

**The Creative
Curriculum®**
for Transitional Kindergarten
California

The Year Ahead

Scope and Sequence



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The year ahead with The Creative Curriculum® for Transitional Kindergarten

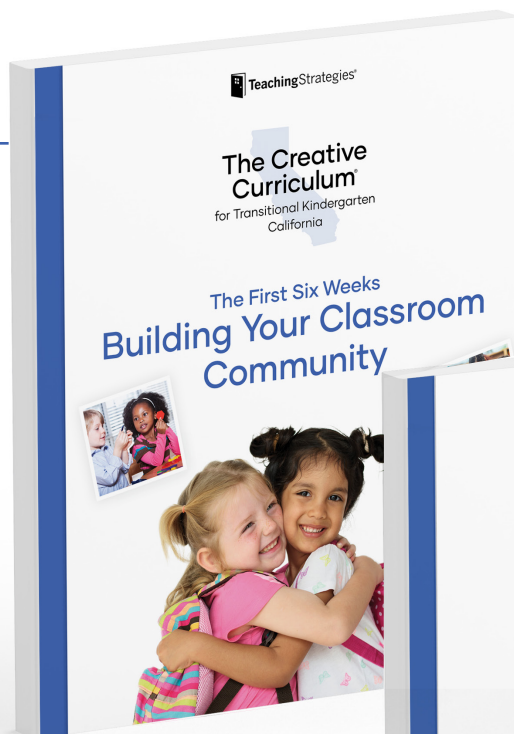
Teaching and learning are big and important jobs, and you deserve the resources that will set you up for success—so you can set children up for success. We've got you covered, right from the start. Eight *Teaching Guides* offer comprehensive daily plans—powerful experiences for children and embedded support for you—that integrate high-quality learning into children's play, all year long.

Guide a year of learning, from the first ten weeks to the very last one.

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The First Six Weeks: Building Your Classroom Community (6 weeks)

Start the year off right! This guide helps you prioritize what's most important—for yourself, for children, and for families—as you build a solid foundation of relationships, routines, and discovery.



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Percussion Instruments (4 weeks)

Get ready to stomp, clap, and keep the beat! This guide leads you through your first study of the year. Working alongside children, you'll discover the joy and power of content-rich, hands-on learning through project-based investigations.

Wondering what happens the rest of the year? We've got you covered for that, too! Follow our proposed order for implementing the studies—or choose a sequence that best supports the strengths, needs, and interests of the children in your classroom.

Either way—as you will see outlined in the pages that follow—you will engage children in meaningful experiences that build a solid foundation in literacy and mathematics skills, foster a strong sense of community, and bring science and social studies to life in your classroom. Turn the page and take a look!

Architecture
(4 weeks)

Light
(4 weeks)

Cameras
(4 weeks)

Grocery Store
(4 weeks)

Seeds
(4 weeks)



Getting Ready for Kindergarten
(6 weeks)





Study Overview

The First Six Weeks: Building Your Classroom Community	Days 1–2	Days 3–5	Days 6–10
<p>Welcome to Transitional Kindergarten!</p> <p>The first weeks of school build the foundation for a warm, welcoming, and supportive classroom community as you help children say good-bye to their families, become acquainted with you and their classmates, and learn new routines in a school setting. The efforts you make and the caring relationships you build are an important part of guiding children to feel prepared for the exciting learning ahead.</p>	<p>Focus Question 1:</p> <p>Who are the people in our classroom?</p> <p>Welcome to TK! Hip, hip, hooray! Children get off to the right start as they playfully learn the names of their classmates and teachers, talk about the people in their families, and take a tour of the classroom interest areas to discover the fun and exciting things that happen there!</p>	<p>Focus Question 2:</p> <p>How can we express our feelings at school?</p> <p>How do you feel about TK? Children share what makes them feel happy, sad, nervous, and excited; learn the importance of expressing feelings with others; and collaborate with their peers to think of strategies to help manage feelings at school.</p>	<p>Focus Question 3:</p> <p>When do things happen at school?</p> <p>Children explore the daily and weekly schedules to build their familiarity with school routines and feel secure that they can predict what will happen each day.</p>



Percussion Instruments	Days 1–4	Days 5–7	Days 8–10
<p>Shake it up with percussion instruments!</p> <p>Percussion instruments are often a classroom favorite. They are easy for children to play, and there is a wide variety of instruments for them to choose from. Children can even create their own percussion instruments using recycled materials. Whether they prefer loud or muted sounds, high or low pitches, or playing instruments with their hands or a mallet, there is a percussion instrument for every child to investigate.</p>	<p>Exploring the Topic</p> <p>Shake, tap, and drum up the children's excitement about percussion instruments by exploring a variety of drums, maracas, and tambourines that will pique children's curiosity and lay a strong foundation for the investigations.</p>	<p>Investigation 1:</p> <p>What percussion instruments are made of wood? How can we make and play them?</p> <p>Children explore the wonder of wooden percussion instruments by creating their own instruments with found materials and marveling at the range of sounds they make.</p>	<p>Investigation 2:</p> <p>What percussion instruments are made of metal? How can we make and play them?</p> <p>Ting, ting, ting! Hear the metallic ringing of metal percussions instruments as children compare sounds and learn new ways to make music with triangles, cymbals, and even spoons!</p>



Days 11–15	Days 16–20	Days 21–25	Days 26–30	Scan to Watch
<p>Focus Question 4: What are the rules at school?</p> <p>Now that children feel comfortable and secure at school, it is time to come together as a class community to discuss the class rules and discover how rules support them to respect each other and the classroom environment.</p>	<p>Focus Question 5: Who works at our school?</p> <p>Children learn more about their school community by getting to know the people who work outside of their classroom and exploring their roles at school.</p>	<p>Focus Question 6: How do we make and keep friends in kindergarten?</p> <p>Building strong friendships and respectful relationships is a cornerstone of a strong classroom community. To develop these skills, children learn strategies for being good friends, joining groups in play, and respectfully managing disagreements.</p>	<p>Focus Question 7: How can I do things for myself?</p> <p>Children take the lead in their learning and ownership of their actions and classroom environment by taking on classroom jobs, learning how to work in the interest areas independently, and developing confidence in their own ability to do challenging things.</p>	<p>Scan to Watch</p> <p></p> <p>Introducing The First Six Weeks</p> 

Days 11–14	Days 15–17	Days 18–20	Scan to Watch
<p>Investigation 3: What percussion instruments are in the membrane family? How can we make and play them?</p> <p>Children find the rhythm of their own drums by investigating how to stretch a drumhead, choosing a drum frame, and experimenting with different hand drumming techniques.</p>	<p>Investigation 4: How do people play percussion instruments? What sounds do percussion instruments make?</p> <p>Children stomp, clap, and keep the beat as they investigate how to change the sounds of percussion instruments and discover that even their bodies can be percussion instruments!</p>	<p>Celebrating Learning</p> <p>Let's dance to the music! The <i>Percussion Instrument</i> study comes to a close with a delightful recital where the children showcase their instrument creations in a musical celebration with friends and loved ones.</p>	<p>Scan to Watch</p> <p></p> <p>Percussion Instruments</p> 

Architecture	Days 1–4	Days 5–7	Days 8–10
<p>Enter the “Construction Zone” with architecture!</p> <p>Apartment buildings, barns, schools, libraries, hospitals, office buildings, and stores—architecture is everywhere in your community. Buildings vary in size, color, construction, material, function, and location. Studying architecture invites children to learn about their community and how people live and share what they discover through the creation of their own class city.</p>	<p>Exploring the Topic</p> <p>Build children’s curiosity about architecture by asking children to consider “What is a building?” and inviting them to share what they know about the buildings in your community.</p>	<p>Investigation 1:</p> <p>What are the architectural features of buildings in our community and around the world?</p> <p>Apartment buildings, restaurants, stores, and schools. Children compare the interesting features of buildings in your community and around the world.</p>	<p>Investigation 2:</p> <p>What architectural features are inside and outside of a building?</p> <p>It’s time to break ground on the children’s buildings! Children take walks around the school to discover its interesting features and use what they have discovered about architecture to begin construction on their buildings.</p>



Light	Days 1–4	Days 5–7	Days 8–11
<p>Spark children’s interests with light!</p> <p>Light is all around us and makes our lives brighter and easier each day! Both natural and artificial light can be found in our homes, workplaces, and classrooms; on toys, electronics, and appliances; and outdoors. From using a crosswalk signal to cross the street to using a night-light to feel safe in the dark, children engage with light from a variety of sources and in many ways.</p>	<p>Exploring the Topic</p> <p>Light it up! Children share their past experiences and questions about light as they explore flashlights, glowsticks, and other familiar light sources.</p>	<p>Investigation 1:</p> <p>What objects make light? How do we turn lights on and off?</p> <p>Turn on the lights! Children practice turning on and off lights and search inside the classroom, around the school building, and outdoors to discover different objects that create light.</p>	<p>Investigation 2:</p> <p>How do we use light?</p> <p>Red light, green light, yellow light! Children discover how people use light by learning about light signals, emergency lights, and the colorful lights that are used around the world to celebrate special occasions.</p>



<p>Days 11–14</p>	<p>Days 15–17</p>	<p>Days 18–20</p>	<p>Scan to Watch</p>
<p>Investigation 3: How is the architecture of buildings changed to meet people’s needs? What are the different functions of buildings? How do people move around and between buildings? Children consider these questions as they investigate how architects design buildings to serve many different uses.</p>	<p>Investigation 4: What is the architecture of a city? Calling all city planners! Children have been working hard to build and add features to their buildings; now it is time for the children to work together to name, plan, and put together their class city.</p>	<p>Celebrating Learning Ready, set, inspect! The <i>Architecture</i> study comes to a close as the children finalize and inspect the class city before becoming tour guides and showing the guests around the city during the celebration.</p>	<p> Architecture </p>

<p>Days 12-14</p>	<p>Days 15-17</p>	<p>Days 18–20</p>	<p>Scan to Watch</p>
<p>Investigation 3: What happens when we block light? Look, I can see my shadow! Children explore what happens when they block light using their bodies and different materials both indoors and outdoors.</p>	<p>Investigation 4: What kinds of things does light shine through? Children learn the words <i>transparent</i> and <i>solid</i> as they closely observe and experiment with how light shines through different materials such as windows, tissue paper, and colorful magnetic tiles.</p>	<p>Celebrating Learning Calling all light experts! The <i>Light</i> study comes to a close as the children decorate the classroom with lights, create displays, and collect artifacts to share their learning with friends and family.</p>	<p> Light </p>

Cameras	Days 1–4	Days 5–8	Days 9–11
<p>Say “cheese!” Capture children’s curiosity with cameras!</p> <p>As technology has advanced, cameras have evolved from devices people used occasionally to document special events into tools that people use frequently to capture photos and videos of their everyday lives, communicate with others in real time, create art, and do so much more! The wide availability of cameras means that children often have a variety of experiences with cameras to inform and bolster their investigations.</p>	<p>Exploring the Topic</p> <p>Lights, cameras, action! Children share their past experiences and questions about cameras as they are introduced to a digital camera and explore a collection of photographs and videos.</p>	<p>Investigation 1:</p> <p>What different types of cameras are there? How do we use cameras?</p> <p>Digital cameras, smart phones, and tablets. Children discover the different types of devices that take photos and videos and learn the different ways to use them.</p>	<p>Investigation 2:</p> <p>What can we do with cameras?</p> <p>Strike a pose! Children learn how to pose, record a silly dance, and have a video call with another class as they investigate the question “What can we do with cameras?”</p>



Grocery Store	Days 1–4	Days 5–8	Days 9–11
<p>Stock the shelves in the classroom grocery store!</p> <p>Grocery stores play an important role in every community, reflecting the tastes and preferences of the families they serve and providing access to the foods and goods that people need to live healthy lives. Whether their families shop at a corner deli or a large supermarket, children can build on their experiences as they plan, stock, and manage their own classroom grocery store.</p>	<p>Exploring the Topic</p> <p>Have you visited a grocery store? Children share their past experiences shopping in a grocery store, choose a recipe, learn how to create a grocery list, and help to make a tasty snack using the products from a grocery store.</p>	<p>Investigation 1:</p> <p>How are grocery stores arranged? Why are they arranged that way?</p> <p>Let’s create a classroom grocery store! Children learn about grocery store departments, products, and shelf labels as they set up and organize their own classroom grocery store.</p>	<p>Investigation 2:</p> <p>What jobs do people do in a grocery store?</p> <p>Cashier, bagger, and stock clerk. Children explore books, photos, and videos to learn more about the different types of jobs that people do in a grocery store.</p>



Days 12-14	Days 15-17	Days 18-20	Scan to Watch
<p>Investigation 3: How do people use cameras for work and play?</p> <p>What is a photographer and a videographer? Children discover the many ways people use cameras by looking at different types of photography and videos and experimenting with taking their own photographs and videos.</p>	<p>Investigation 4: What can we make with cameras?</p> <p>What should we make? Children choose a camera project, create a plan, and work together to create it using different types of cameras.</p>	<p>Celebrating Learning</p> <p>Let's celebrate in our classroom art exhibit! The <i>Cameras</i> study comes to a close as children set up art exhibits and displays that feature their camera project to share their learning with friends and family.</p>	<p>Scan to Watch</p> <p></p> <p>Cameras</p> 

Days 12-14	Days 15-17	Days 18-20	Scan to Watch
<p>Investigation 3: What special tools and technology do people use in grocery stores?</p> <p>Fill up your cart! Children explore shopping carts, scales, and scanners to discover how tools and technology make people's lives easier while shopping in a grocery store.</p>	<p>Investigation 4: How can we get customers to shop in our class grocery store?</p> <p>Children decide on a grocery store name, create advertisements, and invite a neighboring class to shop at their classroom grocery store.</p>	<p>Celebrating Learning</p> <p>Let's go shopping! Children create a special sign and commercial before inviting friends and families to attend the grand opening of the classroom grocery store.</p>	<p>Scan to Watch</p> <p></p> <p>Grocery Store</p> 

Seeds	Days 1–4	Days 5–7	Days 8–10
<p>Sow the seeds of investigation!</p> <p>From fluffy, white dandelions and spiky seed burrs to slippery orange seeds, seeds are everywhere! They come in many different shapes and sizes and play a role in people’s everyday lives. People sow seeds to grow a variety of plants, grind seeds into butters, and sprinkle seeds to season their food. Because seeds are universal, children have a variety of opportunities to notice, examine, and experiment with them in meaningful ways.</p>	<p>Exploring the Topic</p> <p>Does pizza have seeds? Children explore the topic of seeds by discovering what familiar foods have seeds, what those seeds look like, and where seeds can be found.</p>	<p>Investigation 1:</p> <p>What do seeds need to grow?</p> <p>Let’s dig in! Children learn that seeds need soil, water, air, and sunlight to grow while planting and caring for seeds in the classroom Seeds Station.</p>	<p>Investigation 2:</p> <p>How are seeds spread?</p> <p>Children learn how seeds are spread by engaging in dramatic play experiences where they pretend to be plants and animals and drop “seeds” and spread them around the classroom!</p>

Getting Ready for Kindergarten	Days 1–5	Days 6–10	Days 11–15
<p>Kindergarten, here they come!</p> <p>During the last several weeks of the school year, children say good-bye to the familiarity of their classroom, their routines, and possibly even their friends. To help the children feel prepared and confident about their next adventure in kindergarten, support them as they express their feelings about the upcoming transition and encourage them to reflect on how they have grown and changed in transitional kindergarten.</p>	<p>Focus Question 1:</p> <p>How can we say good-bye to transitional kindergarten?</p> <p>As the end of the year comes to a close, support the children to reflect on how they have grown since the beginning of the year, share what they have learned with the next class, and start saying good-bye to transitional kindergarten.</p>	<p>Focus Question 2:</p> <p>What do we know about kindergarten? How are transitional kindergarten and kindergarten alike and different?</p> <p>What is a kindergarten classroom like? Will I know anyone at my new school? Children have many questions about what kindergarten will be like. Visit a kindergarten class with the children to explore the similarities and differences between transitional kindergarten and kindergarten.</p>	<p>Focus Question 3:</p> <p>How will we do things differently in kindergarten?</p> <p>With kindergarten comes new people to meet and new routines to follow. Children explore the different expectations and routines of kindergarten by creating their own kindergarten classroom in the Dramatic Play area.</p>

<p>Days 11-13</p>	<p>Days 14-17</p>	<p>Days 18-20</p>	<p>Scan to Watch</p>
<p>Investigation 3: How are seeds alike and different? What will grow from this seed? Round, flat, large, and small! Children closely examine a variety of seeds, compare their similarities and differences, and discover what types of plants grow from seeds.</p>	<p>Investigation 4: What can we do with seeds? Maracas, bird feeders, and delicious nut butters. Children learn how people use seeds in their everyday lives as they create their own instruments, birdfeeders, and tasty snack.</p>	<p>Celebrating Learning Children plan a celebration of learning by creating a seed library to store seeds, working on displays to show their work, and collecting photos and artifacts to share their learning with friends and loved ones.</p>	<p> Seeds </p>

<p>Days 16-20</p>	<p>Days 21-25</p>	<p>Days 25-30</p>	<p>Scan to Watch</p>
<p>Focus Question 4: How do we feel about going to kindergarten? Excited, nervous, happy, or a mix of different feelings? Children learn that it is normal to feel more than one feeling at a time as they share their feelings about going to kindergarten and express pride in all they have learned in transitional kindergarten.</p>	<p>Focus Question 5: Reflecting on Transitional Kindergarten Transitional kindergarten has been full of meaningful and engaging experiences. Reflect with the children about what they have done this year while revisiting some of their favorite activities.</p>	<p>Focus Question 6: Celebrating Transitional Kindergarten Over the last several weeks, the children have said good-bye to transitional kindergarten and have prepared for the new routines, people, and expectations of kindergarten. It is time to celebrate the children's growth and development and share their excitement for going to kindergarten with families and guests during the celebration.</p>	<p> Getting Ready for Kindergarten </p>

Scope & Sequence

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californian Early Learning Foundations

Social Emotional Development																								
<p>SE.1.2.1. Compare their characteristics with those of others and display a growing awareness of their psycho-logical characteristics, such as thoughts and feelings.</p>	●	●	●	●	●	●	●	●			●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>SE.2.2.1. Regulate their attention, thought feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p>	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>SE.3.2.1. Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p>	●		●	●	●	●	●		●	●	●	●	●		●	●		●	●	●				●
<p>SE 4.2.1. Respond to another's distress and needs with sympathetic caring and are more likely to assist.</p>	●	●	●	●	●	●	●				●				●	●	●	●	●	●		●	●	●
<p>SE 5.2.1. Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 29 Demonstrates knowledge about self
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1a Manages feelings
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 30 Shows basic understanding of people and how they live
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 2b Responds to emotional cues
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 11b Persists

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>SI.1.2.1. Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>SI.2.2.1. More actively and intentionally cooperate with each other.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>SI.2.2.2. Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>SI.2.2.3. Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p>			●	●	●	●	●				●	●	●	●	●	●	●	●	●	●					
<p>SI.3.2.1. Participate positively and cooperatively as group members.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 2a Forms relationships with adults
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 2c Interacts with peers
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 14b Engages in sociodramatic play
			●	●	●										●	●				●	●	●	●	Objective 3b Solves social problems
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 3a Balances needs and rights of self and others

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>SI.4.2.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RL.1.2.1. Take greater initiative in seeking support from their primary family attachment figures.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RL.1.2.2. Contribute to positive mutual cooperation with their primary family attachment figures.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RL.1.2.3. Contribute to positive mutual cooperation with their primary family attachment figures.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RL.2.2.1. Take greater initiative in seeking the support of their primary teachers and caregivers.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 1b Follows limits and expectations</p> <p>Objective 2a Forms relationships with adults</p> <p>Objective 2a Forms relationships with adults</p> <p>Objective 2a Forms relationships with adults</p> <p>Objective 2a Forms relationships with adults</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
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●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>RL.2.2.2. Contribute to positive mutual cooperation with primary teachers and caregivers.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RL.3.2.1. Friendships are more reciprocal, exclusive, and enduring.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Language & Literacy																									
<p>LS.1.2.1. Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>LS.1.2.2. Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 2a Forms relationships with adults
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 8a Comprehends language
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 9b Speaks clearly

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>LS.1.2.3. Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>LS.1.2.4. Use language to construct extended narratives that are real or fictional.</p>								●									●			●		●	●	●	●
<p>LS.2.2.1. Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>LS.2.2.2. Understand and use accepted words for categories of objects encountered in everyday life.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>LS.2.2.3. Understand and use both simple and complex words that describe the relations between objects.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 10b Uses social rules of language
●		●	●			●	●	●	●	●	●	●	●	●			●	●	●	●	●	●	●	Objective 9d Tells about another time or place
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 9a Uses an expanding expressive vocabulary
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 9a Uses an expanding expressive vocabulary
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 9a Uses an expanding expressive vocabulary

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californian Early Learning Foundations

<p>LS.3.2.1. Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>LS.3.2.2. Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RE.1.2.1. Display appropriate book-handling behaviors and knowledge of print conventions.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RE.1.2.2. Understand that print is something that is read and has specific meaning.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RE.2.2.1. Orally blend and delete words and syllables without the support of pictures or objects.</p>	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 9c Uses conventional grammar</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 9c Uses conventional grammar</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 17a Uses and appreciates books and other texts</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 17b Uses print concepts</p>
●	●	●	●	●		●	●	●		●		●	●	●	●	●		●	●	●	●	●	●	<p>Objective 15c Notifies and discriminates dis- crete units of sound</p>

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>RE.3.2.1. Recognize own name or other common words in print.</p>			●	●	●	●	●	●		●	●			●		●			●					●
<p>RE.3.2.2. Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p>			●	●	●	●	●	●		●	●			●		●			●					●
<p>RE.3.2.3. Begin to recognize that letters have sounds.</p>	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RE.4.2.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or created artwork.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RE.4.2.2. Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●		●		●		●	●	●			●	●	●	●	●	●		<p>Objective 16a Identifies and names letters</p>
●	●	●	●	●	●	●		●		●		●	●	●			●	●	●	●	●	●		<p>Objective 16a Identifies and names letters</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 16b Identifies letter-sound correspondences</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 18a Interacts during reading experiences, book conversations, and text reflections</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 18a Interacts during reading experiences, book conversations, and text reflections</p>

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>RE.5.2.1. Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>RE.5.2.2. Engage in more complex routines associated with literacy activities.</p>																									
<p>WR.1.2.1. Adjust grasp and body position for increased control in drawing and writing.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>WR.1.2.2 Write letters or letter-like shapes to represent words or ideas.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>WR.1.2.3 Write first name nearly correctly.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 18a Interacts during reading experiences, book conversations, and text reflections</p>
																								<p>No Correlations</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 7b Uses writing and drawing tools</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 19b Writes to convey ideas and information</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 19a Writes name</p>

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

English-Language Development																									
LI.1.01. Beginning words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
LI.1.02. Requests and directions	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
LI.1.03. Basic and advanced concepts	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SP.1.01. Communication of needs	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 37 Demonstrates progress in listening to and understanding English</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 37 Demonstrates progress in listening to and understanding English</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 37 Demonstrates progress in listening to and understanding English</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 8a Comprehends language</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 38 Demonstrates progress in speaking English</p>

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

SP1.02. Vocabulary production	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SP1.03. Conversation	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SP1.04. Utterance length and complexity	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SP1.05. Grammar	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SP1.06. Inquiry	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

Objectives for Development and Learning

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 9a Uses an expanding expressive vocabulary
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 10a Engages in conversation
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

SP.2.01 Social conventions	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SP.3.01. Narrative development	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RE.1.01. Participate in read-aloud activity	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RE.1.02. Interest in books and reading	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
							●	●	●	●	●	●	●		●	●	●	●		●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●		●	●		●	●	●	●	●		●	●	●		●	●	●					●		Objective 18b Uses emergent reading skills

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

RE.2.01. Personal connections to the story	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RE.2.02. Story structure	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
			●	●		●	●			●		●	●	●	●			●	●	●	●	●	●	●	
RE.3.01. Book handling	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 18a Interacts during reading experiences, book conversations, and text reflections
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 38 Demonstrates progress in speaking English
	●	●		●			●	●	●	●	●		●	●		●		●	●	●		●		Objective 18c Retells stories and recounts details from informational texts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 17a Uses and appreciates books and other texts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 17b Uses print concepts

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

RE.4.01. Environmental print	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RE.5.01. Letter awareness			●	●	●	●	●	●		●	●			●		●			●						●
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RE.5.02. Letter recognition			●	●	●	●	●	●		●	●			●		●			●						●
RE.6.01. Rhyming		●	●	●	●	●	●	●		●	●		●	●	●	●	●	●	●	●	●	●	●		●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 17b Uses print concepts
●	●	●	●	●	●	●		●		●		●	●	●			●	●	●	●	●	●	●	Objective 16a Identifies and names letters
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 15d Applies phonics concepts and knowledge of word structure to decode text
●	●	●	●	●	●	●		●		●		●	●	●			●	●	●	●	●	●	●	Objective 16a Identifies and names letters
●	●	●	●		●	●	●	●		●		●		●	●	●	●	●	●	●	●	●	●	Objective 15a Notices and discriminates rhyme

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

RE.6.02. Onset (initial sound)		●	●	●	●	●	●	●		●	●		●	●	●	●	●		●	●		●	●	●	●
RE.6.03. Sound differences in the home language and English	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
WR.1.01. Writing as communication	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
WR.1.02. Writing to represent words or ideas	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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●		●	●	●	●	●		●	●		●	●		●	●	●	●	●	●	●	●	●	●	<p>Objective 15b Notifies and discriminates alliteration</p>
●	●	●	●	●		●	●	●		●		●	●	●	●	●		●	●	●	●	●	●	<p>Objective 15c Notifies and discriminates units of sound</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 19b Writes to convey ideas and information</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 17b Uses print concepts</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 19b Writes to convey ideas and information</p>

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

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WR.1.03. Writing their name	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Mathematics																									
NS.1.2.1. Recite numbers in order to twenty with increasing accuracy.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
NS.1.2.2. Recognize and know the name of some written numerals.					●	●	●													●		●	●	●	
NS.1.2.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).			●	●				●		●	●	●	●							●	●	●	●		
NS.1.2.4. Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 19a Writes name
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 20a Counts
					●			●	●			●	●				●	●	●	●		●	Objective 20c Connects numerals with their quantities	
●	●	●		●	●	●		●		●			●	●	●	●		●		●	●		Objective 20b Quantifies	
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 20a Counts	

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

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<p>NS.1.2.5. Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>NS.2.2.1. Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").</p>			●	●				●		●	●	●	●				●	●	●	●	●	●	●	●	●
<p>NS.2.2.2. Understand that adding one or taking away one changes the number in a small group of objects by exactly one.</p>			●	●				●		●	●	●	●				●	●	●	●	●	●	●	●	●
<p>NS.2.2.3. Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.</p>			●	●				●		●	●	●	●				●	●	●	●	●	●	●	●	●
<p>NS.2.2.4. Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.</p>			●	●				●		●	●	●	●				●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 20a Counts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 20b Quantifies
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 20b Quantifies
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 20b Quantifies
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 20b Quantifies

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

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<p>AF.1.2.1. Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute)</p>								•	•	•				•	•	•										•				
<p>AF.2.2.1. Recognize and duplicate simple repeating patterns</p>			•		•						•	•	•	•							•	•	•							
<p>AF.2.2.2. Begin to extend and create simple repeating patterns.</p>			•		•						•	•	•	•							•	•	•							
<p>ME.1.2.1. Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).</p>		•	•		•	•	•	•		•	•			•		•	•	•	•	•		•		•	•	•		•	•	
<p>ME.1.2.2. Order four or more objects by size.</p>		•	•		•	•	•	•		•	•			•		•	•	•	•		•			•	•	•		•	•	

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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and Learning**

●	●	●					●	●		●		●	●	●	●	●			●	●		●		Objective 13 Uses classification skills
	●	●	●	●			●		●	●					●					●	●		●	Objective 23 Demonstrates knowledge of patterns
	●	●	●	●			●		●	●					●					●	●		●	Objective 23 Demonstrates knowledge of patterns
	●	●	●	●		●	●		●	●	●	●	●	●	●	●	●	●		●		●	●	Objective 22a Measures objects
	●	●	●	●		●	●		●	●	●	●	●	●	●	●	●	●		●		●	●	Objective 22a Measures objects

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>ME.1.2.3. Measure length using multiple duplicates of the same-size concrete units laid end to end</p>		●	●		●	●	●	●		●	●			●		●	●	●	●		●		●	●
<p>GE.1.2.1. Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</p>		●	●		●				●		●			●		●		●		●		●		●
<p>GE.1.2.2. Combine different shapes to create a picture or design.</p>		●	●		●				●		●			●		●		●		●		●		●
Visual & Performing Arts																								
<p>VA.1.2.1. Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.1.2.2. Begin to plan art and show increasing care and persistence in completing it.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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		●	●	●	●		●	●		●	●	●	●	●	●	●	●	●		●		●	●	Objective 22a Measures objects
					●	●	●		●	●	●	●	●	●			●	●	●			●	●	Objective 21b Understands shapes
●				●	●	●		●	●	●	●	●	●			●	●	●				●	●	Objective 21b Understands shapes
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 33 Explores the visual arts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 33 Explores the visual arts

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>VA.1.2.3. Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.1.2.4. Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.2.2.1. Draw single circle and add lines to create representations of people and things.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.2.2.2. Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.2.2.3. Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 33 Explores the visual arts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 33 Explores the visual arts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 14a Thinks symbolically
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 14a Thinks symbolically
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 14a Thinks symbolically

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

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<p>VA.2.2.4. Use paper and other materials to make two and three dimensional assembled works.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.2.2.5. Recognize and name materials and tools used for visual arts.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.2.2.6. Demonstrate increasing coordination and motor control when working with visual arts tools.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.3.2.1. Intentionally create content in a work of art.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>VA.3.2.2. Draw more detailed figures or objects with more control of line and shape.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
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●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 14a Thinks symbolically
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 33 Explores the visual arts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 7b Uses writing and drawing tools
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 33 Explores the visual arts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 33 Explores the visual arts

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

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<p>VA.3.2.3. Use intensity of marks and color more frequently to express a feeling or mood.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>MU.1.2.1. Verbally reflect on music and describe music by using an expanded vocabulary.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>MU.1.2.2 Demonstrate more complex repeating melody and rhythm patterns</p>			●		●		●				●	●	●	●							●	●	●		
<p>MU.1.2.3. Identify the sources of a wider variety of music and music-like sounds.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>MU.1.2.4. Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

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●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 33 Explores the visual arts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 34 Explores musical concepts and expression
	●	●	●	●			●		●	●					●						●	●	●	Objective 23 Demonstrates knowledge of patterns
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 34 Explores musical concepts and expression
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

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<p>MU.2.2.1. Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>MU.2.2.2. Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>MU.3.2.1. Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>MU.3.2.2. Move or use body to demonstrate beat, tempo, and style of music, often intentionally.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>MU.3.2.3. Explore, improvise, and create brief melodies with voice or instrument.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

Objectives for Development and Learning

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 34 Explores musical concepts and expression
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 34 Explores musical concepts and expression
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 34 Explores musical concepts and expression
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 34 Explores musical concepts and expression

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

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<p>DR.1.2.1. Demonstrate a broader understanding of drama vocabulary.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DR.1.2.2. Explain preferences and interests related to participating in drama.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DR.1.2.3. Demonstrate knowledge of extended plot and conflict of a participatory drama.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DR.2.2.1. Demonstrate extended role play skills with increased imagination and creativity.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DR.2.2.2. Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

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and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 36 Explores drama through actions and language
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 36 Explores drama through actions and language
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 36 Explores drama through actions and language
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 36 Explores drama through actions and language
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 36 Explores drama through actions and language

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>DA.1.2.1. Further engage and participate in dance movements.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DA.1.2.2. Connect dance terminology with demonstrated steps.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DA.1.2.3. Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DA.1.2.4. Use understanding of different steps and movements to create or form a dance.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DA.2.2.1. Continue to develop awareness of body in space.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>DA.2.2.2. Show advanced awareness and coordination of movement with other people in dance or when moving in space.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DA.2.2.3. Demonstrate some advanced skills in responding to tempo and timing through movement.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DA.3.2.1. Extend understanding and skills for acting out and dramatizing through music and movement patterns.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DA.3.2.2. Invent and recreate dance movements.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>DA.3.2.3. Improvise more complex dances that have a beginning, middle, and an end.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>DA.3.2.4. Communicate and express feelings intentionally through dance.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Physical Development																									
<p>FM.1.2.1. Show increasing balance and control when holding still.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>FM.1.2.2. Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>FM.2.2.1. Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>FM.2.2.2. Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 35 Explores dance and movement concepts
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 5 Demonstrates balancing skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 5 Demonstrates balancing skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 4 Demonstrates traveling skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 4 Demonstrates traveling skills

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

FM.2.2.3. Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
FM.2.2.4. Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
FM.3.2.1. Show gross-motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
FM.3.2.2. Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
MS.1.2.1. Demonstrate knowledge of an increasing number of body parts.	●	●	●	●	●	●	●	●			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

Objectives for Development and Learning

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 4 Demonstrates traveling skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 4 Demonstrates traveling skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 6 Demonstrates gross-motor manipulative skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 7a Uses fingers and hands
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 29 Demonstrates knowledge about self

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>MS.2.2.1. Use own body, general space, and other people's space when locating or relating to other people or objects in space.</p>																									
<p>MS.3.2.1. Begin to understand and distinguish between the sides of the body.</p>		●	●		●		●		●			●			●		●		●		●		●		●
<p>MS.3.2.2. Can change directions quickly and accurately.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>MS.3.2.3. Can place an object or own body in front of, to the side, or behind something else with greater accuracy.</p>		●	●		●		●		●			●			●		●		●		●		●		●
<p>MS.3.2.4. Demonstrate more precision and efficiency during two-handed fine-motor activities.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californian Early Learning Foundations

AP1.2.1. Initiate more complex physical activities for a sustained period of time.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
AP2.2.1. Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
AP3.2.1. Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Health																									
HH.1.2.1. Demonstrate knowledge of more steps in the handwashing routine.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
HH.1.2.2. Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 4 Demonstrates traveling skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 4 Demonstrates traveling skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 4 Demonstrates traveling skills
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

HH.2.2.1. Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
HH.3.2.1. Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
HH.3.2.2. Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
HH.3.2.3. Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
HH.4.2.1. Practice sun-safe actions with decreasing adult support and guidance.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>SA.1.2.1. Follow safety rules more independently though may still need adult support and prompting.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>SA.1.2.2. Demonstrate increased ability to follow emergency routines after instruction and practice.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>SA.1.2.3. Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>NU.1.2.1. Identify a larger variety of foods and may know some of the related food groups.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>NU.2.2.1. Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.</p>		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	Objective 1c Takes care of own needs appropriately

	The First Six Weeks: Building Your Classroom Community							Percussion Instruments					Architecture					Light							
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C

Californial Early Learning Foundations

<p>NU.2.2.2. Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.</p>		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>NU.3.2.1. Indicate greater awareness of own hunger and fullness.</p>		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Cameras						Grocery Store						Seeds						Getting Ready for Kindergarten					
E	1	2	3	4	C	E	1	2	3	4	C	E	1	2	3	4	C	1	2	3	4	5	6

**Objectives
for Development
and Learning**

●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	<p>Objective 1c Takes care of own needs appropriately</p>
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	



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