Investigation 4 Day 4 Read- Aloud
	p. 074 Investigation 5 Day 1 Large Group
	p. 075 Investigation 5 Day 1 Mighty Minutes
	p. 075 Investigation 5 Day 1 Read-Aloud
	p. 075 Investigation 5 Day 1 Small Group
	p. 076 Investigation 5 Day 2 Large Group
	p. 077 Investigation 5 Day 2 Read-Aloud
	p. 078 Investigation 5 Day 3 Large Group
	p. 079 Investigation 5 Day 3 Choice Time
	p. 079 Investigation 5 Day 3 Mighty Minutes
	p. 079 Investigation 5 Day 3 Read-Aloud
	p. 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 Mighty Minutes
	p. 081 Investigation 5 Day 4 Read-Aloud
	p. 081 Investigation 5 Day 4 Small Group
	p. 082 Investigation 5 Day 5 Large Group
	p. 083 Investigation 5 Day 5 Mighty Minutes
	p. 083 Investigation 5 Day 5 Read-Aloud
	p. 083 Investigation 5 Day 5 Small Group
	p. 086 Investigation 6 Day 1 Large Group
	p. 087 Investigation 6 Day 1 Mighty Minutes
	p. 087 Investigation 6 Day 1 Read-Aloud
	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 Mighty Minutes
	p. 089 Investigation 6 Day 2 Read-Aloud
	p. 090 Investigation 6 Day 3 Large 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 Mighty Minutes
	p. 093 Investigation 6 Day 4 Read-Aloud
	p. 106 Celebrating Learning Day 1 Large Group
	p. 107 Celebrating Learning Day 1 Mighty Minutes
	p. 107 Celebrating Learning Day 1 Read-Aloud
	p. 107 Celebrating Learning Day 1 Small Group
	p. 108 Celebrating Learning Day 2 Large Group
	p. 109 Celebrating Learning Day 2 Mighty Minutes
	p. 109 Celebrating Learning Day 2 Read-Aloud
	p. 109 Celebrating Learning Day 2 Small Group
INDICATOR L.4.a.1.3.	Demonstrate a preference for conventional books over board books.
LITIGITION	pomonetate a profession for conventional books over board books.

		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. 034 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 4 Read-Aloud p. 052 Investigation 2 Day 5 Read-Aloud p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 076 Investigation 4 Day 2 Read-Aloud p. 076 Investigation 5 Day 2 Read-Aloud p. 076 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 6 Day 4 Read-Aloud p. 084 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 2 Read-Aloud p. 087 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.4.	Enjoy books about a variety of topics.
INDICATOR	L.4.a.1.4.	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. 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. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 060 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 4 Day 1 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. 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. 081 Investigation 5 Day 4 Read-Aloud
		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. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.7.	Recite some words of a familiar book when read to (especially from books with repeating text).
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 029 Investigation 1 Day 1 Small Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 059 Investigation 3 Day 4 Small Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 070 Investigation 4 Day 4 Mighty Minutes
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 092 Investigation 6 Day 4 Large Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	1.4.4.0	
INDICATOR	L.4.a.1.8.	Recall specific characters or events from familiar stories and retell
		some parts of a story with prompting and support.
		Trace Study
		Trees Study
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 5 Day 1 Read-Aloud
	II.	p. 081 Investigation 5 Day 4 Small Group
		n 002 Investigation F Day F Small Crave
		p. 083 Investigation 5 Day 5 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
INDICATOR	L.4.a.1.9.	p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.1.9.	p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud
INDICATOR	L.4.a.1.9.	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 With modeling and support, anticipate what comes next in familiar
INDICATOR	L.4.a.1.9.	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 With modeling and support, anticipate what comes next in familiar

		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of
		literacy experiences.
SPECIFIC INDICATOR	L.4.a.2.	By 48 months, most children:
INDICATOR	L.4.a.2.1.	Enjoy and ask to engage in book reading, book writing, or other
		literacy-related activities.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Choice Time
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 066 Investigation 4 Day 2 Choice Time
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 4 Day 3 Read-Aloud
		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. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time	
p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group	
p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group	
p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group	
p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group	
p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group	
p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group	
p. 087 Investigation 6 Day 1 Small Group	
p. 000 investigation 6 day 2 Choice Time	
p. 089 Investigation 6 Day 2 Read-Aloud	
p. 091 Investigation 6 Day 3 Read-Aloud	
p. 091 Investigation 6 Day 3 Small Group	
p. 093 Investigation 6 Day 4 Read-Aloud	
p. 107 Celebrating Learning Day 1 Read-Aloud	
p. 109 Celebrating Learning Day 2 Read-Aloud	
	_
INDICATOR L.4.a.2.2. Explore a variety of literary genres, such as fiction, fantasy,	
informational texts.	
Trees Study	
p. 014 Exploring the Topic Day 1 Large Group	
p. 015 Exploring the Topic Day 1 Read-Aloud	
p. 015 Exploring the Topic Day 1 Choice Time	
p. 017 Exploring the Topic Day 2 Read-Aloud	
p. 019 Exploring the Topic Day 3 Read-Aloud	
p. 021 Exploring the Topic Day 4 Read-Aloud	
p. 023 Exploring the Topic Day 5 Read-Aloud	
p. 027 Investigation 1 Outdoor Experiences	
p. 029 Investigation 1 Day 1 Mighty Minutes	
p. 029 Investigation 1 Day 1 Read-Aloud	
p. 031 Investigation 1 Day 2 Read-Aloud	
p. 031 Investigation 1 Day 2 Small Group	
p. 032 Investigation 1 Day 3 Large Group	
p. 033 Investigation 1 Day 3 Read-Aloud	
p. 034 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. 051 Investigation 3 Outdoor Experiences	
p. 053 Investigation 3 Day 1 Read-Aloud	
p. 055 Investigation 3 Day 2 Read-Aloud	
p. 057 Investigation 3 Day 3 Read-Aloud	
p. 058 Investigation 3 Day 4 Large Group	
p. 059 Investigation 3 Day 4 Read-Aloud	
p. 060 Investigation 3 Day 5 Choice Time	
p. 060 Investigation 3 Day 5 Large Group	
p. 061 Investigation 3 Day 5 Read-Aloud	
p. 063 Investigation 4 Outdoor Experiences	
p. 065 Investigation 4 Day 1 Read-Aloud	
p. 067 Investigation 4 Day 2 Read-Aloud	
p. 069 Investigation 4 Day 3 Read-Aloud	
p. 069 Investigation 4 Day 3 Small Group	
p. 009 investigation 4 Day 4 Read- Aloud	
p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud	
p. 076 Investigation 5 Day 2 Large Group	
p. 077 Investigation 5 Day 2 Read-Aloud	
p. 079 Investigation 5 Day 3 Choice Time	
p. 079 Investigation 5 Day 3 Read-Aloud	
p. 079 Investigation 5 Day 3 Small Group	
p. 081 Investigation 5 Day 4 Choice Time	

		p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Mighty Minutes p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.2.4.	With assistance and support, engage in writing activities (e.g., labeling a picture).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group p. 053 Investigation 3 Day 1 Small Group p. 059 Investigation 3 Day 4 Choice Time
INDICATOR	L.4.a.2.5.	Begin to understand the sequence 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. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.2.6.	With support, retell or reenact familiar stories with pictures or props as prompts.  Trees Study p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 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 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud

INDICATOR	1.4027	Ask and answer questions shout main sharestors or events in a
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.
		lammar story.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	1 4 2 2 9	
INDICATOR	L.4.a.2.8.	With modeling and support, make predictions about what might
		happen next in a story and determine if their predictions were confirmed.
		Commined.
		Trees Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 2 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. 081 Investigation 5 Day 4 Read-Aloud
	J [	p. vovoligation o bay + nous mous

	p. 087 Investigation 6 Day 1 Read-Aloud
	p. 089 Investigation 6 Day 2 Read-Aloud
	p. 093 Investigation 6 Day 4 Read-Aloud
	p. 109 Celebrating Learning Day 2 Read-Aloud
L.4.a.2.9.	With modeling and support, demonstrate knowledge from informational texts Respond to the question "what made you think so?" in response to their ideas about books and stories, with more depth and detail.  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. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 065 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 Small Group p. 070 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 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-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud
L.4.	p. 107 Celebrating Learning Day 1 Small Group  Comprehension and Interest
L.4.a.	Children show interest in and an understanding of a variety of
	literacy experiences.
L.4.a.3. L.4.a.3.1.	
	L.4.

		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 1 Read-Aloud
		p. 091 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.2.	Engage in independent writing activities during routine times, such
INDICATOR	L.4.a.3.2.	as pretending to write in their own journal.
		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
INDICATOR	L.4.a.3.3.	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).
		Trees Study
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.4.	Engage in higher-order thinking during shared reading experiences,
		such as making predictions and inferences, determining cause-and-
		effect relationships, and summarizing stories.
		· ·
		Trees Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
A Company of the Comp	II.	
		p. 017 Exploring the Topic Day 2 Read-Aloud

		p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 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 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 075 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 5 Day 5 Small Group p. 083 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
INDICATOR	L.4.a.3.5.	Retell a familiar story in the proper sequence, including major
		Prees 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. 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. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 051 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud

		p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud
INDICATOR	L.4.a.3.7.	With guidance and support, relate events and information from stories to their own experiences.
		Trees Study p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 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. 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. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.1.	In early-stage English language development, children:
INDICATOR	L.5.a.1.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures).  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 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Read-Aloud p. 024 Exploring the Topic Day 5 Small Group p. 025 Exploring the Topic Day 5 Small Group p. 026 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group

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p. 029 Investigation 1 Day 1 Mighty Minutes
p. 029 Investigation 1 Day 1 Read-Aloud
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. 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 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 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 041 Investigation 2 Day 1 Read-Aloud
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Read-Aloud
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Read-Aloud
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Read-Aloud
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Read-Aloud
p. 049 Investigation 2 Day 5 Small Group
p. 052 Investigation 3 Day 1 Choice Time
p. 053 Investigation 3 Day 1 Read-Aloud
p. 053 Investigation 3 Day 1 Small Group
p. 055 Investigation 3 Day 2 Read-Aloud
p. 055 Investigation 3 Day 2 Small Group
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large 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 Read-Aloud
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. 071 Investigation 4 Day 4 Read- Aloud
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Read-Aloud
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Read-Aloud
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Read-Aloud
p. 079 Investigation 5 Day 3 Small Group
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Read-Aloud
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
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		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Mighty Minutes
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 093 Investigation 6 Day 4 Small Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Read-Aloud
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.5.a.1.2.	"Read" familiar books (written in the home language or in English)
		when encouraged by others and use the home language to talk
		about the books.
		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. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud
		p. 045 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		in a second and a second

		p. 070 Investigation 4 Day 4 Choice Time
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Nead-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.5.a.1.3.	Begin to identify and relate to a story from their own life experiences
INDIOATOR	L.J.a. 1.J.	in their home language.
		in their nome language.
		Trees Study
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.5.a.1.4.	Retell a story in their home language when read or told a story in the
		home language.
		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. 043 Investigation 2 Day 3 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		-

		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.2.	In mid-stage English language development, children:
	L.5.a.2. L.5.a.2.1.	-
		p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 071 Investigation 4 Day 4 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 4 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 082 Investigation 5 Day 5 Read-Aloud 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. 087 Investigation 5 Day 5 Small Group p. 088 Investigation 5 Day 5 Small Group p. 089 Investigation 5 Day 5 Small Group p. 089 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 1 Read-Aloud

		p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in
		English with increasing independence and to talk about the books in
		either their home language or English.
		ottioi tion nomo tangaago or Englioni
		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 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 2 Read-Aloud
		p. 021 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 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 Choice Time
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Large Group

		p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.5.a.2.3.	Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English.
		Trees Study p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.5.a.2.4.	Begin to narrate using English that reflects an increasingly larger
INDICATOR	L.J.a.2.4.	vocabulary and more complex grammar.
		Trees Study
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 051 Investigation 3 Outdoor Experiences
		p. 057 Investigation 3 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Small Group
		p. 075 Investigation 5 Day 1 Small Group
		p. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 093 Investigation 6 Day 4 Small Group
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.5.a.2.5.	Retell a story using the home language and some English when read or told the story in English.
		Troop Study
		Trees Study
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 1 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
	I I	in

		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing
		independence and to talk about the books in English.  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 Choice Time
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud

		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large Group
		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 Read-Aloud p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.5.a.3.3.	Engage in extended conversations in English about stories.
		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 Earge Group
		p. 037 Investigation 1 Day 4 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Choice Time
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 1 Read-Aloud
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
	-	I A CONTRACTOR OF THE PARTY OF

INDICATOR	L.5.a.3.4.	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 Small Group p. 083 Investigation 5 Day 5 Small Group 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. 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. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud p. 107 Celebrating Learning Day 2 Read-Aloud p. 107 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 4 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 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. 057 Investigation 3 Day 5 Choice Time
		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 6 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.1.	By 36 months, most children:
INDICATOR	L.6.a.1.1.	Explore a variety of writing tools.  Trees Study
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	L.6.a.1.2.	Describe drawings and paintings simply (e.g., "that's Mama").  Trees Study p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 087 Investigation 6 Day 1 Small Group
INDICATOR	L.6.a.1.3.	Watch when adults write.  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
INDICATOR	L.6.a.1.4.	Imitate the act of writing during play.
		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
STATEMENT OF ENDURING	L.6.	Emergent Writing
KNOWLEDGE		
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing
		conventions; they demonstrate an understanding of writing as a
		means of communication.
SPECIFIC INDICATOR	L.6.a.2.	By 48 months, most children:
INDICATOR	L.6.a.2.1.	Understand that writing carries a message and use scribbles,
		shapes, letter-like symbols, letters, and numerals to write or
		represent words or 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. 091 Investigation 6 Day 3 Small Group
INDICATOR	L.6.a.2.2.	With modeling and support, write some letters.
		<b>3 3</b>
		Trees Study
		p. 031 Investigation 1 Day 2 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 2 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
INDICATOR	L.6.a.2.3.	With modeling and support, write numerals one through nine.
		Trees Study
		p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group

STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.3.	By 60 months, most children:
INDICATOR	L.6.a.3.1.	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms.
		Trees Study p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
INDICATOR	L.6.a.3.2.	Write their first name nearly correctly (may switch the order of letters or write some letters backwards).
		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
INDICATOR	L.6.a.3.3.	p. 091 Investigation 6 Day 3 Small Group Use invented spelling.
		Trees Study p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group
INDICATOR	L.6.a.3.4.	With modeling and support, write numerals one through twenty.  Trees Study p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group
		p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.1.	By 36 months, most children:
INDICATOR	L.6.b.1.1.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean).
		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
INDICATOR	L.6.b.1.2.	Create drawings and assign meaning to them.
		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
INDICATOR	L.6.b.1.3.	Imitate the act of writing during play.
		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
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a
		variety of contexts; they use a combination of drawing, dictating,
		and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.2.	By 48 months, most children:
INDICATOR	L.6.b.2.1.	Use letter-like symbols to create written materials during play or to express an idea.
		24.1
		Trees Study p. 031 Investigation 1 Day 2 Small Group
		p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
INDICATOR	L.6.b.2.2.	Use writing tools and materials in various centers or learning
		environments (e.g., dramatic play, block area, science center).
		Trace Study
		Trees Study p. 016 Exploring the Topic Day 2 Large Group
		p. 021 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group
	I	pro

INDICATOR	L.6.b.2.4.	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 With modeling and support, discuss or answer questions about their writing and drawings.  Trees Study p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 087 Investigation 6 Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.3.	By 60 months, most children:
INDICATOR	L.6.b.3.1.	With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question.  Trees Study p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 087 Investigation 6 Day 1 Small Group
INDICATOR	L.6.b.3.2.	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list).  Trees Study  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. 057 Investigation 3 Day 3 Large-Group Roundup p. 067 Investigation 4 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Large-Group Roundup
DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING KNOWLEDGE		Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.1.	By 36 months, most children:
INDICATOR	CD.1.a.1.1.	Make plans before attempting to solve some simple problems.  Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.2.	By 48 months, most children:

INDICATOR	CD.1.a.2.1.	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand).
		Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	CD.1.a.2.2.	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).
		Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	CD.1.a.2.4.	Sort objects and then count and compare the groups formed.
		Trees Study p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.3.	By 60 months, most children:
INDICATOR	CD.1.a.3.1.	Solve complex problems by planning and carrying out a sequence of actions.  Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	CD.1.a.3.2.	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together).
		Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	CD.1.a.3.3.	p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group
INDICATOR	CD.1.a.3.3.	p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time  Explain their reasoning behind a strategy or choice and why it
INDICATOR  STATEMENT OF ENDURING KNOWLEDGE		p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time  Explain their reasoning behind a strategy or choice and why it worked or didn't work.  Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group
STATEMENT OF ENDURING		p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time  Explain their reasoning behind a strategy or choice and why it worked or didn't work.  Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time

INDICATOR	CD.2.a.1.1.	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a
		daily routine).
		Trees Study p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	CD.2.a.1.3.	Successfully follow two-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. 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
CTATEMENT OF ENDUDING	CD 0	p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.2.	By 48 months, most children:
INDICATOR	CD.2.a.2.2.	With support, retell or reenact familiar stories, including such details as characters, phrases, and 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. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	CD.2.a.2.3.	Put several objects or groups in order by a quantitative attributes (number, length, etc.).
		Trees Study
		p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group

		p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
INDICATOR	CD.2.a.2.5.	Successfully follow 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. 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
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.2.	Retell a familiar story in the proper sequence, including such details as characters, phrases, and 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. 041 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	CD.2.a.3.3.	Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?").  Trees Study  p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud

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		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 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
INDICATOR	CD.2.a.3.4.	
INDICATOR	CD.2.a.3.4.	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.).
		attribute (number, length, etc.).
		Trees Study
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 021 Exploring the Topic Day 4 Choice Time
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
INDICATOR	CD.2.a.3.6.	Successfully follow detailed, multi-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. 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 3 Small Group
		p. 074 Investigation 4 Day 4 Choice Time
		p. 074 Investigation 5 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING	CD 3	Attention and Inhibitory Control
STATEMENT OF ENDURING	UD.3.	Attention and inhibitory Control
KNOWLEDGE		
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.

SPECIFIC INDICATOR	CD.3.a.1.	By 36 months, most children:
INDICATOR	CD.3.a.1.2.	Attend to specific features of objects and identify elements within a
		complex figure (e.g., looking at a picture of a farmyard and pointing
		to and naming the figures of a horse, a duck, a cat, etc.).
		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 1 Small Group p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Small Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group
		p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud
		p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time

INDICATOR	CD.3.a.1.3.	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 Read-Aloud p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group P. 109 Celebrating Learning Day 2 Small Group
		Trees Study  p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Outdoor Experiences p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 074 Investigation 5 Day 1 Large Group p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.2.	By 48 months, most children:
INDICATOR	CD.3.a.2.2.	With adult reminders, wait to communicate information in a group.  Trees Study  p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group
INDICATOR	CD.3.a.2.5.	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  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
CD.3.	Attention and Inhibitory Control
CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
CD.3.a.3.	By 60 months, most children:
CD.3.a.3.1.	Without adult reminders, wait to communicate information in a group.
	Trees Study p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group
	p. 093 Investigation 6 Day 4 Small Group
CD.4.	Cognitive Flexibility
CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
CD.4.a.1.	By 36 months, most children:
CD.4.a.1.1.	Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath).
	Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
CD.4.a.1.3.	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines).
	Trees Study p. 014 Exploring the Topic Day 1 Large Group
CD.4.a.1.4.	Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair).
	Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
CD.4.	Cognitive Flexibility
CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
CD.4.a.2.	By 48 months, most children:
CD.4.a.2.4.	Continue to count when another item is added to a set.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group
	CD.3.a. CD.3.a.3. CD.3.a.3.1.  CD.4.a. CD.4.a.1. CD.4.a.1.1.  CD.4.a.1.4.  CD.4.a.1.4.  CD.4.a.1.2.

KNOWLEDGE		
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.1.	By 36 months, most children:
INDICATOR	M.1.a.1.1.	Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 5 Day 1 Large Group p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 2 Large Group p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group p. 096 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	M.1.a.1.2.	Count up to five objects accurately.  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 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 3 Small Group p. 061 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large 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. 078 Investigation 5 Day 2 Large Group p. 079 Investigation 5 Day 2 Large Group p. 079 Investigation 5 Day 2 Small Group p. 089 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group p. 096 Celebrating Learning Day 1 Large Group

	p. 107 Celebrating Learning Day 1 Small Group
M.1.a.1.3.	Name and identify some written numerals.
	Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group
M.1.a.1.4.	Identify numerals as being different from letters.
	Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group
M.1.	Number Sense and Quantity
M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
M.1.a.2.	By 48 months, most children:
M.1.a.2.2.	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.
	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group
M.1.a.2.3.	Use strategies to accurately count sets of up to 10 objects.  Trees Study p. 043 Investigation 2 Day 2 Small Group
M.1.a.2.4.	Understand that the last number counted represents the number of objects in a set.  Trees Study p. 043 Investigation 2 Day 2 Small Group
M.1.a.2.6.	Recognize and write some numerals up to 10.
	Trees Study p. 052 Investigation 3 Day 1 Large Group
M.1.	Number Sense and Quantity
М.1.а.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
M.1.a.3.	By 60 months, most children:
M.1.a.3.2.	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern.  Trees Study  p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group
	M.1.a.1.4.  M.1.a.  M.1.a.2.  M.1.a.2.2.  M.1.a.2.3.  M.1.a.2.4.  M.1.a.2.6.  M.1.  M.1.a.3.

INDICATOR	M.1.a.3.3.	Use strategies to count large sets of objects (more than 10).
		Trees Study p. 043 Investigation 2 Day 2 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.1.	By 36 months, most children:
INDICATOR	M.2.a.1.1.	Use visual cues to approximate which of two sets of objects has more.  Trees Study  p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group
		p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group
INDICATOR	M.2.a.1.2.	Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less.  Trees Study
		p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group p. 070 Investigation 4 Day 4 Large-Group p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group
INDICATOR	M.2.a.1.3.	Add and subtract with sets of objects smaller than three.  Trees Study p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 076 Celebrating Learning Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.2.	By 48 months, most children:
INDICATOR	M.2.a.2.2.	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.  Trees Study  p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group

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		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group
STATEMENT OF ENDURING	M 2	
KNOWLEDGE	IVI.Z.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.3.	By 60 months, most children:
INDICATOR	M.2.a.3.1.	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other.  Trees Study p. 043 Investigation 2 Day 2 Small Group
INDICATOR	M.2.a.3.3.	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten.  Trees Study  p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.1.	By 36 months, most children:
INDICATOR	M.3.a.1.1.	Follow a verbal rule for sorting objects into sets.  Trees Study p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
INDICATOR	M.3.a.1.2.	Notice when two things share similar attributes.  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
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.2.	By 48 months, most children:
INDICATOR	M.3.a.2.1.	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).

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		Trees Study p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
INDICATOR	M.3.a.2.2.	Classify everyday objects that go together (e.g., mittens, hats, coats).  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
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.3.	By 60 months, most children:
		characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones").  Trees Study p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
INDICATOR	M.3.a.3.3.	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives).  Trees Study  p. 035 Investigation 1 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Mighty Minutes p. 070 Investigation 4 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 4 Large Group
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.1.	By 36 months, most children:
INDICATOR	M.4.a.1.3.	Use language to compare the sizes of objects (e.g., "big" and

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STATEMENT OF ENDURING KNOWLEDGE GSE STEM	M.4. M.4.a.	"little"; and "mommy," "daddy," and "baby").  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes  Measurement, Comparison, and Ordering  Children learn to measure objects by their various attributes (length,
		height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.2.	By 48 months, most children:
INDICATOR	M.4.a.2.2.	Make small series of objects (e.g., putting three or four objects in order by 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. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	M.4.a.2.3.	Recognize differences in measureable attributes by direct- comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others).  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 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 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. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	M.4.a.2.4.	Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is).  Trees Study p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 067 Investigation 4 Day 2 Small Group
INDICATOR	M.4.a.2.5.	Use comparative language (e.g., "shortest," "heavier," "biggest").  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group

STATEMENT OF ENDURING	M.4.	p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes  Measurement, Comparison, and Ordering
KNOWLEDGE GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length,
		height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.3.	By 60 months, most children:
INDICATOR	M.4.a.3.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest).  Trees Study  p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	M.4.a.3.3.	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.").  Trees Study p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.1.	By 36 months, most children:
INDICATOR	M.5.a.1.1.	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation.  Trees Study p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
INDICATOR	M.5.a.1.3.	Recognize and name some familiar shapes.  Trees Study p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes

		p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes
INDICATOR	M.5.a.1.4.	Understand and use basic language related to locations (e.g., "above," "below," "under," "over").  Trees Study  p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.2.	By 48 months, most children:
INDICATOR	M.5.a.2.4.	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation.  Trees Study
		p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes
INDICATOR	M.5.a.2.5.	Use basic language to describe their location (e.g., "I am under the bed.).  Trees Study p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.3.	By 60 months, most children:
INDICATOR	M.5.a.3.4.	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus).  Trees Study p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes
INDICATOR	M.5.a.3.5.	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder).  Trees Study p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes

INDICATOR	M.5.a.3.6.	p. 049 Investigation 2 Day 5 Mighty Minutes p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Mighty Minutes p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind".  Trees Study p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
DOMAIN	RI.S.	Science (S)
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.2.	By 48 months, most children:
INDICATOR	S.1.a.2.1.	Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different).  Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Small Group 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 Roundup 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 2 Day 3 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 2 Choice Time p. 046 Investigation 2 Day 3 Choice Time p. 047 Investigation 2 Day 3 Choice Time p. 048 Investigation 2 Day 3 Small Group p. 057 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 069 Investigation 6 Day 1 Choice Time p. 085 Investigation 6 Day 1 Choice Time p. 086 Investigation 6 Day 2 Small Group p. 087 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 2 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 094 Investigation 6 Day 4 Choice Time p. 095 Investigation 6 Day 4 Choice Time p. 096 Investigation 6 Day 4 Choice Time p. 097 Investigation 6 Day 4 Choice Time p. 098 Investigation 6 Day 4 Choice Time
INDICATOR	S.1.a.2.2.	p. 107 Celebrating Learning Day 1 Small Group  Make simple predictions and plans to carry out investigations.  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

STATEMENT OF ENDURING KNOWLEDGE GSE STEM	S.1.	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. 045 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Outdoor Experiences p. 054 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 071 Investigation 6 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. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group  Scientific Inquiry and Application  Children learn to plan for and carry out investigations and to collect,
OOL OT LIM	5.1.a.	evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.3.	By 60 months, most children:
INDICATOR	S.1.a.3.1.	Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Trees Study  p. 027 Investigation 1 Outdoor Experiences
STATEMENT OF ENDURING KNOWLEDGE		and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Trees Study
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	S.2. S.2.a.	and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Trees Study p. 027 Investigation 1 Outdoor Experiences  Knowledge of Science Concepts  Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	S.2. S.2.a. S.2.a.1.	and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Trees Study p. 027 Investigation 1 Outdoor Experiences  Knowledge of Science Concepts  Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.  By 36 months, most children:
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	S.2. S.2.a.	and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Trees Study p. 027 Investigation 1 Outdoor Experiences  Knowledge of Science Concepts  Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	S.2.a. S.2.a.1. S.2.a.1.2.	and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Trees Study p. 027 Investigation 1 Outdoor Experiences  Knowledge of Science Concepts  Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.  By 36 months, most children:  Make observations about the characteristics of living things.  Trees Study p. 028 Investigation 1 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group Knowledge of Science Concepts
STATEMENT OF ENDURING KNOWLEDGE GSE STEM  SPECIFIC INDICATOR INDICATOR  STATEMENT OF ENDURING	S.2.a. S.2.a.1. S.2.a.1.2.	and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).  Trees Study p. 027 Investigation 1 Outdoor Experiences  Knowledge of Science Concepts  Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.  By 36 months, most children:  Make observations about the characteristics of living things.  Trees Study p. 028 Investigation 1 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group

INDICATOR	S.2.a.2.1.	Demonstrate an understanding of the differences between living and non-living things.  Trees Study p. 028 Investigation 1 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group
INDICATOR	S.2.a.2.2.	Describe how living things change over time.  Trees Study p. 087 Investigation 6 Day 1 Choice Time
INDICATOR	S.2.a.2.3.	Understand the characteristics of and differences between habitats for people and habitats for animals.  Trees Study  p. 014 Exploring the Topic Day 1 Large Group p. 032 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 4 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 081 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large-Group Roundup p. 081 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 094 Investigation 6 Day 2 Read-Aloud p. 095 Investigation 6 Day 2 Read-Aloud p. 096 Lelebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	S.2.a.2.4.	Investigate the properties of natural elements and provide simple descriptions.  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 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup

		p. 027 Investigation 1 Outdoor Experiences
		p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Choice Time
		p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Choice Time
		p. 055 Investigation 3 Day 2 Read-Aloud
		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. 076 Investigation 5 Day 2 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 089 Investigation 6 Day 2 Small Group
STATEMENT OF ENDURING	S.2.	Knowledge of Science Concepts
KNOWLEDGE		
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are
		living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.3.	By 60 months, most children:
INDICATOR	S.2.a.3.1.	Describe the characteristics that define living things.
		Trans Study
		Trees Study p. 028 Investigation 1 Day 1 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 086 Investigation 6 Day 1 Large Group
INDICATOR	S.2.a.3.2.	Observe the similarities, differences, and categories of plants and
		animals.
		Troop Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group
		p. 080 Investigation 5 Day 2 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	S.2.a.3.3.	Ask and answer questions about changes in the appearance,
	0.2.0.0.0	behavior, and habitats of living things.
		Trees Study
		p. 087 Investigation 6 Day 1 Choice Time
INDICATOR	S.2.a.3.5.	Differentiate between natural and man-made materials.

		Trees Study p. 060 Investigation 3 Day 5 Large Group
INDICATOR	S.2.a.3.6.	Describe changes that occur in the natural environment over time.  Trees Study  p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 053 Investigation 3 Day 1 Mighty Minutes 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. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 076 Investigation 5 Day 2 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Choice Time
INDICATOR	S.2.a.3.7.	Make observations about physical properties of objects, the motion of toys and objects, and changes in matter.  Trees Study p. 087 Investigation 6 Day 1 Choice Time
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
INDICATOR	SS.1.a.1.1.	Follow rules and understand that there may be different rules for different contexts.  Trees Study p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.  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 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 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 Large-Group Roundup 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 Roundup p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group

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p. 029 Investigation 1 Day 1 Choice Time
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Mighty Minutes
p. 031 Investigation 1 Day 2 Read-Aloud
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Read-Aloud
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Mighty Minutes
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Choice Time
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Read-Aloud
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Read-Aloud
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Read-Aloud
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Small Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large Group
p. 059 Investigation 3 Day 4 Choice Time
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p. 059 Investigation 3 Day 4 Large-Group Roundup

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p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Small Group
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 065 Investigation 4 Day 1 Small Group
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 067 Investigation 4 Day 2 Small Group
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group
p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Large-Group Roundup
p. 075 Investigation 5 Day 1 Read-Aloud
p. 075 Investigation 5 Day 1 Small Group
p. 076 Investigation 5 Day 2 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Large-Group Roundup
p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Large-Group Roundup
p. 079 Investigation 5 Day 3 Small Group
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Large-Group Roundup
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 085 Investigation 6 Outdoor Experience
p. 086 Investigation 6 Day 1 Large Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Large-Group Roundup
p. 087 Investigation 6 Day 1 Mighty Minutes
p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time
p. 088 Investigation 6 Day 2 Large Group
p. 089 Investigation 6 Day 2 Large-Group Roundup
p. 089 Investigation 6 Day 2 Read-Aloud
p. 089 Investigation 6 Day 2 Small Group
p. 090 Investigation 6 Day 3 Choice Time
p. 090 Investigation 6 Day 3 Large Group
p. 091 Investigation 6 Day 3 Large-Group Roundup
p. 091 Investigation 6 Day 3 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
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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
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.2.	By 48 months, most children:
INDICATOR	SS.1.a.2.3.	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.").
		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 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
INDICATOR	SS.1.a.2.4.	Demonstrate an awareness of group rules and the outcomes of choices.
		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

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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
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p. 040 Investigation 2 Day 1 Choice Time
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p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
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p. 053 Investigation 3 Day 1 Large-Group Roundup

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p. 053 Investigation 3 Day 1 Read-Aloud
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p. 060 Investigation 3 Day 5 Choice Time
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p. 064 Investigation 4 Day 1 Large Group
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INDICATOR	SS.1.a.2.5.	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).  Trees Study p. 014 Exploring the Topic Day 1 Large Group
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.3.	By 60 months, most children:
INDICATOR	SS.1.a.3.3.	Demonstrate an understanding that "fairness" involves taking turns and sharing roles.  Trees Study p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.1.	By 36 months, most children:
INDICATOR	SS.2.a.1.1.	Demonstrate an awareness of a daily routine. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	SS.2.a.1.2.	Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo").  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

STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.3.	By 60 months, most children:
INDICATOR	SS.2.a.3.5.	Create drawings of home and school.
		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 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 p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group p. 071 Investigation 5 Day 2 Small Group p. 072 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 3 Small Group p. 082 Investigation 6 Day 3 Small Group p. 083 Investigation 6 Day 3 Small Group p. 094 Investigation 6 Day 3 Small Group p. 095 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
DOMAIN	RI.CA.	Creative Arts (CA)
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.1.	By 36 months, most children:
INDICATOR	CA.1.a.1.3.	Create representations of real objects in art work.  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. 065 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup

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p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 4 Large Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group			p. 065 Investigation 4 Day 1 Mighty Minutes
p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group			
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p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group			
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p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group			
p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group			
p. 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. 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. 07 3 investigation 5 Day 4 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. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group			
p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group			
p. 088 Investigation 6 Day 2 Large Group			
p. 090 Investigation 6 Day 3 Large Group			
			p. 090 Investigation 6 Day 3 Large Group

		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 108 Celebrating Learning Day 2 Large Group
INDICATOR	CA.1.a.1.5.	Dance to music in a group with support from adults.
		Trees Study
		p. 055 Investigation 3 Day 2 Mighty Minutes
INDICATOR	CA.1.a.1.7.	Imitate simple songs and finger-play movements.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 2 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Mighty Minutes
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group
		p. 075 Investigation 5 Day 1 Small Group
		p. 078 Investigation 5 Day 2 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes
		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group
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INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
		Trees Study

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p. 013 Exploring the Topic Outdoor Experiences
p. 014 Exploring the Topic Day 1 Large Group
p. 015 Exploring the Topic Day 1 Choice Time
p. 015 Exploring the Topic Day 1 Small Group
p. 016 Exploring the Topic Day 2 Large Group
p. 017 Exploring the Topic Day 2 Small Group
p. 017 Exploring the Topic Day 2 Large-Group Roundup
p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Small Group
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Read-Aloud
p. 030 Investigation 1 Day 2 Large Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Read-Aloud
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Small Group
p. 052 Investigation 3 Day 1 Choice Time
p. 053 Investigation 3 Day 1 Small Group
p. 055 Investigation 3 Day 2 Read-Aloud
p. 055 Investigation 3 Day 2 Small Group
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Read-Aloud
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Read-Aloud
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Read-Aloud
p. 065 Investigation 4 Day 1 Small Group
p. 067 Investigation 4 Day 2 Small Group
p. 069 Investigation 4 Day 3 Read-Aloud
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Read-Aloud
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Read-Aloud
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Read-Aloud
p. 079 Investigation 5 Day 3 Small Group
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
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		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
STATEMENT OF ENDURING	CA 1	
KNOWLEDGE	CA. 1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.2.	By 48 months, most children:
INDICATOR	CA.1.a.2.1.	Express preferences for some different types of art, music, and
INDICATOR	CA.1.a.2.1.	drama.
		urama.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Outdoor Experiences
		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 Read-Aloud p. 037 Investigation 1 Day 5 Small Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Choice Time
		p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Small Group

		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Small Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.2.	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 Enjoy and engage with displays of visual art and experiences with
INDICATOR	CA.1.a.2.2.	p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.2.	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 Enjoy and engage with displays of visual art and experiences with
INDICATOR	CA.1.a.2.2.	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 Enjoy and engage with displays of visual art and experiences with
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  Trees Study p. 013 Exploring the Topic Outdoor Experiences
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 2 Small Group p. 016 Exploring the Topic Day 2 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 2 Large-Group Roundup
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 3 Small Group p. 019 Exploring the Topic Day 3 Small Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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. 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
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 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 5 Large Group p. 022 Exploring the Topic Day 5 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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. 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
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 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 5 Large Group p. 022 Exploring the Topic Day 5 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 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 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 3 Small Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 024 Investigation 1 Outdoor Experiences
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 3 Small Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 026 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 2 Small 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 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 024 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 025 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 2 Small Group p. 016 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 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 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. 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
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 024 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. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Read-Aloud
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 p. 024 Exploring the Topic Day 5 Large-Group p. 025 Exploring the Topic Day 5 Large-Group p. 026 Investigation 1 Outdoor Experiences p. 027 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 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 Small Group p. 024 Exploring the Topic Day 5 Small Group p. 025 Exploring the Topic Day 6 Small Group p. 026 Investigation 1 Outdoor Experiences p. 027 Investigation 1 Day 1 Large Group p. 028 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large Group p. 024 Exploring the Topic Day 5 Small Group p. 025 Exploring the Topic Day 5 Large Group p. 026 Investigation 1 Outdoor Experiences p. 027 Investigation 1 Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 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 Small Group p. 024 Exploring the Topic Day 5 Small Group p. 025 Exploring the Topic Day 5 Small Group p. 026 Investigation 1 Outdoor Experiences p. 027 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group
INDICATOR	CA.1.a.2.2.	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  Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  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 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large Group p. 024 Exploring the Topic Day 5 Small Group p. 025 Exploring the Topic Day 5 Large Group p. 026 Investigation 1 Outdoor Experiences p. 027 Investigation 1 Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group

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		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 037 Investigation 1 Day 5 Small Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Choice Time
		p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Small Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.3.	Notice and communicate about art, music, and drama.
		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
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p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Small Group
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Read-Aloud
p. 030 Investigation 1 Day 2 Large Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Read-Aloud
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Small Group
p. 052 Investigation 3 Day 1 Choice Time
p. 053 Investigation 3 Day 1 Small Group
p. 055 Investigation 3 Day 2 Read-Aloud
p. 055 Investigation 3 Day 2 Small Group
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Read-Aloud
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Read-Aloud
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Read-Aloud
p. 065 Investigation 4 Day 1 Small Group
p. 067 Investigation 4 Day 2 Small Group
p. 069 Investigation 4 Day 3 Read-Aloud
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Read-Aloud
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Read-Aloud
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Read-Aloud
p. 079 Investigation 5 Day 3 Small Group
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Read-Aloud
p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time
p. 089 Investigation 6 Day 2 Small Group
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		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.2.5.	Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.").
		Trees Study p. 021 Exploring the Topic Day 4 Small 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. 069 Investigation 4 Day 3 Small Group p. 076 Investigation 5 Day 2 Large Group p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group
INDICATOR	CA.1.a.2.6.	Act out the plots and characters found in familiar stories.
		Trees Study p. 079 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
INDICATOR	CA.1.a.2.8.	Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice.  Trees Study
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 037 Investigation 1 Day 5 Small Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group

		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Choice Time
		p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Small Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 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 Read-Aloud
		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
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.3.	By 60 months, most children:
INDICATOR	CA.1.a.3.1.	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 4 Large Group
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		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Mighty Minutes
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes
		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 106 Celebrating Learning Day 1 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 1 Day 5 Small Group p. 049 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. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 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. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 1 Choice Time
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large Group 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 p. 067 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 061 Investigation 4 Day 1 Large Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group
INDICATOR	CA.1.a.3.2.	p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group  Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).  Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large Group 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 p. 067 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup

		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large Group
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Small Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 087 Investigation 6 Day 1 Large-Group Roundup
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.3.3.	Write and act out stories based upon familiar topics or characters.
		Trace Study
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 061 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 073 Investigation 5 Outdoor Experiences
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 1 Small Group
		p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 085 Investigation 6 Outdoor Experience
		p. 091 Investigation 6 Day 3 Mighty Minutes
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	CA.1.a.3.4.	Enjoy and engage with displays of visual art, music, and drama and
HILLICALUS.	UA. 1.a.3.4.	Enjoy and engage with displays of visual art, music, and drama and

may express clear preferences for types of artwork or art activities.. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Small Group

		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.3.5.	Dian art and show increasing care and persistence in completing it
INDICATOR	CA. 1.a.s.s.	Plan art and show increasing care and persistence in completing it.
		Troos Study
		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
INDICATOR	CA.1.a.3.6.	Choose own art for display in the classroom or for inclusion in a
		portfolio or book and explain their choices and preferences in some
		detail.
		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

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p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Small Group
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Read-Aloud
p. 030 Investigation 1 Day 2 Large Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Read-Aloud
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Small Group
p. 052 Investigation 3 Day 1 Choice Time
p. 053 Investigation 3 Day 1 Small Group
p. 055 Investigation 3 Day 2 Read-Aloud
p. 055 Investigation 3 Day 2 Small Group
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Read-Aloud
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Read-Aloud
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Read-Aloud
p. 065 Investigation 4 Day 1 Small Group
p. 067 Investigation 4 Day 2 Small Group
p. 069 Investigation 4 Day 3 Read-Aloud
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Read-Aloud
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Read-Aloud
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Read-Aloud
p. 079 Investigation 5 Day 3 Small Group
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Read-Aloud
p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time
p. 089 Investigation 6 Day 2 Small Group
p. 091 Investigation 6 Day 3 Read-Aloud
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		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	CA.1.a.3.7.	Communicate about elements appearing in art, music, and drama.
		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 Earge Group p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Small Group  p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 037 Investigation 1 Day 5 Small Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Choice Time
		p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Small Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud

p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group

## **Book Discussion Card**

**State:** Rhode Island Early Learning and Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN	RI.SE.	Social and Emotional Development (SE)
STATEMENT OF ENDURING		Relationships with Others
KNOWLEDGE		
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.1.	By 36 months, most children:
INDICATOR	SE.1.b.1.3.	Understand how to take turns during play with other children, with adult guidance and assistance.  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
STATEMENT OF ENDURING	SE.1.	BDC22: The True Story of the 3 Little Pigs!  Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.3.	By 60 months, most children:
INDICATOR	SE.1.b.3.2.	Demonstrate consideration for and cooperation with other children.
		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother

		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried BDC21: Too Many Tamales
		BDC21: Too Many Tannales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	SE.1.b.3.6.	Sustain interactions with friends for increasing periods of time.
INDICATOR	SE. 1.0.3.0.	Sustain interactions with menus for increasing perious of time.
		Book Discussion Card
		BDC01: Caps for Sale
		BDC02: The Mitten
		BDC03: The Girl Who Wore Too Much
		BDC04: Little Red Riding Hood
		BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff
		BDC07: Just Like Josh Gibson
		BDC08: The Paper Bag Princess
		BDC09: The Adventures of Gary & Harry
		BDC10: Peter's Chair
		BDC11: Radio Man
		BDC12: Abiyoyo
		BDC13: The Gingerbread Man
		BDC14: The Grouchy Ladybug
		BDC15: Henny Penny BDC16: A Grand Old Tree
		BDC17: Charlie Anderson
		BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried
		BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
INDICATOR	SE.1.b.3.7.	Successfully enter into play when a group of children are already involved.
		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!
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.1.	By 36 months, most children:
INDICATOR	SE.3.a.1.2.	Comfort themselves by seeking out a special toy, object, or caregiver.

		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!
INDICATOR	SE.3.a.1.3.	Use words to express their emotions.
		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.2.	By 48 months, most children:
INDICATOR	SE.3.a.2.2.	Can express emotions using words, signs, or other communication methods.  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!
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.3.	By 60 months, most children:
INDICATOR	SE.3.a.3.3.	Can name emotions using words, signs, or other communication methods.  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!
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.1.	By 36 months, most children:
INDICATOR	SE.3.b.1.1.	Follow simple rules most of the time.  Book Discussion Card  BDC04: Little Red Riding Hood
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.2.	By 48 months, most children:
INDICATOR	SE.3.b.2.1.	Usually follow classroom rules and expectations.  Book Discussion Card  BDC04: Little Red Riding Hood
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.3.	By 60 months, most children:
INDICATOR	SE.3.b.3.2.	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg

		at home).
		Book Discussion Card
		BDC04: Little Red Riding Hood
INDICATOR	SE.3.b.3.3.	Participate in group activities for increasing amounts of time.
		Book Discussion Card
		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: Three Billy Goats Gruff
		BDC07: Just Like Josh Gibson
		BDC08: The Paper Bag Princess
		BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair
		BDC11: Radio Man
		BDC12: Abiyoyo
		BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug
		BDC15: Henny Penny
		BDC16: A Grand Old Tree
		BDC17: Charlie Anderson BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
DOMAIN	RI.LD.	Language Development (LD)
STATEMENT OF ENDURING	LD.1.	Receptive Language
KNOWLEDGE	LD4	V
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR		
	LD.1.a.2.	By 48 months, most children:
INDICATOR	LD.1.a.2. LD.1.a.2.1.	Demonstrate an understanding of stories, songs, and poems by
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  Book Discussion Card
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  Book Discussion Card BDC01: Caps for Sale
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  Book Discussion Card
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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)
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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
		Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge.  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)

GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.2.	By 48 months, most children:
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	LD.2.a.2.5.	Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry 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!
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.3.	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown 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!
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.1.	By 36 months, most children:
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.  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!
STATEMENT OF ENDURING	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.3.	By 60 months, most children:
INDICATOR	LD.3.a.3.2.	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.  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!
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.1.	In early-stage English language development, children:
INDICATOR	LD.4.a.1.3.	Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc
		Book Discussion Card

		BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC12: Abiyoyo 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!
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.3.	In late-stage English language development, children:
INDICATOR	LD.4.a.3.2.	Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas).  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!
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.  Book Discussion Card  BDC01: Caps for Sale  BDC02: The Mitten

		BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen
		BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry
		BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo
		BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree
		BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.2.	By 48 months, most children:
INDICATOR	L.1.a.2.5.	Comprehend and use new words introduced within thematic units, stories, and daily activities.
		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much
		BDC04: Little Red Riding Hood BDC05: The Little Red Hen
		BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess
		BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man
		BDC12: Abiyoyo
		BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug
		BDC15: Henny Penny BDC16: A Grand Old Tree
		BDC17: Charlie Anderson BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried
		BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.1.	By 36 months, most children:
INDICATOR	L.3.a.1.1.	Recognize specific books by their covers and seek out specific pages in familiar books.
		Book Discussion Card BDC01: Caps for Sale

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		BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC12: Abiyoyo BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.3.a.1.2.	Know where books are kept, take them to an adult reader, and return books to their designated place when finished.
		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson 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!
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
INDICATOR	L.3.a.3.2.	Describe roles of authors and illustrators and connect books to specific authors of illustrators.  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

Children show interest in and an understanding of a variety of literacy experiences.  By 36 months, most children:  INDICATOR  L.4.a.1.  By 36 months, most children:  Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  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 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 BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!  INDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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 Riding Hood			
BDC11: Radio 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!  STATEMENT OF ENDURING L.4.  Comprehension and Interest KNOWLEDGE  SEE STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  By 36 months, most children:  Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Mitten BDC03: The Billy Goats Gruff BDC01: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC01: Dust Like Josh Gibson BDC08: The Paper Bag Princess BDC09: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingebread Man BDC14: The Grouchy Ladybug 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!  NDICATOR  INDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as stelling and listening to stories, singling and saying rhymes, and engaging with writing materials.  BoC01: The Mitten BDC02: The Mitten BDC02: The Mitten BDC02: The Mitten BDC03: The Gill Who Wore Too Much BDC04: Little Red Riding Hood BDC06: Little Red Riding Hood			BDC09: The Adventures of Gary & Harry
BBC12: Abjyoyo BBC13: The Gingerbread Man BBC14: The Grouchy Ladybug BBC16: A Grand Old Tree BBC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequencos Jabalies (The Three Little Javelinas) BDC21: Too Many Tamales BBC21: Too Many Tamales BBC22: The True Story of the 3 Little Pigs!  STATEMENT OF ENDURING KNOWLEDGE GSE STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  By 36 months, most children: Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Boot Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Cittle Red Riding Hood BDC03: The Little Red Hen BDC03: The Little Red Hen BDC03: The Birtle Solds Gibson BDC08: The Paper Bag Princess BDC09: Lat Like Josh Gibson BDC08: The Paper Bag Princess BDC09: Peter's Chair BDC01: Peter's Chair BDC01: Peter's Chair BDC01: Abjyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: A Grand Old Tree 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: Tho Olary Tamales BDC22: The True Story of the 3 Little Pigs!  NDICATOR  NDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  BOC01: Caps for Sale BDC02: The Mitten BDC03: The Gilf Who Wore Too Much BDC04: Little Red Riding Hood			BDC10: Peter's Chair
BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC16: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried 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!  STATEMENT OF ENDURING L4.a. Comprehension and Interest KNOWLEDGE GSE STEM L4.a. Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR L4.a.1. By 36 months, most children: Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  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: The Little Red Riding BDC11: Radio Man BDC06: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC11: Radio Man BDC11: Radio Man BDC12: Abilyoyo BDC13: The Gingerbread Man BDC12: Abilyoyo BDC13: The Gingerbread Man BDC14: Ladiyou BDC15: Henny Penny BDC16: A Grand Old Tree BDC19: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charile Anderson BDC18: A Chair for My Mother BDC19: Too Many Tamales BDC19: Too Many Tamales BDC20: Wemberly Worried BDC20: Wemberly Worried BDC21: Too Many Tamales BDC19: Too Many Tamales BDC19: Too Many Tamales BDC21: The True Story of the 3 Little Pigs!  NDICATOR  INDICATOR  Demonstrate an interest in a variety of early literacy experiences, and engaging with writing materials.  BoC04: Little Red Riding Hood BDC04: Little Red Riding Hood			
BDC14: The Grouchy Ladybug 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!  STATEMENT OF ENDURING KNOWLEDGE GSE STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  By 36 months, most children: Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC05: The Little Red Highing Hood BDC05: The Lattle Red Highing Hood BDC05: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: The Gingerbread Man BDC14: The Grouchy Ladybug 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!  NDICATOR  INDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  BoC02: The Mitten BDC01: Caps for Sale BDC02: The Mitten BDC01: The Girl Who Wore Too Much BDC04: Little Red Riding Hood			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!  STATEMENT OF ENDURING KNOWLEDGE  SEE STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  By 36 months, most children: Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: 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 BDC11: Radio Man BDC12: Abiyoyo BDC13: The Grouphy 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!  NDICATOR  INDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  BDC01: The Little Red Hen BDC02: The Mitten BDC03: The Little Red Hen BDC04: Little Red Hen BDC04: Little Red Hen			BDC13: The Gingerbread Man
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: The True Story of the 3 Little Pigs!  STATEMENT OF ENDURING KNOWLEDGE  SE STEM  L.4.a. Comprehension and Interest Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1. By 36 months, most children:  Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC06: The Little Red Hen BDC03: The Little Red Hen BDC03: The Little Rod Riding Hood BDC06: The Paper Bag Princess BDC09: The Paper Bag Princess BDC09: The Paper Bag Princess BDC011: Radio Man BDC11: Charlie Anderson 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 Tree Pequenos Jabalies (The Three Little Javelinas) BDC22: The My My Tamales BDC22: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!  NDICATOR  INDICATOR  Demonstrate an interest in a variety of early literacy experiences, and engaging with writing materials.  BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC04: Little Red Hen			BDC14: The Grouchy Ladybug
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!  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.4.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  By 36 months, most children: Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Hen BDC06: The Little Red Hen BDC06: The Little Red Hen BDC06: The Little Red Hen BDC01: Sust Like Josh Gibson BDC08: The Adventures of Gary & Harry BDC19: Peter's Chair BDC11: Redio Man BDC12: Abiyoyo BDC13: The Gingerbread 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) BDC22: The True Story of the 3 Little Pigs!  NDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  BOC01: Caps for Sale BDC02: The Mitten BDC01: The Little Red Hen BDC04: Little Red Hen BDC04: Little Red Hen			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!  STATEMENT OF ENDURING KNOWLEDGE  SES STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  BY 36 months, most children:  Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC06: The Little Red Hen BDC06: The Little Red Hen BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC11: Radio Man BDC11: Radio Man BDC12: Abiyoyo BDC13: The Girl Graps for Sale 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!  NDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, and engaging with writing materials.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The BIR Hood BDC04: Little Red Riding Hood BDC04: Little Red Hen			BDC16: A Grand Old Tree
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!  STATEMENT OF ENDURING KNOWLEDGE  SEE STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  By 36 months, most children:  Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  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: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abijoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charille Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC21: Too Many Tamales BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!  NDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  BOC01: Caps for Sale BDC02: The Mitten BDC01: Caps for Sale BDC01: Caps for Sale BDC02: The Mitten BDC01: The Mitten BDC01: The Mitten BDC01: The Mitten RDC04: Little Red Hen			BDC17: Charlie Anderson
BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  By 36 months, most children:  Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: Thre 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 BDC03: The Ging Mond Tamales BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen			BDC18: A Chair for My Mother
BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  By 36 months, most children:  Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: Thre 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 BDC03: The Ging Mond Tamales BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen			BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
STATEMENT OF ENDURING KNOWLEDGE GSE STEM  L.4.a.  Children show interest in and an understanding of a variety of literacy experiences.  SPECIFIC INDICATOR  L.4.a.1.  By 36 months, most children:  Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Full By 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 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!  NDICATOR  L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Book Discussion Card BDC03: The Girl Who Wore Too Much BDC04: Little Red Hen BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen			
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L.4.a.1.2.  Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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			
such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  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			BDC22: The True Story of the 3 Little Pigs!
such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen	INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences,
and engaging with writing materials.  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			
BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen			and engaging with writing materials.
BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen			
BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen			Book Discussion Card
BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen			
BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen			·
BDC04: Little Red Riding Hood BDC05: The Little Red Hen			
BDC05: The Little Red Hen			
BDC06: Three Rilly Goats Gruff			BDC06: Three Billy Goats Gruff
BDC00: Tiffee Biffy Goals Gruff BDC07: Just Like Josh Gibson			
BDC08: The Advantures of Conv. 8 Horry			
BDC09: The Adventures of Gary & Harry			
BDC10: Peter's Chair			
BDC11: Radio Man			
BDC12: Abiyoyo			
BDC13: The Gingerbread Man		H.	PDC12: The Gingerbroad 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
INDICATOR	L.4.a.1.8.	Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support.  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
INDICATOR	L.4.a.1.9.	With modeling and support, anticipate what comes next in familiar stories.  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!
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.

SPECIFIC INDICATOR	L.4.a.2.	By 48 months, most children:
INDICATOR	L.4.a.2.2.	Explore a variety of literary genres, such as fiction, fantasy,
		informational texts.
		Book Discussion Card
		BDC01: Caps for Sale
		BDC02: The Mitten BDC04: Little Red Riding Hood
		BDC05: The Little Red Hen
		BDC06: Three Billy Goats Gruff
		BDC07: Just Like Josh Gibson
		BDC08: The Paper Bag Princess
		BDC09: The Adventures of Gary & Harry
		BDC10: Peter's Chair
		BDC11: Radio Man
		BDC12: Abiyoyo BDC13: The Gingerbread Man
		BDC13: The Gingerbread Mail BDC14: The Grouchy Ladybug
		BDC15: Henny Penny
		BDC16: A Grand Old Tree
		BDC17: Charlie Anderson
		BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried
		BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.4.a.2.5.	Begin to understand the sequence of a story.
		Book Discussion Card
		BDC01: Caps for Sale
		BDC02: The Mitten
		BDC03: The Girl Who Wore Too Much
		BDC04: Little Red Riding Hood BDC05: The Little Red Hen
		BDC06: Three Billy Goats Gruff
		BDC07: Just Like Josh Gibson
		BDC08: The Paper Bag Princess
		BDC09: The Adventures of Gary & Harry
		BDC10: Peter's Chair
		BDC11: Radio Man
		BDC12: Abiyoyo
		BDC13: The Gingerbread Man
		BDC14: The Grouchy Ladybug BDC15: Henny Penny
		BDC16: A Grand Old Tree
		BDC17: Charlie Anderson
		BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried
		BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.4.a.2.6.	With support, retell or reenact familiar stories with pictures or props as prompts.
		Book Discussion Card
		BDC01: Caps for Sale
		BDC02: The Mitten
		BDC03: The Girl Who Wore Too Much
		BDC04: Little Red Riding Hood BDC05: The Little Red Hen
		BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff
		BDC07: Just Like Josh Gibson
		BDC08: The Paper Bag Princess
		BDC09: The Adventures of Gary & Harry

		BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.  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
INDICATOR		BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.4.a.2.8.	With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC12: Abiyoyo BDC13: The Grouchy Ladybug BDC15: Henny Penny BDC16: A 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!
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.3.	By 60 months, most children:
INDICATOR	L.4.a.3.3.	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  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
INDICATOR	L.4.a.3.4.	Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories.  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
INDICATOR	L.4.a.3.5.	Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships.

		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 BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC21: The True Story of the 3 Little Pigs!
		BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.4.a.3.7.	With guidance and support, relate events and information from stories to their own experiences.
CTATEMENT OF FAIRING		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!
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.1.	In early-stage English language development, children:
INDICATOR	L.5.a.1.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures).  Book Discussion Card
		BDC01: Caps for Sale
		BDC02: The Mitten
		BDC03: The Girl Who Wore Too Much

		BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.5.a.1.2.	"Read" familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.5.a.1.3.	Begin to identify and relate to a story from their own life experiences in their home language.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug

		BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.5.a.1.4.	Retell a story in their home language when read or told a story in the home language.  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!
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.2.	In mid-stage English language development, children:
INDICATOR	L.5.a.2.1.	Participate in reading activities, using books written in English when the language is predictable.  Book Discussion Card 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 BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales

		BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.
		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: Herrity Perinty BDC16: A Grand Old Tree
		BDC17: Charlie Anderson
		BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried
		BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.5.a.2.3.	Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English.
		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
		BDC00: Three Biny Goals Grun 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
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried
		BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.5.a.2.5.	Retell a story using the home language and some English when read or told the story in English.
		Dead Bissessian Cond
		Book Discussion Card BDC01: Caps for Sale
		BDC01: Caps for Sale BDC02: The Mitten
		BDC03: The Witten  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!
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing independence and to talk about the books in English.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson
		BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.5.a.3.3.	Engage in extended conversations in English about stories.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man

		BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	L.5.a.3.4.	Retell in English the majority of a story read or told in English.
		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.1.	By 36 months, most children:
INDICATOR	CD.2.a.1.1.	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine).  Book Discussion Card BDC04: Little Red Riding Hood
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.2.	By 48 months, most children:
INDICATOR	CD.2.a.2.2.	With support, retell or reenact familiar stories, including such details as characters, phrases, and events.  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!
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.2.	Retell a familiar story in the proper sequence, including such details as characters, phrases, and events.
INDICATOR	CD.2.a.3.3.	Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	U. L. d. J. J.	to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?").  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!
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.1.	By 36 months, most children:
INDICATOR	CD.4.a.1.3.	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines).  Book Discussion Card BDC04: Little Red Riding Hood
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.3.	By 60 months, most children:
INDICATOR	CD.4.a.3.1.	Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains).  Book Discussion Card BDC04: Little Red Riding Hood
INDICATOR	CD.4.a.3.2.	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet).  Book Discussion Card BDC04: Little Red Riding Hood
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
INDICATOR	SS.1.a.1.1.	Follow rules and understand that there may be different rules for different contexts.  Book Discussion Card BDC04: Little Red Riding Hood
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.  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!
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.2.	By 48 months, most children:
INDICATOR	SS.1.a.2.4.	Demonstrate an awareness of group rules and the outcomes of choices.  Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	SS.1.a.2.5.	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).  Book Discussion Card BDC04: Little Red Riding Hood
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.1.	By 36 months, most children:
INDICATOR	SS.2.a.1.1.	Demonstrate an awareness of a daily routine.  Book Discussion Card  BDC04: Little Red Riding Hood

## **Intentional Teaching Cards**

**State:** Rhode Island Early Learning and Development Standards

**Subject:** Early Childhood Education **Grades:** Pre K, K, Ages 3-5

DOMAIN	RI.PH.	Physical Health and Mater Payelenment (PH)
DOMAIN		Physical Health and Motor Development (PH)
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.1.	By 36 months, most children:
INDICATOR	PH.1.a.1.4.	Actively participate in games and dances.
		Intentional Teaching Cards P12: Exploring Pathways
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.2.	By 48 months, most children:
INDICATOR	PH.1.a.2.1.	Carry bags or objects over short distances.
		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
INDICATOR	PH.1.a.2.2.	Practice kicking, throwing, and running.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	PH.1.c.3.	By 60 months, most children:
INDICATOR	PH.1.c.3.4.	Manage zippers, buttons, buckles, and Velcro.
		Intentional Teaching Cards
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong

STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.1.	By 36 months, most children:
INDICATOR	PH.2.a.1.1.	Play "catch" using a large rubber 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
INDICATOR	PH.2.a.1.2.	Throw underhand with some direction.
INDICATOR	F П. 2. d. 1. 2.	Intentional Teaching Cards M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P25: Kick Hard
INDICATOR	PH.2.a.1.3.	Climb on outdoor play equipment.  Intentional Teaching Cards P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.2.	
INDICATOR	PH.2.a.2. PH.2.a.2.1.	By 48 months, most children:  Pedal a tricycle.
		Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.a.2.2.	Aim and throw a ball overhand toward a target.  Intentional Teaching Cards M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P25: Kick Hard

INDICATOR	DH 2 2 2 2	Pounce a hall
INDICATOR	PH.2.a.2.3.	Bounce 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
INDICATOR	PH.2.a.2.4.	Hit a stationary ball with a plastic or foam bat.
		Intentional Teaching Cards M18: Bounce & Count
		P04: Kick High
		P05: Throw Hard, Throw Far
		P07: Balloon Catch
		P15: Dribble Kick
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P25: Kick Hard
INDICATOR	PH.2.a.2.5.	Use arms and legs in a coordinated manner to "pump" on a swing.
		Intentional Teaching Cards
		P04: Kick High
		P05: Throw Hard, Throw Far
		P07: Balloon Catch
		P10: Jumping Rope
		P24: Swing & Jump Rope
		P25: Kick Hard
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
INDICATOR	PH.2.a.2.6.	Jump off a bottom step with two feet.
		Intentional Teaching Cards
		P04: Kick High
		P05: Throw Hard, Throw Far
		P07: Balloon Catch
		P10: Jumping Rope
		P24: Swing & Jump Rope
		P25: Kick Hard
		P30: Mixing Paints P31: Tie-Dyed Towels
		P32: Math Journal
INDICATOR	PH.2.a.2.7.	Jump with two feet over small objects.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.3.	By 60 months, most children:

INDICATOR	PH.2.a.3.1.	Catch a small ball with two hands.
		Intentional Tasching Cards
		Intentional Teaching Cards M18: Bounce & Count
		P04: Kick High P05: Throw Hard, Throw Far
		P05: Throw Hard, Throw Far
		P15: Dribble Kick
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P25: Kick Hard
INDICATOR	PH.2.a.3.2.	Bounce a ball and catch it.
		Intentional Teaching Cards
		M18: Bounce & Count
		P04: Kick High
		P05: Throw Hard, Throw Far
		P07: Balloon Catch
		P15: Dribble Kick
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P25: Kick Hard
INDICATOR	PH.2.a.3.3.	Aim and throw a ball with some accuracy.
		Intentional Teaching Cards
		M18: Bounce & Count
		P04: Kick High
		P05: Throw Hard, Throw Far
		P07: Balloon Catch
		P15: Dribble Kick
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P25: Kick Hard
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.1.	By 36 months, most children:
INDICATOR	PH.2.b.1.1.	Change direction while walking or running.
		Intentional Teaching Cards
		P04: Kick High
		P05: Throw Hard, Throw Far
		P07: Balloon Catch
		P10: Jumping Rope
		P24: Swing & Jump Rope
		P25: Kick Hard
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
INDICATOR	PH.2.b.1.2.	Stop suddenly after running (displaying increased coordination and
INDIOATOR	111.2.0.11.2.	regulation of large muscles).
		Intentional Tasaking Cords
		Intentional Teaching Cards
		P04: Kick High
		P05: Throw Hard, Throw Far
		P07: Balloon Catch
		P10: Jumping Rope
	II	P24: Swing & Jump Rope
		P25: Kick Hard
		P25: Kick Hard
		P25: Kick Hard P30: Mixing Paints

INDICATOR	PH.2.b.1.3.	Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down.  Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.1.4.	Jump forward at least six inches.  Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.1.5.	Move in, under, and over objects in the environment with ease.  Intentional Teaching Cards P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.2.	By 48 months, most children:
INDICATOR	PH.2.b.2.1.	Run up to a ball and kick it while maintaining balance.  Intentional Teaching Cards M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P15: Dribble Kick P18: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.2.3.	Walk or run around obstacles and corners.  Intentional Teaching Cards P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong  Walk up and down stairs, alternating feet.

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		Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.2.4.	Understand the position or orientation of their body to other objects and people.  Intentional Teaching Cards P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.3.	By 60 months, most children:
INDICATOR	PH.2.b.3.1.	Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.3.2.	Walk along a beam or edge.  Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.3.3.	Gallop.  Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.3.4.	Skip.

		Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.3.5.	Run with control and balance, making quick turns without losing speed and quick stops.  Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.3.6.	Demonstrate how their body can move forward, backward, left and right.  Intentional Teaching Cards P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	PH.2.b.3.7.	Demonstrate how their body can move fast or slow.  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
STATEMENT OF ENDURING KNOWLEDGE		Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.1.	By 36 months, most children:
INDICATOR	PH.3.a.1.1.	String large beads onto shoe laces.  Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
INDICATOR	PH.3.a.1.2.	Turn knobs and unscrew lids, put lids on post, unwrap candy, etc

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		Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
INDICATOR	PH.3.a.1.3.	Put three or four pieces into a puzzle board.
		Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
INDICATOR	PH.3.a.1.4.	Dig and scoop sand or water.
		Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
INDICATOR	PH.3.a.1.5.	Use scissors.
		Intentional Teaching Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.2.	By 48 months, most children:
INDICATOR	PH.3.a.2.1.	String small beads onto shoe laces.  Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
INDICATOR	PH.3.a.2.2.	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks).  Intentional Teaching Cards
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		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving
		P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
INDICATOR	PH.3.a.2.3.	Use scissors with purpose.
		Intentional Teaching Cards
		LL07: Letters, Letters
		LL13: Shaving Cream Letters
		LL40: What Was for Breakfast?
		M15: Play Dough
		M60: Morning, Noon, and Night
		M78: Math Collage
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving P08: Cutting With Scissors
		P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE26: Making A Mural
STATEMENT OF ENDURING	PH.3.	Fine Motor Development
KNOWLEDGE		· ·
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.3.	By 60 months, most children:
INDICATOR	PH.3.a.3.1.	Fold a piece of paper with accuracy and symmetry.
		Intentional Teaching Cards
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving
		P14: Moving Through the Forest P26: Keep It Up
		P28: Balloon Pong
INDICATOR	PH.3.a.3.2.	Work a puzzles of up to 10 pieces.
NOON	111.0.0.0.2.	erork a pazzies of up to 10 pieces.
		Intentional Teaching Cards
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving
		P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
INDICATOR	PH.3.a.3.3.	Use simple tools (e.g., stapler, hole punch, scissors, tape
		dispenser).
		Intentional Teaching Cards
		LL07: Letters, Letters
		LL13: Shaving Cream Letters
		LL40: What Was for Breakfast?
		M15: Play Dough
		M60: Morning, Noon, and Night
		M78: Math Collage
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving
		P08: Cutting With Scissors
		P14: Moving Through the Forest
		P26: Keep It Up

		P28: Balloon Pong
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE26: Making A Mural
INDICATOR	PH.3.a.3.4.	Hold paper and begin to cut with scissors along a straight line.
		Intentional Teaching Cards
		LL07: Letters, Letters
		LL13: Shaving Cream Letters
		LL40: What Was for Breakfast?
		M15: Play Dough
		M60: Morning, Noon, and Night M78: Math Collage
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving
		P08: Cutting With Scissors
		P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
		P30: Mixing Paints
		P31: Tie-Dyed Towels SE26: Making A Mural
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STATEMENT OF ENDURING KNOWLEDGE	РН.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.1.	By 36 months, most children:
INDICATOR	PH.3.b.1.1.	Hold a pencil in an approximate thumb-and-finger grip.
		Intentional Teaching Cards
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
		SE26: Making A Mural
INDICATOR	PH.3.b.1.2.	Attempt to copy a drawn circle.
		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
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving
		P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
		P30: Mixing Paints P31: Tie-Dyed Towels
		i ot. He-Dyeu Towels

		P32: Math Journal
		SE01: Site Visits
		SE07: Good-Byes
		SE15: Making Choices SE21: Sunshine Message Board
INDICATOR	DILO LA O	
INDICATOR	PH.3.b.1.3.	Attempt to imitate a drawn cross.
		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
		M79: Ping-Pong Pick-Up P01: Let's Sew
		P01: Let's Sew P02: Play Dough Weaving
		P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		SE01: Site Visits
		SE07: Good-Byes SE15: Making Choices
		SE21: Sunshine Message Board
INDICATOR	PH.3.b.1.4.	Attempt to imitate a horizontal and vertical stroke.
INDICATOR	F11.3.b.1.4.	Attempt to initiate a nonzontal and vertical stroke.
		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
		M79: Ping-Pong Pick-Up P01: Let's Sew
		P01: Let's Sew P02: Play Dough Weaving
		P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		SE01: Site Visits

		SE07: Good-Byes SE15: Making Choices
		SE21: Sunshine Message Board
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.2.	By 48 months, most children:
INDICATOR	PH.3.b.2.1.	Hold a regular pencil using an adult grip.
	1110.5.2.11	Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up
		P28: Balloon Pong
		SE26: Making A Mural
INDICATOR	PH.3.b.2.2.	Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices
INDICATOR	PH.3.b.2.3.	SE21: Sunshine Message Board Imitate a drawn cross.
		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 M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
INDICATOR	PH.3.b.2.4.	Imitate a drawn circle.  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 M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
INDICATOR	PH.3.b.2.5.	Write letter or numeral-like forms.  Intentional Teaching Cards LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M79: Ping-Pong Pick-Up P01: Let's Sew

		P02: Play Dough Weaving P14: Moving Through the Forest
		P26: Keep It Up
		P28: Balloon Pong
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.3.	By 60 months, most children:
INDICATOR	PH.3.b.3.1.	Draw recognizable shapes.
		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 M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
		SE01: Site Visits SE07: Good-Byes
		SE15: Making Choices
		SE21: Sunshine Message Board
INDICATOR	PH.3.b.3.2.	Write some letters and numerals.
		Intentional Teaching Cards LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
DOMAIN	RI.SE.	Social and Emotional Development (SE)
STATEMENT OF ENDURING	SE.1.	Relationships with Others
KNOWLEDGE		

GSE STEM	SE.1.a.	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
SPECIFIC INDICATOR	SE.1.a.2.	By 48 months, most children:
INDICATOR	SE.1.a.2.2.	Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults.
		Intentional Teaching Cards SE07: Good-Byes
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.a.	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
SPECIFIC INDICATOR	SE.1.a.3.	By 60 months, most children:
INDICATOR	SE.1.a.3.1.	Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults.  Intentional Teaching Cards
		SE07: Good-Byes
STATEMENT OF ENDURING KNOWLEDGE		Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.1.	By 36 months, most children:
INDICATOR	SE.1.b.1.3.	Understand how to take turns during play with other children, with adult guidance and assistance.  Intentional Teaching Cards
		SE10: My Turn at the Microphone
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.2.	By 48 months, most children:
INDICATOR	SE.1.b.2.1.	Share and take turns using materials.  Intentional Teaching Cards
		LL07: Letters, Letters
		LL13: Shaving Cream Letters
		LL40: What Was for Breakfast? M15: Play Dough
		M60: Morning, Noon, and Night
		M78: Math Collage
		P01: Let's Sew P02: Play Dough Weaving
		P08: Cutting With Scissors
		P30: Mixing Paints
		P31: Tie-Dyed Towels SE26: Making A Mural
INDICATOR	SE.1.b.2.4.	Participate in pretend play with other children.
		Intentional Teaching Cards LL53: We're Going on a Trip
		M36: We're Going on an Adventure
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.3.	By 60 months, most children:
INDICATOR	SE.1.b.3.1.	Make decisions with other children, with adult guidance and

		assistance.
		Intentional Teaching Cards
		SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
INDICATOR	SE.1.b.3.2.	Demonstrate consideration for and cooperation with other children.
		Intentional Teaching Cards SE10: My Turn at the Microphone
INDICATOR	SE.1.b.3.5.	Demonstrate an ability to compromise when working or playing in a group.
		Intentional Teaching Cards SE08: Group Problem Solving SE09: Big Rule, Little Rule
INDICATOR	SE.1.b.3.6.	Sustain interactions with friends for increasing periods of time.
		Intentional Teaching Cards SE10: My Turn at the Microphone
INDICATOR	SE.1.b.3.7.	Successfully enter into play when a group of children are already
INDICATOR	SL.1.D.S.7.	involved.
		Intentional Teaching Cards
		SE10: My Turn at the Microphone
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
SPECIFIC INDICATOR	SE.2.a.1.	By 36 months, most children:
INDICATOR	SE.2.a.1.3.	Recognize a picture of themselves (e.g., by pointing or saying "me").
		Intentional Teaching Cards LL41: Our Names, Our Things
INDICATOR	SE.2.a.1.4.	Describe some personal characteristics (e.g., hair color).
		Intentional Teaching Cards LL41: Our Names, Our Things
INDICATOR	SE.2.a.1.5.	Provide their first and last names when asked.
		Intentional Teaching Cards LL41: Our Names, Our Things
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
SPECIFIC INDICATOR	SE.2.a.2.	By 48 months, most children:
INDICATOR	SE.2.a.2.1.	Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.").
		Intentional Teaching Cards LL41: Our Names, Our Things
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
SPECIFIC INDICATOR	SE.2.a.3.	By 60 months, most children:
INDICATOR	SE.2.a.3.1.	Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart.".
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		Intentional Teaching Cards LL41: Our Names, Our Things
INDICATOR	SE.2.a.3.2.	Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber.").
		Intentional Teaching Cards LL41: Our Names, Our Things
STATEMENT OF ENDURING KNOWLEDGE	SE.2.	Sense of Self
GSE STEM	SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	SE.2.b.2.	By 48 months, most children:
INDICATOR	SE.2.b.2.1.	Choose materials and activities.
		Intentional Teaching Cards
		LL07: Letters, Letters LL13: Shaving Cream Letters
		LL40: What Was for Breakfast?
		M15: Play Dough
		M60: Morning, Noon, and Night
		M78: Math Collage
		P01: Let's Sew
		P02: Play Dough Weaving P08: Cutting With Scissors
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE26: Making A Mural
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.1.	By 36 months, most children:
INDICATOR	SE.3.a.1.2.	Comfort themselves by seeking out a special toy, object, or caregiver.
		Intentional Teaching Cards
		LL19: Silly Names
		SE01: Site Visits
		SE02: Look Who's Here!
		SE03: Calm-Down Place SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone SE11: Great Groups
		SE12: Classroom Jobs
		SE13: Conflict Resolution
		SE14: Playing Together
		SE15: Making Choices
		SE16: "I" Statements SE17: Supporting Children to Use Their Words
		SE18: Encouragement
		SE19: Friendship & Love Cards
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE22: When, Then Statements
		SE23: Related Consequences SE24: I Don't Like That!
		SE25: What Can We Build Together?

		SE26: Making A Mural
INDICATOR	SE.3.a.1.3.	Use words to express their emotions.
		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
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.2.	By 48 months, most children:
INDICATOR	SE.3.a.2.2.	Can express emotions using words, signs, or other communication methods.  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 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?
STATEMENT OF ENDURING	SE.3.	SE26: Making A Mural Self-regulation
GSE STEM	SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	SE.3.a.3.	By 60 months, most children:
INDICATOR	SE.3.a.3.3.	Can name emotions using words, signs, or other communication methods.  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
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.1.	By 36 months, most children:
INDICATOR	SE.3.b.1.1.	Follow simple rules most of the time.  Intentional Teaching Cards LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
INDICATOR	SE.3.b.1.3.	Adapt their behavior to the environment (e.g., shifting from an "outside voice" to an "inside voice").  Intentional Teaching Cards
		SE07: Good-Byes
INDICATOR	SE.3.b.1.4.	Adjust to changes in daily routines with preparation and adult

		assistance.
		assistance.
		Intentional Teaching Cards
		SE07: Good-Byes
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.2.	By 48 months, most children:
INDICATOR	SE.3.b.2.1.	Usually follow classroom rules and expectations.
		Intentional Teaching Cards LL42: Daily Sign-In
		M77: Board Games
		P04: Kick High
		P09: Up and Away SE01: Site Visits
		SE02: Look Who's Here!
		SE07: Good-Byes
		SE09: Big Rule, Little Rule
		SE12: Classroom Jobs
		SE20: Cleanup Time
INDICATOR	SE.3.b.2.2.	Adjust to changes in routines and activities.
		Intentional Teaching Cards SE07: Good-Byes
INDICATOR	SE.3.b.2.4.	Use materials with purpose, safety, and respect.
		Intentional Teaching Cards
		LL07: Letters, Letters
		LL13: Shaving Cream Letters
		LL40: What Was for Breakfast?
		M15: Play Dough M60: Morning, Noon, and Night
		M78: Math Collage
		P01: Let's Sew
		P02: Play Dough Weaving
		P08: Cutting With Scissors
		P30: Mixing Paints
		P31: Tie-Dyed Towels SE26: Making A Mural
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INDICATOR	SE.3.b.2.6.	Stop an engaging activity to transition to another less desirable activity with adult guidance and support.
		Intentional Teaching Cards
		SE07: Good-Byes
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.3.	By 60 months, most children:
INDICATOR	SE.3.b.3.1.	With adult assistance, demonstrate control over actions, words, and emotions in response to a situation.
		Intentional Teaching Cards
		SE07: Good-Byes
		SE09: Big Rule, Little Rule
INDICATOR	SE.3.b.3.2.	Follow rules and apply them to new situations and environments
		(e.g., putting their coat in a cubby at school but hanging it on a peg at home).
		Intentional Teaching Cards
		LL42: Daily Sign-In

		M77: Board Games
		P04: Kick High
		P09: Up and Away
		SE01: Site Visits
		SE02: Look Who's Here!
		SE07: Good-Byes
		SE09: Big Rule, Little Rule
		SE12: Classroom Jobs
		SE20: Cleanup Time
		•
INDICATOR	SE.3.b.3.3.	Participate in group activities for increasing amounts of time.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL03: Alphabet Cards
		LL05: Jumping Beans
		LL08: Memory Games
		LL09: Pocket Storytelling: The Mitten
		LL11: Rhyming Riddles
		LL15: Textured Letters
		LL17: Walk a Letter
		LL18: What's Missing?
		LL20: Baggie Books
		LL21: Buried Treasures
		LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL24: Lemonade
		LL26: Searching the Web
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL32: Describing Art
		LL34: Alphabet Books
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL41: Our Names, Our Things
		LL43: Introducing New Vocabulary
		LL44: Rhyming Tubs
		LL45: Observational Drawing
		LL46: Storyboard
		LL47: The Name Game
		LL49: Vegetable Soup
		LL53: We're Going on a Trip
		LL54: Asking Questions
		LL55: Dance & Remember
		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

		Intentional Teaching Cards
INDICATOR	SE.3.b.3.4.	Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity.
INDIOATOR		SE26: Making A Mural
		SE25: What Can We Build Together?
		SE24: I Don't Like That!
		SE23: Related Consequences
		SE21: Sunshine Message Board SE22: When, Then Statements
		SE20: Cleanup Time SE21: Sunshine Message Board
		SE19: Friendship & Love Cards
		SE18: Encouragement
		SE16: "I" Statements SE17: Supporting Children to Use Their Words
		SE15: Making Choices
		SE14: Playing Together
		SE12: Classroom Jobs SE13: Conflict Resolution
		SE11: Great Groups
		SE10: My Turn at the Microphone
		SE08: Group Problem Solving SE09: Big Rule, Little Rule
		SE07: Good-Byes
		SE05: Character Feelings SE06: Talk About Feelings
		SE04: Actively Listening to Children SE05: Character Feelings
		SE03: Calm-Down Place
		SE01: Site Visits SE02: Look Who's Here!
		P33: Obstacle Course
		P28: Balloon Pong
		P22: Follow the Leader P26: Keep It Up
		P20: Body Shapes & Sizes
		P19: Bounce & Catch
		P18: Dribbling a Ball
		P14: Moving Through the Forest P15: Dribble Kick
		P09: Up and Away
		P08: Cutting With Scissors
		P03: Twisted Pretzels P04: Kick High
		P01: Let's Sew
		M79: Ping-Pong Pick-Up
		M62: How Big Around? M77: Board Games
		M61: Shake, Rattle, and Roll
		M60: Morning, Noon, and Night
		M58: Missing Lids M59: More or Fewer Towers
		M56: Where's the Beanbag?
		M54: Gingerbread Cookies
		M53: Black Bean Corn Salad
		M49: Balancing Act M50: The Farmer Builds a Fence
		M48: Wash Day
		M47: My Shadow and I
		M45: Picture Patterns M46: Nesting Dolls
		M44: Musical Water
		M42: Straw Shapes
		M40: Cube Trains M41: Making Numerals
	III	M39: Let's Go Fishing

		SE07: Good-Byes
DOMAIN	RI.LD.	Language Development (LD)
STATEMENT OF ENDURING KNOWLEDGE		Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.1.	By 36 months, most children:
	LD.1.a.1.1.	By 36 months, most children:  Demonstrate an understanding of descriptive words.  Intentional Teaching Cards LL02: Desktop Publishing LL05: Jumping Beans LL07: Letters, Letters, Letters LL08: Memory Games LL18: What's Missing? LL19: Silly Names LL21: Buried Treasures LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL27: Writing Poems LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL40: What Was for Breakfast? LL41: Our Names, Our Things LL44: Phyming Tubs LL44: Observational Drawing LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL56: Find the Matching Letter LL61: Color Hunt LL62: Retelling Wordless Books M02: Counting & Comparing M03: Seek & Find M08: Baggie Ice Cream M11: Graphing M20: I'm Thinking of a Shape M22: Putting Puzzles Together M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M42: Straw Shapes M43: Pancakes M44: Musical Water

		M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M50: The Farmer Builds a Fence M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE05: Character Feelings SE06: Talk About Feelings SE13: Conflict Resolution SE23: Related Consequences SE25: What Can We Build Together?
INDICATOR	LD.1.a.1.2.	Respond appropriately to others' comments, questions, or stories.
		Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL11: Rhyming Riddles LL18: What's Missing? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover

M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage P29: Stop & Go SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together? INDICATOR LD.1.a.1.3. Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me."). Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix

		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad M71: Flat Bread
		M71: Flat Bread M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P02: Play Dough Weaving
		P03: Twisted Pretzels
		P04: Kick High
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P07: Balloon Catch
		P08: Cutting With Scissors
		P09: Up and Away
		P10: Jumping Rope
		P11: Jump the River
		P12: Exploring Pathways
		P13: Punting
		P14: Moving Through the Forest
		P15: Dribble Kick
		P16: Body Part Balance
		P17: Balance on a Beam
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P20: Body Shapes & Sizes
		P21: Hopping
		P22: Follow the Leader
		P23: Ways to Travel
		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong
		P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels P32: Math Journal
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE12: Classroom Jobs
		SE14: Playing Together
		SE16: "I" Statements
		SE20: Cleanup Time
		SE22: When, Then Statements
		SE25: What Can We Build Together?
STATEMENT OF ENDURING	ID1	Receptive Language
KNOWLEDGE	LD. 1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly
332 01 EM		complex language.
SPECIFIC INDICATOR	LD.1.a.2.	By 48 months, most children:
INDICATOR	LD.1.a.2.1.	Demonstrate an understanding of stories, songs, and poems by
INDICATOR	LD. 1.a.2. 1.	retelling or relating them to prior knowledge.
		or rolating them to prior knowledge.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten
		LL33: Clothesline Storytelling
		LL46: Storyboard
		LL62: Retelling Wordless Books

INDICATOR	LD.1.a.2.2.	Demonstrate an understanding of conversations by responding to
INDIOATOR	LD: II.u.z.z.	questions and prompts.
		Industrial Translation Conde
		Intentional Teaching Cards LL01: Shared Writing
		LL02: Desktop Publishing
		LL03: Alphabet Cards
		LL04: Bookmaking
		LL18: What's Missing?
		LL26: Searching the Web
		LL27: Writing Poems LL32: Describing Art
		LL45: Observational Drawing
		LL47: The Name Game
		LL53: We're Going on a Trip
		LL54: Asking Questions
		M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare
		M15: Play Dough
		M19: Which Has More?
		M25: The Long and Short of It
		M30: Buried Shapes
		M34: Cover Up M36: We're Going on an Adventure
		M38: Patterns Under Cover
		M39: Let's Go Fishing
		M42: Straw Shapes
		M47: My Shadow and I
		M48: Wash Day
		M55: Stepping Stones M61: Shake, Rattle, and Roll
		M63: Fishing Trip
		M76: Orange Banana Yogurt Pops
		M78: Math Collage
		SE01: Site Visits SE04: Actively Listening to Children
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone
		SE13: Conflict Resolution SE18: Encouragement
		SE21: Sunshine Message Board
		SE25: What Can We Build Together?
INDICATOR	LD.1.a.2.6.	Follow directions that involve multiple steps (e.g., "Please, would
INDIOXI ON	LD: Haizioi	you get the sponge, dampen it with water, and clean your table
		top?").
		Indeed the self-resulting Open In
		Intentional Teaching Cards LL08: Memory Games
		LL24: Lemonade
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL55: Dance & Remember
		LL57: Photo Writing LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		M03: Seek & Find

M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal

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		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?
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.3.	By 60 months, most children:
INDICATOR	LD.1.a.3.1.	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas.  Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What's Missing? LL18: What's Missing? LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board
		SE25: What Can We Build Together?
INDICATOR	LD.1.a.3.2.	Respond appropriately to a specific and varied vocabulary.
		Intentional Teaching Cards LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary

		LL48: D Is for Door
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		M02: Counting & Comparing
		M06: Tallying
		M17: Guessing Jar
		M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M42: Straw Shapes
		M43: Pancakes
		M46: Nesting Dolls
		M47: My Shadow and I
		M49: Balancing Act
		M56: Where's the Beanbag?
		M58: Missing Lids
		M59: More or Fewer Towers
		M62: How Big Around?
		P01: Let's Sew
		P02: Play Dough Weaving
		P03: Twisted Pretzels
		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
		P31: He-Dyed Towels P32: Math Journal
		P33: Obstacle Course
		SE17: Supporting Children to Use Their Words
		SE26: Making A Mural
INDICATOR	LD.1.a.3.3.	Follow detailed, multi-step directions (e.g., "Put away your toys,
		wash your hands, and come to the table.").
		Intentional Teaching Cards
		LL08: Memory Games
		LL24: Lemonade
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
	-	

LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel

		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong
		P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE12: Classroom Jobs
		SE14: Playing Together
		SE16: "I" Statements
		SE20: Cleanup Time
		SE22: When, Then Statements
		SE25: What Can We Build Together?
STATEMENT OF ENDURING	LD.2.	Expressive Language
KNOWLEDGE		
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and
002 01 2		syntax to express thoughts and needs.
CDECIFIC INDICATOR	LD 0 - 4	
SPECIFIC INDICATOR	LD.2.a.1.	By 36 months, most children:
INDICATOR	LD.2.a.1.3.	Expand their vocabulary by asking others to name unfamiliar
		objects.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL43: Introducing New Vocabulary
		LL48: D Is for Door
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		M02: Counting & Comparing
		M06: Tallying
		M17: Guessing Jar
		M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M42: Straw Shapes
		M43: Pancakes
		III
		M46: Nesting Dolls
		M47: My Shadow and I
		M49: Balancing Act
		M56: Where's the Beanbag?
		M58: Missing Lids
		M59: More or Fewer Towers
		M62: How Big Around?
		P01: Let's Sew
		P02: Play Dough Weaving
		P03: Twisted Pretzels
		P04: Kick High
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P07: Balloon Catch
		P08: Cutting With Scissors
		P09: Up and Away
		P10: Jumping Rope
		P11: Jump the River
		P12: Exploring Pathways
		P13: Punting
		P14: Moving Through the Forest
		P15: Dribble Kick
		P16: Body Part Balance

		P17: Balance on a Beam
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P20: Body Shapes & Sizes
		•
		P21: Hopping
		P22: Follow the Leader
		P23: Ways to Travel
		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong
		P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		P33: Obstacle Course
		SE17: Supporting Children to Use Their Words
		SE26: Making A Mural
INDICATOR	LD.2.a.1.4.	Use two- and some three-syllable words.
		and and an a symmetry moradi
		Intentional Teaching Cards
		Intentional Teaching Cards
		LL02: Desktop Publishing
		LL20: Baggie Books
		LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL24: Lemonade
		LL25: What's for Snack?
		LL26: Searching the Web
		LL29: Making My Name
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL41: Our Names, Our Things
		LL46: Storyboard
		LL48: D Is for Door
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL54: Asking Questions
		M08: Baggie Ice Cream
		M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M33: Apple Oat Muffins
		M43: Pancakes
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
The second secon		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies

		M74: Vegetable Stir Fry
		M75: Sugar Cookies M76: Orange Banana Yogurt Pops
		SE02: Look Who's Here!
INDICATOR	LD.2.a.1.5.	Combine words into simple three- to four-word sentences.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL04: Bookmaking
		LL46: Storyboard LL50: Making Shiny Paint
INDICATOR	LD.2.a.1.9.	Ask "who," "what," "why," and "where" questions.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL54: Asking Questions
		LL63: Investigating & Recording
		SE01: Site Visits SE10: My Turn at the Microphone
CTATEMENT OF ENDLIDING	LD 0	
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.2.	By 48 months, most children:
INDICATOR	LD.2.a.2.1.	Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors.
		Intentional Teaching Cards LL14: Did You Ever See?
INDICATOR	LD.2.a.2.2.	Pronounce new, long, or unusual words if they have modeling and support.
		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!
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs.
		Intentional Teaching Cards LL02: Desktop Publishing
		LL05: Jumping Beans
		LL07: Letters, Letters
		LL08: Memory Games
		LL15: Textured Letters
		LL17: Walk a Letter LL18: What's Missing?
		LL19: Silly Names
		LL20: Baggie Books
		LL21: Buried Treasures
		LL22: Coupon Match LL23: Playing with Environmental Print
		LL27: Writing Poems
		LL32: Describing Art
		LL33: Clothesline Storytelling

LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL40: What Was for Breakfast? LL41: Our Names, Our Things LL44: Rhyming Tubs LL45: Observational Drawing LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL56: Find the Matching Letter LL61: Color Hunt LL62: Retelling Wordless Books M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M20: I'm Thinking of a Shape M23: Putting Puzzles Together M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M42: Straw Shapes M43: Pancakes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M50: The Farmer Builds a Fence M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread

		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies M76: Orange Banana Yogurt Pops
		M78: Math Collage
		SE01: Site Visits
		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
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INDICATOR	LD.2.a.2.5.	Determine, with modeling and support, the meanings of unknown
		words by asking questions or using contextual clues, such as
		pictures that accompany text.
		Intentional Teaching Cards
		LL43: Introducing New Vocabulary
INDICATOR	LD.2.a.2.6.	Experiment with using new words in conversation.
		Intentional Teaching Cards
		LL43: Introducing New Vocabulary
		LL53: We're Going on a Trip
		M06: Tallying
		M55: Stepping Stones
INDICATOR	LD.2.a.2.7.	Use longer, more increasingly complex sentences, including
		complete four- to six-word sentences.
		Intentional Teaching Cards
		LL32: Describing Art
		LL53: We're Going on a Trip
		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
		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
INDICATOR	LD.2.a.2.9.	Continue to ask "who," "what," "why," and "where" questions.
INDICATOR	LD.2.a.2.9.	Intentional Teaching Cards LL01: Shared Writing LL54: Asking Questions
		LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.1.	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors.  Intentional Teaching Cards
		LL14: Did You Ever See?
INDICATOR	LD.2.a.3.3.	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL43: Introducing New Vocabulary
		LL48: D Is for Door LL53: We're Going on a Trip
		LL55: Dance & Remember
		M02: Counting & Comparing
		M06: Tallying
		M17: Guessing Jar
		M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M42: Straw Shapes M43: Pancakes
		roi i dirodito
		M46: Nesting Dolls M47: My Shadow and I
		M49: Balancing Act
		M56: Where's the Beanbag?
		M58: Missing Lids
		M59: More or Fewer Towers
		M62: How Big Around?
		P01: Let's Sew
		P02: Play Dough Weaving P03: Twisted Pretzels
		P04: Kick High
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P07: Balloon Catch
		P08: Cutting With Scissors
		P09: Up and Away
		P10: Jumping Rope P11: Jump the River
		P12: Exploring Pathways
		P13: Punting
		P14: Moving Through the Forest
		P15: Dribble Kick
		P16: Body Part Balance
		P17: Balance on a Beam
		P18: Dribbling a Ball
		P19: Bounce & Catch

		P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural
INDICATOR	LD.2.a.3.4.	Use increasingly complex, longer sentences, including sentences that combine two or three phrases.  Intentional Teaching Cards LL32: Describing Art LL53: We're Going on a Trip 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 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
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.1.	By 36 months, most children:
INDICATOR	LD.3.a.1.1.	Respond to others' statements, prompts, and questions.  Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What's Missing? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up

M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together? Use multiple means, such as verbal and nonverbal language, to INDICATOR LD.3.a.1.2. communicate needs, wants, and feelings. Intentional Teaching Cards LL10: Rhyming Chart LL15: Textured Letters LL18: What's Missing? LL19: Silly Names LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door M03: Seek & Find M04: Number Cards M10: Biscuits M19: Which Has More? M21: Geoboards M29: Apple Bread M32: Which Container Holds More? M35: Action Patterns M37: Secret Numbers M52: Modeling Clay M58: Missing Lids M62: How Big Around? M73: Oatmeal Raisin Cookies M76: Orange Banana Yogurt Pops M77: Board Games P05: Throw Hard, Throw Far P06: Catching With a Scoop P12: Exploring Pathways P15: Dribble Kick P16: Body Part Balance P24: Swing & Jump Rope P25: Kick Hard P27: Galloping SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving

		SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
INDICATOR	LD.3.a.1.3.	Use social conventions to initiate and sustain exchanges of communication.  Intentional Teaching Cards SE01: Site Visits
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.1.	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.  Intentional Teaching Cards LL10: Rhyming Chart LL15: Textured Letters LL18: What's Missing? LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door M03: Seek & Find M04: Number Cards M10: Biscuits M19: Which Has More? M21: Geoboards M29: Apple Bread M32: Which Container Holds More? M35: Action Patterns M37: Secret Numbers M52: Modeling Clay M58: Missing Lids M62: How Big Around? M73: Oatmeal Raisin Cookies M76: Orange Banana Yogurt Pops M77: Board Games P05: Throw Hard, Throw Far P06: Catching With a Scoop P12: Exploring Pathways P15: Dribble Kick P16: Body Part Balance P24: Swing & Jump Rope P25: Kick Hard

INDICATOR	LD.3.a.2.2.	P27: Galloping SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE17: Supporting Children to Use Their Words SE24: I Don't Like That!  Use appropriate volume and intonation when speaking in a variety of social situations.  Intentional Teaching Cards
INDICATOR	LD.3.a.2.3.	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.").  Intentional Teaching Cards LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE14: Playing Together
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.  Intentional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling 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 M06: Tallying M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam

		P18: Dribbling a Ball
		P19: Bounce & Catch
		P20: Body Shapes & Sizes
		P21: Hopping
		P22: Follow the Leader
		P23: Ways to Travel
		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P27: Galloping P28: Balloon Pong
		P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE03: Calm-Down Place
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone SE11: Great Groups
		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
STATEMENT OF ENDURING	LD.3.	Pragmatics
KNOWLEDGE		
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.3.	By 60 months, most children:
INDICATOR	LD.3.a.3.1.	Follow commonly accepted norms of communication in group
		settings with increasing independence (e.g., responding
		appropriately to such direction as "Only one child speaks at once;
		raise your hand.").
		,
		Intentional Teaching Cards
		LL05: Jumping Beans
		LL08: Memory Games
		LL31: I Went Shopping
		LL33: Clothesline Storytelling
		LL44: Rhyming Tubs
		LL47: The Name Game
		M06: Tallying
		M77: Board Games SE01: Site Visits
		SE09: Big Rule, Little Rule SE10: My Turn at the Microphone
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		SE11: Great Groups SE14: Playing Together SE25: What Can We Build Together?
INDICATOR	LD.3.a.3.2.	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.
		Intentional Teaching Cards LL01: Shared Writing
		LL03: Alphabet Cards
		LL05: Jumping Beans
		LL08: Memory Games
		LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles
		LL15: Textured Letters
		LL17: Walk a Letter
		LL18: What's Missing?
		LL20: Baggie Books
		LL21: Buried Treasures LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL24: Lemonade
		LL26: Searching the Web
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL32: Describing Art LL33: Clothesline Storytelling
		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
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		LL56: Find the Matching Letter
		LL59: Question Basket
		LL61: Color Hunt
		M01: Dinnertime M02: Counting & Comparing
		M06: Tallying
		M07: Ice Cubes
		M09: Bigger Than, Smaller Than, Equal To
		M12: Measure & Compare
		M14: Patterns M16: Show Me Five
		M17: Guessing Jar
		M18: Bounce & Count
		M20: I'm Thinking of a Shape
		M21: Geoboards
		M25: The Long and Short of It
		M31: Lining It Up M32: Which Container Holds More?
		M34: Cover Up
		M36: We're Going on an Adventure
		M38: Patterns Under Cover
		M39: Let's Go Fishing
		M40: Cube Trains
		M41: Making Numerals

M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution

SE14: Playing Together

INDICATOR	LD.3.a.3.3.	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  Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes.
		LL06: Dramatic Story Retelling LL62: Retelling Wordless Books
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.1.	In early-stage English language development, children:
INDICATOR	LD.4.a.1.1.	Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English.  Intentional Teaching Cards SE05: Character Feelings SE24: I Don't Like That!
INDICATOR	LD.4.a.1.3.	Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc  Intentional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing

LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Pretzels P04: Kick High P08: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here!

SE03: Calm-Down Place

SE04: Actively Listening to Children

		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone
		SE11: Great Groups
		SE12: Classroom Jobs
		SE13: Conflict Resolution
		SE14: Playing Together
		SE15: Making Choices
		SE16: "I" Statements
		SE17: Supporting Children to Use Their Words
		SE18: Encouragement
		SE19: Friendship & Love Cards
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE22: When, Then Statements
		SE23: Related Consequences
		SE24: I Don't Like That!
		SE25: What Can We Build Together?
		SE26: Making A Mural
INDICATOR	LD.4.a.1.4.	Begin to follow simple directions in English, especially when they
INDICATOR	LD.4.a.1.4.	
		are accompanied by contextual cues, such as gestures, pointing, and voice modulation.
		and voice modulation.
		Intentional Teaching Cards
		Intentional Teaching Cards LL08: Memory Games
		LL24: Lemonade
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL55: Dance & Remember
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		M03: Seek & Find
		M08: Baggie Ice Cream M10: Biscuits
		M15: Play Dough
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M36: We're Going on an Adventure
		M37: Secret Numbers
		M43: Pancakes
		M47: My Shadow and I
		M51: Can You Find It?
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M55: Stepping Stones
		M56: Where's the Beanbag?
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread

		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad M71: Flat Bread
		M71: Flat Bleau M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P02: Play Dough Weaving
		P03: Twisted Pretzels
		P04: Kick High
		P05: Throw Hard, Throw Far P06: Catching With a Scoop
		P07: Balloon Catch
		P08: Cutting With Scissors
		P09: Up and Away
		P10: Jumping Rope
		P11: Jump the River
		P12: Exploring Pathways
		P13: Punting
		P14: Moving Through the Forest
		P15: Dribble Kick
		P16: Body Part Balance
		P17: Balance on a Beam
		P18: Dribbling a Ball P19: Bounce & Catch
		P20: Body Shapes & Sizes
		P21: Hopping
		P22: Follow the Leader
		P23: Ways to Travel
		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong
		P29: Stop & Go
		P30: Mixing Paints P31: Tie-Dyed Towels
		P32: Math Journal
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE12: Classroom Jobs
		SE14: Playing Together
		SE16: "I" Statements
		SE20: Cleanup Time
		SE22: When, Then Statements
		SE25: What Can We Build Together?
STATEMENT OF ENDURING KNOWLEDGE		Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts
		(including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.2.	In mid-stage English language development, children:
INDICATOR	LD.4.a.2.2.	Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real
		and pretend activities.
		Intentional Teaching Cards LL06: Dramatic Story Retelling
		, · · · · · · · · · · · · · · · · · · ·

		LL43: Introducing New Vocabulary
		LL48: D Is for Door
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		M02: Counting & Comparing
		M06: Tallying
		M17: Guessing Jar
		M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M42: Straw Shapes
		M43: Pancakes
		M46: Nesting Dolls
		M47: My Shadow and I
		M49: Balancing Act
		M56: Where's the Beanbag?
		M58: Missing Lids
		M59: More or Fewer Towers
		M62: How Big Around?
		P01: Let's Sew
		P02: Play Dough Weaving
		P03: Twisted Pretzels
		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
	11	IEST TIGHTIVON TOWOR
		P32: Math Journal
		P32: Math Journal P33: Obstacle Course
		P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words
		P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural
INDICATOR	LD.4.a.2.3.	P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words
INDICATOR	LD.4.a.2.3.	P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural  Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).
INDICATOR	LD.4.a.2.3.	P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural  Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Intentional Teaching Cards
INDICATOR	LD.4.a.2.3.	P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural  Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Intentional Teaching Cards LL06: Dramatic Story Retelling
INDICATOR	LD.4.a.2.3.	P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural  Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Intentional Teaching Cards LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary
INDICATOR	LD.4.a.2.3.	P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural  Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Intentional Teaching Cards LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door
INDICATOR	LD.4.a.2.3.	P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural  Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Intentional Teaching Cards LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door LL53: We're Going on a Trip
INDICATOR	LD.4.a.2.3.	P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural  Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).  Intentional Teaching Cards LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door

		M02: Counting & Comparing
		M06: Tallying
		M17: Guessing Jar M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M38: Patterns Under Cover
		M42: Straw Shapes
		M43: Pancakes
		M46: Nesting Dolls M47: My Shadow and I
		M49: Balancing Act
		M56: Where's the Beanbag?
		M58: Missing Lids
		M59: More or Fewer Towers
		M62: How Big Around?
		P01: Let's Sew
		P02: Play Dough Weaving
		P03: Twisted Pretzels 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
		P31: He-Dyed Towers P32: Math Journal
		P33: Obstacle Course
		SE17: Supporting Children to Use Their Words
		SE26: Making A Mural
INDICATOR	LD.4.a.2.4.	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).
		these requests may occur with or without contextual cues).
		Intentional Teaching Cards
		LL08: Memory Games
	II	LL24: Lemonade
I I		LI 25. Fruit Colod
		LL35: Fruit Salad
		LL36: Salsa
		LL36: Salsa LL37: Roll-Ups
		LL36: Salsa

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

		DOF: Wiels Head
		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?
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly
		complex language as well as a range of topics and types of texts
		(including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.3.	In late-stage English language development, children:
INDICATOR	LD.4.a.3.2.	Demonstrate an understanding of words in English related to more
		advanced concepts (e.g., abstract emotions and ideas).
		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: Statements SE17: Supporting Children to Use Their Words
		SE18: Encouragement
		SE19: Friendship & Love Cards
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE22: When, Then Statements
		SE23: Related Consequences
		SE24: I Don't Like That!
		SE25: What Can We Build Together?
		SE26: Making A Mural
INDICATOR	LD.4.a.3.3.	Follow directions that involve a one- or two-step sequence, relying
		less on contextual cues.
		Intentional Teaching Cards
		LL08: Memory Games
		LL24: Lemonade
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
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LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes

P21: Hopping

		P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels 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?
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.1.	In early-stage English language development, children:
INDICATOR	LD.4.b.1.1.	Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.  Intentional Teaching Cards LL10: Rhyming Chart LL15: Textured Letters LL18: What's Missing? LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door M03: Seek & Find M04: Number Cards M10: Biscuits M19: Which Has More? M21: Geoboards M29: Apple Bread M32: Which Container Holds More? M35: Action Patterns M37: Secret Numbers M52: Modeling Clay M58: Missing Lids M62: How Big Around? M73: Oatmeal Raisin Cookies M76: Orange Banana Yogurt Pops M77: Board Games P05: Throw Hard, Throw Far P06: Catching With a Scoop P12: Exploring Pathways P15: Dribble Kick P16: Body Part Balance P24: Swing & Jump Rope P25: Kick Hard P27: Galloping SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving

		SE17: Supporting Children to Use Their Words SE24: I Don't Like That!
INDICATOR	LD.4.b.1.2.	Use age-appropriate vocabulary in the home language.
		Intentional Teaching Cards SE05: Character Feelings SE24: I Don't Like That!
INDICATOR	LD 4 b 4 4	
INDICATOR	LD.4.b.1.4.	Use age-appropriate grammar in their home language.  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
INDICATOR	LD.4.b.1.5.	Ask a variety of questions (e.g., "what," "why," "how," "when," and "where") in their home language.  Intentional Teaching Cards LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
INDICATOR	LD.4.b.1.6.	Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues).  Intentional Teaching Cards SE05: Character Feelings SE24: I Don't Like That!
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:
INDICATOR	LD.4.b.2.1.	Combine nonverbal with some verbal communication to be understood by others.  Intentional Teaching Cards LL10: Rhyming Chart LL14: Did You Ever See? LL15: Textured Letters LL18: What's Missing? LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs

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		LL47: The Name Game LL48: D Is for Door
		M03: Seek & Find
		M04: Number Cards
		M10: Biscuits
		M19: Which Has More?
		M21: Geoboards
		M29: Apple Bread M32: Which Container Holds More?
		M35: Action Patterns
		M37: Secret Numbers
		M52: Modeling Clay
		M58: Missing Lids
		M62: How Big Around?
		M73: Oatmeal Raisin Cookies
		M76: Orange Banana Yogurt Pops
		M77: Board Games
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P12: Exploring Pathways P15: Dribble Kick
		P16: Body Part Balance
		P24: Swing & Jump Rope
		P25: Kick Hard
		P27: Galloping
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		SE17: Supporting Children to Use Their Words
		SE24: I Don't Like That!
INDICATOR	LD.4.b.2.3.	Use telegraphic speech (two-word phrases rather than full sentences, such as "want food").
		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
INDICATOR	LD.4.b.2.4.	Use formulaic speech (expressions that are learned whole, e.g., "I don't know").
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL62: Retelling Wordless Books
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.
		but switch back and forth between English and their home language.

LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad

M54: Gingerbread Cookies

M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences

SE24: I Don't Like That!

		SE25: What Can We Build Together? SE26: Making A Mural
INDICATOR	LD.4.b.2.7.	Use some English grammatical markers (e.g., "-ing" or the plural- forming "-s") and apply at times the rules of grammar of the home language to English.
		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
INDICATOR	LD.4.b.2.8.	Use "what" and "why" questions in English, sometimes with errors.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL54: Asking Questions LL63: Investigating & Recording
		SE01: Site Visits SE10: My Turn at the Microphone
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.3.	In late-stage English language development, children:
INDICATOR	LD.4.b.3.1.	Demonstrate increasing reliance on verbal communication in English to be understood by others.
		Intentional Teaching Cards LL14: Did You Ever See?
INDICATOR	LD.4.b.3.2.	Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary.
		Intentional Teaching Cards LL43: Introducing New Vocabulary
		LL53: We're Going on a Trip M06: Tallying
		M55: Stepping Stones
INDICATOR	LD.4.b.3.3.	Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction.
		Intentional Teaching Cards
		LL32: Describing Art LL53: We're Going on a Trip
		LL61: Color Hunt M14: Patterns
		M22: Story Problems

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		M28: Applesauce M36: We're Going on an Adventure M40: Cube Trains M50: The Farmer Builds a Fence 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
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.1.	By 36 months, most children:
INDICATOR	L.1.a.1.1.	Engage in word and sound play with adults (e.g., rhymes, nonsense 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
INDICATOR	L.1.a.1.2.	Distinguish between words that contain similar-sounding phonemes ("cat-mat," "pig-jig").  Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL10: Rhyming Chart LL12: Same Sound Sort LL15: Textured Letters LL16: Tongue Twisters LL17: Walk a Letter LL19: Silly Names LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL32: Describing Art LL40: What Was for Breakfast? LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL54: Asking Questions LL56: Find the Matching Letter M27: Peach Cobbler
INDICATOR	L.1.a.1.3.	Fill in repeating phrases of familiar songs, stories, and finger plays.  Intentional Teaching Cards
		LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See?

		LL30: Knowing Our Friends
		LL44: Rhyming Tubs
		LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		LL56: Find the Matching Letter
		M13: Nursery Rhyme Count
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M39: Let's Go Fishing
		M50: The Farmer Builds a Fence M63: Fishing Trip
		P11: Jump the River
		P22: Follow the Leader
		SE20: Cleanup Time
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial
INDICATOR	L. 1.a. 1.7.	sounds).
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		Intentional Teaching Cards
		LL10: Rhyming Chart
		LL12: Same Sound Sort
		LL14: Did You Ever See?
		LL16: Tongue Twisters
		LL19: Silly Names LL23: Playing with Environmental Print
		LL23: Playing with Environmental Print LL29: Making My Name
		LL30: Knowing Our Friends
		LL44: Rhyming Tubs
		LL47: The Name Game
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		LL56: Find the Matching Letter
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
		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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.2.	By 48 months, most children:
INDICATOR	L.1.a.2.2.	Identify whether two words rhyme.
		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

		M19: Which Has More?
		M37: Secret Numbers
INDICATOR	L.1.a.2.3.	Engage in rhyming games and songs; can complete a familiar rhyme.
		Intentional Teaching Cards LL10: Rhyming Chart
		LL11: Rhyming Glaft
		LL12: Same Sound Sort
		LL14: Did You Ever See?
		LL27: Writing Poems LL31: I Went Shopping
		LL44: Rhyming Tubs
		M13: Nursery Rhyme Count
		M19: Which Has More?
		M37: Secret Numbers
INDICATOR	L.1.a.2.4.	Orally blend and segment familiar compound words, with modeling and support.
		Intentional Teaching Cards
		LL07: Letters, Letters, Letters
		LL10: Rhyming Chart LL11: Rhyming Riddles
		LL12: Same Sound Sort
		LL16: Tongue Twisters
		LL30: Knowing Our Friends LL47: The Name Game
		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
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.3.	By 60 months, most children:
INDICATOR	L.1.a.3.1.	Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name.
		Intentional Teaching Cards
		LL12: Same Sound Sort LL16: Tongue Twisters
		LL19: Silly Names
		LL23: Playing with Environmental Print
		LL29: Making My Name
		LL30: Knowing Our Friends LL47: The Name Game
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	L.1.a.3.2.	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance").
		Intentional Teaching Cards
		Intentional Teaching Cards LL10: Rhyming Chart
		LL11: Rhyming Riddles
		LL12: Same Sound Sort
		LL14: Did You Ever See? LL27: Writing Poems
		EEE. Willing Fooling

		LL31: I Went Shopping LL44: Rhyming Tubs M13: Nursery Rhyme Count M19: Which Has More? M37: Secret Numbers
INDICATOR	L.1.a.3.3.	Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter).
		Intentional Teaching Cards LL12: Same Sound Sort LL16: Tongue Twisters LL19: Silly Names LL23: Playing with Environmental Print LL29: Making My Name LL30: Knowing Our Friends LL47: The Name Game LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books
		LL63: Investigating & Recording
INDICATOR	L.1.a.3.4.	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear".
		Intentional Teaching Cards LL07: Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles
		LL12: Same Sound Sort LL16: Tongue Twisters LL30: Knowing Our Friends LL47: The Name Game LL50: Making Shiny Paint
		LL52: Tap It, Clap It, Stomp It, Jump It LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books
		LL63: Investigating & Recording
INDICATOR	L.1.a.3.5.	With modeling and support, identify, blend, and segment syllables in spoken words.
		Intentional Teaching Cards LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort
		LL16: Tongue Twisters LL30: Knowing Our Friends LL47: The Name Game LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It
		LL52: Tap it, Clap it, Stomp it, Stimp it LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	L.1.a.3.6.	With modeling and support, delete the onsets of words (e.g., "pairair, fruit-root").

		Intentional Teaching Cards LL10: Rhyming Chart
INDICATOR	L.1.a.3.7.	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook").
		Intentional Teaching Cards LL10: Rhyming Chart
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.1.	By 36 months, most children:
INDICATOR	L.2.a.1.1.	Recognize more symbols and logos in the environment.  Intentional Teaching Cards LL10: Rhyming Chart LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL25: What's for Snack? LL28: Stick Letters LL31: I Went Shopping LL47: The Name Game
		M08: Baggie Ice Cream
INDICATOR	L.2.a.1.2.	Recognize letters as a special form of symbol that can be individually named.  Intentional Teaching Cards LL01: Shared Writing
STATEMENT OF ENDIDING		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 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
STATEMENT OF ENDURING KNOWLEDGE	L.Z.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound

		connections.
SPECIFIC INDICATOR	L.2.a.2.	By 48 months, most children:
INDICATOR	L.2.a.2.1.	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print.
		Intentional Teaching Cards LL01: Shared Writing
		LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans
		LL07: Letters, Letters LL10: Rhyming Chart
		LL15: Textured Letters LL17: Walk a Letter
		LL20: Baggie Books LL21: Buried Treasures
		LL22: Coupon Match LL23: Playing with Environmental Print
		LL25: What's for Snack? LL26: Searching the Web
		LL28: Stick Letters LL29: Making My Name
		LL30: Knowing Our Friends LL31: I Went Shopping LL34: Alphabet Books
		LL35: Fruit Salad LL36: Salsa
		LL37: Roll-Ups LL41: Our Names, Our Things
		LL42: Daily Sign-In LL46: Storyboard
		LL47: The Name Game LL48: D Is for Door
		LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza
		LL56: Find the Matching Letter M04: Number Cards
		M08: Baggie Ice Cream
INDICATOR	L.2.a.2.2.	Produce the sound for some of the letters they recognize.
		Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing
		LL03: Alphabet Cards LL04: Bookmaking
		LL07: Letters, Letters LL10: Rhyming Chart
		LL12: Same Sound Sort LL15: Textured Letters
		LL16: Tongue Twisters LL17: Walk a Letter LL19: Silly Names
		LL23: Playing with Environmental Print LL26: Searching the Web
		LL28: Stick Letters LL29: Making My Name
		LL32: Describing Art LL40: What Was for Breakfast?
		LL47: The Name Game LL48: D Is for Door
		LL50: Making Shiny Paint LL54: Asking Questions

		LL56: Find the Matching Letter M27: Peach Cobbler
INDICATOR	L.2.a.2.3.	Recognize, with modeling and support, their own name or other common words in 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
INDICATOR	1.0.0.1	M08: Baggie Ice Cream
INDICATOR	L.2.a.2.4.	Recognize words that start with the same letter as their name.
		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
		LL21: Buried Treasures LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL26: Searching the Web
		LL28: Stick Letters
		LL29: Making My Name
		LL30: Knowing Our Friends
		LL31: I Went Shopping LL34: Alphabet Books
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL41: Our Names, Our Things
		LL42: Daily Sign-In LL46: Storyboard
		LL47: The Name Game
		LL48: D Is for Door
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza LL56: Find the Matching Letter
		M04: Number Cards
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.3.	By 60 months, most children:
INDICATOR	L.2.a.3.1.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing
		LL04: Bookmaking
		LL05: Jumping Beans
		LL07: Letters, Letters

LL15: Textured Letters	
LL17: Walk a Letter	
LL20: Baggie Books	
LL21: Buried Treasures	
LL22: Coupon Match	
LL23: Playing with Environmental Print	
LL26: Searching the Web	
LL28: Stick Letters	
LL29: Making My Name	
LL30: Knowing Our Friends	
LL31: I Went Shopping	
LL34: Alphabet Books	
LL35: Fruit Salad	
LL36: Salsa	
LL37: Roll-Ups	
LL41: Our Names, Our Things	
LL42: Daily Sign-Ín	
LL46: Storyboard	
LL47: The Name Game	
LL48: D Is for Door	
LL49: Vegetable Soup	
LL50: Making Shiny Paint	
LL51: Pizza	
LL56: Find the Matching Letter	
M04: Number Cards	
INDICATOR L.2.a.3.2. Produce the sound for many of the letters the recognize	
INDICATOR L.2.a.3.2. Produce the sound for many of the letters the recognize	e.
Intentional Tapahina Coude	
Intentional Teaching Cards	
LL01: Shared Writing	
LL02: Desktop Publishing	
LL03: Alphabet Cards	
LL04: Bookmaking	
LL07: Letters, Letters	
LL10: Rhyming Chart	
LL12: Same Sound Sort	
LL15: Textured Letters	
LL16: Tongue Twisters	
LL17: Walk a Letter	
LL19: Silly Names	
LL23: Playing with Environmental Print	
LL26: Searching the Web	
LL28: Stick Letters	
LL29: Making My Name	
LL32: Describing Art	
LL40: What Was for Breakfast?	
LL47: The Name Game	
LL48: D Is for Door	
LL50: Making Shiny Paint	
LL54: Asking Questions	
LL56: Find the Matching Letter	
M27: Peach Cobbler	
INDICATOR L.2.a.3.3. Correctly sort letters and find words that contain speci	fied letters.
Intentional Teaching Cards	
LL01: Shared Writing	
LL02: Desktop Publishing	
LL03: Alphabet Cards	
LL04: Bookmaking	
LLUT. DOURINGHIS	
LLOS: Jumping Roons	
LL05: Jumping Beans	
LL07: Letters, Letters	
LL07: Letters, Letters LL12: Same Sound Sort	
LL07: Letters, Letters LL12: Same Sound Sort LL15: Textured Letters	
LL07: Letters, Letters LL12: Same Sound Sort	

		LL21: Buried Treasures
		LL22: Coupon Match
		LL23: Playing with Environmental Print LL26: Searching the Web
		LL28: Stick Letters
		LL29: Making My Name
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL34: Alphabet Books
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL41: Our Names, Our Things
		LL42: Daily Sign-In
		LL46: Storyboard
		LL47: The Name Game
		LL48: D Is for Door
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		LL56: Find the Matching Letter
		M01: Dinnertime
		M02: Counting & Comparing
		M03: Seek & Find
		M04: Number Cards
		M05: Sorting & Classifying
		M06: Tallying M11: Graphing
		M14: Patterns
		M16: Show Me Five
		M19: Which Has More?
		M25: The Long and Short of It
		M30: Buried Shapes
		M39: Let's Go Fishing
		M46: Nesting Dolls
		M48: Wash Day
		M61: Shake, Rattle, and Roll
		SE09: Big Rule, Little Rule
		SE15: Making Choices
		SE20: Cleanup Time
INDICATOR	L.2.a.3.4.	Demonstrate an understanding that strings of letters represent a
		sequence of spoken sounds.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing
		LL03: Alphabet Cards
		LL04: Bookmaking
		LL07: Letters, Letters
		LL10: Rhyming Chart
		LL12: Same Sound Sort
		LL15: Textured Letters
		LL16: Tongue Twisters
		LL17: Walk a Letter LL19: Silly Names
		LL23: Playing with Environmental Print
		LL23: Playing with Environmental Print LL26: Searching the Web
		LL28: Stick Letters
		LL29: Making My Name
		LL32: Describing Art
		LL40: What Was for Breakfast?
		LL47: The Name Game
		LL48: D Is for Door
		LL50: Making Shiny Paint
	III	
		LL54: Asking Questions

		LL56: Find the Matching Letter M27: Peach Cobbler
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.1.	By 36 months, most children:
INDICATOR	L.3.a.1.1.	Recognize specific books by their covers and seek out specific pages in familiar books.  Intentional Teaching Cards LL34: Alphabet Books SE05: Character Feelings
INDICATOR	L.3.a.1.2.	Know where books are kept, take them to an adult reader, and return books to their designated place when finished.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M30: Buried Shapes M40: Cube Trains M41: Making Numerals P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
INDICATOR	L.3.a.1.3.	Make scribble marks on paper and "read" the meaning they assign to the marks.  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
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.2.	By 48 months, most children:
INDICATOR	L.3.a.2.1.	Hold a book in correct orientation and turn pages from front to back, usually one at a time.  Intentional Teaching Cards LL01: Shared Writing
		LL02: Desktop Publishing

	1	
		LL04: Bookmaking
		LL19: Silly Names
		LL20: Baggie Books
		LL22: Coupon Match
		LL23: Playing with Environmental Print LL24: Lemonade
		LL25: What's for Snack?
		LL26: Searching the Web
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL32: Describing Art
		LL33: Clothesline Storytelling
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL41: Our Names, Our Things
		LL46: Storyboard
		LL47: The Name Game
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		M08: Baggie Ice Cream
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M33: Apple Oat Muffins
		M43: Pancakes
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		M77: Board Games
		M78: Math Collage
INDICATOR	L.3.a.2.2.	Demonstrate an understanding that print carries meaning and can
		be read (e.g., dictating words to adults, recognizing their own name
		or a sibling's name, pointing to a street sign and asking an adult,
		"What does that say?").
		Intentional Teaching Cards
		LL02: Desktop Publishing
		LL04: Bookmaking
		LL10: Rhyming Chart
		LL20: Baggie Books
		LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL24: Lemonade
		LL25: What's for Snack?
		LL28: Stick Letters
		LL30: Knowing Our Friends
		LL31: I Went Shopping

		LL37: Roll-Ups LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
INDICATOR	L.3.a.2.3.	Imitate the act of reading a book and demonstrate appropriate bookhandling skills.  Intentional Teaching Cards LL20: Baggie Books
		LL22: Coupon Match
INDICATOR	L.3.a.2.4.	Handle and care for books in a respectful manner.  Intentional Teaching Cards LL20: Baggie Books LL22: Coupon Match
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
INDICATOR	L.3.a.3.1.	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.
		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 LL19: Silly Names LL20: Baggie Books
		LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print

		LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL28: Stick Letters LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus 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 M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M77: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M77: Board Games M77: Board Games M77: Board Games
INDICATOR	L.3.a.3.2.	Describe roles of authors and illustrators and connect books to specific authors of illustrators.  Intentional Teaching Cards LL34: Alphabet Books LL38: Hummus SE05: Character Feelings
INDICATOR	L.3.a.3.3.	Identify familiar words in books and the environment.  Intentional Teaching Cards LL02: Desktop Publishing LL10: Rhyming Chart LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade

		LL25: What's for Snack? LL26: Searching the Web LL28: Stick Letters LL29: Making My Name
		LL30: Knowing Our Friends LL31: I Went Shopping
		LL35: Fruit Salad LL36: Salsa
		LL37: Roll-Ups LL38: Hummus
		LL41: Our Names, Our Things LL46: Storyboard
		LL47: The Name Game
		LL48: D Is for Door LL49: Vegetable Soup
		LL50: Making Shiny Paint LL51: Pizza
		LL54: Asking Questions M08: Baggie Ice Cream
		M20: I'm Thinking of a Shape
		M26: Huff & Puff M27: Peach Cobbler
		M28: Applesauce M29: Apple Bread
		M33: Apple Oat Muffins M43: Pancakes
		M52: Modeling Clay
		M53: Black Bean Corn Salad M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip M64: Five-Layer Dip
		M65: Cornbread M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks M70: Egg Salad
		M71: Flat Bread M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry
		M75: Sugar Cookies M76: Orange Banana Yogurt Pops
		SE02: Look Who's Here!
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR INDICATOR	L.4.a.1. L.4.a.1.1.	By 36 months, most children:
INDICATOR	L.4.d.1.1.	Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.
		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 LL53: We're Going on a Trip
		LL54: Asking Questions LL60: Writing with Wordless Books
		LL62: Retelling Wordless Books M01: Dinnertime

		M08: Baggie Ice Cream
		M10: Biscuits
		M15: Play Dough
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M30: Buried Shapes
		M33: Apple Oat Muffins
		M40: Cube Trains
		M41: Making Numerals
		M43: Pancakes
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE05: Character Feelings
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences,
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes,
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes,
INDICATOR	L.4.a.1.2.	
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes,
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See?
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack?
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL11: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL11: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL11: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL11: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast?
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL44: Rhyming Tubs
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL44: Rhyming Tubs LL45: Observational Drawing
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL51: Pizza
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It
INDICATOR	L.4.a.1.2.	such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Intentional Teaching Cards LL04: Bookmaking LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL20: Baggie Books LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL51: Pizza

		LL56: Find the Matching Letter
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		LL62: Retelling Wordless Books
		LL63: Investigating & Recording
		M08: Baggie Ice Cream
		M10: Biscuits
		M13: Nursery Rhyme Count
		M15: Play Dough
		M19: Which Has More?
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M30: Buried Shapes
		M33: Apple Oat Muffins
		M36: We're Going on an Adventure
		M37: Secret Numbers
		M39: Let's Go Fishing
		M41: Making Numerals
		M43: Pancakes
		M50: The Farmer Builds a Fence
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M63: Fishing Trip
		M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P11: Jump the River
		P22: Follow the Leader
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		SE05: Character Feelings
		SE15: Making Choices
		SE19: Friendship & Love Cards
		SE20: Cleanup Time
INDICATOR	1 4 - 4 7	
INDICATOR	L.4.a.1.7.	Recite some words of a familiar book when read to (especially from
		books with repeating text).
		Intentional Tapaking Cards
		Intentional Teaching Cards LL14: Did You Ever See?
		LL16: Tongue Twisters
		LL17: Walk a Letter
		LL47: The Name Game
		M01: Dinnertime
		M16: Show Me Five
		M22: Story Problems
		M23: Putting Puzzles Together
		M35: Action Patterns M45: Picture Patterns

INDICATOR	L.4.a.1.8.	M49: Balancing Act M78: Math Collage P17: Balance on a Beam P23: Ways to Travel P26: Keep It Up P30: Mixing Paints P31: Tie-Dyed Towels SE02: Look Who's Here! SE03: Calm-Down Place SE09: Big Rule, Little Rule SE13: Conflict Resolution SE19: Friendship & Love Cards SE26: Making A Mural  Recall specific characters or events from familiar stories and retell
		some parts of a story with prompting and support.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books SE05: Character Feelings
INDICATOR	L.4.a.1.9.	With modeling and support, anticipate what comes next in familiar stories.  Intentional Teaching Cards M34: Cover Up SE05: Character Feelings
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.2.	By 48 months, most children:
INDICATOR	L.4.a.2.1.	Enjoy and ask to engage in book reading, book writing, or other literacy-related activities.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	L.4.a.2.2.	Explore a variety of literary genres, such as fiction, fantasy, informational texts.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL60: Writing with Wordless Books

		M01: Dinnertime
		M30: Buried Shapes M40: Cube Trains
		M41: Making Numerals
		P30: Mixing Paints
		P31: Tie-Dyed Towels SE05: Character Feelings
INDICATOR	L.4.a.2.4.	With assistance and support, engage in writing activities (e.g.,
INDIOATOR	L.T.U.Z.T.	labeling a picture).
		Intentional Teaching Cards
		LL20: Baggie Books LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL25: What's for Snack?
		LL31: I Went Shopping LL40: What Was for Breakfast?
		LL45: Observational Drawing
		M20: I'm Thinking of a Shape
INDICATOR	L.4.a.2.5.	Begin to understand the sequence of a story.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling LL33: Clothesline Storytelling
		LL62: Retelling Wordless Books
INDICATOR	L.4.a.2.6.	With support, retell or reenact familiar stories with pictures or props as prompts.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten
		LL33: Clothesline Storytelling LL46: Storyboard
		LL62: Retelling Wordless Books
INDICATOR	L.4.a.2.7.	Ask and answer questions about main characters or events in a familiar story.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart
		LL19: Silly Names
		LL27: Writing Poems
		LL33: Clothesline Storytelling
		LL51: Pizza LL62: Retelling Wordless Books
		M01: Dinnertime
		M30: Buried Shapes
		M40: Cube Trains P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE05: Character Feelings
INDICATOR	L.4.a.2.8.	With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed.
		Intentional Teaching Cards
		M34: Cover Up
		SE05: Character Feelings
INDICATOR	L.4.a.2.9.	With modeling and support, demonstrate knowledge from
		informational texts Respond to the question "what made you think so?" in response to their ideas about books and stories, with more
		depth and detail.

		Intentional Teaching Cards  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  M08: Baggie Ice Cream  M15: Play Dough  M24: Matzo Balls  M27: Peach Cobbler  M28: Applesauce  M29: Apple Bread  M33: Apple Oat Muffins  M41: Making Numerals  M43: Pancakes  M52: Modeling Clay  M53: Black Bean Corn Salad  M54: Gingerbread Cookies  M57: Yogurt Fruit Dip  M64: Five-Layer Dip  M65: Cornbread  M66: OobECk  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese & Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni & Cheese  M73: Ootmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies
STATEMENT OF ENDURING KNOWLEDGE	L.4.	M76: Orange Banana Yogurt Pops  Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.3.	By 60 months, most children:
INDICATOR	L.4.a.3.2.	Engage in independent writing activities during routine times, such as pretending to write in their own journal.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	L.4.a.3.3.	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions).  Intentional Teaching Cards

		LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL62: Retelling Wordless Books SE05: Character Feelings
INDICATOR	L.4.a.3.4.	Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories.
		Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books
		M34: Cover Up SE05: Character Feelings
INDICATOR	L.4.a.3.5.	Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships.
		Intentional Teaching Cards LL06: Dramatic Story Retelling LL33: Clothesline Storytelling
		LL62: Retelling Wordless Books
INDICATOR	L.4.a.3.6.	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs
		Intentional Teaching Cards LL43: Introducing New Vocabulary LL55: Dance & Remember
		M07: Ice Cubes M31: Lining It Up M35: Action Patterns
		M41: Making Numerals M51: Can You Find It? M56: Where's the Beanbag? P16: Body Part Balance
INDICATOR	L.4.a.3.7.	With guidance and support, relate events and information from stories to their own experiences.
		Intentional Teaching Cards LL09: Pocket Storytelling: The Mitten SE05: Character Feelings
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.1.	In early-stage English language development, children:
INDICATOR	L.5.a.1.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures).
		Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing
		LL04: Bookmaking LL06: Dramatic Story Retelling
		LL08: Memory Games LL09: Pocket Storytelling: The Mitten 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 LL33: Clothesline Storytelling LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL51: Pizza 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
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE15: Making Choices
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE26: Making A Mural
INDICATOR	L.5.a.1.2.	"Read" familiar books (written in the home language or in English)
		when encouraged by others and use the home language to talk
		about the books.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten
		LL10: Rhyming Chart
		LL20: Baggie Books
		LL22: Coupon Match
		LL27: Writing Poems LL33: Clothesline Storytelling
		LL33: Clothesline Storytelling LL34: Alphabet Books
		LL51: Pizza
		LL51: Fizza LL53: We're Going on a Trip
		LL53: We're Going on a Trip LL54: Asking Questions
		LL60: Writing with Wordless Books
		LL62: Retelling Wordless Books
		M01: Dinnertime
		M08: Baggie Ice Cream
		M10: Biscuits
		M15: Play Dough
		M24: Matzo Balls
		M27: Peach Cobbler

M29: Apple Bread M30: Buried Shapes M30: Buried Shapes M33: Apple Out Muffins M40: Cube Trains M41: Making Numerals M42: Modeling Clay M32: Modeling Clay M33: Black Bean Corn Salad M49: Gingerbread Cookles M34: Paracakes M35: Grapherad Cookles M36: Grapherad Cookles M36: Grapherad Cookles M36: Grapherad Cookles M36: Cornbread Dip M36: Crapherad Dip M37: Fruit Smoothies M38: Trail Mix M39: Cram Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookles M74: Vegetable Sitr Fry M75: Sugar Cookles M76: Orange Banana Yogurt Pope P30: Mixing Paints P31: Tire Dyed Towels M76: Orange Banana Yogurt Pope P30: Mixing Paints P31: Tire Dyed Towels L05: Character Feelings INDICATOR  L.5.a.1.3. Begin to identify and relate to a story from their own life experiences in their home language. Intentional Teaching Cards L1.09: Pocket Storytelling: The Mitten M34: Cover Up SE05: Character Feelings INDICATOR  L.5.a.1.4. Retell a story in their home language when read or told a story in the home language. Intentional Teaching Cards L1.09: Pocket Storytelling: The Mitten L1.30: Character Feelings INDICATOR  L.5.a.1.4. Retell a story in their home language when read or told a story in the home language. Intentional Teaching Cards L1.09: Pocket Storytelling: The Mitten L1.30: Character Feelings INDICATOR  L.5.a.2. In mid-stage English language development, children: NDICATOR  L.5.a.2. In Language Language Language Language			
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M33; Apple Oat Muffins M40; Cube Trains M41; Making Numerals M43; Pancakes M52; Modeling Clay M53; Black Bean Corn Salad M54; Gingerbread Cookles M57; Yogurt Fruit Dip M64; FiveL-ayer Dip M65; Cornbread M65; Corbread M65; Corbread M66; CobECk M67; Fruit Smoothles M68; Trail Mix M69; Cream Cheese & Strawberry Snacks M70; Egg Salad M71; Flat Bread M72; Macaroni & Cheese M73; Oatmeal Raisin Cookles M74; Vegetable Stir Fry M75; Sugar Cookles M75; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Orange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels M76; Corange Banana Yogurt Pops P30; Mixing Paints P31; Tie-Dyed Towels P30; Mixing Paints P31; Tie-Dyed Towels P30; Mixing Paints P31; Tie-Dyed Towels P30; Mixing P			
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M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Glingebread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tile-Dyed Towels SE05: Character Feelings INDICATOR  L.5.a.1.3. Begin to identify and relate to a story from their own life experiences in their home language. Intentional Taaching Cards L.09: Pocket Storytelling: The Mitten M34: Cover Up SE05: Character Feelings INDICATOR  L.5.a.1.4. Retell a story in their home language when read or told a story in the home language. Intentional Teaching Cards L.09: Pocket Storytelling: The Mitten M34: Cover Up SE05: Character Feelings INDICATOR  L.5.a.1.4. Retell a story in their home language when read or told a story in the home language. Intentional Teaching Cards L.09: Pocket Storytelling: The Mitten L.13: Clothesiine Storytelling L.146: Storyboard L.162: Retelling Wordless Books STATEMENT OF ENDURING KNOWLEDGE GSE STEM  L.5.a. Children become increasingly engaged in literacy experiences in English. SPECIFIC INDICATOR  L.5.a.2.1. In mid-stage English language development, children: Participate in reading activities, using books written in English when the language is predictable. Intentional Teaching Cards L.09: Oramatic Story Retelling L.19: Chrossine Storytelling: The Mitten L.10: Rhyming Chart L.119: Silly Names L.27: Writing Poems L.33: Clothesine Storytelling: The Mitten L.10: Rhyming Chart L.119: Silly Names L.27: Writing Poems L.33: Clothesine Storytelling L.33: Clothes			
MS3: Black Bean Corn Salad MS4: Gingebread Cookies MS7: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tile-Dyed Towels SE05: Character Feelings INDICATOR  L.5.a.1.3. Begin to identify and relate to a story from their own life experiences in their home language. Intentional Teaching Cards L.09: Pocket Storytelling: The Mitten M34: Cover Up SE05: Character Feelings INDICATOR  Retell a story in their home language when read or told a story in the home language. Intentional Teaching Cards L.09: Pocket Storytelling: The Mitten L109: Pocket Storytelling L109: Pocket Storytelling: The Mitten L109: Ditteracy Development, children: Indicator Ind			
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M57: Yogur Fruit Dip M64: Evel-Layer Dip M65: Cornbread M66: CobECk M67: Fruit Smoothies M68: Team Cheese & Strawberry Snacks M68: Team Cheese & Strawberry Snacks M77: Figg Salard M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Ralsin Cookles M74: Vegetable Stir Fry M75: Sugar Cookles M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels S205: Character Feelings INDICATOR  L5.a.1.3. Begin to identify and relate to a story from their own life experiences in their home language. Intentional Teaching Cards L109: Pocket Storytelling: The Mitten M34: Cover Up SE05: Character Feelings INDICATOR  L5.a.1.4. Retell a story in their home language when read or told a story in the home language. Intentional Teaching Cards L109: Pocket Storytelling: The Mitten L133: Clothesline Story Retelling L109: Pocket Storytelling: The Mitten L133: Clothesline Story Retelling L146: Storyboard L162: Retelling Wordless Books STATEMENT OF ENDURING STATEMENT OF ENDURING L5.a. Children become increasingly engaged in literacy experiences in English. SPECIFIC INDICATOR L5.a.2.1. In mid-stage English language development, children: Participate in reading activities, using books written in English when the language is predictable. Intentional Teaching Cards L109: Pocket Storytelling L109: Pocket Storytelling: The Mitten L109: Bramatic Story Retelling L109: Pocket Storytelling: The Mitten L109: Bramatic Story Retelling L109: Pocket Storytelling: The Mitten L109: Bramatic Story Retelling L109: Pocket Storytelling L109: Pocket Storytelling L109: Pocket Storytelling: The Mitten L109: Rhyming Chart L119: Silly Names L127: Writing Poems L127: Writing Poems L128: Slasa L128: Clothesline Story telling L128: Fruit Salad L136: Salsa L137: Roil-Ups L128: Hummus			
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M67: Fruit Smoothies   M68: Cream Cheese & Strawberry Snacks   M68: Cream Cheese & Strawberry Snacks   M70: Egg Salad   M71: Flat Bread   M72: Macaroni & Cheese   M73: Ostmeal Raisin Cookies   M74: Vegetable Stir Fry   M75: Sugar Cookies   M76: Orange Banana Yogurt Pops   P30: Mixing Paints   P31: Tile-Dyed Towels   SE05: Character Feelings   SE05: Character Feelings   Segin to identify and relate to a story from their own life experiences in their home language.   Intentional Teaching Cards   LL09: Pocket Storytelling: The Mitten   M34: Cover Up   SE05: Character Feelings   SE05: Character Feelings   Intentional Teaching Cards   LL06: Dramatic Story Retelling   LL06: Pramatic Story Retelling   LL09: Pocket Storytelling: The Mitten   LL3: Clothesline Storytelling   LL09: Pocket Storytelling   LL09: Pocket Storytelling   LL46: Storyboard   LL62: Retelling Wordless Books   STATEMENT OF ENDURING   L.5.   Literacy Development for Dual Language Learners   Children become increasingly engaged in literacy experiences in English   SPECIFIC INDICATOR   L.5.a.2.   Children become increasingly engaged in literacy experiences in English   SPECIFIC INDICATOR   L.5.a.2.   Participate in reading activities, using books written in English when the language is predictable.   Intentional Teaching Cards   LL09: Pocket Storytelling: The Mitten   LL19: Silly Names   LL29: Writing Poems   LL39: Clothesline Storytelling: The Mitten   LL19: Silly Names   LL29: Writing Poems   LL39: Clothesline Storytelling   LL39: Fruit Salad   LL36: Salsa   LL37: Roll-Ups   LL38: Hummus   LL37: Roll-Ups   LL37: Roll-Ups   LL38: Hummus   LL37: Roll-Ups   LL38: Hummus   LL37: Roll-Ups   LL38: Hummus   LL37: Roll-Ups   LL38: Hummus   LL37: Roll-Ups   LL38: Roll-Ups			
M89: Cream Cheese & Strawberry Snacks   M71: Flat Bread   M72: Macaroni & Cheese   M73: Oatmeal Raisin Cookies   M74: Vegetable Stir Fry   M75: Sugar Cookies   M76: Orange Banana Vogurt Pops   P30: Mixing Paints   P31: Tile-Dyed Towels   SE05: Character Feelings   SE05: Character Feelings   Se05: Character Feelings			
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M71: Flat Bread   M72: Macaroni & Cheese   M73: Oatmeal Raisin Cookies   M74: Vegetable Stir Fry   M75: Sugar Cookies   M76: Orange Banana Yogurt Pops   P30: Mixing Paints   P31: Tie-Dyed Towels   SEOS: Character Feelings			
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M73: Oatmeal Raisin Cookies   M74: Vegetable Stir Fry   M75: Sugar Cookies   M76: Orange Banana Yogurt Pops   P30: Mixing Paints   P31: Tile-Dyed Towels   SEOS: Character Feelings			
M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings			
M75: Sugar Cookles M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels SEOS: Character Feelings  INDICATOR  L.5.a.1.3.  Begin to identify and relate to a story from their own life experiences in their home language.  Intentional Teaching Cards LL09: Pocket Storytelling: The Mitten M34: Cover Up SEOS: Character Feelings  INDICATOR  L.5.a.1.4.  Retell a story in their home language when read or told a story in the home language.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling: The Mitten LL33: Clothesline Storytelling UL09: Pocket Storyboard LEC: Retelling Wordless Books  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.5.a.  Children become increasingly engaged in literacy experiences in English.  SPECIFIC INDICATOR  L.5.a.2.  In mid-stage English language development, children:  Participate in reading activities, using books written in English when the language is predictable.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL37: Roil-Ups LL38: Fruit Salad LL36: Salsa LL37: Roil-Ups LL38: Hummus			
M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings			
P30: Mixing Paints			
SE05: Character Feelings			
Intentional Teaching Cards   L.5.a.1.3.   Begin to identify and relate to a story from their own life experiences in their home language.   Intentional Teaching Cards   L.09: Pocket Storytelling: The Mitten   M34: Cover Up   SE05: Character Feelings			
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Intentional Teaching Cards   LL09: Pocket Storytelling: The Mitten   M34: Cover Up   SE05: Character Feelings     INDICATOR	INDICATOR	L.5.a.1.3.	Begin to identify and relate to a story from their own life experiences
LL09: Pocket Storytelling: The Mitten M34: Cover Up SE05: Character Feelings			in their home language.
LL09: Pocket Storytelling: The Mitten M34: Cover Up SE05: Character Feelings			Intentional Translation Contr
M34: Cover Up   SE05: Character Feelings			
INDICATOR  L.5.a.1.4. Retell a story in their home language when read or told a story in the home language.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books  STATEMENT OF ENDURING KNOWLEDGE  SEES STEM  L.5.a. Children become increasingly engaged in literacy experiences in English.  SPECIFIC INDICATOR  L.5.a.2. In mid-stage English language development, children:  INDICATOR  L.5.a.2.1. Participate in reading activities, using books written in English when the language is predictable.  Intentional Teaching Cards LL09: Pocket Storytelling LL09: Pocket Storytelling LL30: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL36: Salsa LL37: Roll-Ups LL38: Hummus			
Indicator   L.5.a.1.4.   Retell a story in their home language when read or told a story in the home language.   Intentional Teaching Cards   LL09: Pocket Storytelling The Mitten   LL33: Clothesline Storytelling   LL46: Storyboard   LL62: Retelling Wordless Books			·
home language.    Intentional Teaching Cards   LL06: Dramatic Story Retelling   LL09: Pocket Storytelling: The Mitten   LL33: Clothesline Storytelling   LL46: Storyboard   LL62: Retelling Wordless Books	INDICATOR	1521/	
Intentional Teaching Cards   LL06: Dramatic Story Retelling   LL09: Pocket Storytelling: The Mitten   LL33: Clothesline Storytelling   LL46: Storyboard   LL62: Retelling Wordless Books    STATEMENT OF ENDURING   L.5.   Literacy Development for Dual Language Learners    KNOWLEDGE   L.5a.   Children become increasingly engaged in literacy experiences in English.  SPECIFIC INDICATOR   L.5a.2.   In mid-stage English language development, children:    INDICATOR   L.5a.2.1.   Participate in reading activities, using books written in English when the language is predictable.   Intentional Teaching Cards   LL09: Dramatic Story Retelling   LL09: Pocket Storytelling: The Mitten   LL10: Rhyming Chart   LL19: Silly Names   LL27: Writing Poems   LL33: Clothesline Storytelling   LL35: Fruit Salad   LL36: Salsa   LL37: Roll-Ups   LL38: Hummus   LL38: Hummus	INDICATOR	L.J.a. 1.4.	
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English.			
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LL37: Roll-Ups LL38: Hummus			
LL38: Hummus			

	11	
		LL50: Making Shiny Paint
		LL51: Pizza
		M01: Dinnertime
		M08: Baggie Ice Cream
		M15: Play Dough
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M30: Buried Shapes
		M33: Apple Oat Muffins
		M40: Cube Trains
		M41: Making Numerals
		M43: Pancakes
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE05: Character Feelings
INDICATOR	L.5.a.2.2.	SE05: Character Feelings  Choose to read familiar books written in the home language or in
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INDICATOR	L.5.a.2.2.	SE05: Character Feelings  Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions
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INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime
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INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread
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INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL60: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL60: Writing with Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M31: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals

		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE05: Character Feelings
INDICATOR	L.5.a.2.3.	Describe their own experiences related to the topic of a story,
		sometimes using telegraphic and/or formulaic speech in English.
		contentines doing telegraphic analor formatale specon in English.
		Intentional Tacching Cardo
		Intentional Teaching Cards
		LL09: Pocket Storytelling: The Mitten
		SE05: Character Feelings
INDICATOR	L.5.a.2.4.	Begin to narrate using English that reflects an increasingly larger
		vocabulary and more complex grammar.
		vocabalary and more complex gramman
		Intentional Tacching Cardo
		Intentional Teaching Cards
		LL32: Describing Art
		LL43: Introducing New Vocabulary
		LL46: Storyboard
		LL53: We're Going on a Trip
		LL61: Color Hunt
		M06: Tallying
		M14: Patterns
		M22: Story Problems
		M28: Applesauce
		M36: We're Going on an Adventure
		M40: Cube Trains
		M50: The Farmer Builds a Fence
		M55: Stepping Stones
		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
INDICATOR	1 5 0 2 5	Detail a story using the home lenguage and some Fundish where I
INDICATOR	L.5.a.2.5.	Retell a story using the home language and some English when read
		or told the story in English.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten
		LL33: Clothesline Storytelling
		LL46: Storyboard
		LL62: Retelling Wordless Books
STATEMENT OF ENDURING	L.5.	Literacy Development for Dual Language Learners
KNOWLEDGE		, , , , , , , , , , , , , , , , , , , ,

GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing independence and to talk about the books in English.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL10: Rhyming Chart LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
INDICATOR	L.5.a.3.3.	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 LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books

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		LL62: Retelling Wordless Books M01: Dinnertime
		M08: Baggie Ice Cream
		M10: Biscuits
		M15: Play Dough
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M30: Buried Shapes
		M33: Apple Oat Muffins
		M40: Cube Trains
		M41: Making Numerals
		M43: Pancakes
		M52: Modeling Clay M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE05: Character Feelings
INDICATOR	L.5.a.3.4.	Retell in English the majority of a story read or told in English.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten
		LL33: Clothesline Storytelling
		LL46: Storyboard
		LL62: Retelling Wordless Books
STATEMENT OF ENDURING	L.6.	Emergent Writing
KNOWLEDGE		
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing
		conventions; they demonstrate an understanding of writing as a
		means of communication.
SPECIFIC INDICATOR	L.6.a.1.	By 36 months, most children:
INDICATOR	L.6.a.1.1.	Explore a variety of writing tools.
		Intentional Teaching Cards
		SE26: Making A Mural
INDICATOR	L.6.a.1.2.	Describe drawings and paintings simply (e.g., "that's Mama").
		Intentional Teaching Cards
		LL39: My Daily Journal
		LL59: Question Basket
		P32: Math Journal
INDICATOR	L.6.a.1.3.	Watch when adults write.
		Intentional Teaching Cards
		Intentional Teaching Cards LL04: Bookmaking
		LL20: Baggie Books
	I L	ELLO. Dayyie Doors

		LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	L.6.a.1.4.	Imitate the act of writing during play.
		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
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.2.	By 48 months, most children:
INDICATOR	L.6.a.2.1.	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or 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 LL60: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	L.6.a.2.2.	With modeling and support, write some letters.  Intentional Teaching Cards LL03: Alphabet Cards
		LL13: Shaving Cream Letters LL34: Alphabet Books

		LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	L.6.a.2.3.	With modeling and support, write numerals one through nine.
		Intentional Teaching Cards LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	L.6.a.3.	By 60 months, most children:
INDICATOR	L.6.a.3.1.	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms.  Intentional Teaching Cards LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	L.O.a.J.Z.	Write their first name nearly correctly (may switch the order of letters or write some letters backwards).  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

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		SE15: Making Choices
		SE19: Friendship & Love Cards
INDICATOR	L.6.a.3.3.	Use invented spelling.
		Intentional Teaching Conde
		Intentional Teaching Cards LL03: Alphabet Cards
		LL03: Alphabet Cards LL04: Bookmaking
		LL07: Letters, Letters
		LL15: Textured Letters
		LL29: Making My Name
		LL48: D Is for Door
		LL56: Find the Matching Letter
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box LL59: Question Basket
		LL60: Writing with Wordless Books
INDICATOR	1.6024	
INDICATOR	L.6.a.3.4.	With modeling and support, write numerals one through twenty.
		Intentional Teaching Cards
		LL03: Alphabet Cards
		LL13: Shaving Cream Letters
		LL34: Alphabet Books
		LL39: My Daily Journal LL42: Daily Sign-In
		LL48: D Is for Door
		LL56: Find the Matching Letter
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a
		variety of contexts; they use a combination of drawing, dictating,
		and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.1.	By 36 months, most children:
INDICATOR	L.6.b.1.1.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean).
		Intentional Teaching Cards
		LL04: Bookmaking
		LL20: Baggie Books
		LL32: Describing Art
		LL39: My Daily Journal
		LL40: What Was for Breakfast?
		LL42: Daily Sign-In
		LL45: Observational Drawing LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
		P32: Math Journal
		SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	L.6.b.1.2.	Create drawings and assign meaning to them.
		Intentional Teaching Cards
		LL04: Bookmaking
		LL20: Baggie Books
The second secon	H	
		LL32: Describing Art

LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards  INDICATOR  L.6.b.1.3. Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast?	
LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards  INDICATOR  L.6.b.1.3.  Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards  INDICATOR  L.6.b.1.3.  Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards  INDICATOR  L.6.b.1.3.  Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards  INDICATOR  L.6.b.1.3.  Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards  INDICATOR  L.6.b.1.3.  Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards  INDICATOR  L.6.b.1.3.  Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards  INDICATOR  L.6.b.1.3.  Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
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INDICATOR  L.6.b.1.3.  Imitate the act of writing during play.  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
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LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal	
LL39: My Daily Journal	
I I 40· What Was for Rreakfast?	
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	
STATEMENT OF ENDURING L.6. Emergent Writing	
KNOWLEDGE	
GSE STEM L.6.b. Children use writing to represent and communicate ideas in a	
variety of contexts; they use a combination of drawing, dictating	],
and writing to communicate; they participate in shared writing.	
SPECIFIC INDICATOR L.6.b.2. By 48 months, most children:	. 1 -
INDICATOR  L.6.b.2.1.  Use letter-like symbols to create written materials during play of express an idea.	to
express an idea.	
Intentional Teaching Cards	
LL03: Alphabet Cards	
LL13: Shaving Cream Letters	
LL34: Alphabet Books	
LL39: My Daily Journal	
LL42: Daily Sign-In	
LL48: D Is for Door	
LL56: Find the Matching Letter	
LL57: Photo Writing	
LL58: Our Super Duper Writing Box	
LL59: Question Basket	
LL60: Writing with Wordless Books	
LL60: Writing with Wordless Books LL63: Investigating & Recording	
LL60: Writing with Wordless Books LL63: Investigating & Recording  INDICATOR  L.6.b.2.2.  Use writing tools and materials in various centers or learning	
LL60: Writing with Wordless Books LL63: Investigating & Recording	
LL60: Writing with Wordless Books LL63: Investigating & Recording  INDICATOR  L.6.b.2.2.  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).	
LL60: Writing with Wordless Books LL63: Investigating & Recording  INDICATOR  L.6.b.2.2.  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Intentional Teaching Cards	
LL60: Writing with Wordless Books LL63: Investigating & Recording  INDICATOR  L.6.b.2.2.  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Intentional Teaching Cards LL04: Bookmaking	
LL60: Writing with Wordless Books LL63: Investigating & Recording  INDICATOR  L.6.b.2.2.  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art	
LL60: Writing with Wordless Books LL63: Investigating & Recording  INDICATOR  L.6.b.2.2.  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books	
LL60: Writing with Wordless Books LL63: Investigating & Recording  INDICATOR  L.6.b.2.2.  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art	
LL60: Writing with Wordless Books LL63: Investigating & Recording  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In	
LL60: Writing with Wordless Books LL63: Investigating & Recording  Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center).  Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast?	

		LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	L.6.b.2.4.	With modeling and support, discuss or answer questions about their writing and drawings.  Intentional Teaching Cards
		LL39: My Daily Journal LL59: Question Basket P32: Math Journal
STATEMENT OF ENDURING KNOWLEDGE	L.6.	Emergent Writing
GSE STEM	L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.
SPECIFIC INDICATOR	L.6.b.3.	By 60 months, most children:
INDICATOR	L.6.b.3.1.	With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question.
		Intentional Teaching Cards LL39: My Daily Journal LL59: Question Basket P32: Math Journal
INDICATOR	L.6.b.3.2.	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list).
		Intentional Teaching Cards LL39: My Daily Journal LL59: Question Basket P32: Math Journal SE07: Good-Byes SE19: Friendship & Love Cards SE21: Sunshine Message Board
DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.1.	By 36 months, most children:
INDICATOR	CD.1.a.1.1.	Make plans before attempting to solve some simple problems.  Intentional Teaching Cards M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
INDICATOR	CD.1.a.1.2.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled).  Intentional Teaching Cards

		M26: Huff & Puff
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.2.	By 48 months, most children:
INDICATOR	CD.1.a.2.1.	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand).  Intentional Teaching Cards M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
INDICATOR	CD.1.a.2.2.	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).  Intentional Teaching Cards M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
INDICATOR	CD.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled).  Intentional Teaching Cards M26: Huff & Puff
INDICATOR	CD.1.a.2.4.	Sort objects and then count and compare the groups formed.  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M46: Nesting Dolls
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.3.	By 60 months, most children:
INDICATOR	CD.1.a.3.1.	Solve complex problems by planning and carrying out a sequence of actions.  Intentional Teaching Cards M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together

		M60: Morning, Noon, and Night
		M63: Fishing Trip SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE13: Conflict Resolution
		SE14: Playing Together
INDICATOR	CD.1.a.3.2.	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together).
		Intentional Teaching Cards M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule
		SE13: Conflict Resolution
		SE14: Playing Together
INDICATOR	CD.1.a.3.3.	Explain their reasoning behind a strategy or choice and why it worked or didn't work.
		Intentional Teaching Cards
		M01: Dinnertime M22: Story Problems
		M23: Putting Puzzles Together
		M60: Morning, Noon, and Night
		M63: Fishing Trip SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE13: Conflict Resolution
		SE14: Playing Together
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.1.	By 36 months, most children:
INDICATOR	CD.2.a.1.1.	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine).
		Intentional Teaching Cards
		LL42: Daily Sign-In M77: Board Games
		P04: Kick High
		P09: Up and Away
		P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes
		P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule
		P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes
INDICATOR	CD.2.a.1.3.	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 Successfully follow two-step directions.
INDICATOR	CD.2.a.1.3.	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 Successfully follow two-step directions. Intentional Teaching Cards
INDICATOR	CD.2.a.1.3.	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 Successfully follow two-step directions.
INDICATOR	CD.2.a.1.3.	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  Successfully follow two-step directions.  Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad
INDICATOR	CD.2.a.1.3.	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  Successfully follow two-step directions.  Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa
INDICATOR	CD.2.a.1.3.	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  Successfully follow two-step directions.  Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad

LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel

P.55: Kick Hard P.56: Keep It Up P.77: Galloping P.28: Balloon Pong P.29: Stop & Go P.30: Mixing Paints P.31: The Oyed Towels P.32: Math Journal P.33: Obstacle Course SE01: Site Vising Paints P.33: Math Journal P.34: More Paints P.35: Math Journal P.35: Math Journal P.36: Obstacle Course SE01: Site Vising Together SE10: Site Vising Together SE11: "I Statements SE20: Cleanup Time SE20: Cleanup Time SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together? SE16: "I' Statements SE25: What Can We Build Together? SE41: Plang Together SE25: When, Then Statements SE25: What Can We Build Together? SE41: Plang Together SE25: What Can We Build Together? SPECIFIC INDICATOR CD.2.a. 2. With support, retell or reenact familiar stories, including such details as characters, phrases, and events. Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling: The Mitten LL33: Clothesline Storytelling: The Mitten LL34: Storyboard LL62: Retelling Wordless Books INDICATOR CD.2.a.2.3. Put several objects or groups in order by a quantitative attributes (number, length, etc.). Intentional Teaching Cards M02: Counting & Classifying M45: Wash Dojects or groups in order by a quantitative attributes (number, length, etc.). Intentional Teaching Cards M02: Counting & Classifying M46: Wash Dojects or groups in order by a quantitative attributes (number, length, etc.). Intentional Teaching Cards M03: Seek & Find M69: Morning, Noon, and Night M60: Morning, Noon, and Night M60: Morning,			
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: Cleany Time SE20: When, Then Statements SE21: When, Then Statements SE22: When, Then Statements SE22: When, Then Statements SE25: What Can We Build Together? KNOWLEDGE GSE STEM CD.2.a. Children hold information in their mind and manipulate it to perform tasks. SPECIFIC INDICATOR CD.2.a. 2. With support, retel or reenact familiar stories, including such details as characters, phrases, and events. Indicator  With support, retel or reenact familiar stories, including such details as characters, phrases, and events. Intentional Teaching Cards LL09: Dramatic Story Retelling LL49: Storyboard LL49: Storyboard LL49: Storyboard LL49: Storyboard LL49: Storyboard M02: Seventing & Comparing M03: Seek & Find M03: Seek & Find M04: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5. Successfully follow three-step directions. Intentional Teaching Cards LL09: Making Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5. Successfully follow three-step directions. Intentional Teaching Cards LL39: Fusing Salad LL39: Salsa LL39: Salsa LL39: Vagetable Soup LL59: Vagetable Soup LL59: Vagetable Soup LL59: Vagetable Soup LL59: Taple, I, Clap It, Stomp It, Jump It LL59: Dance & Remember LL59: Dance & Remember LL59: Dance & Remember LL59: Dance & Remember LL59: Curry Writing Box LL59: Writing with Wordless Books M03: Seek & Find			P24: Swing & Jump Rope
P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tite-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: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE16: "I'' Statements SE20: What Can We Build Together? SE20: What Can We Build Tog			
P82: Balloon Pong P92: Stop & Go P30: Mixing Paints P31: Tile-Dyed Towels P32: Wath Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE12: Classroom Jobs SE14: Playing Together SE16: "I' Statements SE20: Cleany Time SE22: When, Then Statements SE23: When, Then Statements SE23: When, Then Statements SE25: What Can We Build Together? KNOWLEDGE  GSE STEM CD.2.a. Children hold information in their mind and manipulate it to perform tasks. SPECIFIC INDICATOR CD.2.a. 2. With support, retell or reenact familiar stories, including such details as characters, phrases, and events.  INDICATOR CD.2.a.2.2. With support, retell or reenact familiar stories, including such details as characters, phrases, and events. Intentional Taaching Cards LL09: Pocket Storytelling LL09: Pocket Storytelling LL09: Recelling Wordless Books INDICATOR CD.2.a.2.3. Put several objects or groups in order by a quantitative attributes (number, length, etc.). Intentional Taaching Cards M02: Counting & Comparing M03: Seek & Find M04: Wash Day M69: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR CD.2.a.2.5. Successfully follow three-step directions.  Intentional Teaching Cards LL09: When Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR CD.2.a.2.5. Successfully follow three-step directions.  Intentional Teaching Cards LL09: Memory Games LL24: Lemonade LL23: First Salad LL35: First Salad LL36: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL59: Dance & Remember LL59: Our Super Duper Writing Box LL59: Usestion Basket LL60: Writing with Wordless Books M03: Seek & Find			
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: "1'S tatements SE20: Cleanup Time SE22: When, Then Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?  STATEMENT OF ENDURING CD.2.a. Memory and Working Memory KNOWLEDGE  GSE STEM  CD.2.a. Children hold information in their mind and manipulate it to perform tasks.  SPECIFIC INDICATOR  CD.2.a. With support, retell or reenact familiar stories, including such details as characters, phrases, and events. Intentional Teaching Cards Intentional Teaching Cards Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5. Successfully follow three-step directions. Intentional Teaching Cards L03: Fruit Salad L136: Salas L137: Roll-Ups L138: Hummus L149: Vegetable Soup L159: Masking Shiny Paint L151: Pizza L152: Tap It, Clap It, Stomp It, Jump It L155: Dance & Remember L159: Pizze L159: Tap It, Clap It, Stomp It, Jump It L155: Dance & Remember L159: Dance & Remember L159: Custing with Wordless Books M03: Seek & Find M05: Sour Witting Wortless Books M03: Seek & Find M05: Seek & Find			
P33: Mixing Paints P31: Tile 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? SE16: "I' Statements SE25: What Can We Build Together? SE16: "I' Statements SE25: What Can We Build Together?  SE25: What Can We Build Together?  SPECIFIC INDICATOR CD.2.a. Children hold information in their mind and manipulate it to perform tasks.  SPECIFIC INDICATOR CD.2.a.2. By 48 months, most children: With support, retell or reenact familiar stories, including such details as characters, phrases, and events.  Intentional Teaching Cards L.06: Dramatic Story Retelling L.16: Paramatic Story Retelling L.16: Retelling Wordless Books  INDICATOR  CD.2.a.2.3. Put several objects or groups in order by a quantitative attributes (number, length, etc.). Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M69: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5. Successfully follow three-step directions. Intentional Teaching Cards L.08: Memory Games L.13: Fruit Salad L.13: Salsa L.13: Roll-Ups L.13: Hummus L.14: Ups Vegetable Soup L.15: Dance & Remember L.15: The Day Super Duper Writing Box L.15: Tap It, Clap It, Stomp It, Jump It L.15: Dance & Remember L.15: Tour Super Duper Writing Box L.15: Our Super Duper Writing Box L.16: Writing Writing How M03: Seek & Find			
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: "It's Estaments SE20: Cleanup Time SE22: When, Then Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?  STATEMENT OF ENDURING KNOWLEDGE GSE STEM CD.2.a. Children hold information in their mind and manipulate it to perform tasks. SPECIFIC INDICATOR CD.2.a.2. By 48 months, most children: INDICATOR CD.2.a.2.2. With support, retell or reenact familiar stories, including such details as characters, phrases, and events. Intentional Teaching Cards LL09: Pocket Storytelling LL09: Pocket Storytelling LL46: StoryDoard LL62: Retelling Wordless Books INDICATOR CD.2.a.2.3. Put several objects or groups in order by a quantitative attributes (number, length, etc.). Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll INDICATOR CD.2.a.2.5. Successfully follow three-step directions. Intentional Teaching Cards LL08: Memory Games LL36: Shake, Rattle, and Roll LL08: Fruit Salad LL08: Sissa 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: Cusetion Basket LL60: Writing With Wordless Books M03: Seek & Find			
P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE14: Pisying Together SE16: "I' Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together? SE16: "I' Statements SE25: What Can We Build Together? SE16: "I' Statements SE25: What Can We Build Together? SE36: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?  SPECIFIC INDICATOR CD.2.a. Children hold information in their mind and manipulate it to perform tasks.  SPECIFIC INDICATOR CD.2.a.2. By 48 months, most children: With support, retell or reenact familiar stories, including such details as characters, phrases, and events. Intentional Teaching Cards L.08: Pocket Storytelling L.46: Story Retelling Most Secket Storytelling: The Mitten L.33: Clothesline Story Retelling Counting & Comparing Most Seck & Find Most Sorting & Gomparing Most Secket & Find Most Sorting & Sorting & Gomparing Most Secket & Find Most Sorting & Gomparing L.58: Now, and Night Most Sorting & Gomparing Most Secket & Find Most Secket & Find L.38: Hummus L.49: Vegetable Soup L.59: Masking Shiny Paint L.51: Pizza L.52: Tap It, Clap It, Stomp It, Jump It L.55: Dance & Remember L.55: Photo Writing L.58: Our Super Duper Writing Box L.59: Guestion Basket L.60: Writing with Wordless Books Most Secket & Find Most Secket &			
P33: Obstacle Course   SE01: Site Visits   SE02: Look Who's Here!   SE12: Classroom Jobs   SE14: Playing Together   SE16: "It's Statements   SE20: Cleanup Time   SE20: Cleanup Time   SE22: When, Then Statements   SE20: Cleanup Time   SE22: When, Then Statements   SE25: What Can We Build Together?    STATEMENT OF ENDURING   CD.2.   Memory and Working Memory			
SEO1: Site Visits   SEO2: Look Who's Here!   SE12: Classroom Jobs   SE14: Playing Together   SE14: Playing Together   SE14: Playing Together   SE16: "I" Statements   SEO2: When, Then Statements   SEO2: White Statem			
SE02: Look Who's Here!   SE14: Classroom Job's   SE14: Playing Together   SE14: Playing Together   SE14: Playing Together   SE16: "I's Statements   SE20: Cleanup Time   SE22: When, Then Statements   SE25: What Can We Build Together?			P33: Obstacle Course
SE12: Classroom Jobs   SE14: Playing Together   SE16: "I" Statements   SE20: Cleanup Time   SE22: When, Then Statements   SE25: What Can We Build Together?			SE01: Site Visits
SE14: Playing Together   SE16: "!" Statements   SE20: Cleanup Time   SE20: When, Then Statements   SE20: When, Then Statements   SE25: When Statements   SE25: When Then Statements   SE25:			SE02: Look Who's Here!
SE16: "I" Statements   SE22: When, Then Statements   SE22: What Can We Build Together?			SE12: Classroom Jobs
SE16: "I' Statements   SE20: Cleanup Time   SE22: When, Then Statements   SE22: When, Then Statements   SE25: What Can We Build Together?			SE14: Playing Together
SE20: Cleanup Time   SE22: When, Then Statements   SE25: When, Then Statements   SE25: When Can We Build Together?			
SE22: When, Then Statements			
SE25: What Can We Build Together?			
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.2.a.  Children hold information in their mind and manipulate it to perform tasks.  SPECIFIC INDICATOR  CD.2.a.2.  By 48 months, most children:  By 48 months, most children:  INDICATOR  CD.2.a.2.2.  With support, retell or reenact familiar stories, including such details as characters, phrases, and events.  Intentional Teaching Cards			
CD.2.a. Children hold information in their mind and manipulate it to perform tasks.  SPECIFIC INDICATOR  CD.2.a.2. By 48 months, most children:  With support, retell or reenact familiar stories, including such details as characters, phrases, and events.  Intentional Teaching Cards			
tasks.   By 48 months, most children:		CD.2.	Memory and Working Memory
tasks.   By 48 months, most children:	GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform
INDICATOR   CD.2.a.2.2.   With support, retell or reenact familiar stories, including such details as characters, phrases, and events.   Intentional Teaching Cards			
INDICATOR   CD.2.a.2.2.   With support, retell or reenact familiar stories, including such details as characters, phrases, and events.   Intentional Teaching Cards	SPECIFIC INDICATOR	CD 2 a 2	Ry 18 months, most children:
as characters, phrases, and events.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL52: Retelling Wordless Books  INDICATOR  CD.2.a.2.3.  Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow three-step directions.  Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL59: 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			
Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books  INDICATOR  CD.2.a.2.3.  Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  CD.2.a.2.5.  Successfully follow 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 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	INDICATOR	CD.2.a.2.2.	
LL06: Dramatic Story Retelling   LL09: Pocket Storytelling: The Mitten   LL33: Clothesline Storytelling   LL46: Storyboard   LL62: Retelling Wordless Books			as characters, phrases, and events.
LL06: Dramatic Story Retelling   LL09: Pocket Storytelling: The Mitten   LL33: Clothesline Storytelling   LL46: Storyboard   LL62: Retelling Wordless Books			
LL09: Pocket Storytelling: The Mitten     LL3: Clothesline Storytelling     LL46: Storyboard     LL62: Retelling Wordless Books			
L13: Clothesline Storytelling   L16: Storyboard   L162: Retelling Wordless Books			
INDICATOR  CD.2.a.2.3.  Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  CD.2.a.2.5.  Successfully follow three-step directions.  Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad 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			LL09: Pocket Storytelling: The Mitten
INDICATOR  CD.2.a.2.3.  Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  CD.2.a.2.5.  Successfully follow three-step directions.  Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad 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			LL33: Clothesline Storytelling
INDICATOR  CD.2.a.2.3.  Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow 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			
INDICATOR  CD.2.a.2.3.  Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow three-step directions.  Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL55: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find			
(number, length, etc.).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  CD.2.a.2.5.  Successfully follow three-step directions.  Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL36: 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	INDICATOR	CD 2 - 2 2	
Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow 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	INDICATOR	CD.2.a.2.3.	
M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow 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: Weiting with Wordless Books M03: Seek & Find			(number, length, etc.).
M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow 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: Tzp It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Weiting with Wordless Books M03: Seek & Find			
M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow 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			
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M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow 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 LL51: Pizza LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find			
M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll  INDICATOR  CD.2.a.2.5.  Successfully follow 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			
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LL52: Tap It, Clap It, Stomp It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find			
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LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find			
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LL60: Writing with Wordless Books M03: Seek & Find			
M03: Seek & Find			LL59: Question Basket
M03: Seek & Find			LL60: Writing with Wordless Books
			M08: Baggie Ice Cream

M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course

		SE01: Site Visits SE02: Look Who's Here! SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.2.	Retell a familiar story in the proper sequence, including such details as characters, phrases, and events.  Intentional Teaching Cards LL06: Dramatic Story Retelling LL33: Clothesline Storytelling
		LL62: Retelling Wordless Books
INDICATOR	CD.2.a.3.3.	Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?").  Intentional Teaching Cards
INDICATOR		LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL51: Pizza M01: Dinnertime M30: Buried Shapes M40: Cube Trains P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
INDICATOR	CD.2.a.3.4.	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
INDICATOR	CD.2.a.3.6.	Successfully follow detailed, multi-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 lt, Clap lt, Stomp lt LL55: Dance & Remember

LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping

		P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.1.	By 36 months, most children:
INDICATOR	CD.3.a.1.2.	Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).
		Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See? LL16: Tongue Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL43: Introducing New Vocabulary LL43: Skryboard 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
INDICATOR	CD.3.a.1.3.	Follow adult directions when given simple guidance.
	02101011101	guarano.
		Intentional Teaching Cards
		LL08: Memory Games
		LL24: Lemonade
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL55: Dance & Remember
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		M03: Seek & Find
		M08: Baggie Ice Cream
		M10: Biscuits
		M15: Play Dough
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M36: We're Going on an Adventure
		M37: Secret Numbers
		M43: Pancakes
		M47: My Shadow and I
		M51: Can You Find It?
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M55: Stepping Stones
		M56: Where's the Beanbag?
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad M71: Flat Bread
		M71: Flat Bread M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P02: Play Dough Weaving
		P03: Twisted Pretzels
		P04: Kick High
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P07: Balloon Catch
		P08: Cutting With Scissors
		P09: Up and Away
		P10: Jumping Rope
		P11: Jump the River
		ו זיי ממווול מוב ועוגבו

		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?
STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining
		attention on a task.
SPECIFIC INDICATOR	CD.3.a.2.	By 48 months, most children:
INDICATOR	CD.3.a.2.2.	With adult reminders, wait to communicate information in a group.
		Intentional Teaching Cards
		LL05: Jumping Beans
		LL08: Memory Games
		LL31: I Went Shopping
		LL33: Clothesline Storytelling
		LL44: Rhyming Tubs
		LL47: The Name Game
		M06: Tallying
		M77: Board Games
		SE01: Site Visits
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone
		SE11: Great Groups
		SE14: Playing Together
		SE25: What Can We Build Together?
INDICATOR	CD.3.a.2.5.	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).
		Intentional Teaching Cards
		Intentional Teaching Cards M02: Counting & Comparing
		M03: Seek & Find
		M05: Sorting & Classifying
		M46: Nesting Dolls
	O Company of the Comp	p
		M48: Wash Day M60: Morning, Noon, and Night

STATEMENT OF ENDURING KNOWLEDGE	CD.3.	Attention and Inhibitory Control
GSE STEM	CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	CD.3.a.3.	By 60 months, most children:
INDICATOR	CD.3.a.3.1.	Without adult reminders, wait to communicate information in a group.
		Intentional Teaching Cards LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits SE09: Big Rule, Little Rule SE10: My Turn at the Microphone
		SE11: Great Groups SE14: Playing Together
		SE25: What Can We Build Together?
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.1.	By 36 months, most children:
INDICATOR	CD.4.a.1.1.	Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath).  Intentional Teaching Cards M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
INDICATOR	CD.4.a.1.2.	Transition from one activity to the next activity with adult support.  Intentional Teaching Cards SE07: Good-Byes
INDICATOR	CD.4.a.1.3.	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines).  Intentional Teaching Cards LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
INDICATOR	CD.4.a.1.4.	Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair).

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		Intentional Teaching Cards M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
STATEMENT OF ENDURING KNOWLEDGE	CD.4.	Cognitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.2.	By 48 months, most children:
INDICATOR	CD.4.a.2.1.	Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time).  Intentional Teaching Cards SE07: Good-Byes
INDICATOR	CD.4.a.2.2.	Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom).  Intentional Teaching Cards SE07: Good-Byes
INDICATOR	CD.4.a.2.3.	Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick rug).  Intentional Teaching Cards SE07: Good-Byes
INDICATOR	CD.4.a.2.4.	Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up

		M37: Secret Numbers
		M39: Let's Go Fishing
		M41: Making Numerals M59: More or Fewer Towers
		M61: Shake, Rattle, and Roll
		M63: Fishing Trip
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M77: Board Games
		M78: Math Collage
		M79: Ping-Pong Pick-Up
		P16: Body Part Balance
		P19: Bounce & Catch
		P21: Hopping
		P29: Stop & Go
		SE02: Look Who's Here!
		SE15: Making Choices
STATEMENT OF ENDURING	CD 4	Cognitive Flexibility
KNOWLEDGE	00.4.	Objinitive Flexibility
GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands,
	0.5111.011	priorities, and perspectives.
SPECIFIC INDICATOR	CD.4.a.3.	By 60 months, most children:
INDICATOR	CD.4.a.3.1.	Quickly adjust and adhere to a new rule (e.g., lining up inside the
		building rather than outside when the weather gets colder or it
		rains).
		Intentional Teaching Cards
		LL42: Daily Sign-In
		M77: Board Games
		P04: Kick High
		P09: Up and Away
		SE01: Site Visits
		SE02: Look Who's Here!
		SE07: Good-Byes
		SE09: Big Rule, Little Rule
		SE12: Classroom Jobs
		SE20: Cleanup Time
INDICATOR	CD.4.a.3.2.	Apply different rules in different contexts that require different
		behaviors (e.g., using indoor voices or feet versus outdoor voices or
		feet).
		Intentional Teaching Cards
		LL42: Daily Sign-In
		M77: Board Games
		P04: Kick High
		P09: Up and Away
		SE01: Site Visits
		SE02: Look Who's Here!
		SE07: Good-Byes
		SE09: Big Rule, Little Rule
		SE12: Classroom Jobs
		SE20: Cleanup Time
INDICATOR	CD.4.a.3.3.	Reconstruct a pattern using different materials or modalities.
		Intentional Teaching Cards
		M14: Patterns
		M35: Action Patterns
		M38: Patterns Under Cover
		M40: Cube Trains
		M45: Picture Patterns

INDICATOR	CD.4.a.3.4.	Sort by more than one attribute (e.g., color and shape) into two or more groups.
		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
DOMAIN	RI.M.	Mathematics (M)
STATEMENT OF ENDURING KNOWLEDGE		Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.1.	By 36 months, most children:
INDICATOR	M.1.a.1.1.	Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors.
		Intentional Teaching Cards
		LL24: Lemonade
		LL35: Fruit Salad LL36: Salsa
		LL37: Roll-Ups
		LL49: Vegetable Soup
		LL51: Pizza
		M01: Dinnertime
		M02: Counting & Comparing M03: Seek & Find
		M04: Number Cards
		M05: Sorting & Classifying
		M06: Tallying
		M10: Biscuits M11: Graphing
		M12: Measure & Compare
		M13: Nursery Rhyme Count
		M15: Play Dough
		M16: Show Me Five
		M17: Guessing Jar M18: Bounce & Count
		M19: Which Has More?
		M22: Story Problems
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce M31: Lining It Up
		M37: Secret Numbers
		M39: Let's Go Fishing
		M41: Making Numerals
		M59: More or Fewer Towers M61: Shake, Rattle, and Roll
		M63: Fishing Trip
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M77: Board Games
		M78: Math Collage
		M79: Ping-Pong Pick-Up
		P16: Body Part Balance P19: Bounce & Catch
		P21: Hopping
		111 113

		P29: Stop & Go
		SE02: Look Who's Here!
		SE15: Making Choices
INDICATOR	M.1.a.1.2.	Count up to five objects accurately.
		Intentional Teaching Cardo
		Intentional Teaching Cards LL24: Lemonade
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL49: Vegetable Soup
		LL51: Pizza
		M01: Dinnertime
		M02: Counting & Comparing
		M03: Seek & Find
		M04: Number Cards
		M05: Sorting & Classifying
		M06: Tallying M10: Biscuits
		M11: Graphing
		M12: Measure & Compare
		M13: Nursery Rhyme Count
		M15: Play Dough
		M16: Show Me Five
		M17: Guessing Jar
		M18: Bounce & Count
		M19: Which Has More?
		M22: Story Problems
		M24: Matzo Balls
		M27: Peach Cobbler M28: Applesauce
		M31: Lining It Up
		M37: Secret Numbers
		M39: Let's Go Fishing
		M41: Making Numerals
		M59: More or Fewer Towers
		M61: Shake, Rattle, and Roll
		M63: Fishing Trip
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry
		M77: Board Games
		M78: Math Collage
		M79: Ping-Pong Pick-Up
		P16: Body Part Balance
		P19: Bounce & Catch
		P21: Hopping
		P29: Stop & Go
		SE02: Look Who's Here!
	_	SE15: Making Choices
INDICATOR	M.1.a.1.3.	Name and identify some written numerals.
		Later throat Translation Const
		Intentional Teaching Cards M04: Number Cards
		M04: Number Cards M37: Secret Numbers
		M41: Making Numerals
		M63: Fishing Trip
		M79: Ping-Pong Pick-Up
INDICATOR	M.1.a.1.4.	Identify numerals as being different from letters.
		Intentional Topohina Cardo
		Intentional Teaching Cards M04: Number Cards
		mot. Maniber Odius

		M37: Secret Numbers
		M41: Making Numerals M63: Fishing Trip
		M79: Ping-Pong Pick-Up
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.2.	By 48 months, most children:
INDICATOR	M.1.a.2.2.	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.  Intentional Teaching Cards LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M02: Counting & Comparing M04: Number Cards M05: Sorting & Classifying M06: Tallying M13: Nursery Rhyme Count M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M39: Let's Go Fishing M61: Shake, Rattle, and Roll M63: Fishing Trip M68: Trail Mix M77: Board Games M78: Math Collage SE02: Look Who's Here!
INDICATOR	M.1.a.2.3.	Use strategies to accurately count sets of up to 10 objects.  Intentional Teaching Cards M16: Show Me Five
INDICATOR	M.1.a.2.4.	Understand that the last number counted represents the number of objects in a set.  Intentional Teaching Cards M16: Show Me Five
INDICATOR	M.1.a.2.5.	Associate a quantity with a written numeral up to five.  Intentional Teaching Cards M04: Number Cards
INDICATOR	M.1.a.2.6.	Recognize and write some numerals up to 10.  Intentional Teaching Cards M04: Number Cards M37: Secret Numbers M41: Making Numerals M63: Fishing Trip M79: Ping-Pong Pick-Up
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.3.	By 60 months, most children:

INDICATOR	M.1.a.3.2.	Verbally count beyond 20 (or in some way indicate knowledge of
		number's beyond 20 in sequence), demonstrating an understanding of the number pattern.
		Intentional Teaching Cards LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups LL49: Vegetable Soup
		LL51: Pizza
		M02: Counting & Comparing
		M04: Number Cards M05: Sorting & Classifying
		M06: Tallying
		M13: Nursery Rhyme Count
		M17: Guessing Jar M18: Bounce & Count
		M19: Which Has More?
		M22: Story Problems
		M39: Let's Go Fishing M61: Shake, Rattle, and Roll
		M63: Fishing Trip
		M68: Trail Mix M77: Board Games
		M78: Math Collage
INDICATED.		SE02: Look Who's Here!
INDICATOR	M.1.a.3.3.	Use strategies to count large sets of objects (more than 10).
		Intentional Teaching Cards M16: Show Me Five
INDICATOR	M.1.a.3.5.	Recognize and order each written numeral up to 10.
		Intentional Teaching Cards M04: Number Cards
		M37: Secret Numbers
		M41: Making Numerals
		M63: Fishing Trip M79: Ping-Pong Pick-Up
INDICATOR	M.1.a.3.6.	Associate a quantity with a written numeral up to 10.
		Intentional Teaching Cards M04: Number Cards
STATEMENT OF ENDURING	Ma	
KNOWLEDGE		Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	M.2.a.1.	By 36 months, most children:
INDICATOR	M.2.a.1.1.	Use visual cues to approximate which of two sets of objects has more.
		Intentional Teaching Cards
		M01: Dinnertime M13: Nursery Rhyme Count
		M22: Story Problems
		M63: Fishing Trip
		M77: Board Games M78: Math Collage
INDICATOR	M.2.a.1.2.	Understand that putting two sets of objects together makes "more"
		and taking sets of objects apart will make less.
		Intentional Teaching Cards M01: Dinnertime

		M13: Nursery Rhyme Count
		M22: Story Problems
		M63: Fishing Trip
		M77: Board Games
		M78: Math Collage
INDICATOR	M.2.a.1.3.	Add and subtract with sets of objects smaller than three.
		Intentional Teaching Cards
		M01: Dinnertime
		M13: Nursery Rhyme Count
		M22: Story Problems
		M63: Fishing Trip
		M77: Board Games
		M78: Math Collage
STATEMENT OF ENDURING KNOWLEDGE	M.2.	Number Relationships and Operations
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve
		problems.
SPECIFIC INDICATOR	M.2.a.2.	By 48 months, most children:
INDICATOR	M.2.a.2.2.	Use toys and other objects as tools to solve simple addition and
INDIOATOR	WI.Z. G.Z.Z.	subtraction problems when the total is smaller than five.
		cast action problems than the total is smaller than inver
		Intentional Teaching Cards
		M01: Dinnertime
		M13: Nursery Rhyme Count
		M22: Story Problems
		M63: Fishing Trip
		M77: Board Games
		M78: Math Collage
INDICATOR	M.2.a.2.3.	Use one-to-one correspondence to compare small sets of similar
		objects.
		Intentional Teaching Cards
		LL49: Vegetable Soup
STATEMENT OF ENDURING	M.2.	Number Relationships and Operations
KNOWLEDGE		
GSE STEM	M.2.a.	Children learn to use numbers to compare quantities and solve
		problems.
SPECIFIC INDICATOR	M.2.a.3.	By 60 months, most children:
INDICATOR	M.2.a.3.1.	Use counting to compare two sets of objects and to determine which
		set has more, less, or the same than the other.
		Intentional Teaching Cards
		M16: Show Me Five
INDICATOR	M.2.a.3.3.	Use toys and other objects as tools to solve simple addition and
		subtraction problems with totals smaller than ten.
		Intentional Teaching Cards
		M01: Dinnertime
		M13: Nursery Rhyme Count
		M22: Story Problems
		M63: Fishing Trip M77: Board Games
		M77: Board Games M78: Math Collage
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to
		identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.1.	By 36 months, most children:
INDICATOR	M.3.a.1.1.	Follow a verbal rule for sorting objects into sets.

		Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
INDICATOR	M.3.a.1.2.	Notice when two things share similar attributes.
		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
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	М.3.а.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.2.	By 48 months, most children:
INDICATOR	M.3.a.2.1.	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).
		Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
INDICATOR	M.3.a.2.2.	Classify everyday objects that go together (e.g., mittens, hats, coats).  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night
STATEMENT OF ENDURING	M.3.	M61: Shake, Rattle, and Roll Classification and Patterning
KNOWLEDGE	Maa	Children learn to order and sext ships to him and a stable has a sext ships to him a s
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.3.	By 60 months, most children:
INDICATOR	M.3.a.3.2.	Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones").  Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night

		M61: Shake, Rattle, and Roll
INDICATOR	M.3.a.3.3.	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives).
		Intentional Teaching Cards LL31: I Went Shopping M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains M45: Picture Patterns
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.1.	By 36 months, most children:
INDICATOR	M.4.a.1.1.	Compare small quantities (e.g., knowing that "two" is more than "one" or choosing the larger bowl for cereal over the smaller one).
		Intentional Teaching Cards LL49: Vegetable Soup
INDICATOR	M.4.a.1.2.	Know the sequence of some parts of their daily routine.
		Intentional Teaching Cards M60: Morning, Noon, and Night
INDICATOR	M.4.a.1.3.	Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby").
		Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M62: How Big Around? P32: Math Journal
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.2.	By 48 months, most children:
INDICATOR	M.4.a.2.1.	Compare two small sets of objects (five or fewer).  Intentional Teaching Cards LL49: Vegetable Soup
INDICATOR	M.4.a.2.2.	Make small series of objects (e.g., putting three or four objects in order by 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 M62: How Big Around? P32: Math Journal

INDICATOR	M.4.a.2.3.	Recognize differences in measureable attributes by direct- comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others).  Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? M64: Five-Layer Dip M65: Cornbread M66: OobECk M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P32: Math Journal
INDICATOR	M.4.a.2.4.	Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is).  Intentional Teaching Cards M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M26: Huff & Puff M62: How Big Around?
INDICATOR	M.4.a.2.5.	Use comparative language (e.g., "shortest," "heavier," "biggest").  Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M62: How Big Around? P32: Math Journal
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

SPECIFIC INDICATOR	M.4.a.3.	By 60 months, most children:
INDICATOR	M.4.a.3.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest).
		Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It
		M26: Huff & Puff M31: Lining It Up M62: How Big Around?
		P32: Math Journal
INDICATOR	M.4.a.3.3.	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.").
		Intentional Teaching Cards LL38: Hummus LL50: Making Shiny Paint
		LL51: Pizza
		M07: Ice Cubes
		M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits
		M12: Measure & Compare
		M15: Play Dough M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M43: Pancakes
		M44: Musical Water
		M49: Balancing Act M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M69: Cream Cheese & 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
OTATEMENT OF EVELOPIE	BA C	P32: Math Journal
STATEMENT OF ENDURING KNOWLEDGE		Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.1.	By 36 months, most children:
INDICATOR	M.5.a.1.1.	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation.
		Intentional Teaching Cards M02: Counting & Comparing
		M03: Seek & Find

		M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
INDICATOR	M.5.a.1.2.	Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks.
		Intentional Teaching Cards M30: Buried Shapes
INDICATOR	M.5.a.1.3.	Recognize and name some familiar shapes.
		Intentional Teaching Cards M20: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M61: Shake, Rattle, and Roll
INDICATOR	M.5.a.1.4.	Understand and use basic language related to locations (e.g., "above," "below," "under," "over").
		Intentional Teaching Cards M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag?
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.2.	By 48 months, most children:
INDICATOR	M.5.a.2.2.	Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles).
		Intentional Teaching Cards M30: Buried Shapes
INDICATOR	M.5.a.2.4.	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation.  Intentional Teaching Cards M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes
		M47: My Shadow and I M50: The Farmer Builds a Fence M61: Shake, Rattle, and Roll
INDICATOR	M.5.a.2.5.	Use basic language to describe their location (e.g., "I am under the bed.).
		Intentional Teaching Cards M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones

		M56: Where's the Beanbag?
INDICATOR	M.5.a.2.6.	Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.).
		Intentional Teaching Cards M36: We're Going on an Adventure
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.3.	By 60 months, most children:
INDICATOR	M.5.a.3.2.	Combine and separate shapes to make other shapes (e.g., using two triangles to make a square).
		Intentional Teaching Cards M30: Buried Shapes
INDICATOR	M.5.a.3.4.	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus).
		Intentional Teaching Cards
		M21: Geoboards M23: Putting Puzzles Together
		M30: Buried Shapes
		M42: Straw Shapes
		M47: My Shadow and I M50: The Farmer Builds a Fence
		M61: Shake, Rattle, and Roll
INDICATOR	M.5.a.3.5.	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder).
		Intentional Teaching Cards M20: I'm Thinking of a Shape
INDICATOR	M.5.a.3.6.	Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind".
		Intentional Teaching Cards
		M01: Dinnertime
		M36: We're Going on an Adventure M47: My Shadow and I
		M51: Can You Find It?
		M55: Stepping Stones M56: Where's the Beanbag?
DOMAIN	D1 0	
DOMAIN STATEMENT OF ENDURING	RI.S.	Science (S)
STATEMENT OF ENDURING KNOWLEDGE		Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.1.	By 36 months, most children:
INDICATOR	S.1.a.1.2.	Ask questions about the world around them.
		Intentional Teaching Cards LL54: Asking Questions SE01: Site Visits
INDICATOR	S.1.a.1.3.	Explore cause-and-effect relationships by intentionally repeating an
		action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen).
		Intentional Teaching Cards

		M26: Huff & Puff
INDICATOR	S.1.a.1.4.	Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair).
		Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To
STATEMENT OF ENDURING	<b>Q</b> 1	Scientific Inquiry and Application
KNOWLEDGE	5.1.	Scientific inquity and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.2.	By 48 months, most children:
INDICATOR  INDICATOR	S.1.a.2. S.1.a.2.1.	
		M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies

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		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P02: Play Dough Weaving
		SE01: Site Visits
INDICATOR	S.1.a.2.2.	Make simple predictions and plans to carry out investigations.
		Intentional Teaching Cards
		LL07: Letters, Letters
		LL24: Lemonade
		LL25: What's for Snack?
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
		LL50: Making Shiny Paint LL51: Pizza
		LL61: Color Hunt
		LL63: Investigating & Recording
		M02: Counting & Comparing
		M03: Seek & Find
		M05: Sorting & Classifying
		M07: Ice Cubes
		M08: Baggie Ice Cream
		M09: Bigger Than, Smaller Than, Equal To
		M10: Biscuits
		M12: Measure & Compare
		M15: Play Dough
		M18: Bounce & Count
		M24: Matzo Balls
		M25: The Long and Short of It
		M26: Huff & Puff M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M34: Cover Up
		M43: Pancakes
		M44: Musical Water
		M45: Picture Patterns
		M49: Balancing Act
		M52: Modeling Clay M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M58: Missing Lids
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		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
	-	41-

INDICATOR	S.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down).  Intentional Teaching Cards M26: Huff & Puff
INDICATOR	S.1.a.2.4.	Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier).  Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect,
GSE STEINI	5.1.a.	evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.3.	By 60 months, most children:
INDICATOR	S.1.a.3.1.	Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat).
		Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza M08: Baggie Ice Cream
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.1.	By 36 months, most children:
INDICATOR	S.2.a.1.1.	Show curiosity and ask questions about the natural world.
		Intentional Teaching Cards LL54: Asking Questions SE01: Site Visits
INDICATOR	S.2.a.1.3.	Observe and identify natural materials.  Intentional Teaching Cards LL54: Asking Questions SE01: Site Visits
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.2.	By 48 months, most children:
INDICATOR	S.2.a.2.3.	Understand the characteristics of and differences between habitats for people and habitats for animals.
		Intentional Teaching Cards LL26: Searching the Web
INDICATOR	S.2.a.2.4.	Investigate the properties of natural elements and provide simple

		descriptions.
		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
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.3.	By 60 months, most children:
INDICATOR	S.2.a.3.2.	Observe the similarities, differences, and categories of plants and
		animals.
		Intentional Teaching Cards
		LL26: Searching the Web
INDICATOR	S.2.a.3.4.	Use increasingly complex vocabulary to describe natural elements.
		Intentional Teaching Cards
		LL43: Introducing New Vocabulary
		LL53: We're Going on a Trip
INDICATOR	S.2.a.3.6.	Describe changes that occur in the natural environment over time.
		Intentional Teaching Cards
		M07: Ice Cubes
		M08: Baggie Ice Cream
INDICATOR	S.2.a.3.7.	Make observations about physical properties of objects, the motion
		of toys and objects, and changes in matter.
		Intentional Teaching Cards
		P12: Exploring Pathways
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and
		community, understand social roles and responsibilities, and
		recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
INDICATOR	SS.1.a.1.1.	Follow rules and understand that there may be different rules for different contexts.
		Intentional Tasching Cond-
		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
INDIA TO	004 10	
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.
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Intentional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence

M53: Black Bean Corn Salad M54: Gingerbread Cockies 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: Live's Sew P02: Gutting With Scissors P03: Up and Away P14: Moving Through the Forest P15: Oribble Kick P18: Sewer Salad P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE04: Actively Listening to Children SE04: SE04: Big Rule, Little Rule SE07: Good-Byes SE07: Good-Byes SE07: Good-Byes SE07: Good-Byes SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Croups SE11: Creat Croups SE11: Creat Croups SE11: Creat Croups 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: Sunshine Message Board SE21: Sunshine Message Board SE22: When, Then Statements SE23: When, Then Statements SE23: When, Then Statements SE24: Libon't Live Thair SE25: What Can we Build Together? SE26: Making A Mural Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure Indentify Dasic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things			
M56: Where's the Beanbag? M56: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Protzels P04: Kick High P06: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribble Kick P16: Dribble Rick P17: Dribble Rick P18: Dribble Ball P19: Dribble Rick P18: Dribble Ball P19: Dribble Rick P			
M55: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Pretzels P04: Kick High P06: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Oribble Kick P16: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SC14: Actively Listening to Children SC16: Canacter Feelings SE07: Good-Byes SE07: Se16: "I'' Statements SC19: Children to Use Their Words SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE14: Playing Together SE15: Making Choices SE16: "I'' Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE22: When, Then Statements SE23: Related Consequences SE24: Lorn't, Like That! SE25: What Can We Build Together? SE26: Making A Mural INDICATOR SS.1.a.1.3. Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doil). Intentional Teaching Cards Lia1: Our Names, Our Things STATEMENT OF ENDURING SS.1.			
M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Mig Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Pretzels P04: Kick High P06: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribble Kick P16: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Herel 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 Choicos SE14: Playing Together SE15: Making Choicos SE16: "I'' Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE21: Character Feelings SE22: When, Then Statements SE23: Related Consequences SE24: Hon't, Then Statements SE23: What Can We Build Together? SE25: Making A Mural INDICATOR SS.1.a.1.3. Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll). Intentional Teaching Cards LL31: We're Going on an Adventure Microphone Se14: Se15: Making A Mural INDICATOR SS.1.a.1.4. Very Cook A Se15: Se15: Se16: Cook A Se26: Cook A Se			
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M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Pretzels P04: Kick High P08: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribble Kick P18: Dribble Mick P18: Dribbl			
M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Pretzels P04: Kick High P08: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course Sci01: Size Visits Sci02: Look Who's Herel Sci03: Calm-Down Place Sci04: Actively Listening to Children Sci05: Character Feelings Sci06: Talk About Feelings Sci07: Good-Byes Sci07: Good-Byes Sci08: Group Problem Solving Sci09: Big Rule, Little Rule Sci10: My Turn at the Microphone Sci11: Great Groups Sci12: Classroom Jobs Sci12: Classroom Jobs Sci13: Conflict Resolution Sci14: Playing Together Sci15: Making Choices Sci16: "I' Statements Sci15: Surporting Children to Use Their Words Sci18: Encouragement Sci19: Trindship & Love Cards Sci20: Cleanup Time Sci21: Surshine Message Board Sci22: When, Then Statements Sci21: Surshine Message Board Sci22: When Then Statements Sci21: Surshine Message Board Sci22: When Then Statements Sci21: Surshine Message Board Sci21: Surshine Message Board Sci21: Surshine Message Board Sci21: Surshine Message Board Sci22: When Then Statements Sci21: Surshine Message Board Sci21: Surshine Message Board Sci22: When Then Statements Sci21: Surshine Message Board Sci22: When T			
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P03: Twisted Pretzels P04: Kick High P08: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribbile gall P18: Dribbile gall P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Kept It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE07: Good-Byes SE08: Talk About Feelings SE07: Good-Byes SE08: Se18: Encouragement 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: Firedship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like Thatt SE25: What Can We Build Together? SE26: Making A Mural INDICATOR SS.1.a.1.3. Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doil). Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure INDICATOR SS.1.a.1.4. Identify a single and others. Intentional Teaching Cards LL41: Our Names, Our Things STATEMENT OF ENDURING SS.1. Self, Family, and Community			
P04: Kick High P08: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribbile Kick P18: Dribbile Kick P18: Dribbile All P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SC01: 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: "19: 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 Thatl SE25: What Can We Build Together? SE26: Making A Mural INDICATOR SS.1.a.1.3. Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll). Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure INDICATOR SS.1.a.1.4. Identify basic similarities and differences between themselves and others. Intentional Teaching Cards LL41: Our Names, Our Things STATEMENT OF ENDURING SS.1. Self, Family, and Community			
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P09: Up and Away P14: Moving Through the Forest P15: Dribble Kick P18: Dribble Kick P18: Dribble Kick P18: Dribble Stall P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE06: Talk About Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE08: 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: Cleanup Time SE21: Sunshine Message Board SE22: Sunshine Message Board SE23: Related Consequences SE24: Lon't Like That! SE25: When, Then Statements SE23: Related Consequences SE24: Lon't Like That! SE25: When Then Statements SE23: Related Consequences SE24: Lon't Like That! SE25: When Then Statements SE23: Related Consequences SE24: Lon't Like That! SE25: When Then Statements SE26: Making A Mural INDICATOR SS.1.a.1.3. dent of the Board of the Statement of the St			P04: Kick High
P14: Moving Through the Forest   P15: Dribble Kick   P18: Bounce & Catch   P20: Body Shapes & Sizes   P22: Follow the Leader   P26: Keep It Up   P28: Balloon Pong   P28: Balloon Pong   P28: Dostsacle Course   SE01: Site Visits   SE02: Look Who's Herel   SE03: Calm-Down Place   SE04: Actively Listening to Children   SE05: Character Feelings   SE06: Talk About Feelings   SE06: Group Problem Solving   SE07: Good-Byes   SE08: Group Problem Solving   SE08: Group Problem Solving   SE08: Group Problem Solving   SE08: Group Problem Solving   SE10: My Turn at the Microphone   SE11: Great Groups   SE12: Classroom Jobs   SE12: Classroom Jobs   SE13: Conflict Resolution   SE14: Playing Together   SE14: Playing Together   SE14: Playing Together   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			P08: Cutting With Scissors
P15: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P20: Follow the Leader P20: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I' Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE20: Cleanup Time SE21: Sunshine Message Board SE22: Sunshine Message Board SE23: Related Consequences SE24: Lon't Like That! SE25: When, Then Statements SE23: Related Consequences SE24: Lon't Like That! SE25: When Then Statements SE23: Related Consequences SE24: Lon't Like That! SE25: When Then Statements SE23: Related Consequences SE24: Lon't Like That! SE25: When Then Statements SE23: Related Consequences SE24: Lon't Like Ton't Like Going on a Trip M36: We're Going on a Trip M36: We're Going on an Adventure INDICATOR SS.1.a.1.4. Jening Cards LL53: We're Going on an Adventure			
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P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I "Statements SE17: "I "Statements SE17: Friendship & Love Cards SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE11: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural  INDICATOR SS.1.a.1.3. Identify basic similarities and different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll). Intentional Teaching Cards LL53: We're Going on an Adventure  INDICATOR SS.1.a.1.4. Identify basic similarities and differences between themselves and others. Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1. Self, Family, and Community			P15: Dribble Kick
P20: Body Shapes & Sizes   P22: Follow the Leader   P26: Keep It Up   P28: Balloon Pong   P33: Obstacle Course   SE01: Site Visits   SE02: Look Who's Here!   SE03: Calm-Down Place   SE04: Actively Listening to Children   SE05: Character Feelings   SE06: Talk About Feelings   SE06: Talk About Feelings   SE06: Talk About Feelings   SE06: Talk About Feelings   SE08: Good-Byes   SE08: Group Problem Solving   SE09: Big Rule, Little Rule   SE10: My Turn at the Microphone   SE11: Creat Groups   SE12: Classroom Jobs   SE13: Conflict Resolution   SE14: Palying Together   SE15: Making Choices   SE16: "I' Statements   SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural    INDICATOR   SS.1.a.1.3.   Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll),   Intentional Teaching Cards   LL53: We're Going on an Adventure    INDICATOR   SS.1.a.1.4.   Identify basic similarities and differences between themselves and others.   Intentional Teaching Cards   LL41: Our Names, Our Things   STATEMENT OF ENDURING   SS.1.   Self, Family, and Community			P18: Dribbling a Ball
P22: Follow the Leader   P26: Keep It Up   P28: Balloon Pong   P33: Obstacle Course   SEO1: Site Visits   SEO2: Look Who's Here!   SEO3: Calm-Down Place   SEO4: Actively Listening to Children   SEO5: Character Feelings   SEO6: Talk About Feelings   SEO7: Good-Byes   SEO8: Group Problem Solving   SEO9: 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   SE22: When, Then Statements   SE23: What Can We Build Together?   SE25: Making A Mural   INDICATOR   SS.1.a.1.3.   Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).   Intentional Teaching Cards   LL53: We're Going on an Adventure   INDICATOR   SS.1.a.1.4.   Identify basic similarities and differences between themselves and others.   Intentional Teaching Cards   LL41: Our Names, Our Things   STATEMENT OF ENDURING   SS.1.   Self, Family, and Community			P19: Bounce & Catch
P26: Keep It Up   P28: Balloon Pong   P33: Obstacle Course   SE01: Site Visits   SE02: Look Who's Here!   SE03: Calm-Down Place   SE04: Actively Listening to Children   SE05: Character Feelings   SE06: Talk About Feelings   SE06: Talk About Feelings   SE07: Good-Byes   SE08: Group Problem Solving   SE09: Big Rule, Little Rule   SE10: My Turn at the Microphone   SE11: Great Groups   SE12: Classroom Jobs   SE13: Conflict Resolution   SE14: Playing Together   SE15: Making Choices   SE16: "I" Statements   SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural    INDICATOR			P20: Body Shapes & Sizes
P28: Balloon Pong   P33: Obstacle Course   SE01: Site Visits   SE02: Look Who's Here!   SE03: Calm-Down Place   SE04: Actively Listening to Children   SE05: Character Feelings   SE06: Character Feelings   SE06: Character Feelings   SE07: Good-Byes   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   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural    INDICATOR			P22: Follow the Leader
P28: Balloon Pong   P33: Obstacle Course   SE01: Site Visits   SE02: Look Who's Here!   SE03: Calm-Down Place   SE04: Actively Listening to Children   SE05: Character Feelings   SE06: Character Feelings   SE06: Character Feelings   SE07: Good-Byes   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   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural    INDICATOR			P26: Keep It Up
SE01: Site Visits   SE02: Look Who's Here!   SE03: Calm-Down Place   SE04: Actively Listening to Children   SE05: Character Feelings   SE06: Talk About Feelings   SE06: Talk About Feelings   SE07: Good-Byes   SE08: Group Problem Solving   SE09: Big Rule, Little Rule   SE10: My Turn at the Microphone   SE11: Great Groups   SE12: Classroom Jobs   SE13: Conflict Resolution   SE14: Playing Together   SE15: Making Choices   SE16: "I" Statements   SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural    INDICATOR			P28: Balloon Pong
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    INDICATOR			P33: Obstacle Course
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 SE22: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural  INDICATOR  SS.1.a.1.3. Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll). Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4. Identify basic similarities and differences between themselves and others. Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1. Self, Family, and Community			
SE04: Actively Listening to Children			SE02: Look Who's Here!
SE04: Actively Listening to Children			SE03: Calm-Down Place
SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural  INDICATOR  SS.1.a.1.3. Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll). Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4. Identify basic similarities and differences between themselves and others. Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1. Self, Family, and Community			
SE06: Talk About Feelings   SE07: Good-Byes   SE08: Group Problem Solving   SE08: Group Problem Solving   SE09: Big Rule, Little Rule   SE10: My Turn at the Microphone   SE11: Great Groups   SE12: Classroom Jobs   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			
SEO7: Good-Byes   SEO8: Group Problem Solving   SEO8: Big Rule, Little Rule   SE10: Mly Turn at the Microphone   SE11: Great Groups   SE12: Classroom Jobs   SE13: Conflict Resolution   SE14: Playing Together   SE15: Making Choices   SE16: "I" Statements   SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural    INDICATOR			
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   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   SE27: When them to me (e.g., being a doll's "daddy" and using a spoon to feed the doll).   Intentional Teaching Cards   L53: We're Going on a Trip   M36: We're Going on an Adventure   Identify basic similarities and differences between themselves and others.   Intentional Teaching Cards   L141: Our Names, Our Things   STATEMENT OF ENDURING   SS.1.   Self, Family, and Community   Self, Family, and Community			
SE09: Big Rule, Little Rule   SE10: My Turn at the Microphone   SE11: Creat Groups   SE12: Classroom Jobs   SE13: Conflict Resolution   SE14: Playing Together   SE15: Making Choices   SE16: "I" Statements   SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural    INDICATOR			
SE10: My Turn at the Microphone   SE11: Great Groups   SE12: Classroom Jobs   SE13: Conflict Resolution   SE14: Playing Together   SE15: Making Choices   SE16: " " Statements   SE17: Supporting Children to Use Their Words   SE19: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural			
SE11: Great Groups   SE12: Classroom Jobs   SE13: Conflict Resolution   SE14: Playing Together   SE15: Making Choices   SE16: "I" Statements   SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural    INDICATOR			
SE12: Classroom Jobs			SE11: Great Groups
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   SE21: Sunshine Message Board   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			
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			
SE15: Making Choices   SE16: "I" Statements   SE17: Supporting Children to Use Their Words   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			
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SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural  INDICATOR  SS.1.a.1.3.  Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).  Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1.  Self, Family, and Community			
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			
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			
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			
SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural  INDICATOR  SS.1.a.1.3.  Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).  Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1.  Self, Family, and Community			
SE22: When, Then Statements   SE23: Related Consequences   SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural			II
SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural  INDICATOR  SS.1.a.1.3.  Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).  Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  Self, Family, and Community			SE21: Sunsnine Wessage Board
SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural			
SE25: What Can We Build Together?			
SE26: Making A Mural			
INDICATOR  SS.1.a.1.3.  Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).  Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  Self, Family, and Community			
happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).  Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  Self, Family, and Community			
happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).  Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  Self, Family, and Community	INDICATOR	SS.1.a.1.3.	
Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  Self, Family, and Community			happen at home (e.g., being a doll's "daddy" and using a spoon to
LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  Self, Family, and Community			feed the doll).
LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  Self, Family, and Community			
LL53: We're Going on a Trip M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  Self, Family, and Community			
M36: We're Going on an Adventure  INDICATOR  SS.1.a.1.4.  Identify basic similarities and differences between themselves and others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING  SS.1.  M36: We're Going on an Adventure  Identify basic similarities and differences between themselves and others.  Statement Of Enduring Ss.1.  Self, Family, and Community			
others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1.  Self, Family, and Community			
others.  Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1.  Self, Family, and Community	INDICATOR	SS 1 a 1 <i>4</i>	Identify basic similarities and differences between themselves and
Intentional Teaching Cards LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1. Self, Family, and Community	INDICATOR	00. 1.d. 1.4.	
LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1. Self, Family, and Community			ouicis.
LL41: Our Names, Our Things  STATEMENT OF ENDURING SS.1. Self, Family, and Community			Intentional Teaching Cards
STATEMENT OF ENDURING SS.1. Self, Family, and Community			
KNOWLEDGE		SS.1.	Self, Family, and Community
	KNOWLEDGE		

GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.2.	By 48 months, most children:
INDICATOR	SS.1.a.2.3.	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.").  Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
INDICATOR	SS.1.a.2.4.	Demonstrate an awareness of group rules and the outcomes of choices.  Intentional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard

LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P03: Twisted Pretzels P04: Kick High P08: Cutting With Scissors P09: Up and Away P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P22: Follow the Leader P26: Keep It Up P28: Balloon Pong P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children

SE05: Character Feelings

group (e.g., following simple classroom rules, participating in classroom clean-up).    Intentional Teaching Cards   LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time  INDICATOR    SS.1.a.2.6.   Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner").    Intentional Teaching Cards   LL53: We're Going on a Trip M36: We're Going on an Adventure    STATEMENT OF ENDURING KNOWLEDGE   SS.1.a.   Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.    SPECIFIC INDICATOR   SS.1.a.3.   By 60 months, most children:			
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: Sunshim Message Board SE22: When, Then Statements SE22: When, Then Statements SE22: When, Then Statements SE24: When, Then Statements SE25: Making A Mural INDICATOR  SS.1.a.2.5.  Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom classroom classroom classroom classroom classroom classroom classroom searup). Intentional Teaching Cards LL42: Daily Sign-In MY7: Board Games P40: Kick High P40: Jan Aww SE01: Look Who's Herel SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time  INDICATOR  SS.1.a.2.6.  Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner").  L133: We're Going on a Trip M36: We're Going on an Adventure  STATEMENT OF ENDURING SS.1.a.  Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.  SPECIFIC INDICATOR  SS.1.a.3.  By 60 months, most children:  Demonstrate an understanding that "fairness" involves taking turns and sharing roles.  Infentional Teaching Cards LL05: Jumping Deans LL05: Jumping Deans LL06: When ying Deans LL06: When ying Deans LL07: The Name Game M06: Tallying M77: Board Games SE01: Site Visits			
SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups 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 Little That! SE25: What Can We Build Together? SE26: Making A Mural INDICATOR SS.1.a.2.5. Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up). Intentional Teaching Cards Li42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time  INDICATOR SS.1.a.2.6. Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner"). Intentional Teaching Cards Li53: We're Going on an Adventure  STATEMENT OF ENDURING SS.1.a. Self, Family, and Community MNOWLEDGE SES STEM SS.1.a. Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and responsibilities, and remove and sharing roles.  INDICATOR SS.1.a.3. By 60 months, most children: Indicator Intentional Teaching Cards Li.05: Jumping Beans Li.06: Migning Beans Li.08: Memory Games Li.31: I Vent Shopping Li.33: Clothesine Stortytelling Li.44: Rhyming Tubs Li.47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits			
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! SE23: When Can We Build Together? SE25: What Can We Build Together? SE26: Making A Mural  INDICATOR  SS.1.a.2.5. Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up). Intentional Teaching Cards LL42: Daily Sign-in MY7: Board Games P04: Kick High P09: Up and Away SE02: SE02: Geod-Hyes SE02: Geod-Hyes SE02: Geod-Hyes SE02: Geod-Hyes SE02: Geod-Hyes SE02: Cleanup Time  INDICATOR  SS.1.a.2.6. Engage in pretend play using objects as representations of something less (e.g., string as a fireman's hose or an empty plate that serves "dinner"). Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on a Adventure  STATEMENT OF ENDURING SS.1.a. Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and responsibilities, and fire recognize and responsibilities, and recognize and responsibilities.  SECIFIC INDICATOR SS.1.a.3.3. By 60 months, most children: Demonstrate an understanding tha			
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SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural  INDICATOR  SS.1.a.2.5.  Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clear-up).  Intentional Taeching 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 SE08: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time  INDICATOR  SS.1.a.2.6.  Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner").  Intentional Teaching Cards LL53: Wo're Going on a Trip M36: We're Going on an Adventure  STATEMENT OF ENDURING KNOWLEDGE SS.1.a.3.  Self, Family, and Community KNOWLEDGE SS.1.a.3.  Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.  SPECIFIC INDICATOR SS.1.a.3.  Demonstrate an understanding that "fairness" involves taking turns and sharing roles.  Intentional Teaching Cards LL09: Jumping Beans LL09: Jumping Beans LL09: Memory Games LL09: Lary The Name Game M06: Tallying M77: Board Games SE01: Site Visits			
SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I'S 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: Dort Like That! SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Liach Cleanup Geanup Cleanup C			
SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Strongthip & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).			
SE15: Making Choices   SE16: Till Statements   SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: Sunshine Message Board   SE22: 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   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural			
SE16: "I" Statements   SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Entendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE23: SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   SE26: Making A Mura			
SE17: Supporting Children to Use Their Words   SE18: Encouragement   SE19: Friendship & Love Cards   SE20: Cleanup Time   SE21: Sunshine Message Board   SE22: When, Then Statements   SE22: When, Then Statements   SE22: What Can We Build Together?   SE25: Making A Mural   SE25: What Can We Build Together?   SE26: Making A Mural   Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).   Intentional Teaching Cards   L.42: 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: Cleanup Time   SE12: Cleanup			
SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Sunshine Message Board SE22: When, Then Statements SE23: Sealeted Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural SE25: What Can We Build Together? SE26: Making A Mural Intentional Teaching Cards Lit2: Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).			
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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   Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).   Intentional Teaching Cards   L142: Daily Sign-In MT7: 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			
SE24: I Don't Like That!   SE25: What Can We Build Together?   SE26: Making A Mural			
SE25: What Can We Build Together?   SE26: Making A Mural			
INDICATOR   SS.1.a.2.5.   Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).   Intentional Teaching Cards   LL42: Daily Sign-In   M77: Board Games   P04: Kick High   P09: Up and Away   SE01: Site Visits   SE02: Look Who's Here!   SE07: Good-Byes   SE09: Big Rule, Little Rule   SE12: Classroom Jobs   SE20: Cleanup Time   SE			
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SEO1: Site Visits   SEO2: Look Who's Here!   SEO7: Good-Byes   SEO9: Big Rule, Little Rule   SE12: Classroom Jobs   SE20: Cleanup Time			
SE02: Look Who's Here!   SE07: Good-Byes   SE09: Big Rule, Little Rule   SE12: Classroom Jobs   SE20: Cleanup Time			
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SE12: Classroom Jobs   SE20: Cleanup Time			
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LL53: We're Going on a Trip M36: We're Going on an Adventure  STATEMENT OF ENDURING KNOWLEDGE  SS.1.  Self, Family, and Community  Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.  SPECIFIC INDICATOR  SS.1.a.3.  By 60 months, most children:  Demonstrate an understanding that "fairness" involves taking turns and sharing roles.  Intentional Teaching Cards LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits			Intentional Teaching Cards
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SPECIFIC INDICATOR  SS.1.a.3.  By 60 months, most children:  Demonstrate an understanding that "fairness" involves taking turns and sharing roles.  Intentional Teaching Cards LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits			
INDICATOR  SS.1.a.3.3.  Demonstrate an understanding that "fairness" involves taking turns and sharing roles.  Intentional Teaching Cards LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits	CDECIEIO INDICATOR	00460	
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LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits			
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M77: Board Games SE01: Site Visits			LL47: The Name Game
SE01: Site Visits			
SE09: Big Rule, Little Rule			
			SE09: Big Rule, Little Rule

		SE10: My Turn at the Microphone
		SE11: Great Groups SE14: Playing Together
		SE25: What Can We Build Together?
INDICATOR	SS.1.a.3.5.	Make comparisons about similarities and differences among people
INDIOXI ON	00.1.0.0.	and use themselves as a reference (e.g., saying "That boy is bigger
		than me!").
		Intentional Teaching Cards LL41: Our Names, Our Things
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STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.1.	By 36 months, most children:
INDICATOR	SS.2.a.1.1.	Demonstrate an awareness of a daily routine.
		·
		Intentional Teaching Cards
		LL42: Daily Sign-In M77: Board Games
		P04: Kick High
		P09: Up and Away
		SE01: Site Visits
		SE02: Look Who's Here! SE07: Good-Byes
		SE09: Big Rule, Little Rule
		SE12: Classroom Jobs
		SE20: Cleanup Time
INDICATOR	SS.2.a.1.2.	Demonstrates an awareness of familiar buildings and signs and
		know their meaning (e.g., recognizing a stop sign and knowing the
		car must stop; says "Hey! There's the zoo").
		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
STATEMENT OF ENDURING KNOWLEDGE	SS.2.	Self, History, and Geography
GSE STEM	SS.2.a.	Children understand the concepts of time (past, present, and future) and place.
SPECIFIC INDICATOR	SS.2.a.3.	By 60 months, most children:
INDICATOR	SS.2.a.3.5.	Create drawings of home and school.
		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
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		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
DOMAIN	RI.CA.	Creative Arts (CA)
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.1.	By 36 months, most children:
INDICATOR	CA.1.a.1.1.	Demonstrate preferences for favorite colors.
		Intentional Teaching Cards LL61: Color Hunt
		M38: Patterns Under Cover
		P31: Tie-Dyed Towels
INDICATOR	CA.1.a.1.3.	Create representations of real objects in art work.
		Intentional Teaching Cards
		LL04: Bookmaking
		LL13: Shaving Cream Letters
		LL39: My Daily Journal
		LL40: What Was for Breakfast?
		LL45: Observational Drawing
		LL46: Storyboard
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
		M07: Ice Cubes
		M34: Cover Up
		M42: Straw Shapes
		M45: Picture Patterns
		P02: Play Dough Weaving
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		SE01: Site Visits
		SE07: Good-Byes
		SE15: Making Choices
		SE21: Sunshine Message Board
INDICATOR	CA.1.a.1.4.	Create new songs and dances or add their own words to songs with
		support from adults.
		Intentional Teaching Cards
		LL10: Rhyming Chart
		LL12: Same Sound Sort
		LL14: Did You Ever See?
		LL30: Knowing Our Friends
		LL44: Rhyming Tubs
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		LL56: Find the Matching Letter
		M13: Nursery Rhyme Count
		M30: Buried Shapes

		M36: We're Going on an Adventure
		M39: Let's Go Fishing
		M50: The Farmer Builds a Fence
		M63: Fishing Trip
		P11: Jump the River
		P22: Follow the Leader
		SE20: Cleanup Time
INDICATOR	CA.1.a.1.5.	Dance to music in a group with support from adults.
		Intentional Teaching Cards
		P12: Exploring Pathways
INDICATOR	CA.1.a.1.7.	Imitate simple songs and finger-play movements.
		Intentional Teaching Cards
		LL10: Rhyming Chart
		LL12: Same Sound Sort
		LL14: Did You Ever See?
		LL30: Knowing Our Friends
		LL44: Rhyming Tubs
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		LL56: Find the Matching Letter
		M13: Nursery Rhyme Count
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M39: Let's Go Fishing
		M50: The Farmer Builds a Fence
		M63: Fishing Trip
		P11: Jump the River
		P22: Follow the Leader
		SE20: Cleanup Time
INDICATOR	CA.1.a.1.9.	Use imaginative play as a vehicle to express their own life experiences and familiar stories.
		·
		Intentional Teaching Cards
		LL53: We're Going on a Trip
		M36: We're Going on an Adventure
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
		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
	11	ULLES, WARIIU WY NAIIE
		LL30: Knowing Our Friends
		LL30: Knowing Our Friends LL32: Describing Art
		LL30: Knowing Our Friends

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
STATEMENT OF ENDURING KNOWLEDGE		Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.2.	By 48 months, most children:
INDICATOR	CA.1.a.2.1.	Express preferences for some different types of art, music, and drama.  Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See? LL16: Tongue Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing

LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes 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 P12: Exploring Pathways P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here!

SE04: Actively Listening to Children

		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE15: Making Choices
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE26: Making A Mural
INDICATOR	CA 4 = 2.2	
INDICATOR	CA.1.a.2.2.	Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing
		LL04: Bookmaking
		LL06: Dramatic Story Retelling
		LL08: Memory Games
		LL10: Rhyming Chart
		LL11: Rhyming Riddles
		LL14: Did You Ever See?
		LL16: Tongue Twisters
		LL18: What's Missing?
		LL19: Silly Names
		LL20: Baggie Books
		LL23: Playing with Environmental Print
		LL24: Lemonade
		LL25: What's for Snack?
		LL26: Searching the Web
		LL27: Writing Poems
		LL29: Making My Name
		LL30: Knowing Our Friends
		LL32: Describing Art
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL39: My Daily Journal
		LL40: What Was for Breakfast?
		LL41: Our Names, Our Things
		LL42: Daily Sign-In
		LL43: Introducing New Vocabulary
		LL45: Observational Drawing
		LL46: Storyboard
		LL49: Vegetable Soup
		LL53: We're Going on a Trip
		LL54: Asking Questions
		LL56: Find the Matching Letter
		LL57: Photo Writing
		LL62: Retelling Wordless Books
		LL63: Investigating & Recording
		M01: Dinnertime
		M02: Counting & Comparing
		M03: Seek & Find
		M06: Tallying
		M07: Ice Cubes
		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

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		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
		P12: Exploring Pathways
		P15: Dribble Kick
		P22: Follow the Leader
		P23: Ways to Travel
		P25: Kick Hard
		P26: Keep It Up
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE15: Making Choices
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE26: Making A Mural
INDICATOR	CA 1 c 2 2	
INDICATOR	CA.1.a.2.3.	Notice and communicate about art, music, and drama.
		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: Tonque Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up 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
		P12: Exploring Pathways
		P15: Dribble Kick
		P22: Follow the Leader
		P23: Ways to Travel
		P25: Kick Hard
		P26: Keep It Up
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE04: Actively Listening to Children
		SE05: Character Feelings SE06: Talk About Feelings
		SE07: Good-Byes
		SE15: Making Choices
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE26: Making A Mural
INDICATOR	CA.1.a.2.5.	Mold and build with dough and clay and then identify and
		sometimes name their creation (e.g., "I made a dog and his name is
		Spot.").
		Intentional Teaching Cards
		M15: Play Dough
		M41: Making Numerals
		M66: OobECk
INDICATOR	CA.1.a.2.7.	Participate in pretend play with other children.
		Intentional Teaching Cards
		LL53: We're Going on a Trip
		M36: We're Going on an Adventure
INDICATOR	CA.1.a.2.8.	Choose their own art for display in the classroom or for inclusion in
		a portfolio or book and briefly explain their choice.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing LL04: Bookmaking
		LL06: Dramatic Story Retelling
		II I 08: Memory Games
		LL08: Memory Games LL10: Rhyming Chart
		LL10: Rhyming Chart
		LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See…? LL16: Tongue Twisters
		LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See…? LL16: Tongue Twisters LL18: What's Missing?
		LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See…? LL16: Tongue Twisters

LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M40: Cube Trains M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobECk

		M67: Fruit Smoothies M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P07: Balloon Catch
		P09: Up and Away
		P10: Jumping Rope P15: Dribble Kick
		P22: Follow the Leader
		P23: Ways to Travel
		P25: Kick Hard
		P26: Keep It Up
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE15: Making Choices
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE26: Making A Mural
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.3.	By 60 months, most children:
INDICATOR		
	CA.1.a.3.1.	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.
	CA.1.a.3.1.	tones, melodies, and songs.
	CA.1.a.3.1.	tones, melodies, and songs.  Intentional Teaching Cards
	CA.1.a.3.1.	tones, melodies, and songs.
	CA.1.a.3.1.	tones, melodies, and songs.  Intentional Teaching Cards LL10: Rhyming Chart
	CA.1.a.3.1.	tones, melodies, and songs.  Intentional Teaching Cards LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL30: Knowing Our Friends
	CA.1.a.3.1.	tones, melodies, and songs.  Intentional Teaching Cards LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL30: Knowing Our Friends LL4: Rhyming Tubs
	CA.1.a.3.1.	Intentional Teaching Cards LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL30: Knowing Our Friends LL4: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It
	CA.1.a.3.1.	tones, melodies, and songs.  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
	CA.1.a.3.1.	tones, melodies, and songs.  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
	CA.1.a.3.1.	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
	CA.1.a.3.1.	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
	CA.1.a.3.1.	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
	CA.1.a.3.1.	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
	CA.1.a.3.1.	tones, melodies, and songs.  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
	CA.1.a.3.1.	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
	CA.1.a.3.1.	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
	CA.1.a.3.1.	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
	CA.1.a.3.1.	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
INDICATOR	CA.1.a.3.1.	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
		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  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).
		Intentional Teaching Cards LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Intentional Teaching Cards
		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  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Intentional Teaching Cards LL04: Bookmaking
		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  Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).  Intentional Teaching Cards

		LL40: What Was for Breakfast?  LL45: Observational Drawing  LL46: Storyboard  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating & Recording  M07: Ice Cubes  M15: Play Dough  M34: Cover Up  M41: Making Numerals  M42: Straw Shapes  M45: Picture Patterns  M66: OobECk  P02: Play Dough Weaving  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal  SE01: Site Visits  SE07: Good-Byes  SE15: Making Choices  SE21: Sunshine Message Board
INDICATOR	CA.1.a.3.3.	Write and act out stories based upon familiar topics or characters.  Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
INDICATOR	CA.1.a.3.4.	Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities  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: Tonque Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up 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?

	1	16
		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
		P12: Exploring Pathways
		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
1		SE20: Cleanup Time
		SE20: Cleanup Time SE21: Sunshine Message Board
		SE21: Sunshine Message Board
INDICATOR	CA.1.a.3.5.	• • • • • • • • • • • • • • • • • •
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  Intentional Teaching Cards
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  Intentional Teaching Cards LL04: Bookmaking
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast?
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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
		SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
INDICATOR	CA.1.a.3.5.	SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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  Choose own art for display in the classroom or for inclusion in a
		SE21: Sunshine Message Board SE26: Making A Mural  Plan art and show increasing care and persistence in completing it.  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

Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See ...? LL16: Tongue Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallving 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
		II · · · · · · · · · · · · · · · · · ·
		SE21: Sunshine Message Board
		SE26: Making A Mural
INDICATOR	CA.1.a.3.7.	Communicate about elements appearing in art, music, and drama.
		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
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LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M40: Cube Trains M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese

M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P12: Exploring Pathways 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

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

DOMAIN	RI.PH.	Physical Health and Motor Development (PH)
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.1.	By 36 months, most children:
INDICATOR	PH.1.a.1.4.	Actively participate in games and dances.  Mighty Minutes  MM10: Words in Motion  MM34: The Wave  MM67: Let's Stick Together
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	PH.1.a.2.	By 48 months, most children:
INDICATOR	PH.1.a.2.1.	Carry bags or objects over short distances.  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
STATEMENT OF ENDURING KNOWLEDGE	PH.1.	Health and Safety Practices
GSE STEM	PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	PH.1.c.3.	By 60 months, most children:
INDICATOR	PH.1.c.3.4.	Manage zippers, buttons, buckles, and Velcro.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.a.	Children develop large-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.2.a.1.	By 36 months, most children:
INDICATOR	PH.2.a.1.3.	Climb on outdoor play equipment.  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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.1.	By 36 months, most children:
INDICATOR	PH.2.b.1.5.	Move in, under, and over objects in the environment with ease.
		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
STATEMENT OF ENDURING KNOWLEDGE	PH.2.	Gross Motor Development
GSE STEM	PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	PH.2.b.2.	By 48 months, most children:
INDICATOR	PH.2.b.2.2.	Walk or run around obstacles and corners.
		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
INDICATOR	PH.2.b.2.4.	Understand the position or orientation of their body to other objects and people.  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
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.1.	By 36 months, most children:
INDICATOR	РН.3.а.1.1.	String large beads onto shoe laces.  Mighty Minutes  MM08: Clap the Missing Word  MM13: Simon Says

		MM14: Scat Singing
		MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.1.2.	Turn knobs and unscrew lids, put lids on post, unwrap candy, etc
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.1.3.	Put three or four pieces into a puzzle board.
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says MM14: Scat Singing
		MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.1.4.	Dig and scoop sand or water.
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.1.5.	Use scissors.
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.2.	By 48 months, most children:
INDICATOR	PH.3.a.2.1.	String small beads onto shoe laces.
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing
		MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.2.2.	Continues to fit together manipulatives and connecting toys (e.g.,
NOIVATOR	I II.J.a.Z.Z.	Legos, bristle blocks).
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		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing
		MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.2.3.	Use scissors with purpose.
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.a.	Children develop small-muscle control, strength, and coordination.
SPECIFIC INDICATOR	PH.3.a.3.	By 60 months, most children:
INDICATOR	PH.3.a.3.1.	Fold a piece of paper with accuracy and symmetry.
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.3.2.	Work a puzzles of up to 10 pieces.
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.3.3.	Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser).
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing
		MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
INDICATOR	PH.3.a.3.4.	Hold paper and begin to cut with scissors along a straight line.
		Mighty Minutes
		MM08: Clap the Missing Word
		MM13: Simon Says
		MM14: Scat Singing MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		1

		MM63: Going on a Journey
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.1.	By 36 months, most children:
INDICATOR	PH.3.b.1.1.	Mighty Minutes Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree
INDICATOR	PH.3.b.1.2.	MM63: Going on a Journey  Attempt to copy a drawn circle.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM64: Paper Towel Rap
INDICATOR	PH.3.b.1.3.	Attempt to imitate a drawn cross.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM64: Paper Towel Rap
INDICATOR	PH.3.b.1.4.	Attempt to imitate a horizontal and vertical stroke.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM64: Paper Towel Rap
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.2.	By 48 months, most children:
INDICATOR	PH.3.b.2.1.	Hold a regular pencil using an adult grip.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree

		MM63: Going on a Journey
INDICATOR	DILOLOG	
INDICATOR	PH.3.b.2.2.	Imitate a horizontal and vertical stroke.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM64: Paper Towel Rap
INDICATOR	PH.3.b.2.3.	Imitate a drawn cross.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM64: Paper Towel Rap
INDICATOR	PH.3.b.2.4.	Imitate a drawn circle.  Mighty Minutes  MM08: Clap the Missing Word  MM13: Simon Says  MM14: Scat Singing  MM29: Baa, Baa, Black Sheep  MM44: Two Plump Armadillos  MM56: I Had a Little Nut Tree  MM63: Going on a Journey  MM64: Paper Towel Rap
INDICATOR	PH.3.b.2.5.	Write letter or numeral-like forms.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
STATEMENT OF ENDURING KNOWLEDGE	PH.3.	Fine Motor Development
GSE STEM	PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	PH.3.b.3.	By 60 months, most children:
INDICATOR	PH.3.b.3.1.	Draw recognizable shapes.  Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM64: Paper Towel Rap
INDICATOR	PH.3.b.3.2.	Write some letters and numerals.  Mighty Minutes

	1	MANAGO Olova da Marada Marada
		MM08: Clap the Missing Word MM13: Simon Says
		MM14: Scat Singing
		MM29: Baa, Baa, Black Sheep
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
DOMAIN	RI.SE.	Social and Emotional Development (SE)
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.2.	By 48 months, most children:
INDICATOR	SE.1.b.2.4.	Participate in pretend play with other children.
		Mighty Minutes
		MM41: The Imaginary Ball
		MM63: Going on a Journey
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM90: Little Miss Muffet
STATEMENT OF ENDURING KNOWLEDGE	SE.1.	Relationships with Others
GSE STEM	SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	SE.1.b.3.	By 60 months, most children:
INDICATOR	SE.1.b.3.3.	Prefer to play with one or two special friends.
		Mighty Minutes MM78: Hello Friends
STATEMENT OF ENDURING KNOWLEDGE	SE.3.	Self-regulation
GSE STEM	SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	SE.3.b.3.	By 60 months, most children:
INDICATOR	SE.3.b.3.3.	Participate in group activities for increasing amounts of time.
		BALLALA BALLALA
		Mighty Minutes MM01: The People in Your Neighborhood
		MM02: Just Like Mine
		MM03: Purple Pants
		MM05: Silly Willy Walking
		MM06: This Is the Way
		MM11: What Is My Job?
		MM20: I Can Make a Circle
		MM22: Hot or Cold 3-D Shapes
		MM41: The Imaginary Ball
		MM53: Three Rowdy Children
		MM62: Where Can He Be?
		MM63: Going on a Journey
		MM67: Let's Stick Together MM68: I Have a Secret
		MM69: The Litter Monster
		MM71: Recycle Song
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
	ll .	MM90: Little Miss Muffet
		MM92: Name Cheer
		MM92: Name Cheer MM98: I Have One
DOMAIN STATEMENT OF ENDURING	RI.LD.	

KNOWLEDGE		
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.1.	By 36 months, most children:
INDICATOR	LD.1.a.1.1.	Demonstrate an understanding of descriptive words.  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
INDICATOR	LD.1.a.1.2.	Respond appropriately to others' comments, questions, or stories.  Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM18: I'm Thinking Of MM21: Hully Gully, How Many? MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM66: Musical Junk MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
INDICATOR	LD.1.a.1.3.	Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.").  Mighty Minutes  MM10: Words in Motion  MM13: Simon Says  MM28: Counting Calisthenics
STATEMENT OF ENDURING KNOWLEDGE		Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.2.	By 48 months, most children:
INDICATOR	LD.1.a.2.2.	Demonstrate an understanding of conversations by responding to questions and prompts.  Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster

		MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
INDICATOR	LD.1.a.2.6.	Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?").
		Mighty Minutes MM10: Words in Motion MM13: Simon Says
		MM28: Counting Calisthenics
STATEMENT OF ENDURING KNOWLEDGE	LD.1.	Receptive Language
GSE STEM	LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	LD.1.a.3.	By 60 months, most children:
INDICATOR	LD.1.a.3.1.	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas.
		Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box?
		MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows
		MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box
		MM92: Name Cheer MM98: I Have One
INDICATOR	LD.1.a.3.3.	Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.").
		Mighty Minutes MM10: Words in Motion MM13: Simon Says
		MM28: Counting Calisthenics
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.1.	By 36 months, most children:
INDICATOR	LD.2.a.1.4.	Use two- and some three-syllable words.
		Mighty Minutes MM100: La, La, La MM17: Leaping Sounds
		MM40: Clap a Friend's Name MM55: Mr. Forgetful
		MM59: Clap the Beat MM60: The Name Dance
		MM85: Listen For Your Name MM95: Sorting Syllables
INDICATOR	LD.2.a.1.6.	Use simple adjectives in statements ("big," "little," "hard," "soft").
		Mighty Minutes MM76: Describing Things

INDICATOR	LD.2.a.1.9.	Ask "who," "what," "why," and "where" questions.  Mighty Minutes  MM92: Name Cheer  MM98: I Have One
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.2.	By 48 months, most children:
INDICATOR	LD.2.a.2.1.	Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors.  Mighty Minutes MM89: We Like Clapping MM91: Move to the Beat
INDICATOR	LD.2.a.2.3.	Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs.  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
INDICATOR	LD.2.a.2.7.	Use longer, more increasingly complex sentences, including complete four- to six-word sentences.  Mighty Minutes MM97: Shape Hunt
INDICATOR	LD.2.a.2.9.	Continue to ask "who," "what," "why," and "where" questions.  Mighty Minutes  MM92: Name Cheer  MM98: I Have One
STATEMENT OF ENDURING KNOWLEDGE	LD.2.	Expressive Language
GSE STEM	LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	LD.2.a.3.	By 60 months, most children:
INDICATOR	LD.2.a.3.1.	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors.  Mighty Minutes  MM89: We Like Clapping  MM91: Move to the Beat
INDICATOR	LD.2.a.3.4.	Use increasingly complex, longer sentences, including sentences that combine two or three phrases.  Mighty Minutes  MM97: Shape Hunt
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics

GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.1.	By 36 months, most children:
INDICATOR	LD.3.a.1.1.	Respond to others' statements, prompts, and questions.  Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
INDICATOR	LD.3.a.1.2.	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings.  Mighty Minutes MM06: This Is the Way MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM20: I Can Make a Circle MM26: Echo Clapping MM83: Let's Make a Cake MM96: The Old Man
INDICATOR	LD.3.a.1.3.	Use social conventions to initiate and sustain exchanges of communication.  Mighty Minutes  MM02: Just Like Mine  MM78: Hello Friends
STATEMENT OF ENDURING KNOWLEDGE	LD.3.	Pragmatics
GSE STEM	LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	LD.3.a.2.	By 48 months, most children:
INDICATOR	LD.3.a.2.1.	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.  Mighty Minutes MM06: This Is the Way MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM20: I Can Make a Circle MM26: Echo Clapping MM83: Let's Make a Cake MM96: The Old Man
INDICATOR	LD.3.a.2.2.	Use appropriate volume and intonation when speaking in a variety of social situations.  Mighty Minutes  MM89: We Like Clapping  MM91: Move to the Beat
INDICATOR	LD.3.a.2.4.	Engage, with support and modeling, in conversations of at least

STATEMENT OF ENDURING	LD.4.	Language Development of Dual Language Learners
		Mighty Minutes MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
INDICATOR	LD.4.a.1.4.	Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation.
		large-group activities, such as circle time, storybook reading, etc  Mighty Minutes  MM01: The People in Your Neighborhood  MM02: Just Like Mine  MM03: Purple Pants  MM05: Silly Willy Walking  MM06: This Is the Way  MM11: What Is My Job?  MM20: I Can Make a Circle  MM22: Hot or Cold 3-D Shapes  MM41: The Imaginary Ball  MM53: Three Rowdy Children  MM62: Where Can He Be?  MM63: Going on a Journey  MM67: Let's Stick Together  MM68: I Have a Secret  MM69: The Litter Monster  MM71: Recycle Song  MM83: Let's Make a Cake  MM84: Let's Make Letters  MM90: Little Miss Muffet  MM92: Name Cheer  MM98: I Have One
SPECIFIC INDICATOR INDICATOR	LD.4.a.1. LD.4.a.1.3.	In early-stage English language development, children:  Begin to attend to and participate in English language small- and
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM  SPECIFIC INDICATOR INDICATOR	LD.3.a.3. LD.3.a.3.2.	Young children understand, follow, and use appropriate social and conversational rules.  By 60 months, most children:  Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously.  Mighty Minutes  MM45: I'm a Sturdy Oak Tree  MM68: I Have a Secret  MM82: Let's Clean Up!  MM90: Little Miss Muffet
STATEMENT OF ENDURING	LD.3.	was said previously.  Mighty Minutes  MM45: I'm a Sturdy Oak Tree  MM68: I Have a Secret  MM82: Let's Clean Up!  MM90: Little Miss Muffet  Pragmatics
		three turns, with each exchange relating to and building upon what

KNOWLEDGE		
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.2.	In mid-stage English language development, children:
INDICATOR	LD.4.a.2.4.	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).  Mighty Minutes MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	LD.4.a.3.	In late-stage English language development, children:
INDICATOR	LD.4.a.3.3.	Follow directions that involve a one- or two-step sequence, relying less on contextual cues.  Mighty Minutes  MM10: Words in Motion  MM13: Simon Says  MM28: Counting Calisthenics
STATEMENT OF ENDURING	LD.4.	Language Development of Dual Language Learners
KNOWLEDGE		
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.1.	In early-stage English language development, children:
INDICATOR	LD.4.b.1.1.	Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.  Mighty Minutes MM06: This Is the Way MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM20: I Can Make a Circle MM26: Echo Clapping MM83: Let's Make a Cake MM96: The Old Man
INDICATOR	LD.4.b.1.5.	Ask a variety of questions (e.g., "what," "why," "how," "when," and "where") in their home language.  Mighty Minutes  MM92: Name Cheer  MM98: I Have One
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.2.	In mid-stage English language development, children:
INDICATOR	LD.4.b.2.1.	Combine nonverbal with some verbal communication to be understood by others.  Mighty Minutes
		MM06: This Is the Way MM07: Hippity, Hoppity, How Many?

		MM09: Writing in the Air MM15:Say It, Show It MM20: I Can Make a Circle MM26: Echo Clapping MM83: Let's Make a Cake MM89: We Like Clapping MM91: Move to the Beat MM96: The Old Man
INDICATOR	LD.4.b.2.6.	Converse with others in English using two or three words at a time but switch back and forth between English and their home language.  Mighty Minutes MM45: I'm a Sturdy Oak Tree MM68: I Have a Secret
		MM82: Let's Clean Up! MM90: Little Miss Muffet
INDICATOR	LD.4.b.2.8.	Use "what" and "why" questions in English, sometimes with errors.  Mighty Minutes  MM92: Name Cheer  MM98: I Have One
STATEMENT OF ENDURING KNOWLEDGE	LD.4.	Language Development of Dual Language Learners
GSE STEM	LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	LD.4.b.3.	In late-stage English language development, children:
INDICATOR	LD.4.b.3.1.	Demonstrate increasing reliance on verbal communication in English to be understood by others.  Mighty Minutes MM89: We Like Clapping MM91: Move to the Beat
INDICATOR	LD.4.b.3.3.	Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction.  Mighty Minutes MM97: Shape Hunt
DOMAIN	RI.L.	Literacy (L)
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.1.	By 36 months, most children:
INDICATOR	L.1.a.1.1.	Engage in word and sound play with adults (e.g., rhymes, nonsense words).
		Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing MM15:Say It, Show It MM18: I'm Thinking Of MM27: Diddle, Diddle, Dumpling MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM41: The Imaginary Ball MM44: Two Plump Armadillos MM46: Strolling Through the Park MM51: High in the Tree MM53: Three Rowdy Children

		MM58: A-Hunting We Will Go MM62: Where Can He Be? MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM96: The Old Man
INDICATOR	L.1.a.1.2.	Distinguish between words that contain similar-sounding phonemes ("cat-mat," "pig-jig").  Mighty Minutes  MM47: Step Up
INDICATOR	L.1.a.1.3.	Fill in repeating phrases of familiar songs, stories, and finger plays.  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 MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name 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: Let's Make Letters MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM93: Oh Dear! What Can the Matter Be? MM99: Let's All Follow
INDICATOR	L.1.a.1.4.	Sing simple songs and lullabies (such as those with repeating initial sounds).

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		Mighty Minutes
		Mighty Minutes MM01: The People in Your Neighborhood
		MM03: Purple Pants
		MM06: This Is the Way
		MM08: Clap the Missing Word
		MM100: La, La, La
		MM11: What Is My Job?
		MM14: Scat Singing
		MM16: Nothing, Nothing, Something
		MM17: Leaping Sounds
		MM18: I'm Thinking Of
		MM19: I Spy With My Little Eye
		MM20: I Can Make a Circle
		MM23: Hi-Ho, the Derry-O
		MM24: Dinky Do
		MM25: Freeze
		MM27: Diddle, Diddle, Dumpling
		MM29: Baa, Baa, Black Sheep
		MM30: Bounce, Bounce, Bounce
		MM33: Thumbs Up MM35: My Name, Too!
		MM37: Little Ball
		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
		MM46: Strolling Through the Park
		MM47: Step Up
		MM48: Feely Box
		MM50: 1, 2, 3, What Do I See?
		MM52: Walk Around the Shapes
		MM53: Three Rowdy Children
		MM54: The Green Grass Grows
		MM55: Mr. Forgetful
		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
		MM75: Busy Bees
		MM76: Describing Things
		MM77: Hello Bingo
		MM78: Hello Friends
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM88: Disappearing Rhymes
		MM89: We Like Clapping
		MM91: Move to the Beat
		MM93: Oh, Dear! What Can the Matter Be?
		MM94: Old MacDonald
		MM95: Sorting Syllables
		MM96: The Old Man
		MM99: Let's All Follow
STATEMENT OF ENDURING	L.1.	Phonological Awareness
KNOWLEDGE		
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.2.	By 48 months, most children:
INDICATOR	L.1.a.2.1.	Demonstrate an awareness of words as separate units.

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		Mighty Minutes MM47: Step Up
INDICATOR	L.1.a.2.2.	Identify whether two words rhyme.
		Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing MM15:Say It, Show It MM18: I'm Thinking Of MM27: Diddle, Diddle, Dumpling MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM41: The Imaginary Ball
		MM44: Two Plump Armadillos MM46: Strolling Through the Park MM51: High in the Tree
		MM53: Three Rowdy Children MM58: A-Hunting We Will Go MM62: Where Can He Be? MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box
		MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe
INDICATOR	1.4.2.2	MM88: Disappearing Rhymes MM96: The Old Man
INDICATOR	L.1.a.2.3.	Engage in rhyming games and songs; can complete a familiar rhyme.  Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing MM15:Say It, Show It MM18: I'm Thinking Of MM27: Diddle, Diddle, Dumpling MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM41: The Imaginary Ball MM44: Two Plump Armadillos MM46: Strolling Through the Park MM51: High in the Tree MM53: Three Rowdy Children MM58: A-Hunting We Will Go MM62: Where Can He Be? MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe

		MM09: Disapposing Phymos
		MM88: Disappearing Rhymes MM96: The Old Man
INDICATOR	L.1.a.2.4.	Orally blend and segment familiar compound words, with modeling and support.
		Mighty Minutes
		MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See?
		MM55: Mr. Forgetful
STATEMENT OF ENDURING KNOWLEDGE	L.1.	Phonological Awareness
GSE STEM	L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	L.1.a.3.	By 60 months, most children:
INDICATOR	L.1.a.3.1.	Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name.  Mighty Minutes
		MM03: Purple Pants
		MM100: La, La, La MM16: Nothing, Nothing, Something
		MM17: Leaping Sounds
		MM18: I'm Thinking Of
		MM19: I Spy With My Little Eye MM24: Dinky Do
		MM25: Freeze
		MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up
		MM35: My Name, Too!
		MM37: Little Ball
		MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park
		MM47: Step Up
		MM48: Feely Box MM50: 1, 2, 3, What Do I See?
		MM55: Mr. Forgetful
		MM75: Busy Bees
		MM76: Describing Things MM88: Disappearing Rhymes
		MM95: Sorting Syllables
INDICATOR	L.1.a.3.2.	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance").
		Mighty Minutes
		MM03: Purple Pants MM04: Riddle Dee Dee
		MM12: Ticky Ricky
		MM14: Scat Singing
		MM15:Say It, Show It MM18: I'm Thinking Of
		MM27: Diddle, Diddle, Dumpling
		MM30: Bounce, Bounce
		MM33: Thumbs Up MM41: The Imaginary Ball
		MM44: Two Plump Armadillos
		MM46: Strolling Through the Park
		MM51: High in the Tree MM53: Three Rowdy Children
		MM58: A-Hunting We Will Go
		MM62: Where Can He Be?
		MM72: My Body Jumps MM73: Are You Ready?
		MM74: Jack in the Box
		MM79: Here Is the Beehive

		MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM96: The Old Man
INDICATOR	L.1.a.3.3.	Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter).
		Mighty Minutes MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of MM19: I Spy With My Little Eye MM24: Dinky Do MM25: Freeze MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables
INDICATOR	L.1.a.3.4.	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear".  Mighty Minutes MM100: La, La, La MM27: Diddle, Diddle, Dumpling MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful
INDICATOR	L.1.a.3.5.	With modeling and support, identify, blend, and segment syllables in spoken words.  Mighty Minutes MM100: La, La, La MM17: Leaping Sounds MM31: What's Inside the Box? MM40: Clap a Friend's Name MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables
INDICATOR	L.1.a.3.6.	With modeling and support, delete the onsets of words (e.g., "pairair, fruit-root").

		Mighty Minutes MM100: La, La, La MM27: Diddle, Diddle, Dumpling
INDICATOR	L.1.a.3.7.	With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook").  Mighty Minutes MM100: La, La, La MM27: Diddle, Diddle, Dumpling
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.1.	By 36 months, most children:
INDICATOR	L.2.a.1.2.	Recognize letters as a special form of symbol that can be individually named.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM77: 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
STATEMENT OF ENDURING KNOWLEDGE	L.2.	Alphabet Knowledge
GSE STEM	L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	L.2.a.2.	By 48 months, most children:
INDICATOR	L.2.a.2.1.	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo

MM83: Lat's Make a Cake   MM96: The Old Man   MM97: Shape Hunt   MM98: I Have One			MM83: Let's Make a Cake
INDICATOR   L.2.a.2.2.   Produce the sound for some of the letters they recognize.   Mighty Minutes   MM47: Step Up			
INDICATOR  L.2.a.2.2.  Produce the sound for some of the letters they recognize.  Mighty Minutes MM47: Step Up  INDICATOR  L.2.a.2.4.  Recognize words that start with the same letter as their name.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM33: Thumbs Up MM36: Body Patterns MM37: Step Up MM56: Body Patterns MM47: Step Up MM56: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM88: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM89: The Old Man MM99: The Old Man MM97: Shape Hunt MM98: I Have One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			
INDICATOR  L.2.a.2.2.  Produce the sound for some of the letters they recognize.  Mighty Minutes MM47: Step Up  INDICATOR  L.2.a.2.4.  Recognize words that start with the same letter as their name.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes 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 MM99: The Old Man MM97: Shape Hunt MM98: The Old Man MM97: Shape Hunt MM98: The One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			
INDICATOR  L.2.a.2.4.  Recognize words that start with the same letter as their name.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15: Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM83: Let's Make a Cake MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  INDICATOR  INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes	INDICATOR	L.2.a.2.2.	
Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze 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  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a. Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3. By 60 months, most children:  INDICATOR  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM012: Hot or Cold 3-D Shapes			
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   MM33: Let's Make a Cake   MM92: Name Cheer   MM96: The Old Man   MM97: Shape Hunt   MM98: I Have One    STATEMENT OF ENDURING   KNOWLEDGE   L.2.a.   Children recognize and identify letters and make letter-sound   Connections.    SPECIFIC INDICATOR   L.2.a.3.   By 60 months, most children:   Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.   Mighty Minutes   MM07: Hippity, Hoppity, How Many?   MM09: Writing in the Air   MM15: Say It, Show It   MM15: Say It, Show It   MM22: Hot or Cold 3-D Shapes	INDICATOR	L.2.a.2.4.	
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  STATEMENT OF ENDURING KNOWLEDGE GSE STEM L.2.a. Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR L.2.a.3. By 60 months, most children: INDICATOR L.2.a.3.1. Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			MM07: Hippity, Hoppity, How Many?
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 MM33: Let's Make a Cake MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM L.2.a. Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR L.2.a.3.1. By 60 months, most children:  INDICATOR  L.2.a.3.1. Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			MM15:Say It, Show It
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: Hippity, Hoppity, How Many? MM98: I Have Ore  MM98: The Old Man MM98: I Have One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM L.2.a. Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR L.2.a.3.1. Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15: Say It, Show It MM22: Hot or Cold 3-D Shapes			
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  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			
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  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D 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  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15: Say It, Show It MM22: Hot or Cold 3-D Shapes			
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  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15: Say It, Show It MM22: Hot or Cold 3-D Shapes			MM57: Find the Letter Sound
MM77: Hello Bingo MM83: Let's Make a Cake MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM L.2.a. Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR L.2.a.3. By 60 months, most children:  INDICATOR  L.2.a.3.1. Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			
MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			
MM96: The Old Man MM97: Shape Hunt MM98: I Have One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			
MM97: Shape Hunt MM98: I Have One  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes  MM07: Hippity, Hoppity, How Many?  MM09: Writing in the Air  MM15:Say It, Show It  MM22: Hot or Cold 3-D Shapes			MM97: Shape Hunt
GSE STEM  L.2.a.  Children recognize and identify letters and make letter-sound connections.  SPECIFIC INDICATOR  L.2.a.3.  By 60 months, most children:  INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes  MM07: Hippity, Hoppity, How Many?  MM09: Writing in the Air  MM15:Say It, Show It  MM22: Hot or Cold 3-D Shapes			MM98: I Have One
Connections.		L.2.	Alphabet Knowledge
INDICATOR  L.2.a.3.1.  Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes  MM07: Hippity, Hoppity, How Many?  MM09: Writing in the Air  MM15:Say It, Show It  MM22: Hot or Cold 3-D Shapes	GSE STEM	L.2.a.	
including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print.  Mighty Minutes  MM07: Hippity, How Many?  MM09: Writing in the Air  MM15:Say It, Show It  MM22: Hot or Cold 3-D Shapes	SPECIFIC INDICATOR	L.2.a.3.	By 60 months, most children:
MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes	INDICATOR	L.2.a.3.1.	including letters in their own name (first name and last name) as well
MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes			
MM22: Hot or Cold 3-D Shapes			
			MM25: Freeze
MM32: Walk the Line MM33: Thumbs Up			
MM36: Body Patterns			II I
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			
MMO7. Chara Harris			
MM97: Shape Hunt MM98: I Have One	INDICATOR	L.2.a.3.2.	Produce the sound for many of the letters the recognize.
MM98: I Have One			Mighty Minutes

		MM47: Step Up
INDICATOR	L.2.a.3.3.	Correctly sort letters and find words that contain specified letters.
		Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM68: I Have a Secret MM71: Recycle Song MM75: Busy Bees MM77: Hello Bingo MM83: Let's Make a Cake MM92: Name Cheer MM95: Sorting Syllables MM96: The Old Man MM97: Shape Hunt
		MM98: I Have One
INDICATOR	L.2.a.3.4.	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.  Mighty Minutes
		MM47: Step Up
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.1.	By 36 months, most children:
INDICATOR	L.3.a.1.2.	Know where books are kept, take them to an adult reader, and return books to their designated place when finished.  Mighty Minutes  MM55: Mr. Forgetful  MM63: Going on a Journey  MM86: Listening Story
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.2.	By 48 months, most children:
INDICATOR	L.3.a.2.1.	Hold a book in correct orientation and turn pages from front to back, usually one at a time.  Mighty Minutes MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	L.3.a.2.2.	Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?").

		Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion
STATEMENT OF ENDURING KNOWLEDGE	L.3.	Print Knowledge
GSE STEM	L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	L.3.a.3.	By 60 months, most children:
INDICATOR	L.3.a.3.1.	Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page.
		Mighty Minutes MM08: Clap the Missing Word MM09: Writing in the Air MM37: Little Ball MM47: Step Up MM87: One, Two, Buckle My Shoe
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.1.	By 36 months, most children:
INDICATOR	L.4.a.1.1.	Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts.  Mighty Minutes  MM69: The Litter Monster  MM90: Little Miss Muffet
INDICATOR	L.4.a.1.2.	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials.  Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM04: Riddle Dee Dee MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM12: Ticky Ricky MM14: Scat Singing MM15:Say It, Show It MM18: I'm Thinking Of MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM27: Diddle, Diddle, Dumpling MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM31: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls

		MM44: Two Plump Armadillos MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM49: A Tree My Size MM51: High in the Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM55: Mr. Forgetful MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance MM62: Where Can He Be? MM63: Going on a Journey MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In
		MM71: Recycle Song MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM77: Hello Bingo
		MM78: Hello Friends MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake
		MM84: Let's Make a cake MM85: Listen For Your Name MM86: Listening Story MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes
		MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow
INDICATOR	L.4.a.1.7.	Recite some words of a familiar book when read to (especially from books with repeating text).
		Mighty Minutes MM01: The People in Your Neighborhood MM26: Echo Clapping MM44: Two Plump Armadillos MM64: Paper Towel Rap MM90: Little Miss Muffet
STATEMENT OF ENDURING KNOWLEDGE	L.4.	Comprehension and Interest
GSE STEM	L.4.a.	Children show interest in and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	L.4.a.2.	By 48 months, most children:
INDICATOR	L.4.a.2.2.	Explore a variety of literary genres, such as fiction, fantasy, informational texts.  Mighty Minutes  MM55: Mr. Forgetful  MM63: Going on a Journey  MM86: Listening Story
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners

GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.1.	In early-stage English language development, children:
INDICATOR	L.5.a.1.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures).  Mighty Minutes MM42: Come Play With Me MM49: A Tree My Size MM55: Mr. Forgetful MM56: I Had a Little Nut Tree MM59: Clap the Beat MM63: Going on a Journey MM69: The Litter Monster MM86: Listening Story MM97: Shape Hunt
INDICATOR	L.5.a.1.2.	"Read" familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books.  Mighty Minutes MM69: The Litter Monster MM90: Little Miss Muffet
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.2.	In mid-stage English language development, children:
INDICATOR	L.5.a.2.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English.  Mighty Minutes MM69: The Litter Monster MM90: Little Miss Muffet
INDICATOR	L.5.a.2.4.	Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar.  Mighty Minutes MM34: The Wave
STATEMENT OF ENDURING KNOWLEDGE	L.5.	Literacy Development for Dual Language Learners
GSE STEM	L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	L.5.a.3.	In late-stage English language development, children:
INDICATOR	L.5.a.3.2.	Choose to read familiar books written in English with increasing independence and to talk about the books in English.  Mighty Minutes  MM69: The Litter Monster  MM90: Little Miss Muffet
INDICATOR	L.5.a.3.3.	Engage in extended conversations in English about stories.  Mighty Minutes  MM69: The Litter Monster  MM90: Little Miss Muffet
DOMAIN	RI.CD.	Cognitive Development (CD)
STATEMENT OF ENDURING	CD.1.	Logic and Reasoning

KNOWLEDGE		
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.1.	By 36 months, most children:
INDICATOR	CD.1.a.1.2.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled).  Mighty Minutes MM67: Let's Stick Together
STATEMENT OF ENDURING KNOWLEDGE	CD.1.	Logic and Reasoning
GSE STEM	CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	CD.1.a.2.	By 48 months, most children:
INDICATOR	CD.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled).  Mighty Minutes MM67: Let's Stick Together
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.1.	By 36 months, most children:
INDICATOR	CD.2.a.1.3.	Successfully follow two-step directions.  Mighty Minutes  MM10: Words in Motion  MM13: Simon Says  MM28: Counting Calisthenics
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.2.	By 48 months, most children:
INDICATOR	CD.2.a.2.3.	Put several objects or groups in order by a quantitative attributes (number, length, etc.).  Mighty Minutes  MM02: Just Like Mine
INDICATOR	CD.2.a.2.5.	Successfully follow three-step directions.  Mighty Minutes MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
STATEMENT OF ENDURING KNOWLEDGE	CD.2.	Memory and Working Memory
GSE STEM	CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	CD.2.a.3.	By 60 months, most children:
INDICATOR	CD.2.a.3.4.	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.).  Mighty Minutes  MM02: Just Like Mine

NDICATOR   CD.2.a.3.6.   Successfully follow detailed, multi-step directions.   Mighty Minutes   M		11	
STATEMENT OF ENDURING ROD.3.a.1.0. By 36 months, most children: complex figure (e.g., clooking at a picture of a farmyard and pointing to and mainting attention on a task.  SPECIFIC INDICATOR CD.3.a.1.2. Attention and inhibitory Control strength on a task.  SPECIFIC INDICATOR CD.3.a.1.2. Attend to a specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.). Mighty Minutes MM97: Shape Hunt  INDICATOR CD.3.a.1.3. Follow adult directions when given simple guidance. Mighty Minutes MM97: Shape Hunt  INDICATOR CD.3.a.1.3. Follow adult directions when given simple guidance. Mighty Minutes MM97: Shape Hunt  INDICATOR CD.3.a. Attention and Inhibitory Control KNOWLEDGE  STATEMENT OF ENDURING KNOWLEDGE  SPECIFIC INDICATOR CD.3.a. Attention and Inhibitory Control KNOWLEDGE  SPECIFIC INDICATOR CD.3.a.2. By 48 months, most children:  CD.3.a.2.5. Counting the red cars in a picture). Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR CD.4.a. Continue to count when another item is added to a set. Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR CD.4.a. 2. By 48 months, most children:  CD.4.a. 2.4. Continue to count when another item is added to a set. Mighty Minutes MM04: Riddle Dee Dee MM37: Little Ball MM42: Come Play With Me MM79: Here is the Beehive MM37: Unity Children's MM97: Shorting Syllables MM96: The Old Man MM79: The North Me MM79: Here is the Beehive MM97: The North Me MM79: Stating Syllables MM96: The Old Man STATEMENT OF ENDURING KNOWLEDGE  GSE STEM CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	INDICATOR	CD.2.a.3.6.	Successfully follow detailed, multi-step directions.
STATEMENT OF ENDURING ROD.3.a.1.0. By 36 months, most children: complex figure (e.g., clooking at a picture of a farmyard and pointing to and mainting attention on a task.  SPECIFIC INDICATOR CD.3.a.1.2. Attention and inhibitory Control strength on a task.  SPECIFIC INDICATOR CD.3.a.1.2. Attend to a specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.). Mighty Minutes MM97: Shape Hunt  INDICATOR CD.3.a.1.3. Follow adult directions when given simple guidance. Mighty Minutes MM97: Shape Hunt  INDICATOR CD.3.a.1.3. Follow adult directions when given simple guidance. Mighty Minutes MM97: Shape Hunt  INDICATOR CD.3.a. Attention and Inhibitory Control KNOWLEDGE  STATEMENT OF ENDURING KNOWLEDGE  SPECIFIC INDICATOR CD.3.a. Attention and Inhibitory Control KNOWLEDGE  SPECIFIC INDICATOR CD.3.a.2. By 48 months, most children:  CD.3.a.2.5. Counting the red cars in a picture). Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR CD.4.a. Continue to count when another item is added to a set. Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR CD.4.a. 2. By 48 months, most children:  CD.4.a. 2.4. Continue to count when another item is added to a set. Mighty Minutes MM04: Riddle Dee Dee MM37: Little Ball MM42: Come Play With Me MM79: Here is the Beehive MM37: Unity Children's MM97: Shorting Syllables MM96: The Old Man MM79: The North Me MM79: Here is the Beehive MM97: The North Me MM79: Stating Syllables MM96: The Old Man STATEMENT OF ENDURING KNOWLEDGE  GSE STEM CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			Mighty Minutes
STATEMENT OF ENDURING KNOWLEDGE  CD.3. Attention and Inhibitory Control  CD.3.a. Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR CD.3.a.1.2. Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).  Mighty Minutes MM97: Shape Hunt  INDICATOR CD.3.a.1.3. Follow adult directions when given simple guidance.  Mighty Minutes MM97: Shape Hunt  INDICATOR CD.3.a.1.3. Follow adult directions when given simple guidance.  Mighty Minutes MM10: Words in Motion MM13: Simon Says MM28: Counting Callisthenics  STATEMENT OF ENDURING CD.3. Attention and Inhibitory Control  KNOWLEDGE  GSE STEM CD.3.a.2. Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR CD.3.a.2. By 48 months, most children:  STATEMENT OF ENDURING CD.4. Cognitive Flexibility  MIGHTY MINUTES MINU			MM10: Words in Motion
STATEMENT OF ENDURING CD.3. Attention and inhibitory Control KNOWLEDGE GSE STEM  CD.3.a. Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR  CD.3.a.1.2. Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).  Mighty Minutes MM59: Clap the Beat MM97: Shape Hunt  INDICATOR  CD.3.a.1.3. Follow adult directions when given simple guidance.  Mighty Minutes MM18: Simon Says MM28: Counting Calisthenics  STATEMENT OF ENDURING CD.3. Attention and Inhibitory Control  KNOWLEDGE GSE STEM  CD.3.a. Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR  CD.3.a.2.5. (Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Mighty Minutes Mi			
CD.3.a.   Children's skills increase in filtering impulses and sustaining attention on a task.			
SPECIFIC INDICATOR  CD.3.a.1.2.  By 36 months, most children:  INDICATOR  CD.3.a.1.2.  Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).  Mighty Minutes  MM99: Clap the Beat  MM97: Shape Hunt  INDICATOR  CD.3.a.1.3.  Follow adult directions when given simple guidance.  Mighty Minutes  MM10: Verds in Motion  MM13: Simon Says  MM28: Counting Calisthenics  STATEMENT OF ENDURING  KNOWLEDGE  GSE STEM  CD.3.a.2.  Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR  CD.3.a.2.5.  Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Mighty Minutes  MM02: Just Like Mine  STATEMENT OF ENDURING  KNOWLEDGE  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.4.  Continue to count when another item is added to a set.  Mighty Minutes  MM07: Hippity, Hoppity, How Many?  MM10: Come Play With Me  MM97: Here is the Beehive  MM97: Hor, Two, Buckle My Shoe  MM99: We Like Clapping  MM95: Too, Two, Buckle My Shoe  MM99: We Like Clapping  MM95: Too, Two, Buckle My Shoe  MM99: We Like Clapping  MM95: Too, Two, Buckle My Shoe  MM99: We Like Clapping  MM95: The Old Man  STATEMENT OF ENDURING  KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.		CD.3.	Attention and Inhibitory Control
Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).    Mighty Minutes   MM97: Clap the Beat   MM97: Shape Hunt	GSE STEM	CD.3.a.	
complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).	SPECIFIC INDICATOR	CD.3.a.1.	By 36 months, most children:
MMS9: Clap the Beat MM97: Shape Hunt	INDICATOR	CD.3.a.1.2.	complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.).
Mighty Minutes   MM10: Words in Motion   MM13: Simon Says   MM28: Counting Calisthenics			MM59: Clap the Beat
MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.3.a.  Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR  CD.3.a.2.  By 48 months, most children:  CD.3.a.2.5.  COunt only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  COntinue to count when another item is added to a set.  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  STATEMENT OF ENDURING KNOWLEDGE  CD.4.a.  CD.4.a.  CD.6.d.  CD.6.d.  Circlidren's skills increase at adjusting to changes in demands, priorities, and perspectives.	INDICATOR	CD.3.a.1.3.	Follow adult directions when given simple guidance.
MM13: Simon Says MM28: Counting Calisthenics  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.3.a.  Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR  CD.3.a.2.5.  INDICATOR  CD.3.a.2.5.  Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  Continue to count when another item is added to a set.  Mighty Minutes MM04: Riddle Dee Dee MM05: Silly Willy Walking MM07: Hippity, 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: The Old Man  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
MM28: Counting Calisthenics			
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.3.a.  Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR  CD.3.a.2.  By 48 months, most children:  INDICATOR  CD.3.a.2.5.  Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  INDICATOR  CD.4.a.2.4.  Continue to count when another item is added to a set.  Mighty Minutes MM04: Riddle Dee Dee MM05: Silly Willy Walking MM07: Hippity, Hoppity, 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  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
GSE STEM  CD.3.a.  Children's skills increase in filtering impulses and sustaining attention on a task.  SPECIFIC INDICATOR  CD.3.a.2.  By 48 months, most children:  INDICATOR  CD.3.a.2.5.  Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  INDICATOR  CD.4.a.2.4.  Continue to count when another item is added to a set.  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 MM37: Here is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	STATEMENT OF ENDURING	CD.3.	· · · · · · · · · · · · · · · · · · ·
attention on a task.	KNOWLEDGE		
INDICATOR  CD.3.a.2.5.  Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture).  Mighty Minutes MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  Continue to count when another item is added to a set.  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  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	GSE STEM	CD.3.a.	
(e.g., all of the red cars in a picture).  Mighty Minutes MM02: Just Like Mine  CD.4.  Cognitive Flexibility  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  Continue to count when another item is added to a set.  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  STATEMENT OF ENDURING KNOWLEDGE  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	SPECIFIC INDICATOR	CD.3.a.2.	By 48 months, most children:
MM02: Just Like Mine  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  INDICATOR  CD.4.a.2.4.  Continue to count when another item is added to a set.  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  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	INDICATOR	CD.3.a.2.5.	
GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  Continue to count when another item is added to a set.  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  STATEMENT OF ENDURING CD.4.  Cognitive Flexibility  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
Priorities, and perspectives.  SPECIFIC INDICATOR  CD.4.a.2.  By 48 months, most children:  Continue to count when another item is added to a set.  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  STATEMENT OF ENDURING  KNOWLEDGE  CD.4.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.		CD.4.	Cognitive Flexibility
INDICATOR  CD.4.a.2.4.  Continue to count when another item is added to a set.  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 MM88: We Like Clapping MM95: Sorting Syllables MM96: The Old Man  STATEMENT OF ENDURING KNOWLEDGE  CD.4.  Cognitive Flexibility  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	GSE STEM	CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
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  STATEMENT OF ENDURING  KNOWLEDGE  GSE STEM  CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	SPECIFIC INDICATOR	CD.4.a.2.	By 48 months, most children:
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  STATEMENT OF ENDURING KNOWLEDGE  CD.4. Cognitive Flexibility CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	INDICATOR	CD.4.a.2.4.	Continue to count when another item is added to a set.
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  STATEMENT OF ENDURING KNOWLEDGE  CD.4. Cognitive Flexibility CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
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  STATEMENT OF ENDURING KNOWLEDGE  CD.4. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
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  STATEMENT OF ENDURING KNOWLEDGE  CD.4. Cognitive Flexibility CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
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  STATEMENT OF ENDURING KNOWLEDGE  CD.4. Cognitive Flexibility CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			MM10: Words in Motion
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  STATEMENT OF ENDURING KNOWLEDGE  CD.4. Cognitive Flexibility CD.4.a. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
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  STATEMENT OF ENDURING KNOWLEDGE  CD.4. Cognitive Flexibility CD.4. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man  STATEMENT OF ENDURING KNOWLEDGE  CD.4. Cognitive Flexibility CD.4. Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man  STATEMENT OF ENDURING KNOWLEDGE  CD.4.  Cognitive Flexibility  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
MM95: Sorting Syllables MM96: The Old Man  STATEMENT OF ENDURING KNOWLEDGE  CD.4.  Cognitive Flexibility  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
MM96: The Old Man  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  CD.4.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
KNOWLEDGE  GSE STEM  CD.4.a.  Children's skills increase at adjusting to changes in demands, priorities, and perspectives.			
priorities, and perspectives.		CD.4.	Cognitive Flexibility
SPECIFIC INDICATOR CD.4.a.3. By 60 months, most children:	GSE STEM	CD.4.a.	
	SPECIFIC INDICATOR	CD.4.a.3.	By 60 months, most children:

INDICATOR	CD.4.a.3.4.	Sort by more than one attribute (e.g., color and shape) into two or more groups.  Mighty Minutes MM02: Just Like Mine
DOMAIN	RI.M.	Mathematics (M)
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.1.	By 36 months, most children:
INDICATOR	M.1.a.1.1.	Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors.  Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	M.1.a.1.2.	Count up to five objects accurately.  Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	M.1.a.1.3.	Name and identify some written numerals.  Mighty Minutes  MM04: Riddle Dee Dee  MM80: Hickory, Dickory Dock
INDICATOR	M.1.a.1.4.	Identify numerals as being different from letters.  Mighty Minutes  MM04: Riddle Dee Dee  MM80: Hickory, Dickory Dock
STATEMENT OF ENDURING KNOWLEDGE	M.1.	Number Sense and Quantity
GSE STEM	M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	M.1.a.2.	By 48 months, most children:
INDICATOR	M.1.a.2.6.	Recognize and write some numerals up to 10.  Mighty Minutes  MM07: Hippity, Hoppity, How Many?

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M.1.	Number Sense and Quantity
M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
M.1.a.3.	By 60 months, most children:
M.1.a.3.5.	Recognize and order each written numeral up to 10.  Mighty Minutes  MM80: Hickory, Dickory Dock
M.2.	Number Relationships and Operations
M.2.a.	Children learn to use numbers to compare quantities and solve problems.
M.2.a.1.	By 36 months, most children:
M.2.a.1.1.	Use visual cues to approximate which of two sets of objects has more.  Mighty Minutes  MM42: Come Play With Me  MM51: High in the Tree  MM53: Three Rowdy Children
M.2.a.1.2.	Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less.  Mighty Minutes  MM42: Come Play With Me  MM51: High in the Tree  MM53: Three Rowdy Children
M.2.a.1.3.	Add and subtract with sets of objects smaller than three.  Mighty Minutes  MM42: Come Play With Me  MM51: High in the Tree  MM53: Three Rowdy Children
M.2.	Number Relationships and Operations
M.2.a.	Children learn to use numbers to compare quantities and solve problems.
M.2.a.2.	By 48 months, most children:
M.2.a.2.2.	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.  Mighty Minutes  MM42: Come Play With Me  MM51: High in the Tree  MM53: Three Rowdy Children
M.2.	Number Relationships and Operations
M.2.a.	Children learn to use numbers to compare quantities and solve problems.
M.2.a.3.	By 60 months, most children:
M.2.a.3.3.	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten.  Mighty Minutes  MM42: Come Play With Me  MM51: High in the Tree  MM53: Three Rowdy Children
	M.1.a.3. M.1.a.3.5. M.2. M.2.a. M.2.a.1. M.2.a.1.1. M.2.a.1.3. M.2.a.2. M.2.a.2. M.2.a.2. M.2.a.3.

STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	М.3.а.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.1.	By 36 months, most children:
INDICATOR	M.3.a.1.1.	Follow a verbal rule for sorting objects into sets.
		Mighty Minutes MM02: Just Like Mine
INDICATOR	M.3.a.1.2.	Notice when two things share similar attributes.  Mighty Minutes  MM02: Just Like Mine
INDICATOR	M.3.a.1.3.	Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support.  Mighty Minutes  MM19: I Spy With My Little Eye
OTATEMENT OF ENDING	<b>1 1 1 1</b>	
STATEMENT OF ENDURING KNOWLEDGE	М.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.2.	By 48 months, most children:
INDICATOR	M.3.a.2.1.	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small).  Mighty Minutes MM02: Just Like Mine
INDICATOR	M.3.a.2.2.	Classify everyday objects that go together (e.g., mittens, hats, coats).  Mighty Minutes MM02: Just Like Mine
INDICATOR	M.3.a.2.3.	Demonstrate recognition of a simple, repeating pattern.  Mighty Minutes  MM19: I Spy With My Little Eye
INDICATOR	M.3.a.2.4.	Replicate, complete, and extend repeating patterns.  Mighty Minutes  MM19: I Spy With My Little Eye
STATEMENT OF ENDURING KNOWLEDGE	M.3.	Classification and Patterning
GSE STEM	M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	M.3.a.3.	By 60 months, most children:
INDICATOR	M.3.a.3.2.	Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones").  Mighty Minutes MM02: Just Like Mine
INDICATOR	M.3.a.3.3.	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives).  Mighty Minutes MM26: Echo Clapping MM36: Body Patterns

		MM59: Clap the Beat MM65: People Patterns
INDICATOR	M.3.a.3.4.	Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat).
		Mighty Minutes MM19: I Spy With My Little Eye
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.1.	By 36 months, most children:
INDICATOR	M.4.a.1.3.	Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby").  Mighty Minutes  MM19: I Spy With My Little Eye
		MM49: A Tree My Size
		MM75: Busy Bees
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.2.	By 48 months, most children:
INDICATOR	M.4.a.2.2.	Make small series of objects (e.g., putting three or four objects in order by length).  Mighty Minutes  MM19: I Spy With My Little Eye  MM49: A Tree My Size  MM75: Busy Bees
INDICATOR	M.4.a.2.3.	Recognize differences in measureable attributes by direct- comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others).  Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
INDICATOR	M.4.a.2.5.	Use comparative language (e.g., "shortest," "heavier," "biggest").
		Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
STATEMENT OF ENDURING KNOWLEDGE	M.4.	Measurement, Comparison, and Ordering
GSE STEM	M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	M.4.a.3.	By 60 months, most children:
INDICATOR	M.4.a.3.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest).  Mighty Minutes
		MM19: I Spy With My Little Eye

		MM49: A Tree My Size MM75: Busy Bees
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.1.	By 36 months, most children:
INDICATOR	M.5.a.1.1.	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation.  Mighty Minutes
INDICATOR	M.5.a.1.3.	MM02: Just Like Mine  Recognize and name some familiar shapes.
		Mighty Minutes MM22: Hot or Cold 3-D Shapes MM31: What's Inside the Box? MM33: Thumbs Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM62: Where Can He Be? MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt
INDICATOR	M.5.a.1.4.	Understand and use basic language related to locations (e.g., "above," "below," "under," "over").  Mighty Minutes  MM19: I Spy With My Little Eye  MM38: Spatial Patterns  MM62: Where Can He Be?  MM86: Listening Story
STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.2.	By 48 months, most children:
INDICATOR	M.5.a.2.4.	Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation.  Mighty Minutes MM52: Walk Around the Shapes MM57: Find the Letter Sound MM62: Where Can He Be? MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt
INDICATOR	M.5.a.2.5.	Use basic language to describe their location (e.g., "I am under the bed.).  Mighty Minutes  MM19: I Spy With My Little Eye  MM38: Spatial Patterns  MM62: Where Can He Be?  MM86: Listening Story
INDICATOR	M.5.a.2.6.	Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.).  Mighty Minutes  MM32: Walk the Line

STATEMENT OF ENDURING KNOWLEDGE	M.5.	Geometry and Spatial Sense
GSE STEM	M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	M.5.a.3.	By 60 months, most children:
INDICATOR	M.5.a.3.4.	Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus).  Mighty Minutes MM52: Walk Around the Shapes MM57: Find the Letter Sound MM62: Where Can He Be? MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt
INDICATOR	M.5.a.3.5.	Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder).  Mighty Minutes MM22: Hot or Cold 3-D Shapes MM31: What's Inside the Box? MM33: Thumbs Up MM57: Find the Letter Sound MM62: Where Can He Be? MM76: Describing Things
INDICATOR	M.5.a.3.6.	Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind".  Mighty Minutes MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story
DOMAIN	RI.S.	Science (S)
STATEMENT OF ENDURING KNOWLEDGE		Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.1.	By 36 months, most children:
INDICATOR	S.1.a.1.3.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen).  Mighty Minutes MM67: Let's Stick Together
STATEMENT OF ENDURING KNOWLEDGE	S.1.	Scientific Inquiry and Application
GSE STEM	S.1.a.	Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.
SPECIFIC INDICATOR	S.1.a.2.	By 48 months, most children:
INDICATOR	S.1.a.2.1.	Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different).  Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box

		MM97: Shape Hunt
INDICATOR	S.1.a.2.2.	Make simple predictions and plans to carry out investigations.
	0	mano ompio prodictione and plane to carry out investigations.
		Mighty Minutes
		MM66: Musical Junk
INDICATOR	S.1.a.2.3.	Explore cause-and-effect relationships by intentionally varying the
		action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure
		that doesn't fall down).
		Mighty Minutes MM67: Let's Stick Together
STATEMENT OF ENDURING	C 0	
KNOWLEDGE	5.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are
352 31 2	O.Z.a.	living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.1.	By 36 months, most children:
INDICATOR	S.2.a.1.2.	Make observations about the characteristics of living things.
		Mighty Minutes MM45: I'm a Sturdy Oak Tree
STATEMENT OF ENDURING	6.2	-
KNOWLEDGE	5.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are
		living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.2.	By 48 months, most children:
INDICATOR	S.2.a.2.1.	Demonstrate an understanding of the differences between living and
		non-living things.
		Mighty Minutes
		MM45: I'm a Sturdy Oak Tree
INDICATOR	S.2.a.2.3.	Understand the characteristics of and differences between habitats
		for people and habitats for animals.
		Mighty Minutes
		MM45: I'm a Sturdy Oak Tree
		MM49: A Tree My Size
INDICATOR	S.2.a.2.4.	Investigate the properties of natural elements and provide simple
		descriptions.
		Mighty Minutes
		MM11: What Is My Job?
		MM19: I Spy With My Little Eye
		MM31: What's Inside the Box?
		MM48: Feely Box MM61: Riddle, Riddle, What Is That?
		MM68: I Have a Secret
		MM76: Describing Things
		MM94: Old MacDonald
		MM97: Shape Hunt
STATEMENT OF ENDURING KNOWLEDGE	S.2.	Knowledge of Science Concepts
GSE STEM	S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	S.2.a.3.	By 60 months, most children:
INDICATOR	S.2.a.3.1.	Describe the characteristics that define living things.
		Mighty Minutes
		MM45: I'm a Sturdy Oak Tree

INDICATOR	S.2.a.3.2.	Observe the similarities, differences, and categories of plants and animals.  Mighty Minutes  MM45: I'm a Sturdy Oak Tree  MM49: A Tree My Size  MM94: Old MacDonald
INDICATOR	S.2.a.3.4.	Use increasingly complex vocabulary to describe natural elements.  Mighty Minutes  MM13: Simon Says  MM63: Going on a Journey  MM69: The Litter Monster  MM71: Recycle Song
INDICATOR	S.2.a.3.5.	Differentiate between natural and man-made materials.  Mighty Minutes  MM56: I Had a Little Nut Tree
INDICATOR	S.2.a.3.6.	Describe changes that occur in the natural environment over time.  Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM16: Nothing, Nothing, Something MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
DOMAIN	RI.SS.	Social Studies (SS)
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.1.	By 36 months, most children:
INDICATOR	SS.1.a.1.2.	Identify themselves as members of a family or classroom and participate as active members of these communities.  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 MM71: Recycle Song MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet MM92: Name Cheer MM98: I Have One

INDICATOR	SS.1.a.1.3.	Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll).  Mighty Minutes MM41: The Imaginary Ball MM63: Going on a Journey
		MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
STATEMENT OF ENDURING KNOWLEDGE	SS.1.	Self, Family, and Community
GSE STEM	SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	SS.1.a.2.	By 48 months, most children:
INDICATOR	SS.1.a.2.3.	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.").
		Mighty Minutes MM64: Paper Towel Rap
INDICATOR	SS.1.a.2.4.	Demonstrate an awareness of group rules and the outcomes of choices.
		Mighty Minutes MM01: The People in Your Neighborhood MM02: Just Like Mine MM03: Purple Pants MM05: Silly Willy Walking MM06: This Is the Way MM11: What Is My Job? MM20: I Can Make a Circle MM22: Hot or Cold 3-D Shapes MM41: The Imaginary Ball
		MM53: Three Rowdy Children MM62: Where Can He Be? MM63: Going on a Journey MM67: Let's Stick Together MM68: I Have a Secret MM69: The Litter Monster MM71: Recycle Song MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet MM90: Name Cheer MM98: I Have One
INDICATOR	SS.1.a.2.5.	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up).  Mighty Minutes MM69: The Litter Monster
INDICATOR	SS.1.a.2.6.	Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner").  Mighty Minutes MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet

SPECIFIC INDICATOR S INDICATOR S	SS.2.a.3. SS.2.a.3.5.	Children understand the concepts of time (past, present, and future) and place.  By 60 months, most children:  Create drawings of home and school.
INDICATOR S  DOMAIN R	SS.2.a.3.5.	
DOMAIN R		Create drawings of home and school.
	1.04	Mighty Minutes MM64: Paper Towel Rap
STATEMENT OF ENDURING C	RI.CA.	Creative Arts (CA)
KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM C	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR C	CA.1.a.1.	By 36 months, most children:
INDICATOR C		Create representations of real objects in art work.  Mighty Minutes  MM64: Paper Towel Rap
		Create new songs and dances or add their own words to songs with support from adults.  Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: Wy 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 MM99: Che Arousia in Arous All Follow MM99: Let's All Follow
INDICATOR C		MM99: Let's All Follow  Dance to music in a group with support from adults.

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		Ballanda a Ballanda a
		Mighty Minutes MM10: Words in Motion
		MM34: The Wave
		MM67: Let's Stick Together
INDICATOR	CA.1.a.1.6.	March with musical instruments with support from adults.
		Mighty Minutes MM66: Musical Junk
INDICATOR	CA.1.a.1.7.	Imitate simple songs and finger-play movements.
		Mighty Minutes MM01: The People in Your Neighborhood
		MM03: Purple Pants
		MM06: This Is the Way
		MM08: Clap the Missing Word
		MM100: La, La, La
		MM11: What Is My Job?
		MM14: Scat Singing
		MM20: I Can Make a Circle
		MM23: Hi-Ho, the Derry-O
		MM24: Dinky Do
		MM29: Baa, Baa, Black Sheep
		MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns
		MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM52: Walk Around the Shapes
		MM53: Three Rowdy Children
		MM54: The Green Grass Grows
		MM58: A-Hunting We Will Go
		MM60: The Name Dance
		MM64: Paper Towel Rap
		MM66: Musical Junk
		MM69: The Litter Monster
		MM70: The Kids Go Marching In
		MM71: Recycle Song
		MM72: My Body Jumps MM77: Hello Bingo
		MM78: Hello Brigo
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM89: We Like Clapping
		MM91: Move to the Beat
		MM93: Oh, Dear! What Can the Matter Be?
		MM94: Old MacDonald
		MM96: The Old Man MM99: Let's All Follow
INDICATOR	CA.1.a.1.9.	Use imaginative play as a vehicle to express their own life
III DIONI OIL		experiences and familiar stories.
		Mighty Minutes
		MM41: The Imaginary Ball
		MM63: Going on a Journey
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM90: Little Miss Muffet
INDICATOR	CA.1.a.1.10.	Tell about their artistic creations.
		Mighty Minutes
		Mighty Minutes

		MM59: Clap the Beat MM97: Shape Hunt
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.2.	By 48 months, most children:
INDICATOR	CA.1.a.2.1.	Express preferences for some different types of art, music, and drama.  Mighty Minutes  MM59: Clap the Beat  MM66: Musical Junk  MM97: Shape Hunt
INDICATOR	CA.1.a.2.2.	Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.  Mighty Minutes MM59: Clap the Beat MM66: Musical Junk MM97: Shape Hunt
INDICATOR	CA.1.a.2.3.	Notice and communicate about art, music, and drama.  Mighty Minutes  MM59: Clap the Beat  MM66: Musical Junk  MM97: Shape Hunt
INDICATOR	CA.1.a.2.4.	Explore musical instruments and use them to produce rhythms and tones.  Mighty Minutes MM66: Musical Junk
INDICATOR	CA.1.a.2.7.	Participate in pretend play with other children.  Mighty Minutes  MM41: The Imaginary Ball  MM63: Going on a Journey  MM83: Let's Make a Cake  MM84: Let's Make Letters  MM90: Little Miss Muffet
INDICATOR	CA.1.a.2.8.	Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice.  Mighty Minutes MM59: Clap the Beat MM97: Shape Hunt
STATEMENT OF ENDURING KNOWLEDGE	CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	CA.1.a.	Children gain an appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	CA.1.a.3.	By 60 months, most children:
INDICATOR	CA.1.a.3.1.	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.  Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing

		MM20: I Can Make a Circle
		MM23: Hi-Ho, the Derry-O
		MM24: Dinky Do
		MM29: Baa, Baa, Black Sheep
		MM30: Bounce, Bounce
		MM38: Spatial Patterns
		MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM52: Walk Around the Shapes
		MM53: Three Rowdy Children
		MM54: The Green Grass Grows
		MM58: A-Hunting We Will Go
		MM60: The Name Dance
		MM64: Paper Towel Rap
		MM66: Musical Junk
		MM69: The Litter Monster
		MM70: The Kids Go Marching In
		MM71: Recycle Song
		MM72: My Body Jumps
		MM77: Hello Bingo
		MM78: Hello Friends
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM89: We Like Clapping
		MM91: Move to the Beat
		MM93: Oh, Dear! What Can the Matter Be?
		MM94: Old MacDonald
		MM96: The Old Man
		MM99: Let's All Follow
		WINISS. Let 5 All Follow
INDICATOR	CA.1.a.3.2.	Intentionally create content in a work of art (e.g., a picture, a playdough sculpture, etc.).
INDICATOR	CA.1.a.3.2.	dough sculpture, etc.).  Mighty Minutes
		dough sculpture, etc.).  Mighty Minutes  MM64: Paper Towel Rap
INDICATOR	CA.1.a.3.2.	dough sculpture, etc.).  Mighty Minutes
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.
		dough sculpture, etc.).  Mighty Minutes  MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job?
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  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
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  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
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  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
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		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children
		dough sculpture, etc.).  Mighty Minutes MM64: Paper Towel Rap  Write and act out stories based upon familiar topics or characters.  Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree

		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 MM999: Let's All Follow
INDICATOR	CA.1.a.3.4.	Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities  Mighty Minutes MM59: Clap the Beat MM66: Musical Junk MM97: Shape Hunt
INDICATOR	CA.1.a.3.5.	Plan art and show increasing care and persistence in completing it.  Mighty Minutes  MM64: Paper Towel Rap
INDICATOR	CA.1.a.3.6.	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail.  Mighty Minutes  MM59: Clap the Beat  MM97: Shape Hunt
INDICATOR	CA.1.a.3.7.	Communicate about elements appearing in art, music, and drama.  Mighty Minutes  MM59: Clap the Beat  MM66: Musical Junk  MM97: Shape Hunt