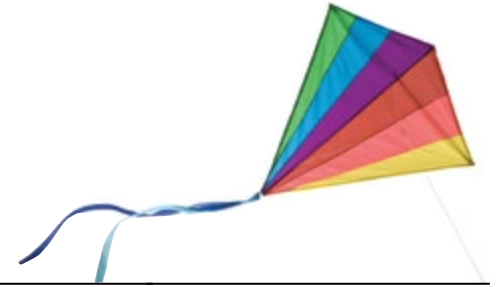**TeachingStrategies®**

Alignment of

Objectives for Development & Learning

WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Missouri Early Learning Standards (MELS)
Birth to Age Five

Standards revised & adopted 2021

Age: Infants

STRAND: BIG IDEA / STANDARD   **Approaches to Learning (Infants)**

CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.A.	Show Curiosity
INDICATOR / PROFICIENCY	I.A.1-3	Express interest in people Show interest in learning new things and trying new experiences Ask questions **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Infants)
CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.B.	Take Initiative
INDICATOR / PROFICIENCY	I.B.1-3	Initiate interaction with others Make decisions independently Develop independence during activities, routines and play **Objectives for Development and Learning** **· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.2 Indicates needs and wants; participates as adult attends to needs **· Objective 02 Establishes and sustains positive relationships c. Interacts with peers** Objective 2c.1 emerging to 2 Plays near other children; uses similar materials or actions

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Infants)
CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.C.	Exhibit Creativity
INDICATOR / PROFICIENCY	I.C.1-3	Try new ways of doing things Use imagination to generate a variety of ideas Exhibit sense of humor **Objectives for Development and Learning** **· Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment **· Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective 11e. "Not Yet" – emerging to level 1 Imitates others in using objects in new and/or unanticipated ways

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Infants)
CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.D.	Show Confidence
INDICATOR / PROFICIENCY	I.D.1-2	Express ideas and opinions View self as competent and has a positive self-image **Objectives for Development and Learning**

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· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately
Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Infants)
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**
GLE / COMPONENT	**I.E.**	**Display Persistence**
INDICATOR / PROFICIENCY	I.E.1-3	Sustain attention to a task or activity that is age-appropriate Pursue challenges Cope with frustration

Objectives for Development and Learning
· Objective 01 Regulates own emotions and behaviors a. Manages feelings
Objective 1a.2 Uses adult support to calm self
· Objective 11 Demonstrates positive approaches to learning a. Attends and engages
Objective 11a.2 Pays attention to sights and sounds
· Objective 11 Demonstrates positive approaches to learning b. Persists
Objective 11b.2 Repeats actions to obtain similar results

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Infants)
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**
GLE / COMPONENT	**I.F.**	**Use Problem-Solving Skills**
INDICATOR / PROFICIENCY	I.F.1-3	Recognize problems Try to solve problems Work with others to solve problems

Objectives for Development and Learning
· Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others
Objective 3a.1 emerging to 2 Responds appropriately to others' expressions of wants
· Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems
Objective 3b. 2 Expresses feelings during a conflict
· Objective 11 Demonstrates positive approaches to learning c. Solves problems
Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

STRAND: BIG IDEA / STANDARD		Social-Emotional Development (Infants)
CONCEPT: GLE / BENCHMARK	**I.**	**Knowledge of Self**

GLE / COMPONENT	I.A.	Exhibit Self-Awareness
INDICATOR / PROFICIENCY	I.A.1-3	Show respect for self Develop personal preferences Know personal information **Objectives for Development and Learning** · **Objective 29 Demonstrates knowledge about self**

STRAND: BIG IDEA / STANDARD   **Social-Emotional Development (Infants)**

CONCEPT: GLE / BENCHMARK	I.	Knowledge of Self
GLE / COMPONENT	I.B.	Develop Self-Control
INDICATOR / PROFICIENCY	I.B.1-4	Follow simple rules Accept transitions and follow daily routines Express feelings through appropriate gestures, action and language Adapt to different environments **Objectives for Development and Learning** · **Objective 01 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.2 Uses adult support to calm self · **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations** Objective 1b.2 Responds to changes in an adult's tone of voice and expression · **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems** Objective 3b.2 Expresses feelings during a conflict

STRAND: BIG IDEA / STANDARD   **Social-Emotional Development (Infants)**

CONCEPT: GLE / BENCHMARK	I.	Knowledge of Self
GLE / COMPONENT	I.C.	Develop Personal Responsibility
INDICATOR / PROFICIENCY	I.C.1-2	Care for personal and group belongings Begin to accept the consequences of their own actions *"Not developmentally appropriate for this age"* **No Correlations**

STRAND: BIG IDEA / STANDARD   **Social-Emotional Development (Infants)**

CONCEPT: GLE / BENCHMARK	II.	Knowledge of Others
GLE / COMPONENT	II.A.	Build Relationships of Mutual Trust and Respect with Others

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INDICATOR / PROFICIENCY	II.A.1-5	Respect rights of others
		Seek comfort and security from significant adults
		Develop friendships
		Use courteous words and actions
		Respect similarities and differences among people

Objectives for Development and Learning
 • **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**
Objective 2a.2 Demonstrates a secure attachment to one or more adults
 • **Objective 02 Establishes and sustains positive relationships d. Makes friends**
Objective 2d. "Not Yet" emerging to 1 Seeks a preferred playmate; shows pleasure when seeing a friend
 • **Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others**
Objective 3a.1 emerging to 2 Responds appropriately to others' expressions of wants

STRAND: BIG IDEA / STANDARD		**Social-Emotional Development (Infants)**
CONCEPT: GLE / BENCHMARK	**II.**	**Knowledge of Others**
GLE / COMPONENT	**II.B.**	**Work Cooperatively with Others**
INDICATOR / PROFICIENCY	II.B.1-4	Participate successfully as a member of a group
		Share experiences and ideas with others
		Begin to examine a situation from another person's perspective
		Resolve conflicts with others

"Not developmentally appropriate for this age"

No correlations

STRAND: BIG IDEA / STANDARD		**Language and Literacy (Infants)**
CONCEPT: GLE / BENCHMARK	**I.**	**Spoken/Expressive Language**
GLE / COMPONENT	**I.A.**	**Use Language to Communicate**
INDICATOR / PROFICIENCY	I.A.1-4	Use the body to communicate
		Initiate and respond appropriately in conversation and discussions
		Use language to pretend or create
		Use sentences of varying length

Objectives for Development and Learning
 • **Objective 09 Uses language to express thoughts and needs a. Uses an expanding**

expressive vocabulary
Objective 9a.2 Vocalizes and gestures to communicate
· **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**
Objective 9c.1 emerging to 2 Uses one- or two-word sentences or phrases
· **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**
Objective 10a.2 Engages in simple back-and-forth exchanges with others

STRAND: BIG IDEA / STANDARD		**Language and Literacy (Infants)**
CONCEPT: GLE / BENCHMARK	**II.**	**Listening/Receptive Language**
GLE / COMPONENT	**II.A.**	**Listen for Different Purposes**
INDICATOR / PROFICIENCY	II.A.1-5	Listen to others Listen to sounds in the environment Follow simple directions Listen responsively to books and stories Respond to questions **Objectives for Development and Learning** · **Objective 08 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.2 Shows an interest in the speech of others · **Objective 08 Listens to and understands increasingly complex language b. Follows directions** Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice

STRAND: BIG IDEA / STANDARD		**Language and Literacy (Infants)**
CONCEPT: GLE / BENCHMARK	**III.**	**Written Language**
GLE / COMPONENT	**III.A.**	**Use Writing as a Means of Expression/Communication**
INDICATOR / PROFICIENCY	III.A.1-4	Experiment with writing tools and materials Use scribbles, shapes, pictures, letter-like forms and letters to write Tell others about marks and intended meaning of drawing or writing Use a variety of resources to facilitate writing *"Not developmentally appropriate for this age"* **No correlations**

STRAND: BIG IDEA / STANDARD		Language and Literacy (Infants)
CONCEPT: GLE / BENCHMARK	**IV.**	**Knowledge of Print and Books**
GLE / COMPONENT	**IV.A.**	**Apply Early Reading Skills**
INDICATOR / PROFICIENCY	IV.A.1-6	Show an interest in reading and books Exhibit book handling skills Recognize that print represents spoken words Develop a sense of story Read environmental print and symbols Identify some alphabet letters **"Not developmentally appropriate for this age"** **No correlations**

STRAND: BIG IDEA / STANDARD		Language and Literacy (Infants)
CONCEPT: GLE / BENCHMARK	**V.**	**Sounds of Language (Phonological Awareness)**
GLE / COMPONENT	**V.A.**	**Attend to Sounds of Language**
INDICATOR / PROFICIENCY	V.A.1-3	Repeat rhymes, simple songs, poems and finger plays Participate in word games Discriminate some sounds in words **Objectives for Development and Learning** **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective 15a. "Not Yet" emerging to level 1 Joins in rhyming songs and games **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective 15b. "Not Yet" emerging to level 1 Sings songs and recites rhymes and refrains with repeating initial sounds

STRAND: BIG IDEA / STANDARD		Mathematics (Infants)
CONCEPT: GLE / BENCHMARK	**I.**	**Number and Operations**
GLE / COMPONENT	**I.A.**	**Develop Number Sense**
INDICATOR / PROFICIENCY	I.A.1-2	Show interest and understanding in counting Explores quantity **Objectives for Development and Learning**

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· Objective 20 Uses number concepts and operations a. Counts
Objective 20a. "Not Yet" emerging to 1 Verbally counts (not always in the correct order)
· Objective 20 Uses number concepts and operations b. Quantifies
Objective 20b.1 emerging to 2 Demonstrates understanding of the concepts of one, two, and more

STRAND: BIG IDEA / STANDARD		**Mathematics (Infants)**
CONCEPT: GLE / BENCHMARK	**I.**	**Number and Operations**
GLE / COMPONENT	**I.B.**	**Develop Numerical Representation**
INDICATOR / PROFICIENCY	I.B.1-3	Identify numerals in everyday situations
		Use drawings to represent number
		Write some numerals

"Not developmentally appropriate for this age"

No correlations

STRAND: BIG IDEA / STANDARD		**Mathematics (Infants)**
CONCEPT: GLE / BENCHMARK	**II.**	**Geometry and Spatial Sense**
GLE / COMPONENT	**II.A.**	**Investigate Positions and Locations**
INDICATOR / PROFICIENCY	II.A.1-3	Take objects apart and puts them together
		Use actions and words to indicate position and location
		Use actions and words to indicate movement and orientation

Objectives for Development and Learning
· Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships
Objective 21a. "Not Yet" emerging to 1 Follows simple directions related to position (in, on, under, up, down)

STRAND: BIG IDEA / STANDARD		**Mathematics (Infants)**
CONCEPT: GLE / BENCHMARK	**II.**	**Geometry and Spatial Sense**
GLE / COMPONENT	**II.B.**	**Explore Shapes**
INDICATOR / PROFICIENCY	II.B.1-3	Investigate and talk about the characteristics of shapes
		Identify and name some shapes
		Create and duplicate three-dimensional and two-dimensional shapes

Objectives for Development and Learning

· **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**
Objective 21b. "Not Yet" emerging to 1 Matches two identical shapes

STRAND: BIG IDEA / STANDARD		Mathematics (Infants)
CONCEPT: GLE / BENCHMARK	**III.**	**Patterns and Relationships (Algebra)**
GLE / COMPONENT	**III.A.**	**Develop an Awareness of Patterns**
INDICATOR / PROFICIENCY	III.A.1-3	Recognize patterns and relationships Duplicate and extend patterns Create patterns

<u>**Objectives for Development and Learning**</u>
· **Objective 23 Demonstrates knowledge of patterns**
Objective 23.1 emerging to 2 Shows interest in simple patterns in everyday life

STRAND: BIG IDEA / STANDARD		Mathematics (Infants)
CONCEPT: GLE / BENCHMARK	**IV.**	**Measurement**
GLE / COMPONENT	**IV.A.**	**Use Measurement**
INDICATOR / PROFICIENCY	IV.A.1-4	Explore ways to measure Measure using objects Compare objects using measurable features Use language to describe measurement

"Not developmentally appropriate for this age"

No correlations

STRAND: BIG IDEA / STANDARD		Mathematics (Infants)
CONCEPT: GLE / BENCHMARK	**V.**	**Data**
GLE / COMPONENT	**V.A.**	**Explore Data**
INDICATOR / PROFICIENCY	V.A.1-2	Collect and organize information Displays information (charts and graphs)

"Not developmentally appropriate for this age"

No correlations

STRAND: BIG IDEA / STANDARD		Science (Infants)

CONCEPT: GLE / BENCHMARK	I.	Physical Science
GLE / COMPONENT	I.A.	Explore, Investigate and Solve Problems of the Physical World
INDICATOR / PROFICIENCY	I.A.1-4	Ask questions Make predictions based on experiences Experiment Reflect on results **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment · **Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD   **Science (Infants)**

CONCEPT: GLE / BENCHMARK	II.	Life Science
GLE / COMPONENT	II.A.	Explore, Investigate and Solve Problems of Living Things
INDICATOR / PROFICIENCY	II.A.1-4	Ask questions Make predictions based on experiences Experiment Reflect on results **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment · **Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD   **Science (Infants)**

CONCEPT: GLE / BENCHMARK	III.	Earth Science
GLE / COMPONENT	III.A.	Explore, Investigate and Solve Problems of the Earth and Sky
INDICATOR / PROFICIENCY	III.A.1-4	Ask questions Make predictions based on experiences Experiment Reflect on results **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.2 Uses senses to explore the immediate environment

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・**Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD		**Physical Development (Infants)**
CONCEPT: GLE / BENCHMARK	**I.**	**Physical Development and Coordination**
GLE / COMPONENT	**I.A.**	**Use Gross Motor Skills with Purpose and Coordination**
INDICATOR / PROFICIENCY	I.A.1-3	Control body movements Use large muscle movements to manipulate objects Move from one point to another

Objectives for Development and Learning
・**Objective 04 Demonstrates traveling skills**
Objective 4.2 Moves to explore immediate environment
・**Objective 05 Demonstrates balancing skills**
Objective 5.2 Balances while exploring immediate environment
・**Objective 06 Demonstrates gross-motor manipulative skills**
Objective 6.2 Reaches, grasps, and releases objects

STRAND: BIG IDEA / STANDARD		**Physical Development (Infants)**
CONCEPT: GLE / BENCHMARK	**I.**	**Physical Development and Coordination**
GLE / COMPONENT	**I.B.**	**Use Fine Motor Skills with Purpose and Coordination**
INDICATOR / PROFICIENCY	I.B.1-3	Use fingers and hands to accomplish fine motor tasks Use tools in a functional manner Exhibit coordination of facial muscles

Objectives for Development and Learning
・**Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**
Objective 7a.2 Reaches for, touches, and holds objects purposefully
・**Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**
Objective 7b.2 Grasps drawing and writing tools, jabbing at paper

STRAND: BIG IDEA / STANDARD		**Physical Development (Infants)**
CONCEPT: GLE / BENCHMARK	**I.**	**Physical Development and Coordination**
GLE / COMPONENT	**I.C.**	**Respond to Sensory Input to Function in the Environment**
INDICATOR / PROFICIENCY	I.C.1-4	Exhibit sensory awareness Exhibit body awareness Exhibit spatial awareness

Exhibit temporal awareness

Objectives for Development and Learning
· **Objective 04 Demonstrates traveling skills**
Objective 4.2 Moves to explore immediate environment
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
Objective 11d.2 Uses senses to explore the immediate environment

STRAND: BIG IDEA / STANDARD		Physical Development (Infants)
CONCEPT: GLE / BENCHMARK	II.	Health
GLE / COMPONENT	II.A.	Practice Healthy Behaviors
INDICATOR / PROFICIENCY	II.A.1-3	Show independence in personal care routines Participate in daily physical activity Exhibit body strength and endurance

Objectives for Development and Learning
· **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
Objective 1c.3 emerging to 4 Seeks to do things for self
· **Objective 04 Demonstrates traveling skills**
Objective 4.2 Moves to explore immediate environment

STRAND: BIG IDEA / STANDARD		Physical Development (Infants)
CONCEPT: GLE / BENCHMARK	III.	Safety
GLE / COMPONENT	III.A.	Practice Safe Behaviors
INDICATOR / PROFICIENCY	III.A.1-3	Know and follow safety rules Recognize personal danger Know how and when to seek help from others

Objectives for Development and Learning
· **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
· **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**
Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

STRAND: BIG IDEA / STANDARD　　　　　　　　　　**Expressive Arts (Infants)**

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CONCEPT: GLE / BENCHMARK	I.	Music and Movement
GLE / COMPONENT	**I.A.**	**Show Interest in Music and Movement**

INDICATOR / PROFICIENCY	I.A.1-2	Use body to move to music and express self Use music and movement to express concepts, ideas or feelings

Objectives for Development and Learning
· **Objective 34 Explores musical concepts and expression**
· **Objective 35 Explores dance and movement concepts**

STRAND: BIG IDEA / STANDARD **Expressive Arts (Infants)**

CONCEPT: GLE / BENCHMARK	II.	Visual Arts
GLE / COMPONENT	**II.A.**	**Show Interest in Visual Arts**

INDICATOR / PROFICIENCY	II.A.1-3	Explore and experiment with a range of media through sensory exploration Use a range of materials to create pictures or three-dimensional objects Use creative art to express thoughts, feelings and experiences

Objectives for Development and Learning
· **Objective 33 Explores the visual arts**

STRAND: BIG IDEA / STANDARD **Expressive Arts (Infants)**

CONCEPT: GLE / BENCHMARK	III.	Drama
GLE / COMPONENT	**III.A.**	**Show Interest in Dramatic Arts**

INDICATOR / PROFICIENCY	III.A.1-4	Express self through physical action and sound Begin to use representation to communicate Begin to pretend play Use creativity and imagination to assume roles in dramatic play

Objectives for Development and Learning
· **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
Objective 14b. "Not Yet" emerging to 1 Imitates actions of others during play; uses real objects as props
· **Objective 36 Explores drama through actions and language**

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Toddlers)
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**
GLE / COMPONENT	**I.A.**	**Show Curiosity**
INDICATOR / PROFICIENCY	I.A.1-3	Express interest in people Show interest in learning new things and trying new experiences Ask questions **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.4 Explores and investigates ways to make something happen

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Toddlers)
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**
GLE / COMPONENT	**I.B.**	**Take Initiative**
INDICATOR / PROFICIENCY	I.B.1-3	Initiate interaction with others Make decisions independently Develop independence during activities, routines and play **Objectives for Development and Learning** · **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.4 Seeks to do things for self · **Objective 02 Establishes and sustains positive relationships c. Interacts with peers** Objective 2c. 2 Plays near other children; uses similar materials or actions

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Toddlers)
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**
GLE / COMPONENT	**I.C.**	**Exhibit Creativity**
INDICATOR / PROFICIENCY	I.C.1-3	Try new ways of doing things Use imagination to generate a variety of ideas

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Exhibit sense of humor

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
Objective 11d. 4 Explores and investigates ways to make something happen
· **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**
Objective 11e. 2 Imitates others in using objects in new and/or unanticipated ways

STRAND: BIG IDEA / STANDARD   **Approaches to Learning (Toddlers)**

CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.D.	Show Confidence
INDICATOR / PROFICIENCY	I.D.1-2	Express ideas and opinions View self as competent and has a positive self-image

Objectives for Development and Learning
· **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
Objective 1c.4 Seeks to do things for self

STRAND: BIG IDEA / STANDARD   **Approaches to Learning (Toddlers)**

CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.E.	Display Persistence
INDICATOR / PROFICIENCY	I.E.1-3	Sustain attention to a task or activity that is age-appropriate Pursue challenges Cope with frustration

Objectives for Development and Learning
· **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
Objective 1a.4 Comforts self by seeking out special object or person
· **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**
Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
· **Objective 11 Demonstrates positive approaches to learning b. Persists**
Objective 11b.4 Practices an activity many times until successful

STRAND: BIG IDEA / STANDARD   **Approaches to Learning (Toddlers)**

CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.F.	Use Problem-Solving Skills
INDICATOR / PROFICIENCY	I.F.1-3	Recognize problems Try to solve problems Work with others to solve problems **Objectives for Development and Learning** · **Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective 3a. 2 Responds appropriately to others' expressions of wants · **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems** Objective 3b. 4 Seeks adult to help resolve social problem · **Objective 11 Demonstrates positive approaches to learning c. Solves problems** Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

STRAND: BIG IDEA / STANDARD   **Social-Emotional Development (Toddlers)**

CONCEPT: GLE / BENCHMARK	I.	Knowledge of Self
GLE / COMPONENT	I.A.	Exhibit Self-Awareness
INDICATOR / PROFICIENCY	I.A.1-3	Show respect for self Develop personal preferences Know personal information **Objectives for Development and Learning** · **Objective 29 Demonstrates knowledge about self**

STRAND: BIG IDEA / STANDARD   **Social-Emotional Development (Toddlers)**

CONCEPT: GLE / BENCHMARK	I.	Knowledge of Self
GLE / COMPONENT	I.B.	Develop Self-Control
INDICATOR / PROFICIENCY	I.B.1-4	Follow simple rules Accept transitions and follow daily routines Express feelings through appropriate gestures, action and language Adapt to different environments **Objectives for Development and Learning** · **Objective 01 Regulates own emotions and behaviors a. Manages feelings** Objective 1a. 4 Comforts self by seeking out special object or person · **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

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Objective 1b.4 Accepts redirection from adults
· Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues
Objective 2b. 4 Demonstrates concern about the feelings of others

STRAND: BIG IDEA / STANDARD		Social-Emotional Development (Toddlers)
CONCEPT: GLE / BENCHMARK	**I.**	**Knowledge of Self**
GLE / COMPONENT	**I.C.**	**Develop Personal Responsibility**
INDICATOR / PROFICIENCY	I.C.1-2	Care for personal and group belongings Begin to accept the consequences of their own actions **Objectives for Development and Learning** **· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.4 Seeks to do things for self

STRAND: BIG IDEA / STANDARD		Social-Emotional Development (Toddlers)
CONCEPT: GLE / BENCHMARK	**II.**	**Knowledge of Others**
GLE / COMPONENT	**II.A.**	**Build Relationships of Mutual Trust and Respect with Others**
INDICATOR / PROFICIENCY	II.A.1-5	Respect rights of others Seek comfort and security from significant adults Develop friendships Use courteous words and actions Respect similarities and differences among people **Objectives for Development and Learning** **· Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults** Objective 2a.4 Uses trusted adults as a secure base from which to explore the world **· Objective 02 Establishes and sustains positive relationships d. Makes friends** Objective 2d. 1 Seeks a preferred playmate; shows pleasure when seeing a friend **· Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective 3a. 2 Responds appropriately to others' expressions of wants

STRAND: BIG IDEA / STANDARD		Social-Emotional Development (Toddlers)
CONCEPT: GLE / BENCHMARK	**II.**	**Knowledge of Others**
GLE / COMPONENT	**II.B.**	**Work Cooperatively with Others**

INDICATOR / PROFICIENCY	II.B.1-4	Participate successfully as a member of a group Share experiences and ideas with others Begin to examine a situation from another person's perspective Resolve conflicts with others **• Objective 02 Establishes and sustains positive relationships a. Interacts with peers** Objective 2c. 2 Plays near other children; uses similar materials or actions **• Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective 3a. 2 Responds appropriately to others' expressions of wants **• Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems** Objective 3b.2 Expresses feelings during a conflict
STRAND: BIG IDEA / STANDARD		**Language and Literacy (Toddlers)**
CONCEPT: GLE / BENCHMARK	**I.**	**Spoken/Expressive Language**
GLE / COMPONENT	**I.A.**	**Use Language to Communicate**
INDICATOR / PROFICIENCY	I.A.1-4	Use the body to communicate Initiate and respond appropriately in conversation and discussions Use language to pretend or create Use sentences of varying length **Objectives for Development and Learning** **• Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective 9a.2 Names familiar people, animals, and objects **• Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c. 2 Uses one- or two-word sentences or phrases **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective 10a.4 Initiates and attends to brief conversations
STRAND: BIG IDEA / STANDARD		**Language and Literacy (Toddlers)**
CONCEPT: GLE / BENCHMARK	**II.**	**Listening/Receptive Language**
GLE / COMPONENT	**II.A.**	**Listen for Different Purposes**
INDICATOR / PROFICIENCY	II.A.1-5	Listen to others Listen to sounds in the environment Follow simple directions

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Listen responsively to books and stories
Respond to questions

Objectives for Development and Learning
 · Objective 08 Listens to and understands increasingly complex language a. Comprehends language
Objective 8a.4 Identifies familiar people, animals, and objects when prompted
 · Objective 08 Listens to and understands increasingly complex language b. Follows directions
Objective 8b.4 Follows simple requests not accompanied by gestures

STRAND: BIG IDEA / STANDARD		**Language and Literacy (Toddlers)**
CONCEPT: GLE / BENCHMARK	**III.**	**Written Language**
GLE / COMPONENT	**III.A.**	**Use Writing as a Means of Expression/Communication**
INDICATOR / PROFICIENCY	III.A.1-4	Experiment with writing tools and materials

Use scribbles, shapes, pictures, letter-like forms and letters to write
Tell others about marks and intended meaning of drawing or writing
Use a variety of resources to facilitate writing

Objectives for Development and Learning
· **Objective 19 Demonstrates writing skills a. Writes name**
Objective 19a. 2 Makes scribbles or marks
 · **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**
Objective 19b. 2 Uses drawing, dictation, and scribbles or marks to convey a message

STRAND: BIG IDEA / STANDARD		**Language and Literacy (Toddlers)**
CONCEPT: GLE / BENCHMARK	**IV.**	**Knowledge of Print and Books**
GLE / COMPONENT	**IV.A.**	**Apply Early Reading Skills**
INDICATOR / PROFICIENCY	IV.A.1-6	Show an interest in reading and books

Exhibit book handling skills
Recognize that print represents spoken words
Develop a sense of story
Read environmental print and symbols
Identify some alphabet letters

Objectives for Development and Learning
· **Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**
Objective 16a 2 Recognizes and names a few letters in own name

· **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**
Objective 17a. 2 Shows interest in books
· **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**
Objective 17b. 2 Shows understanding that text is meaningful and can be read

STRAND: BIG IDEA / STANDARD		Language and Literacy (Toddlers)
CONCEPT: GLE / BENCHMARK	**V.**	**Sounds of Language (Phonological Awareness)**
GLE / COMPONENT	**V.A.**	**Attend to Sounds of Language**
INDICATOR / PROFICIENCY	V.A.1-3	Repeat rhymes, simple songs, poems and finger plays Participate in word games Discriminate some sounds in words **Objectives for Development and Learning** · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective 15a. 2 Joins in rhyming songs and games · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective 15b. 2 Sings songs and recites rhymes and refrains with repeating initial sounds

STRAND: BIG IDEA / STANDARD		Mathematics (Toddlers)
CONCEPT: GLE / BENCHMARK	**I.**	**Number and Operations**
GLE / COMPONENT	**I.A.**	**Develop Number Sense**
INDICATOR / PROFICIENCY	I.A.1-2	Show interest and understanding in counting Explores quantity **Objectives for Development and Learning** · **Objective 20 Uses number concepts and operations a. Counts** Objective 20a. 2 Verbally counts (not always in the correct order) · **Objective 20 Uses number concepts and operations b. Quantifies** Objective 20b. 2 Demonstrates understanding of the concepts of one, two, and more

STRAND: BIG IDEA / STANDARD		Mathematics (Toddlers)
CONCEPT: GLE / BENCHMARK	**I.**	**Number and Operations**
GLE / COMPONENT	**I.B.**	**Develop Numerical Representation**
INDICATOR / PROFICIENCY	I.B.1-3	Identify numerals in everyday situations Use drawings to represent number

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Write some numerals

Objectives for Development and Learning
· Objective 20 Uses number concepts and operations c. Connects numerals with their quantities
Objective 20c. 2 Recognizes and names a few numerals

STRAND: BIG IDEA / STANDARD		Mathematics (Toddlers)
CONCEPT: GLE / BENCHMARK	II.	Geometry and Spatial Sense
GLE / COMPONENT	II.A.	Investigate Positions and Locations
INDICATOR / PROFICIENCY	II.A.1-3	Take objects apart and puts them together Use actions and words to indicate position and location Use actions and words to indicate movement and orientation

Objectives for Development and Learning
 · Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships
Objective 21a. 2 Follows simple directions related to position (in, on, under, up, down)

STRAND: BIG IDEA / STANDARD		Mathematics (Toddlers)
CONCEPT: GLE / BENCHMARK	II.	Geometry and Spatial Sense
GLE / COMPONENT	II.B.	Explore Shapes
INDICATOR / PROFICIENCY	II.B.1-3	Investigate and talk about the characteristics of shapes Identify and name some shapes Create and duplicate three-dimensional and two-dimensional shapes

Objectives for Development and Learning
 · Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes
Objective 21b. 2 Matches two identical shapes

STRAND: BIG IDEA / STANDARD		Mathematics (Toddlers)
CONCEPT: GLE / BENCHMARK	III.	Patterns and Relationships (Algebra)
GLE / COMPONENT	III.A.	Develop an Awareness of Patterns
INDICATOR / PROFICIENCY	III.A.1-3	Recognize patterns and relationships Duplicate and extend patterns Create patterns

Objectives for Development and Learning
· **Objective 23 Demonstrates knowledge of patterns**
Objective 23. 2 Shows interest in simple patterns in everyday life

STRAND: BIG IDEA / STANDARD		Mathematics (Toddlers)
CONCEPT: GLE / BENCHMARK	**IV.**	**Measurement**
GLE / COMPONENT	**IV.A.**	**Use Measurement**
INDICATOR / PROFICIENCY	IV.A.1-4	Explore ways to measure Measure using objects Compare objects using measurable features Use language to describe measurement

Objectives for Development and Learning
· **Objective 22 Compares and measures a. Measures objects**
Objective 22a. 2 Makes simple comparisons between two objects

STRAND: BIG IDEA / STANDARD		Mathematics (Toddlers)
CONCEPT: GLE / BENCHMARK	**V.**	**Data**
GLE / COMPONENT	**V.A.**	**Explore Data**
INDICATOR / PROFICIENCY	V.A.1-2	Collect and organize information Displays information (charts and graphs)

Objectives for Development and Learning
· **Objective 22 Compares and measures c. Represents and analyzes**
Objective 22c 1 emerging to 2 Knows a few ordinal numbers

STRAND: BIG IDEA / STANDARD		Science (Toddlers)
CONCEPT: GLE / BENCHMARK	**I.**	**Physical Science**
GLE / COMPONENT	**I.A.**	**Explore, Investigate and Solve Problems of the Physical World**
INDICATOR / PROFICIENCY	I.A.1-4	Ask questions Make predictions based on experiences Experiment Reflect on results

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
Objective 11d.4 Explores and investigates ways to make something happen

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· **Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD		Science (Toddlers)
CONCEPT: GLE / BENCHMARK	II.	Life Science
GLE / COMPONENT	II.A.	Explore, Investigate and Solve Problems of Living Things
INDICATOR / PROFICIENCY	II.A.1-4	Ask questions Make predictions based on experiences Experiment Reflect on results

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
Objective 11d. 4 Explores and investigates ways to make something happen
· **Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD		Science (Toddlers)
CONCEPT: GLE / BENCHMARK	III.	Earth Science
GLE / COMPONENT	III.A.	Explore, Investigate and Solve Problems of the Earth and Sky
INDICATOR / PROFICIENCY	III.A.1-4	Ask questions Make predictions based on experiences Experiment Reflect on results

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
Objective 11d. 4 Explores and investigates ways to make something happen
· **Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD		Physical Development (Toddlers)
CONCEPT: GLE / BENCHMARK	I.	Physical Development and Coordination
GLE / COMPONENT	I.A.	Use Gross Motor Skills with Purpose and Coordination
INDICATOR / PROFICIENCY	I.A.1-3	Control body movements Use large muscle movements to manipulate objects Move from one point to another

Objectives for Development and Learning

· **Objective 04 Demonstrates traveling skills**
Objective 4.4 Experiments with different ways of moving
· **Objective 05 Demonstrates balancing skills**
Objective 5.4 Experiments with different ways of balancing
· **Objective 06 Demonstrates gross-motor manipulative skills**
Objective 6.4 Manipulates balls or similar objects with stiff body movements

STRAND: BIG IDEA / STANDARD		**Physical Development (Toddlers)**
CONCEPT: GLE / BENCHMARK	**I.**	**Physical Development and Coordination**
GLE / COMPONENT	**I.B.**	**Use Fine Motor Skills with Purpose and Coordination**
INDICATOR / PROFICIENCY	I.B.1-3	Use fingers and hands to accomplish fine motor tasks Use tools in a functional manner Exhibit coordination of facial muscles **Objectives for Development and Learning** · **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects · **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** Objective 7b.4 Grips drawing and writing tools with whole hands but use whole-arm movements to make marks

STRAND: BIG IDEA / STANDARD		**Physical Development (Toddlers)**
CONCEPT: GLE / BENCHMARK	**I.**	**Physical Development and Coordination**
GLE / COMPONENT	**I.C.**	**Respond to Sensory Input to Function in the Environment**
INDICATOR / PROFICIENCY	I.C.1-4	Exhibit sensory awareness Exhibit body awareness Exhibit spatial awareness Exhibit temporal awareness **Objectives for Development and Learning** · **Objective 04 Demonstrates traveling skills** Objective 4.4 Experiments with different ways of moving

STRAND: BIG IDEA / STANDARD		**Physical Development (Toddlers)**
CONCEPT: GLE / BENCHMARK	**II.**	**Health**
GLE / COMPONENT	**II.A.**	**Practice Healthy Behaviors**

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INDICATOR / PROFICIENCY	II.A.1-3	Show independence in personal care routines Participate in daily physical activity Exhibit body strength and endurance
		Objectives for Development and Learning · **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c. 4 Seeks to do things for self · **Objective 04 Demonstrates traveling skills** Objective 4.4 Experiments with different ways of moving

STRAND: BIG IDEA / STANDARD — **Physical Development (Toddlers)**

CONCEPT: GLE / BENCHMARK	III.	**Safety**
GLE / COMPONENT	**III.A.**	**Practice Safe Behaviors**
INDICATOR / PROFICIENCY	III.A.1-3	Know and follow safety rules Recognize personal danger Know how and when to seek help from others
		Objectives for Development and Learning · **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c. 4 Seeks to do things for self · **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults** Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

STRAND: BIG IDEA / STANDARD — **Expressive Arts (Toddlers)**

CONCEPT: GLE / BENCHMARK	I.	**Music and Movement**
GLE / COMPONENT	**I.A.**	**Show Interest in Music and Movement**
INDICATOR / PROFICIENCY	I.A.1-2	Use body to move to music and express self Use music and movement to express concepts, ideas or feelings
		Objectives for Development and Learning · **Objective 34 Explores musical concepts and expression** · **Objective 35 Explores dance and movement concepts**

STRAND: BIG IDEA / STANDARD — **Expressive Arts (Toddlers)**

CONCEPT: GLE / BENCHMARK	II.	**Visual Arts**

GLE / COMPONENT	II.A.	Show Interest in Visual Arts
INDICATOR / PROFICIENCY	II.A.1-3	Explore and experiment with a range of media through sensory exploration Use a range of materials to create pictures or three-dimensional objects Use creative art to express thoughts, feelings and experiences **Objectives for Development and Learning** · **Objective 33 Explores the visual arts**

STRAND: BIG IDEA / STANDARD　　　　　　　　　　　**Expressive Arts (Toddlers)**

CONCEPT: GLE / BENCHMARK	III.	Drama
GLE / COMPONENT	III.A.	Show Interest in Dramatic Arts
INDICATOR / PROFICIENCY	III.A.1-4	Express self through physical action and sound Begin to use representation to communicate Begin to pretend play Use creativity and imagination to assume roles in dramatic play **Objectives for Development and Learning** · **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective 14b. 2 Imitates actions of others during play; uses real objects as props · **Objective 36 Explores drama through actions and language**

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Age: Preschool

STRAND: BIG IDEA / STANDARD		**Approaches to Learning (Preschool-aged children)**
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**
GLE / COMPONENT	**I.A.**	**Show Curiosity**
INDICATOR / PROFICIENCY	I.A.1-3	Express interest in people Show interest in learning new things and trying new experiences Ask questions **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d. 6 Shows eagerness to learn about a variety of topics and ideas

STRAND: BIG IDEA / STANDARD		**Approaches to Learning (Preschool-aged children)**
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**
GLE / COMPONENT	**I.B.**	**Take Initiative**
INDICATOR / PROFICIENCY	I.B.1-3	Initiate interaction with others Make decisions independently Develop independence during activities, routines and play **Objectives for Development and Learning** · **Objective 1 Demonstrates positive approaches to learning c. Takes care of own needs appropriately** Objective 1c. 6 Demonstrates confidence in meeting own needs · **Objective 02 Establishes and sustains positive relationships c. Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STRAND: BIG IDEA / STANDARD		**Approaches to Learning (Preschool-aged children)**
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**

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GLE / COMPONENT	I.C.	Exhibit Creativity
INDICATOR / PROFICIENCY	I.C.1-3	Try new ways of doing things Use imagination to generate a variety of ideas Exhibit sense of humor **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas · **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective 11e. 4 Uses creativity and imagination during play and routine tasks

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Preschool-aged children)

CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.D.	Show Confidence
INDICATOR / PROFICIENCY	I.D.1-2	Express ideas and opinions View self as competent and has a positive self-image **Objectives for Development and Learning** · **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Preschool-aged children)

CONCEPT: GLE / BENCHMARK	I.	Approaches to Learning
GLE / COMPONENT	I.E.	Display Persistence
INDICATOR / PROFICIENCY	I.E.1-3	Sustain attention to a task or activity that is age-appropriate Pursue challenges Cope with frustration **Objectives for Development and Learning** · **Objective 01 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.6 Is able to look at a situation differently or delay gratification · **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

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· Objective 11 Demonstrates positive approaches to learning b. Persists
Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

STRAND: BIG IDEA / STANDARD		Approaches to Learning (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**I.**	**Approaches to Learning**
GLE / COMPONENT	**I.F.**	**Use Problem-Solving Skills**
INDICATOR / PROFICIENCY	I.F.1-3	Recognize problems
		Try to solve problems
		Work with others to solve problems

Objectives for Development and Learning
· Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others
Objective 3a. 6 Initiates the sharing of materials in the classroom and outdoors
· Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems
Objective 3b. 6 Suggests solutions to social problems
· Objective 11 Demonstrates positive approaches to learning c. Solves problems
Objective 11c.6 Solves problems without having to try every possibility

STRAND: BIG IDEA / STANDARD		Social-Emotional Development (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**I.**	**Knowledge of Self**
GLE / COMPONENT	**I.A.**	**Exhibit Self-Awareness**
INDICATOR / PROFICIENCY	I.A.1-3	Show respect for self
		Develop personal preferences
		Know personal information

Objectives for Development and Learning
· Objective 29 Demonstrates knowledge about self

STRAND: BIG IDEA / STANDARD		Social-Emotional Development (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**I.**	**Knowledge of Self**
GLE / COMPONENT	**I.B.**	**Develop Self-Control**
INDICATOR / PROFICIENCY	I.B.1-4	Follow simple rules
		Accept transitions and follow daily routines
		Express feelings through appropriate gestures, action and language

Adapt to different environments

Objectives for Development and Learning
· **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
Objective 1a.6 Is able to look at a situation differently or delay gratification
· **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
· **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**
Objective 2b. 6 Identifies basic emotional reactions of others and their causes accurately

STRAND: BIG IDEA / STANDARD		Social-Emotional Development (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	I.	Knowledge of Self
GLE / COMPONENT	I.C.	Develop Personal Responsibility
INDICATOR / PROFICIENCY	I.C.1-2	Care for personal and group belongings Begin to accept the consequences of their own actions

· **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
Objective 1c. 6 Demonstrates confidence in meeting own needs

STRAND: BIG IDEA / STANDARD		Social-Emotional Development (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	II.	Knowledge of Others
GLE / COMPONENT	II.A.	Build Relationships of Mutual Trust and Respect with Others
INDICATOR / PROFICIENCY	II.A.1-5	Respect rights of others Seek comfort and security from significant adults Develop friendships Use courteous words and actions Respect similarities and differences among people

Objectives for Development and Learning
· **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**
Objective 2a.7 emerging to 8 Engages with trusted adults as resources and to share mutual interests
· **Objective 02 Establishes and sustains positive relationships d. Makes friends**
Objective 2d. 6Establishes a special friendship with one other child, but the friendship might only last a short while
· **Objective 03 Participates cooperatively and constructively in group situations a.**

Balances needs and rights of self and others
Objective 3a.4 Takes turns and 6 Initiates the sharing of materials in the classroom and outdoors

STRAND: BIG IDEA / STANDARD		**Social-Emotional Development (Preschool-aged children)**
CONCEPT: GLE / BENCHMARK	**II.**	**Knowledge of Others**
GLE / COMPONENT	**II.B.**	**Work Cooperatively with Others**
INDICATOR / PROFICIENCY	II.B.1-4	Participate successfully as a member of a group Share experiences and ideas with others Begin to examine a situation from another person's perspective Resolve conflicts with others • **Objective 02 Establishes and sustains positive relationships a. Interacts with peers** Objective 2c. 4 Uses successful strategies for entering groups ・**Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective 3a. 4 Takes turns ・**Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems** Objective 3b.6 Suggests solutions to social problems

STRAND: BIG IDEA / STANDARD		**Language and Literacy (Preschool-aged children)**
CONCEPT: GLE / BENCHMARK	**I.**	**Spoken/Expressive Language**
GLE / COMPONENT	**I.A.**	**Use Language to Communicate**
INDICATOR / PROFICIENCY	I.A.1-4	Use the body to communicate Initiate and respond appropriately in conversation and discussions Use language to pretend or create Use sentences of varying length <u>Objectives for Development and Learning</u> ・**Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective 9a.6 Describes and tells the use of many familiar items ・**Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c.6 Uses complete, four- to six-word sentences ・**Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective 10a.6 Engages in conversations of at least three exchanges

STRAND: BIG IDEA / STANDARD		Language and Literacy (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**II.**	**Listening/Receptive Language**
GLE / COMPONENT	**II.A.**	**Listen for Different Purposes**
INDICATOR / PROFICIENCY	II.A.1-5	Listen to others Listen to sounds in the environment Follow simple directions Listen responsively to books and stories Respond to questions **Objectives for Development and Learning** **· Objective 08 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories **· Objective 08 Listens to and understands increasingly complex language b. Follows directions** Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

STRAND: BIG IDEA / STANDARD		Language and Literacy (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**III.**	**Written Language**
GLE / COMPONENT	**III.A.**	**Use Writing as a Means of Expression/Communication**
INDICATOR / PROFICIENCY	III.A.1-4	Experiment with writing tools and materials Use scribbles, shapes, pictures, letter-like forms and letters to write Tell others about marks and intended meaning of drawing or writing Use a variety of resources to facilitate writing **Objectives for Development and Learning** **· Objective 19 Demonstrates writing skills a. Writes name** Objective 19a. 6 Writes mock letters or letter-like forms **· Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** Objective 19b. 6 Uses drawing, dictation, and mock letters or letter forms to convey a message

STRAND: BIG IDEA / STANDARD		Language and Literacy (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**IV.**	**Knowledge of Print and Books**
GLE / COMPONENT	**IV.A.**	**Apply Early Reading Skills**

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INDICATOR / PROFICIENCY	IV.A.1-6	Show an interest in reading and books Exhibit book handling skills Recognize that print represents spoken words Develop a sense of story Read environmental print and symbols Identify some alphabet letters **Objectives for Development and Learning** · **Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters** <u>Objective 16a 4 Recognizes and names as many as 10 letters, especially those in own name</u> · **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective 17a. 4 Orients book correctly; turns the pages from the front of the book to the back; recognizes familiar books by their covers · **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective 17b. 4 Indicates where to start reading and the direction to follow
STRAND: BIG IDEA / STANDARD		**Language and Literacy (Preschool-aged children)**
CONCEPT: GLE / BENCHMARK	**V.**	**Sounds of Language (Phonological Awareness)**
GLE / COMPONENT	**V.A.**	**Attend to Sounds of Language**
INDICATOR / PROFICIENCY	V.A.1-3	Repeat rhymes, simple songs, poems and finger plays Participate in word games Discriminate some sounds in words **Objectives for Development and Learning** · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective 15b.4 Shows awareness that some words begin the same way
STRAND: BIG IDEA / STANDARD		**Mathematics (Preschool-aged children)**
CONCEPT: GLE / BENCHMARK	**I.**	**Number and Operations**
GLE / COMPONENT	**I.A.**	**Develop Number Sense**
INDICATOR / PROFICIENCY	I.A.1-2	Show interest and understanding in counting Explores quantity **Objectives for Development and Learning**

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· **Objective 20 Uses number concepts and operations a. Counts**
Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
· **Objective 20 Uses number concepts and operations b. Quantifies**
Objective 20b. 4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

STRAND: BIG IDEA / STANDARD		Mathematics (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**I.**	**Number and Operations**
GLE / COMPONENT	**I.B.**	**Develop Numerical Representation**
INDICATOR / PROFICIENCY	I.B.1-3	Identify numerals in everyday situations

Use drawings to represent number
Write some numerals

Objectives for Development and Learning
· **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**
Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects

STRAND: BIG IDEA / STANDARD		Mathematics (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**II.**	**Geometry and Spatial Sense**
GLE / COMPONENT	**II.A.**	**Investigate Positions and Locations**
INDICATOR / PROFICIENCY	II.A.1-3	Take objects apart and puts them together

Use actions and words to indicate position and location
Use actions and words to indicate movement and orientation

Objectives for Development and Learning
· **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**
Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

STRAND: BIG IDEA / STANDARD		Mathematics (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**II.**	**Geometry and Spatial Sense**
GLE / COMPONENT	**II.B.**	**Explore Shapes**
INDICATOR / PROFICIENCY	II.B.1-3	Investigate and talk about the characteristics of shapes

Identify and name some shapes

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Create and duplicate three-dimensional and two-dimensional shapes

Objectives for Development and Learning
· **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**
Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

STRAND: BIG IDEA / STANDARD		Mathematics (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**III.**	**Patterns and Relationships (Algebra)**
GLE / COMPONENT	**III.A.**	**Develop an Awareness of Patterns**
INDICATOR / PROFICIENCY	III.A.1-3	Recognize patterns and relationships Duplicate and extend patterns Create patterns

Objectives for Development and Learning
· **Objective 23 Demonstrates knowledge of patterns**
Objective 23.4 Copies simple repeating patterns

STRAND: BIG IDEA / STANDARD		Mathematics (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**IV.**	**Measurement**
GLE / COMPONENT	**IV.A.**	**Use Measurement**
INDICATOR / PROFICIENCY	IV.A.1-4	Explore ways to measure Measure using objects Compare objects using measurable features Use language to describe measurement

Objectives for Development and Learning
· **Objective 22 Compares and measures a. Measures objects**
Objective 22a. 4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

STRAND: BIG IDEA / STANDARD		Mathematics (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**V.**	**Data**
GLE / COMPONENT	**V.A.**	**Explore Data**
INDICATOR / PROFICIENCY	V.A.1-2	Collect and organize information Displays information (charts and graphs)

Objectives for Development and Learning
· **Objective 22 Compares and measures c. Represents and analyzes**
Objective 22c 2 Knows a few ordinal numbers

STRAND: BIG IDEA / STANDARD		Science (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**I.**	**Physical Science**
GLE / COMPONENT	**I.A.**	**Explore, Investigate and Solve Problems of the Physical World**
INDICATOR / PROFICIENCY	I.A.1-4	Ask questions Make predictions based on experiences Experiment Reflect on results

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
Objective 11d .6 Shows eagerness to learn about a variety of topics and ideas
· **Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD		Science (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**II.**	**Life Science**
GLE / COMPONENT	**II.A.**	**Explore, Investigate and Solve Problems of Living Things**
INDICATOR / PROFICIENCY	II.A.1-4	Ask questions Make predictions based on experiences Experiment Reflect on results

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
· **Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD		Science (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	**III.**	**Earth Science**
GLE / COMPONENT	**III.A.**	**Explore, Investigate and Solve Problems of the Earth and Sky**
INDICATOR / PROFICIENCY	III.A.1-4	Ask questions Make predictions based on experiences Experiment

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Reflect on results

Objectives for Development and Learning
・**Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
・**Objective 24 Uses scientific inquiry skills**

STRAND: BIG IDEA / STANDARD **Physical Development (Preschool-aged children)**

CONCEPT: GLE / BENCHMARK	I.	Physical Development and Coordination
GLE / COMPONENT	I.A.	Use Gross Motor Skills with Purpose and Coordination
INDICATOR / PROFICIENCY	I.A.1-3	Control body movements Use large muscle movements to manipulate objects Move from one point to another

Objectives for Development and Learning
・**Objective 04 Demonstrates traveling skills**
Objective 4.6 Moves purposefully from place to place with control
・**Objective 05 Demonstrates balancing skills**
Objective 5.6 Sustains balance during simple movement experiences
・**Objective 06 Demonstrates gross-motor manipulative skills**
Objective 6.6 Manipulates balls or similar objects with flexible body movements

STRAND: BIG IDEA / STANDARD **Physical Development (Preschool-aged children)**

CONCEPT: GLE / BENCHMARK	I.	Physical Development and Coordination
GLE / COMPONENT	I.B.	Use Fine Motor Skills with Purpose and Coordination
INDICATOR / PROFICIENCY	I.B.1-3	Use fingers and hands to accomplish fine motor tasks Use tools in a functional manner Exhibit coordination of facial muscles

Objectives for Development and Learning
・**Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**
Objective 7a.6 Uses refined wrist and finger movements
・**Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**
Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

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STRAND: BIG IDEA / STANDARD		Physical Development (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	I.	Physical Development and Coordination
GLE / COMPONENT	I.C.	Respond to Sensory Input to Function in the Environment
INDICATOR / PROFICIENCY	I.C.1-4	Exhibit sensory awareness Exhibit body awareness Exhibit spatial awareness Exhibit temporal awareness **Objectives for Development and Learning** **· Objective 04 Demonstrates traveling skills** Objective 4.6 Moves purposefully from place to place with control

STRAND: BIG IDEA / STANDARD		Physical Development (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	II.	Health
GLE / COMPONENT	II.A.	Practice Healthy Behaviors
INDICATOR / PROFICIENCY	II.A.1-3	Show independence in personal care routines Participate in daily physical activity Exhibit body strength and endurance **Objectives for Development and Learning** **· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs **· Objective 04 Demonstrates traveling skills** Objective 4.6 Moves purposefully from place to place with control

STRAND: BIG IDEA / STANDARD		Physical Development (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	III.	Safety
GLE / COMPONENT	III.A.	Practice Safe Behaviors
INDICATOR / PROFICIENCY	III.A.1-3	Know and follow safety rules Recognize personal danger Know how and when to seek help from others **Objectives for Development and Learning** **· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs

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• Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults
Objective 2a.6 Manages separations without distress and engages with trusted adults

STRAND: BIG IDEA / STANDARD		Expressive Arts (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	I.	Music and Movement
GLE / COMPONENT	I.A.	Show Interest in Music and Movement
INDICATOR / PROFICIENCY	I.A.1-2	Use body to move to music and express self Use music and movement to express concepts, ideas or feelings

Objectives for Development and Learning
· Objective 34 Explores musical concepts and expression
· Objective 35 Explores dance and movement concepts

STRAND: BIG IDEA / STANDARD		Expressive Arts (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	II.	Visual Arts
GLE / COMPONENT	II.A.	Show Interest in Visual Arts
INDICATOR / PROFICIENCY	II.A.1-3	Explore and experiment with a range of media through sensory exploration Use a range of materials to create pictures or three-dimensional objects Use creative art to express thoughts, feelings and experiences

Objectives for Development and Learning
· Objective 33 Explores the visual arts

STRAND: BIG IDEA / STANDARD		Expressive Arts (Preschool-aged children)
CONCEPT: GLE / BENCHMARK	III.	Drama
GLE / COMPONENT	III.A.	Show Interest in Dramatic Arts
INDICATOR / PROFICIENCY	III.A.1-4	Express self through physical action and sound Begin to use representation to communicate Begin to pretend play Use creativity and imagination to assume roles in dramatic play

Objectives for Development and Learning
· Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play
Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
· Objective 36 Explores drama through actions and language