

# The Creative Curriculum

for Transitional Kindergarten California

# The Year Ahead



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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.

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.



**Percussion Instruments** 

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

(4 weeks)

investigations.

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.

Wondering what happens the rest of the year? We've got you covered for

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)

(4 weeks)

Cameras (4 weeks)

**Grocery Store** (4 weeks)

Seeds (4 weeks) **Getting Ready for** Kindergarten (6 weeks)

Architecture Light







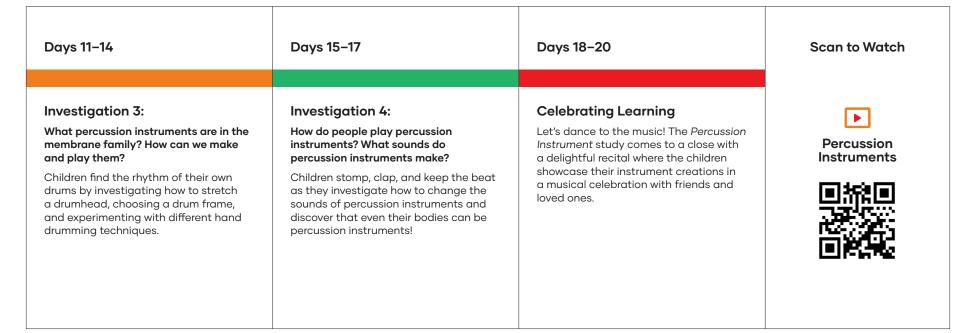


### **Study Overview**

The First Six Weeks: Building Your Classroom Community	Days 1–2	Days 3–5	Days 6–10
Welcome to Transitional Kindergarten!  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.	Focus Question 1: Who are the people in our classroom? 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!	Focus Question 2:  How can we express our feelings at school?  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.	Focus Question 3:  When do things happen at school?  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.

Percussion Instruments	Days 1–4	Days 5–7	Days 8–10
Shake it up with percussion instruments!  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.	Exploring the Topic  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.	Investigation 1:  What percussion instruments are made of wood? How can we make and play them?  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.	Investigation 2:  What percussion instruments are made of metal? How can we make and play them?  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!

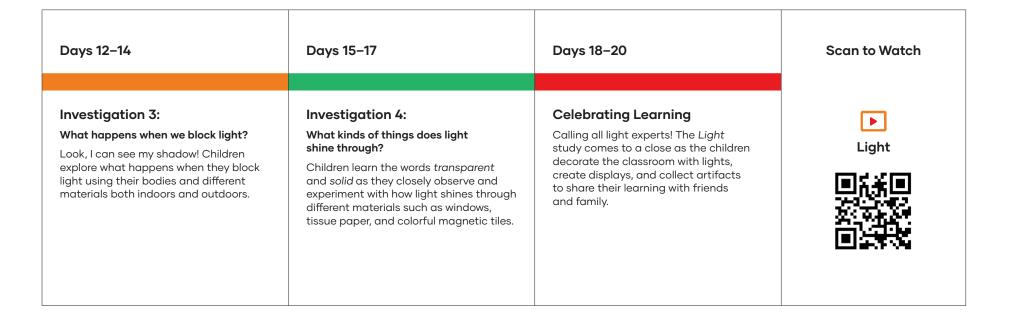
Days 11–15	Days 16–20	Days 21–25	Days 26–30	Scan to Watch
Focus Question 4: What are the rules at school? Now that children feel comfortable and secure at school, it is time to come together as a class community to discuss the class rules and discover how rules support them to respect each other and the classroom environment	Focus Question 5: Who works at our school? 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.	Focus Question 6:  How do we make and keep friends in transitional kindergarten?  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	Focus Question 7:  How can I do things for myself?  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	The First Six Weeks: Building Your Classroom Community



Architecture	Days 1–4	Days 5–7	Days 8–10							
Enter the "Construction Zone" with architecture!  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.	Exploring the Topic  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.	Investigation 1:  What are the architectural features of buildings in our community and around the world?  Apartment buildings, restaurants, stores, and schools. Children compare the interesting features of buildings in your community and around the world.	Investigation 2:  What architectural features are inside and outside of a building?  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.							

Light	Days 1–4	Days 5–7	Days 8–11							
Spark children's interests with light!  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.	Exploring the Topic Light it up! Children share their past experiences and questions about light as they explore flashlights, glowsticks, and other familiar light sources.	Investigation 1:  What objects make light? How do we turn lights on and off?  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.	Investigation 2: How do we use light? 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.							

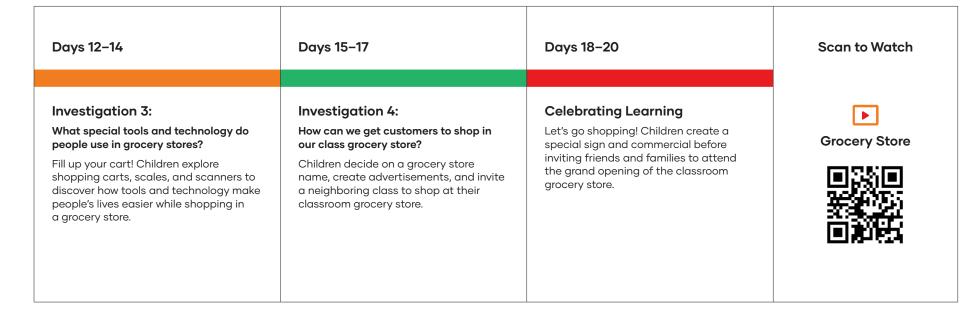
#### Days 15–17 Days 11–14 Days 18-20 Scan to Watch **Investigation 3: Investigation 4: Celebrating Learning ▶** What is the architecture of a city? How is the architecture of buildings Ready, set, inspect! The Architecture **Architecture** changed to meet people's needs? study comes to a close as the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



Cameras	Days 1–4	Days 5–8	Days 9–11
Say "cheese!" Capture children's curiosity with cameras!  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.	Exploring the Topic 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.	Investigation 1:  What different types of cameras are there? How do we use cameras?  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.	Investigation 2:  What can we do with cameras?  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?"

Grocery Store	Days 1–4	Days 5–8	Days 9–11						
Stock the shelves in the classroom grocery store!  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.	Exploring the Topic  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.	Investigation 1:  How are grocery stores arranged? Why are they arranged that way?  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.	Investigation 2: What jobs do people do in a grocery store? 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.						

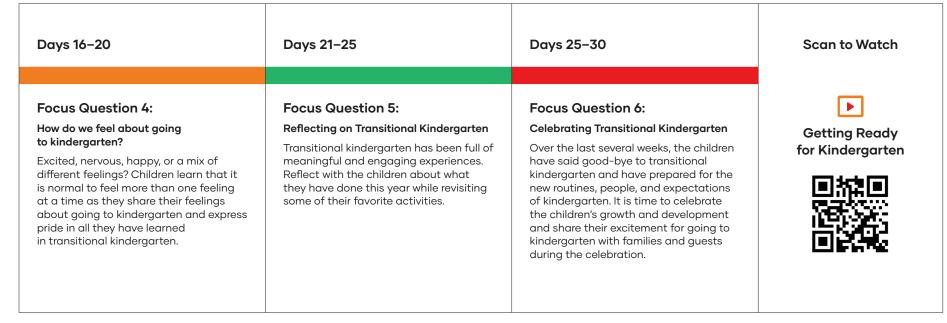
Days 12–14	Days 15–17	Days 18–20	Scan to Watch
Investigation 3:	Investigation 4:	Celebrating Learning	<b>▶</b>
How do people use cameras for work and play?  What is a photographer and a videographer? Children discover the many ways people use cameras by looking at different types of photography and videos and experimenting with taking their own photographs and videos.	What can we make with cameras?  What should we make? Children choose a camera project, create a plan, and work together to create it using different types of cameras.	Let's celebrate in our classroom art exhibit! The Cameras 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.	Cameras



Seeds	Days 1–4	Days 5–7	Days 8–10
Sow the seeds of investigation!  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.	Exploring the Topic  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.	Investigation 1: What do seeds need to grow? 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.	Investigation 2: How are seeds spread? 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!

Getting Ready for Kindergarten	Days 1–5	Days 6–10	Days 11–15			
Kindergarten, here they come!  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.	Focus Question 1:  How can we say good-bye to transitional kindergarten?  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.	Focus Question 2:  What do we know about kindergarten? How are transitional kindergarten and kindergarten alike and different?  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.	Focus Question 3:  How will we do things differently in kindergarten?  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.			

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



### Scope & Sequence

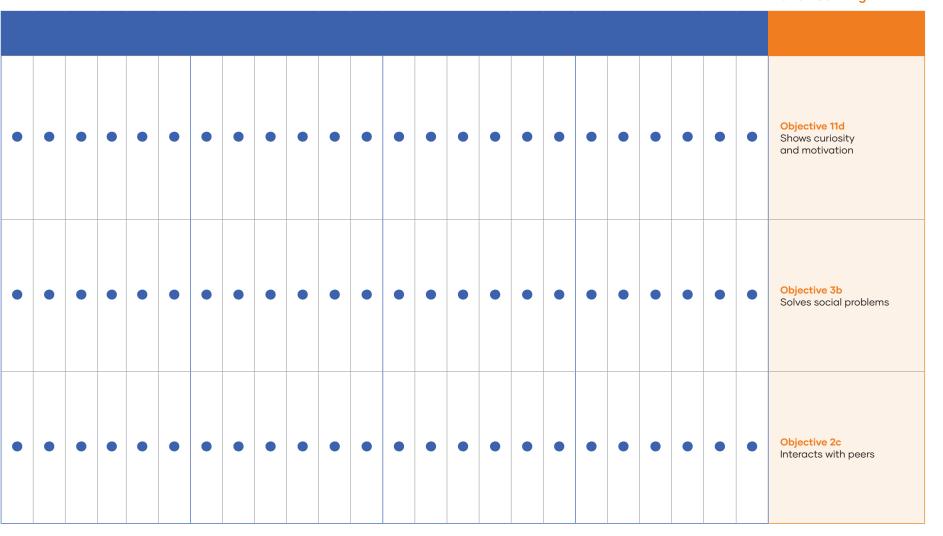
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California
Early Learning
Foundations

Approaches to Learnir	ng					·																			
AL 1.1.1  Express interest in a broader range of familiar and new objects, people, and activities by exploring more extensively with their senses, describing their observations in greater detail, and asking more detailed questions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AL 1.2.1 Demonstrate initiative by starting activities (such as detailed and more complex play scenarios), initiating social interactions (such as helping others) more often, and seeking solutions to problems more persistently.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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Objectives for Development and Learning

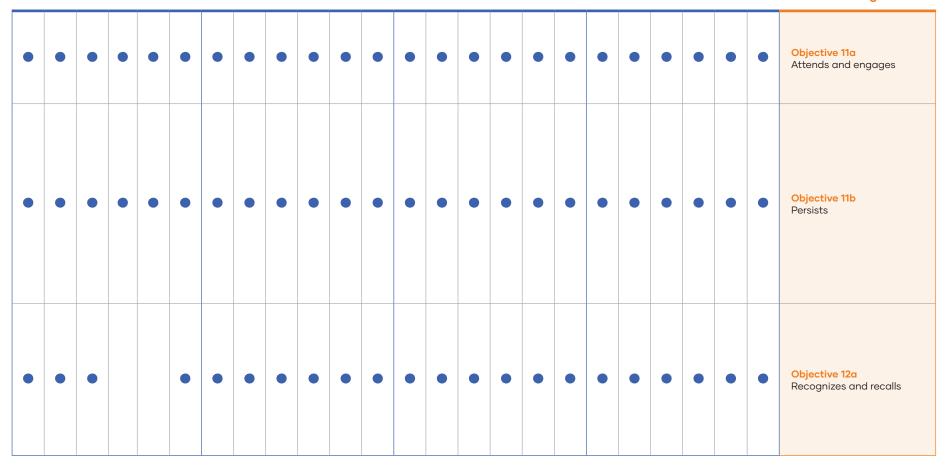


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AL 1.3.1																									
Actively engage by focusing and concentrating on activities for longer periods of time with less adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AL 1.4.1  Demonstrate persistence for longer periods of time when engaging in an activity despite encountering setbacks or boredom. More consistently cope with emotions that arise (for instance, frustration, anger, sadness, excitement) and can continue engaging in an activity with less adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AL 2.1.1 Hold approximately two to three pieces of information in their mind for longer periods of time and use the knowledge to guide behavior when engaging in multistep tasks and more complex play, with less adult support.	•	•	•	•	•	•		•	•		•		•	•	•			•	•		•	•	•	•	•

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### Objectives for Development and Learning

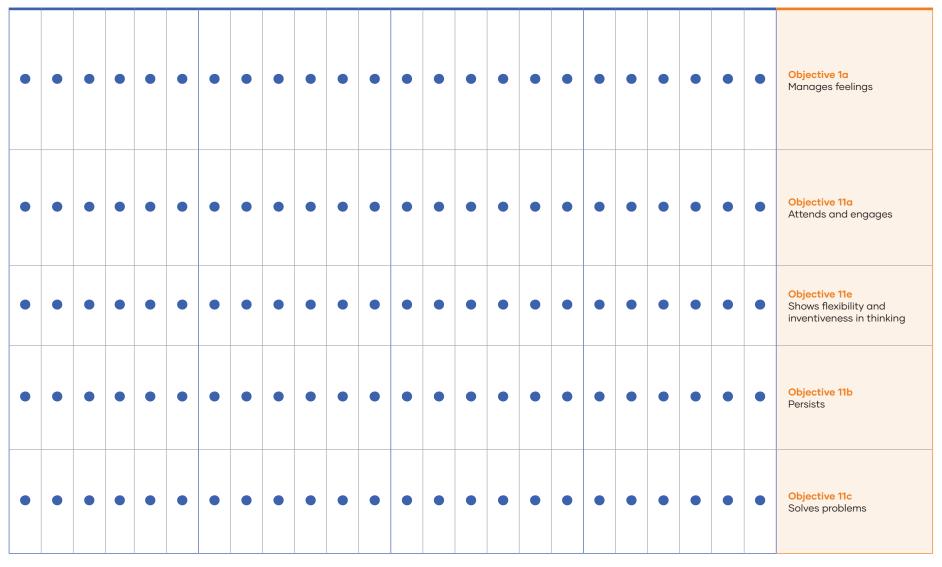


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Foundations																									
AL 2.2.1  Manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with less adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AL 2.3.1 Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities with less adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AL 2.4.1  More consistently shift behavior and think about things in a new way, with less adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AL 3.1.1  Demonstrate ability to set and carry out more complex plans (for example, two- to three step plans and goals), with less adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AL 3.2.1  Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with less adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning



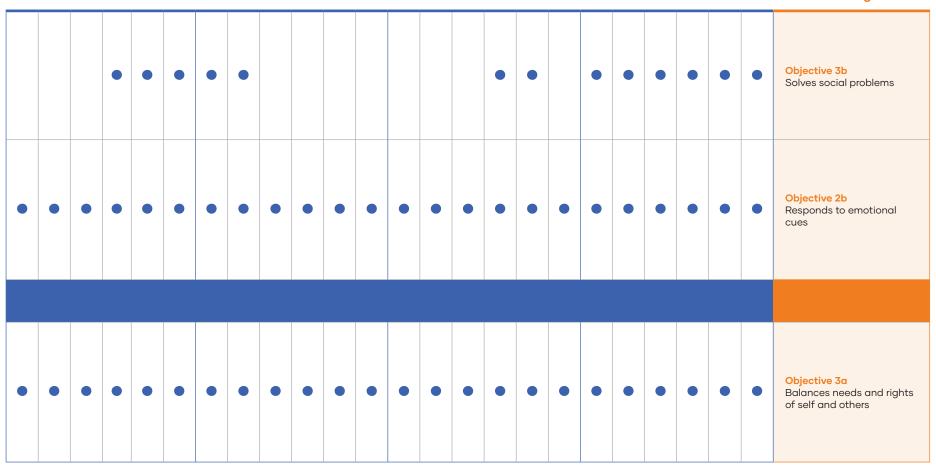
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### California Early Learning

AL 3.3.1 Engage in extended collaborative problemsolving during play																									
and learning activities. Communicate with peers about how to solve a problem and help peers when needed.				•							•		•	•	•	•	•	•			•			•	
AL 3.4.1 Demonstrate understanding and explain that others can have different approaches and preferences and more consistently accept others' approaches and preferences, with less adult support.	•	•	•	•	•	•	•				•			•	•	•	•	•	•			•	•		
Social and Emotional I	Deve	olpme	ent																						
Al 3.4.1 Demonstrate understanding and explain that others can have different approaches and preferences and more consistently accept others' approaches and preferences, with less	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	

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## Objectives for Development and Learning

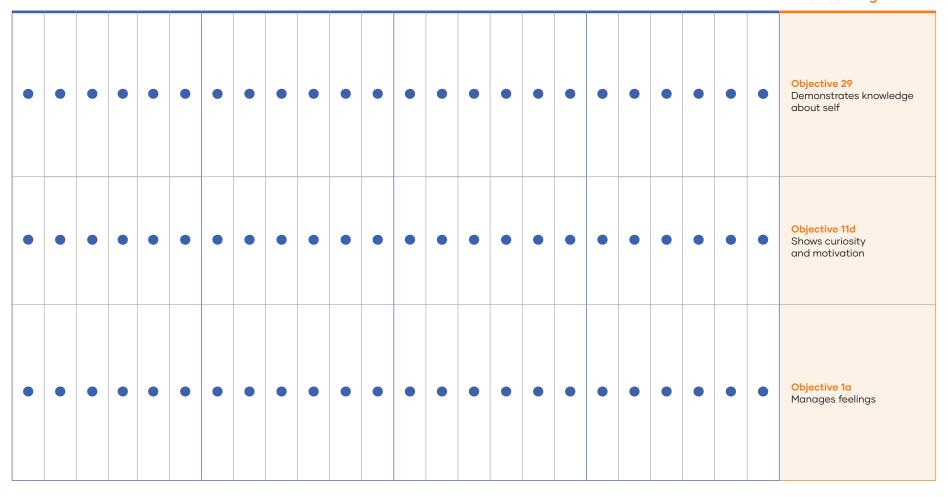


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SE 1.1.1  Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SE 1.2.1 Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SE 1.3.1 Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

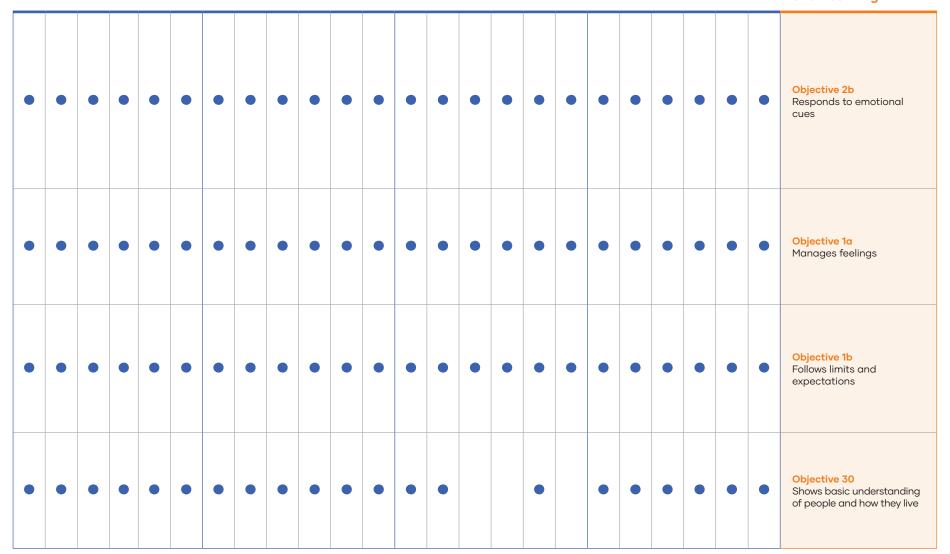


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Foundations									_				_		_						_				
SE 1.3.1 Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.	•	•	•	•	•	•	•				•			•	•	•	•	•	•			•	•		•
SE 1.4.1 Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SE 1.5.1  Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SE 1.6.1  Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.	•		•	•	•	•	•		•	•	•	•	•		•	•		•	•	•	•	•			•

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#### Objectives for Development and Learning



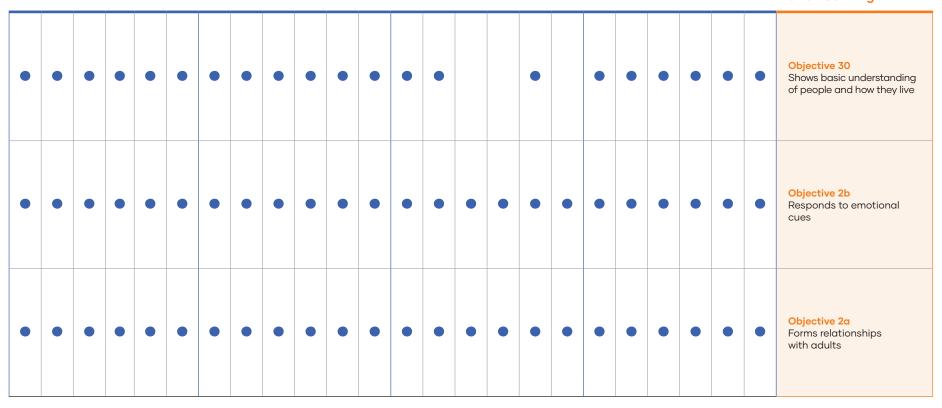
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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SE 1.7.1  Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.	•		•	•	•	•	•		•	•	•	•	•		•	•		•	•	•	•	•			•
SE 1.8.1 Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.	•	•	•	•	•	•	•				•			•	•	•	•	•	•			•	•		•
SE 2.2.1  Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

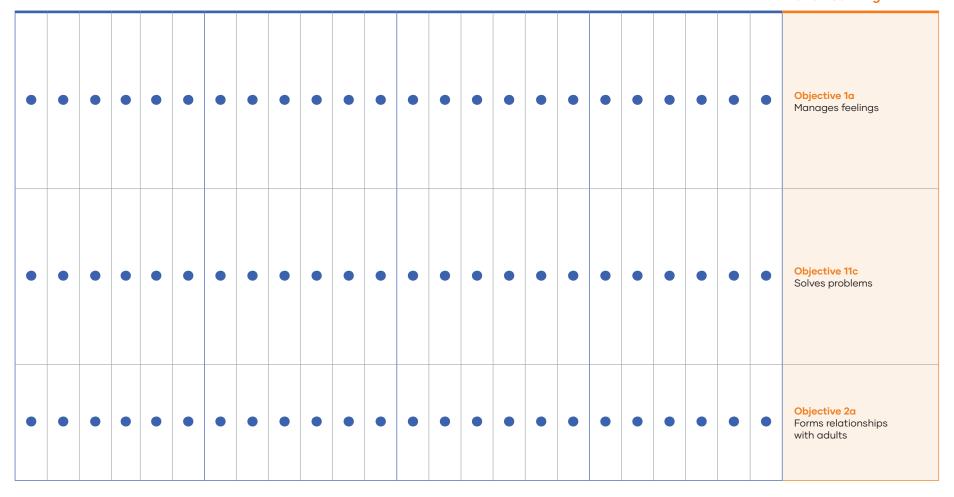


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SE 2.2.1  Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SE 2.2.1  Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SE 2.3.1 Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

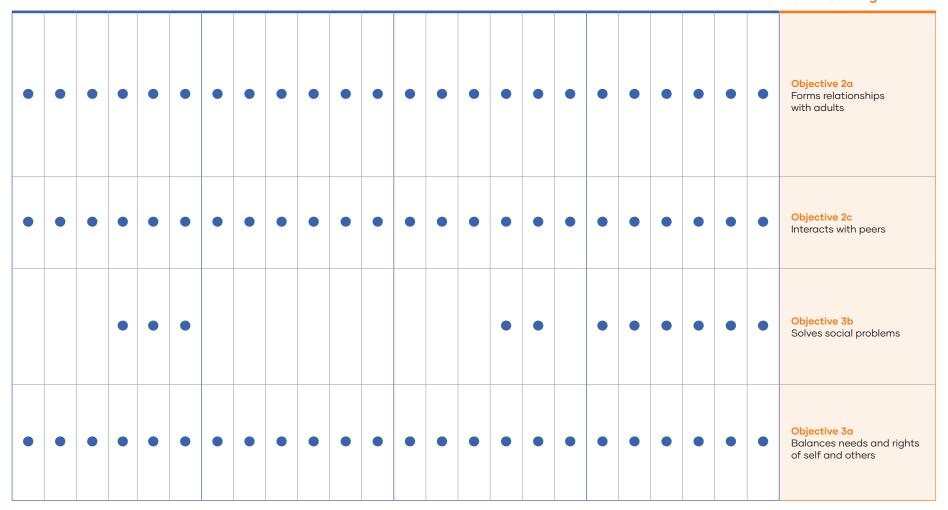


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SE 2.4.1 Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SE 3.1.1 More actively and intentionally interact and cooperate with peers in daily learning and play activities.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SE 3.2.1  Negotiate with peers and more often communicate to respond to conflict.  Seek adult assistance to understand their peers' needs or to resolve a conflict.			•	•	•	•	•				•	•	•	•	•	•	•	•		•	•				
SE 3.3.1  More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

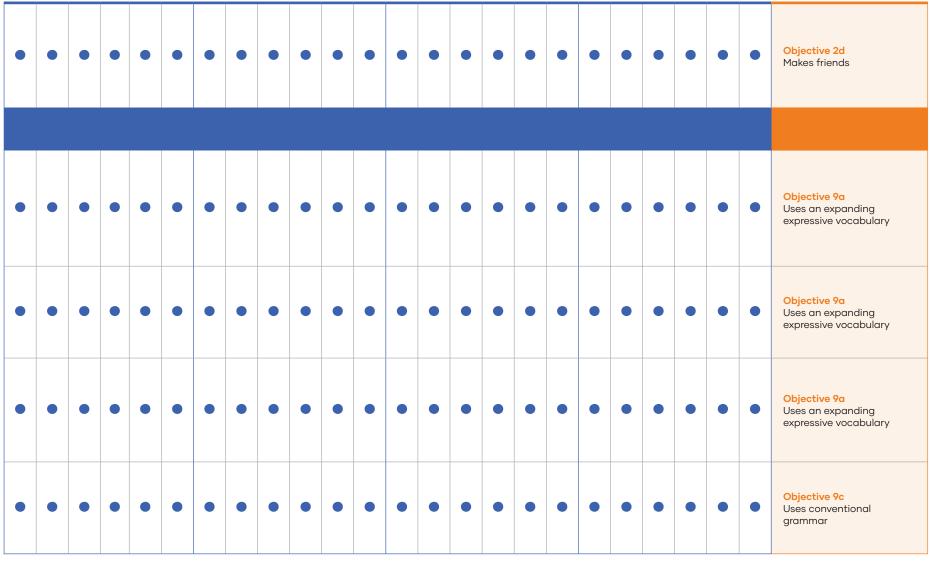


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California Early Learning Foundations																									
SE 3.4.1  Develop friendships that are more reciprocal, exclusive, and enduring.  Engage in enhanced cooperation and problemsolving efforts.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Foundational Languag	je De	velop	men																						
FLD 1.1.1 Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 1.2.1 Understand and use increasingly specific vocabulary to describe categories and the relationships within them.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 1.3.1 Understand and use increasingly specific words to describe and compare the size and location of objects (such as "longer" and "between").	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 1.4.1 Use both common and less common word forms and sentence forms to express complex thoughts and ideas.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

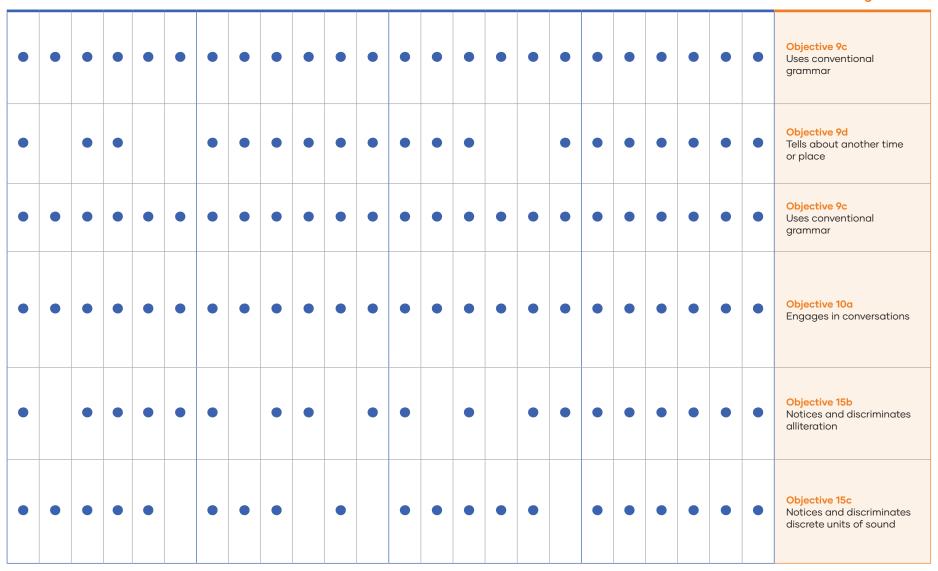


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Foundations																				,					
FLD 1.5.1 Use questions and follow-up questions to seek information and to clarify and confirm understanding.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 1.6.1 Use language to construct real or fictional extended narratives that have several details or a plotline.								•									•		•	•		•	•	•	•
FLD 1.7.1 Share detailed descriptions, opinions, and explanations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 1.8.1 Participate in increasingly long and complex backand-forth conversations with adults and peers. Respond on topic across several turns in the conversation.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 2.1.1 Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects.		•	•	•	•	•	•	•		•	•		•	•	•	•	•		•	•		•	•	•	•
FLD 2.2.1 When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects.	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	

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#### Objectives for Development and Learning

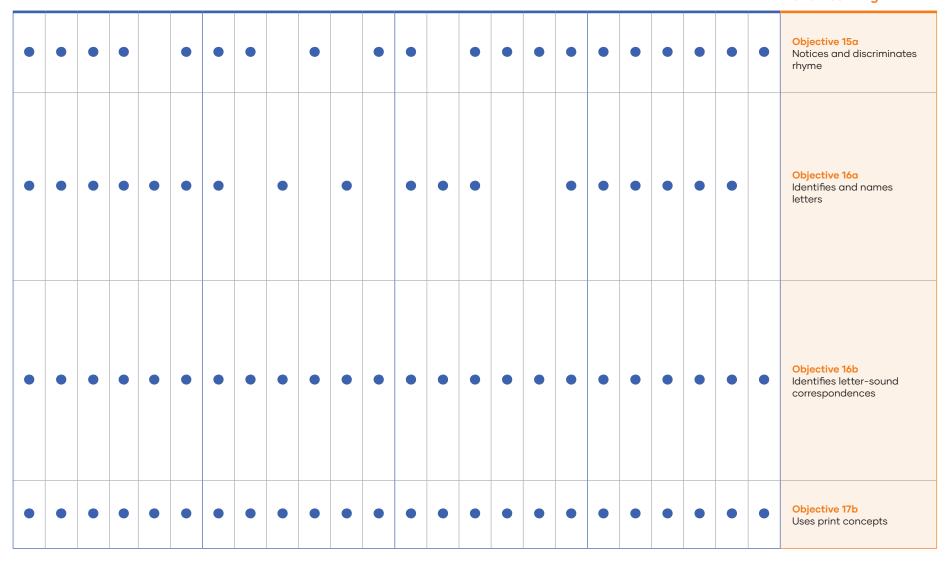


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- Touridations																									
FLD 2.3.1  Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words		•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•		•
FLD 2.4.1  Match many letter names to their printed form. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match most (about 15 to 20) uppercase letter names and approximately half (about 12 to 16) of the lowercase letter names to their printed form.			•	•	•	•	•	•	•	•	•		•	•	•	•			•						•
FLD 2.5.1  Accurately identify or produce sounds associated with several letters or common characters with adult support. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, accurately identify or produce sounds associated with about half of the letters.	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 2.6.1 Identify the meaning of a few instances of familiar print in the environment.	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

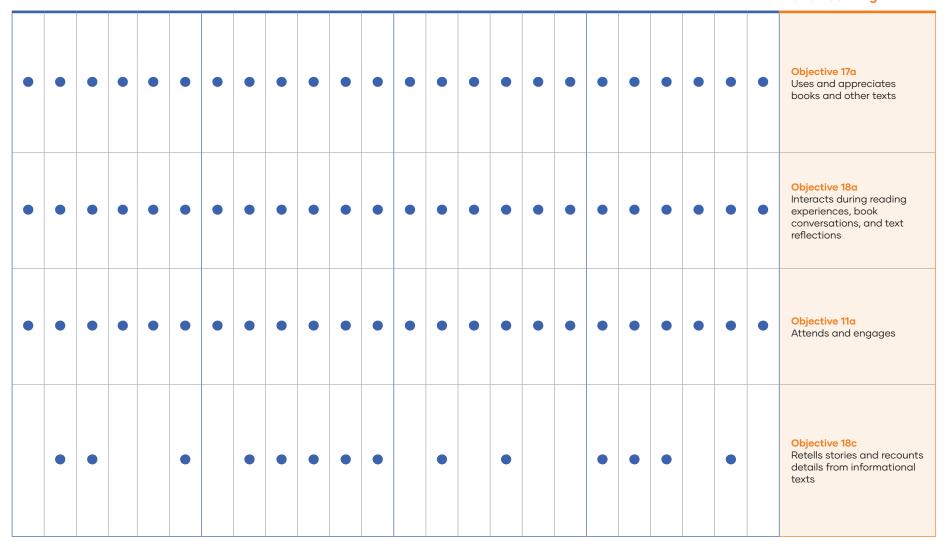


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

Foundations																								
FLD 2.7.1 Display increasingly sophisticated bookhandling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 3.1.1  Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•	•
FLD 3.1.1  Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•	•
FLD 3.2.1 Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked.			•	•		•	•		•		•	•	•	•			•		•	•	•	•	•	

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#### Objectives for Development and Learning

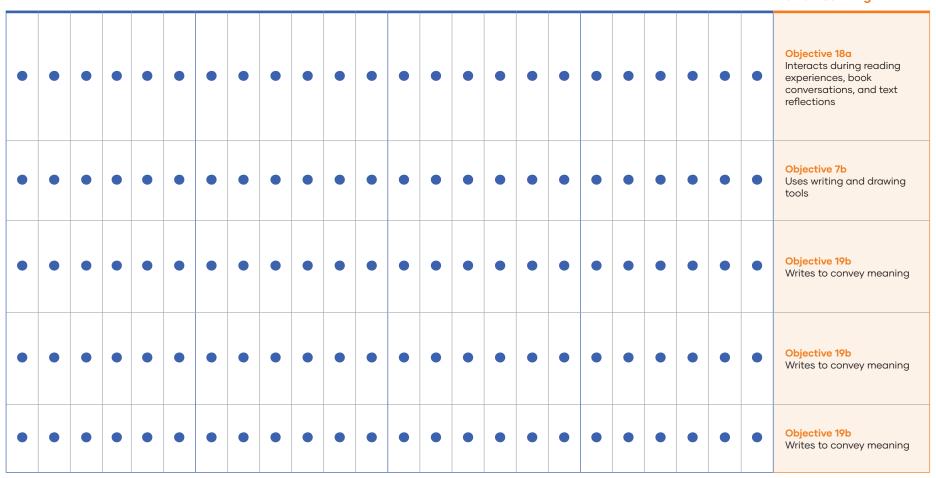


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

FLD 3.3.1 Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•	•
FLD 4.1.1 Adjust grasp and body position for increased control in drawing and writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 4.2.1 Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 4.3.1 Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
FLD 4.4.1 Write a few recognizable letters or characters to represent words or ideas.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

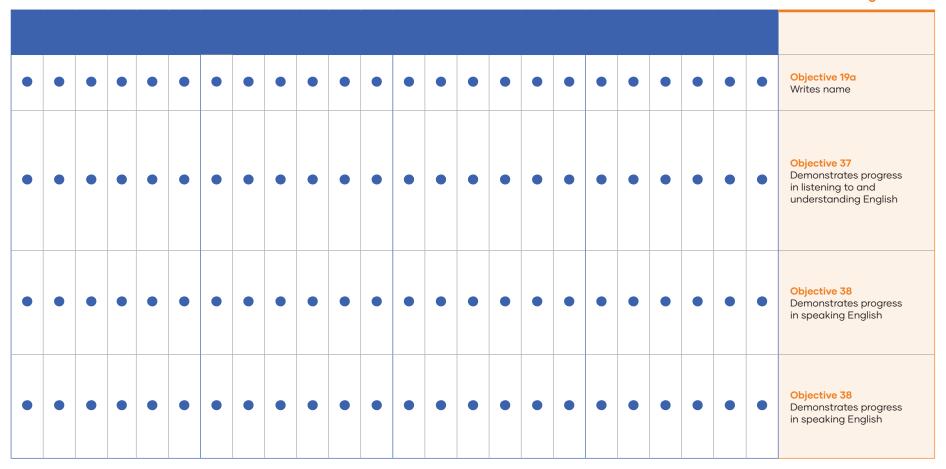


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English Language Dev	elopr	nent	•																						
FLD 4.5.1 Write own name nearly correctly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.1.1  Demonstrate understanding of a larger set of words in English (for example, objects and actions, personal pronouns, possessives, and descriptive terms) in interactions with adults and peers.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.2.1 Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.3.1 Broaden the use of English grammatical rules, such as irregular plurals or simple past tense verbs, sometimes with inaccuracies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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Objectives for Development and Learning

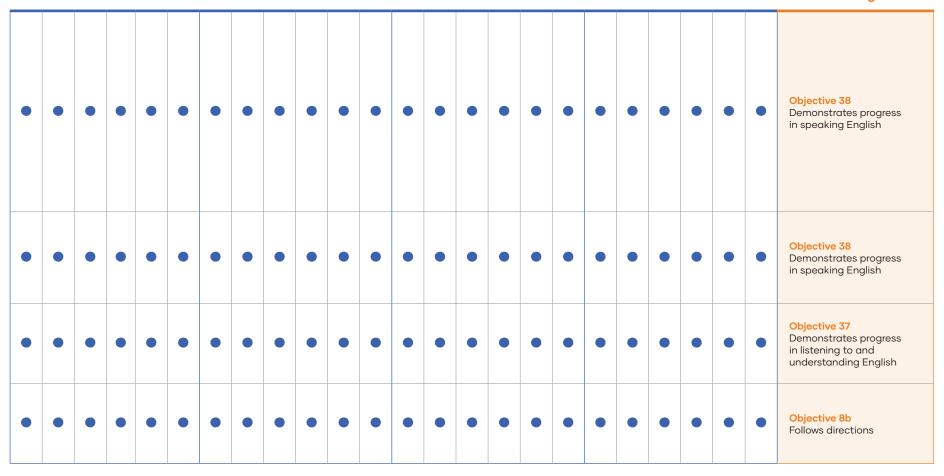


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

ELD 1.4.1  Use a variety of English grammatical forms, with some inaccuracies, to produce many different types of sentence structures. Grammatical forms can include adding appropriate possessive pronouns (for example, your, my); conjunctions (for example, and, or); and other elements (for example, adjectives, adverbs).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.5.1 Show increasing reliance on verbal communication in English to be understood by English speakers.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.6.1 Follow directions that involve more than one step, relying less on contextual clues.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.6.1 Follow directions that involve more than one step, relying less on contextual clues.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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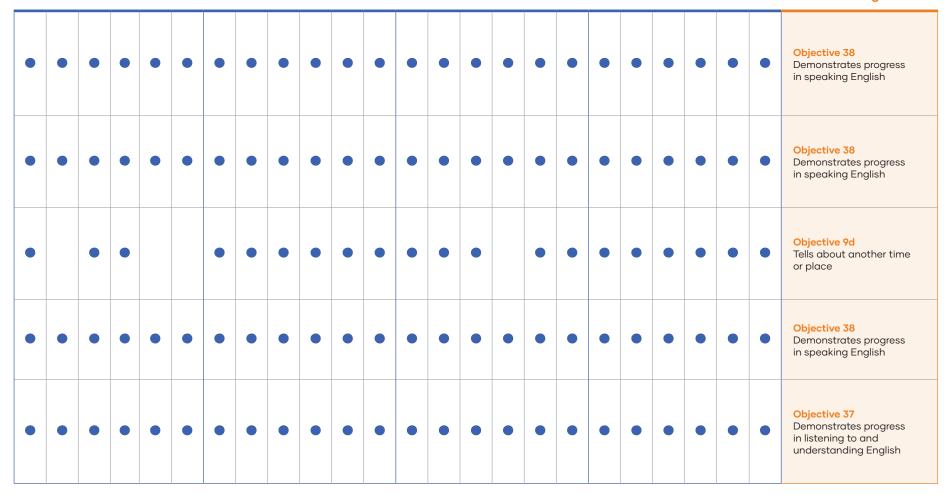


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Todridations																									
ELD 1.7.1 Use "who," "what," "why," "how," "when," and "where" to produce questions in many forms to ask about a variety of topics in English.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.8.1 Construct real or fictional narratives by stringing together sentences with varied structures in English.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.8.1 Construct real or fictional narratives by stringing together sentences with varied structures in English.								•	•								•		•	•		•	•	•	•
ELD 1.9.1 Use varied sentence structures to share descriptions, opinions, and explanations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 1.10.1  Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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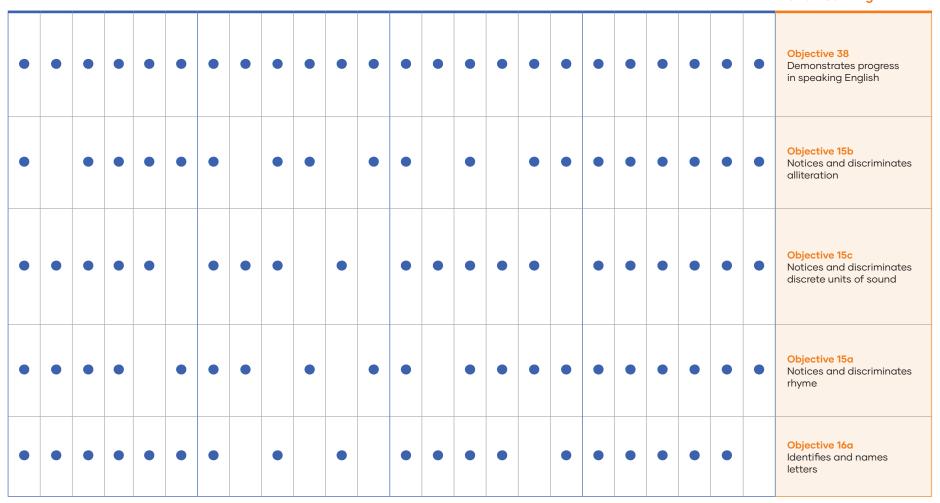


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

ELD 1.10.1 Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 2.1.1 Isolate and pronounce the first sound of a word in English, with adult support or the support of pictures or objects.		•	•	•	•	•	•	•		•	•		•	•	•	•	•		•	•		•	•	•	•
ELD 2.2.1 When presented with syllables and individual sounds, blend them into English words in speech, with adult support or the support of pictures or objects.	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
ELD 2.3.1 Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English.		•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 2.4.1 Accurately identify many uppercase and some lowercase letters of the alphabet in English.			•	•	•	•	•	•	•	•	•			•	•	•			•					•	•

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#### Objectives for Development and Learning

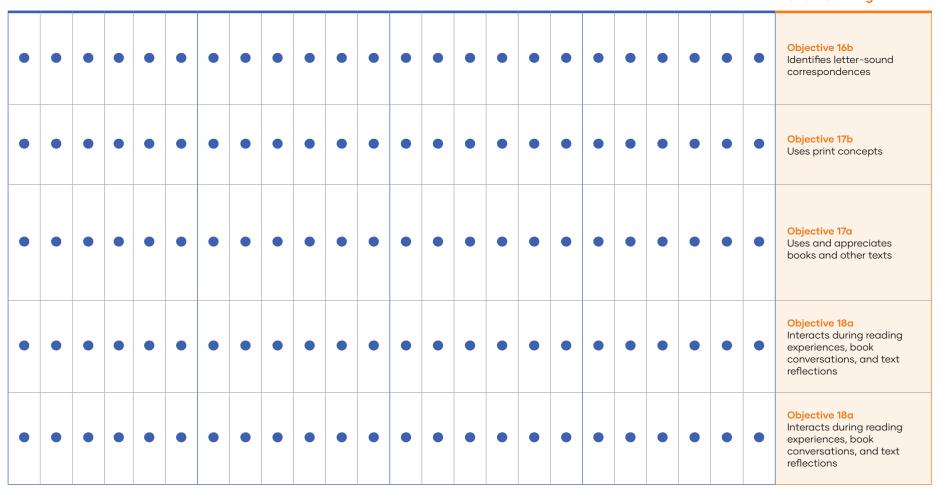


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

ELD 2.5.1  Accurately identify or produce the sounds of a few letters of the English alphabet (about 5–10), with adult support.	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 2.6.1  Demonstrate awareness of English print as something that can be read and has specific meaning.	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 2.7.1 Demonstrate understanding that print in English is organized from left to right, top to bottom and that pages are turned from right to left when a book is read.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 3.1.0  Demonstrate interest in and engagement with English-language literacy activities with increasing independence.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•	•
ELD 3.2.1 Engage in read-aloud activities with English-language books and communicate about the content of the books.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•	•

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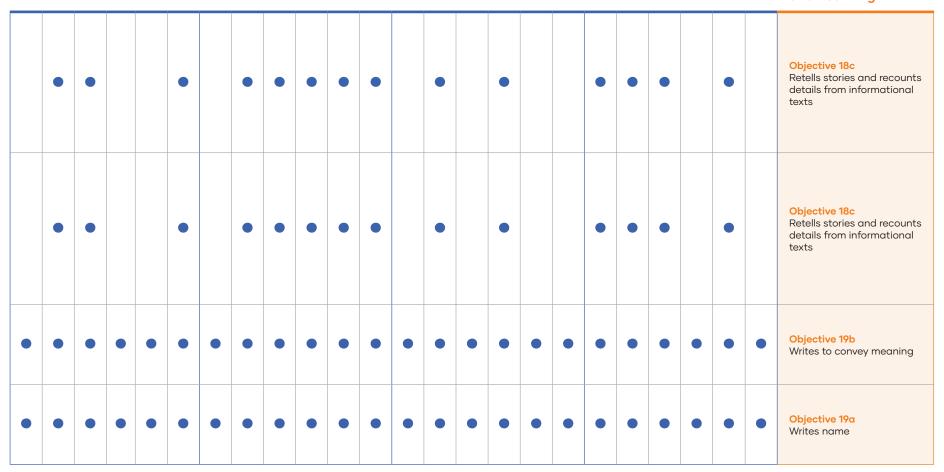


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

ELD 3.3.1  Demonstrate understanding of major characters and events in an English-language story, including details that are conveyed only through the words of the story, after experiencing it for the first time.			•	•		•	•			•		•	•	•	•			•		•	•	•	•	•	
ELD 3.4.1  Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it for the first time.			•	•		•	•			•		•	•	•	•			•		•	•	•	•	•	
ELD 4.1.1 Write a few recognizable letters to represent words and ideas in English independently.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELD 4.2.1 Write their first name independently in the English alphabet nearly correctly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

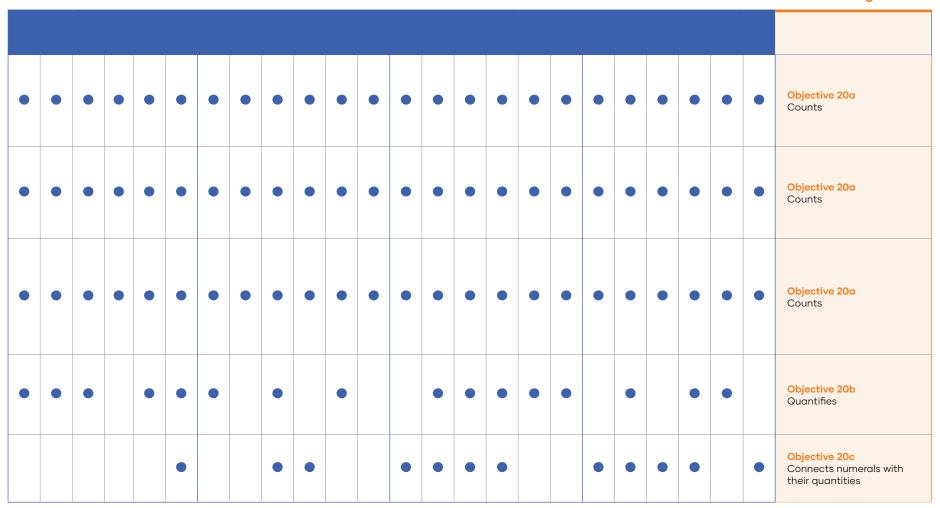


		e Firs ur Clo						Pei	rcuss	ion In	strun	nents	5	Arc	chited	ture				Lig	ht				
Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

Mathematics																									
M 1.1.1 Recite numbers in order from one to thirty with no more than a few errors. Count forward from a number other than one.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
M1.2.1 Count ten objects or more using one-to-one correspondence (one object for each number word).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
M 1.3.1 Consistently demonstrate understanding when counting that the number name of the last object counted represents the total number of objects in the group.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
M 1.4.1 Identify without counting the number of objects in a collection of one to five objects.			•	•			•	•		•	•	•	•				•	•	•		•	•	•	•	
M 1.5.1 Recognize and name all written numerals through 10.					•	•	•					•			•	•		•		•		•	•	•	

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Objectives for Development and Learning

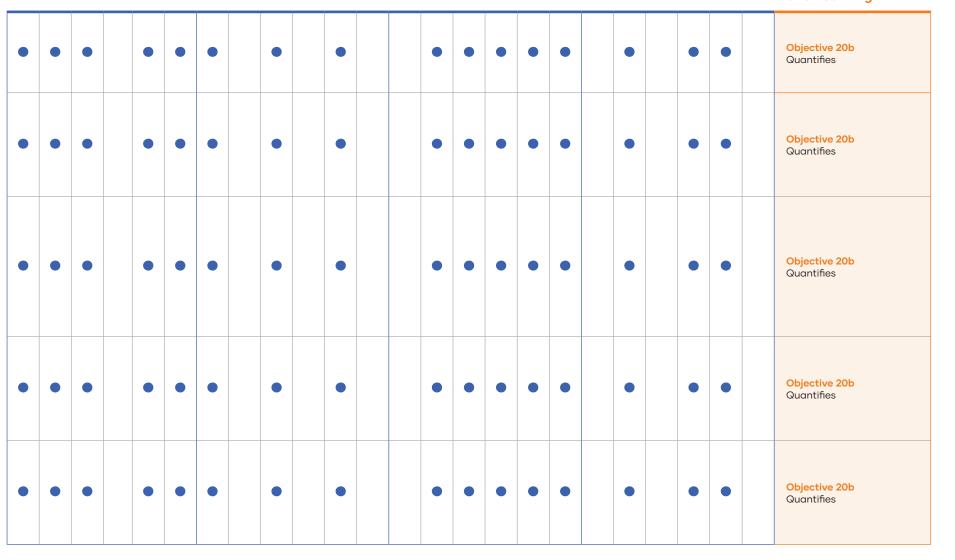


	The First Six Weeks: Building Your Classroom Community							Peı	cuss	ion In	strun	nents	5	Arc	hitec	ture				Lig	ht				
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

Foundations																			
M 1.6.1 Compare two groups of objects by counting and communicating, "more," "same," "less," or "fewer."		•	•		•	•	•	•	•	•		•	•	•	•	•	•	•	•
M 2.1.1  Demonstrate understanding that adding one or taking away one object changes the number in a small group of objects by exactly one.		•	•		•	•	•	•	•	•		•	•	•	•	•	•	•	•
M 2.2.1 Decompose a set of objects into two small sets in more than one way (for example, decompose 5 into sets of 3 and 2, or 1 and 4). Combine two small sets to create a larger set (for example, 3 and 2 to make a set of 5).		•	•		•	•	•	•	•	•		•	•	•	•	•	•	•	•
M 2.3.1 Solve addition and subtraction problems with a larger number of objects (sums up to 10) in the context of everyday situations.		•	•		•	•	•	•	•	•		•	•	•	•	•	•	•	•
M 2.4.1 Share a slightly larger number of objects equally between two or more recipients (for example, nine objects among three recipients).		•	•		•	•	•	•	•	•		•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

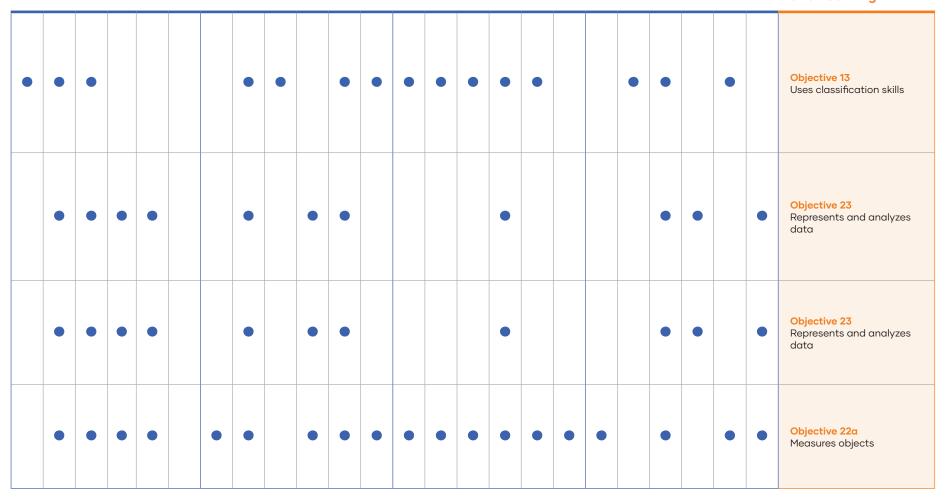


	The First Six Weeks: Building Your Classroom Community							Peı	cuss	ion In	strun	nents	5	Arc	hitec	ture				Lig	ht				
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

M 2.5.1 Sort and classify objects by one or more attributes into two or more groups with accuracy and flexibility. When sorting by two attributes, a child may first sort by one attribute and then by the second attribute.						•	•	•				•	•	•							•	
M 2.6.1 Explore, extend, and duplicate a variety of repeating patterns (for example, AABBAABB, ABCABC) with adult support. Describe the repeating part of a pattern (pattern unit).		•	•	•					•	•	•	•						•	•	•		
M 2.7.1 Create a variety of repeating patterns (for example, AABBAABB, ABCABC) or recreate existing patterns using different objects.		•	•	•					•	•	•	•						•	•	•		
M 3.1.1 Compare two objects by length, weight, or capacity (for example, putting objects side by side) and communicate about their comparison.	•	•	•	•	•	•		•	•			•		•	•	•	•		•		•	•

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## Objectives for Development and Learning

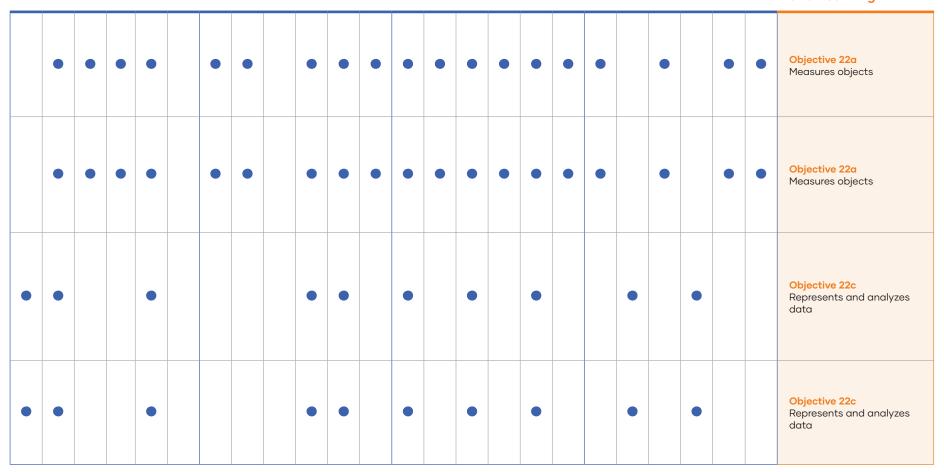


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

M 3.2.1 Order a slightly larger number of objects (for example, four or five) by length or other attributes (for example, height, capacity).	•	•	•	•	•	•		•	•		•		•	•	•	•		•		•	•
M 3.3.1  Measure length using concrete objects laid end to end, sometimes needing adult support.  Note: Children may not yet understand that units need to be of equal length.	•	•	•	•	•	•		•	•		•		•	•	•	•		•		•	•
M 3.4.1 Use objects, tally marks, or pictographs to represent data in two or more groups. Demonstrate understanding that each object, tally mark, or picture represents one data point.	•	•	•			•	•	•		•		•	•		•	•	•	•	•	•	
M 3.5.1  Describe and compare, with adult support, the number of data points in two or more groups.  Determine which group has more or less.	•	•	•			•	•	•		•		•	•		•	•	•	•	•	•	

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### Objectives for Development and Learning

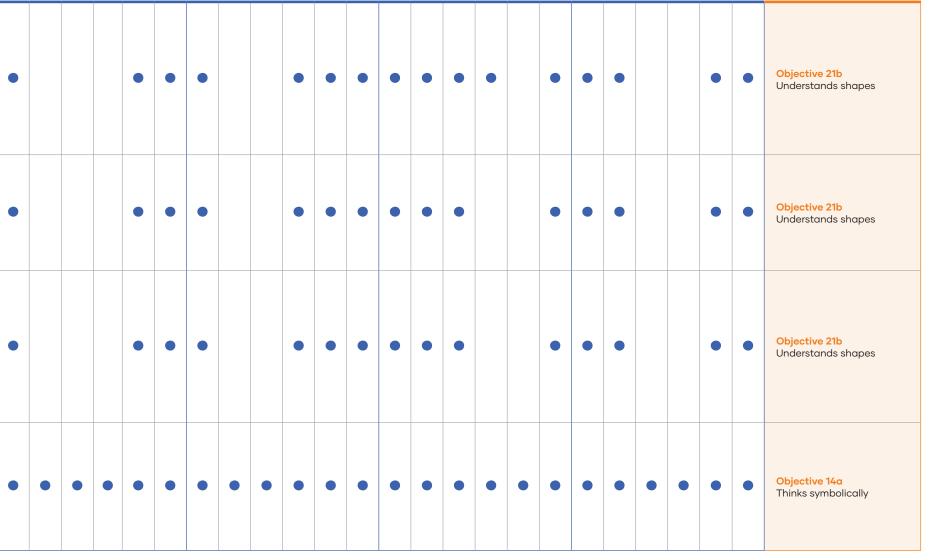


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

Foundations																									
M 4.1.1 Identify, describe, and construct different shapes including variations of circle, square, triangle, rectangle, and other shapes. Use informal language to describe defining properties of a shape (for example, sides, corners, round).		•	•		•				•		•			•		•			•		•		•		•
M 4.2.1 Identify a few familiar three-dimensional shapes such as sphere, cube, and cylinder. Note: Sometimes still use informal names (for example, ball, square box, tube).		•	•		•				•		•			•		•			•		•		•		•
M 4.3.1 Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape. Identify similarities and differences in the properties (number of sides or vertices) of two different shapes.		•	•		•				•		•			•		•			•		•		•		•
M 4.4.1 Combine different two- or three-dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

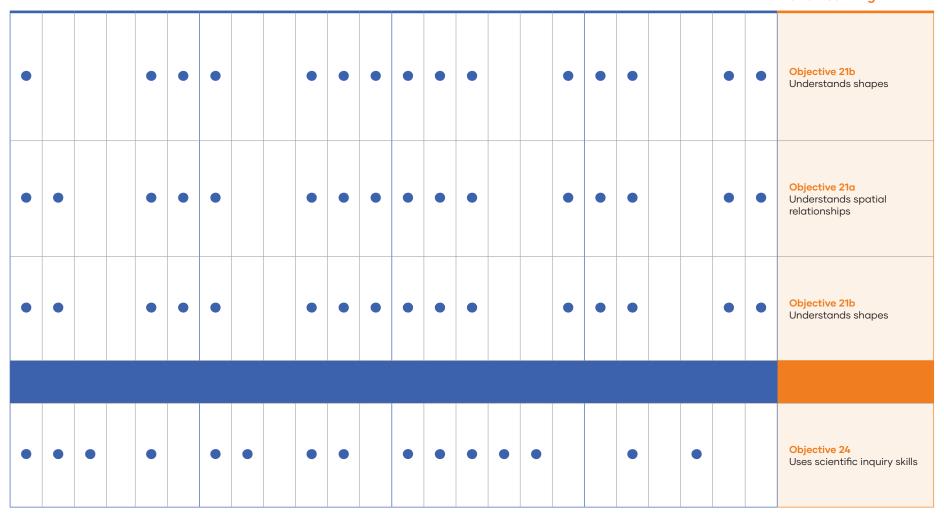


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

		_			_																	
M 4.4.1 Combine different two- or three-dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).	•	•		•				•		•		•		•		•		•		•		•
M 4.5.1 Identify positions of objects and people in space including in/on, under/over, up/down, inside/outside, near/far, next to, beside/ between, and in front of/behind.	•	•	•	•	•	•	•	•			•		•		•	•		•		•		•
M 4.6.1 Rotate, flip, or slide objects to solve a problem without relying as much on physical trial and error (for example, rotate an object before fitting it into a hole).	•	•		•				•		•		•		•		•		•		•		•
Science																						
SC 1.1.1 Observe and actively explore objects and events using their senses and describe their observations in greater detail.						•	•	•	•	•	•		•				•	•	•	•	•	

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#### Objectives for Development and Learning

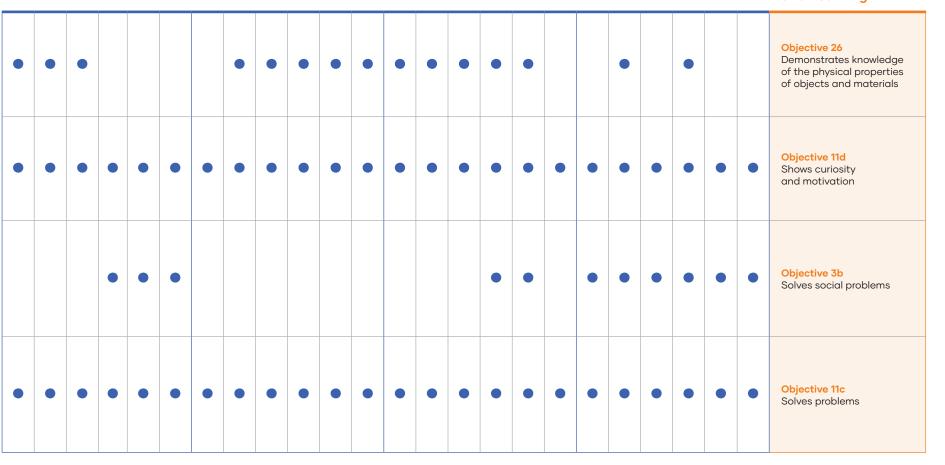


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SC 1.2.1 Compare and contrast objects and events based on physical properties and functions and describe similarities and differences in greater detail.			•	•	•	•		•	•	•	•	•	•	•	•			•		•	•	•	•	•	
SC 1.3.1  Demonstrate curiosity and an increased ability to formulate specific and detailed questions about objects and events in their environment.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SC 1.4.1 Identify problems during play and everyday interactions and try multistep solutions on their own or in collaboration with peers and adults.			•	•	•	•	•				•	•	•	•	•	•	•	•		•	•				
SC 1.4.1 Identify problems during play and everyday interactions and try multistep solutions on their own or in collaboration with peers and adults.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

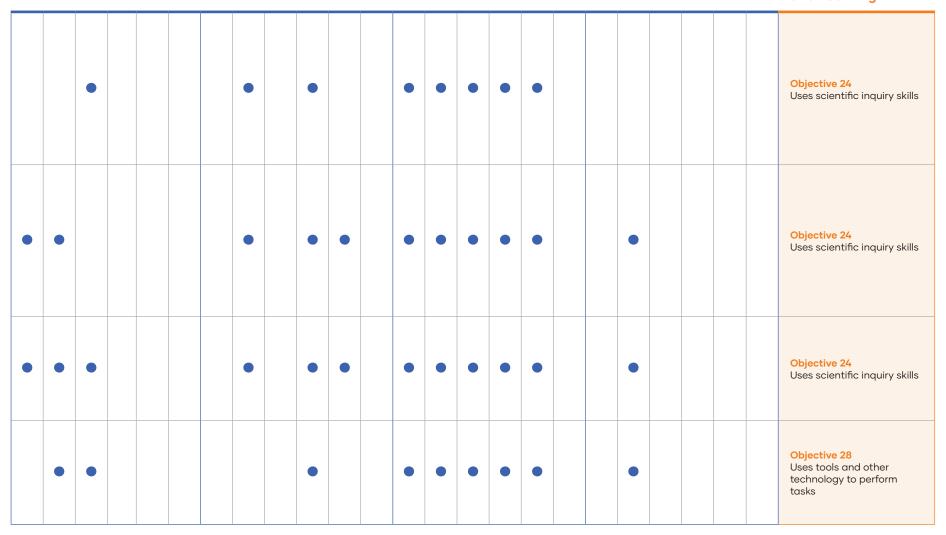


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SC 1.5.1  Make more detailed predictions drawing on prior experiences and observations, create plans with adult support to check predictions, and demonstrate an emerging ability to discuss why predictions were correct or incorrect.	•	•	•	•		•	•	•	•	•	•	•	•	•		•	•			•	•	
SC 1.6.1 Carry out more complex experiments or investigations, on their own or in collaboration with peers and adults, with greater persistence. Use observations and results of prior explorations to generate new questions and test their hypotheses.	•	•	•	•		•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	
SC 1.7.1 Identify and more spontaneously use a greater variety of observation and measurement tools, with some adult support.	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
SC 1.7.1 Identify and more spontaneously use a greater variety of observation and measurement tools, with some adult support.	•	•	•	•	•		•	•	•	•		•	•	•	•	•	•	•	•	•	•	

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### Objectives for Development and Learning

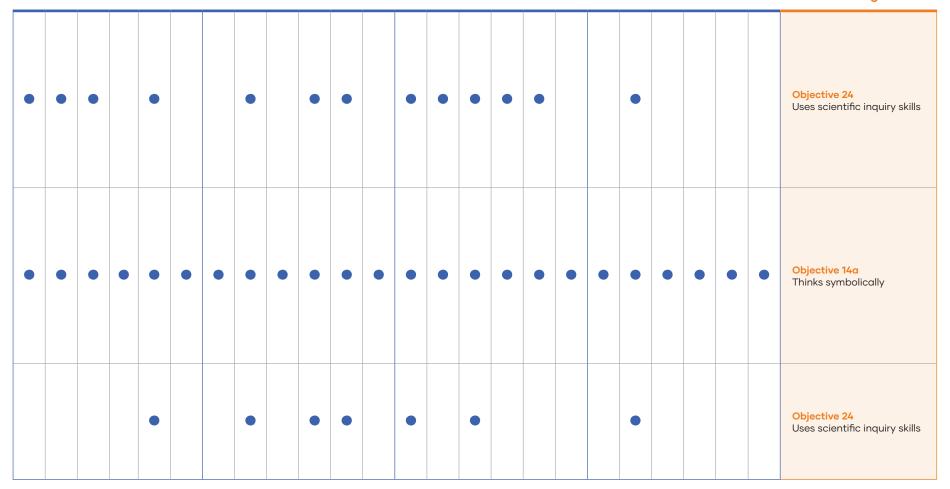


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SC 1.8.1 Record observations or findings in greater detail with some adult support and use more elaborate representations, including drawings, models, charts, diagrams, movement, roleplay, and other methods, to convey their observations and understanding of science concepts		•	•	•	•		•	•	•	•	•		•	•	•	•	•	•		•	•		•	•	•
SC 1.8.1 Record observations or findings in greater detail with some adult support and use more elaborate representations, including drawings, models, charts, diagrams, movement, roleplay, and other methods, to convey their observations and understanding of science concepts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SC 1.9.1 Use mathematical thinking with greater precision to analyze and quantify their observations and answer questions that arise in everyday activities, with some adult support.		•	•	•	•		•	•	•	•	•	•	•			•		•			•			•	

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### Objectives for Development and Learning

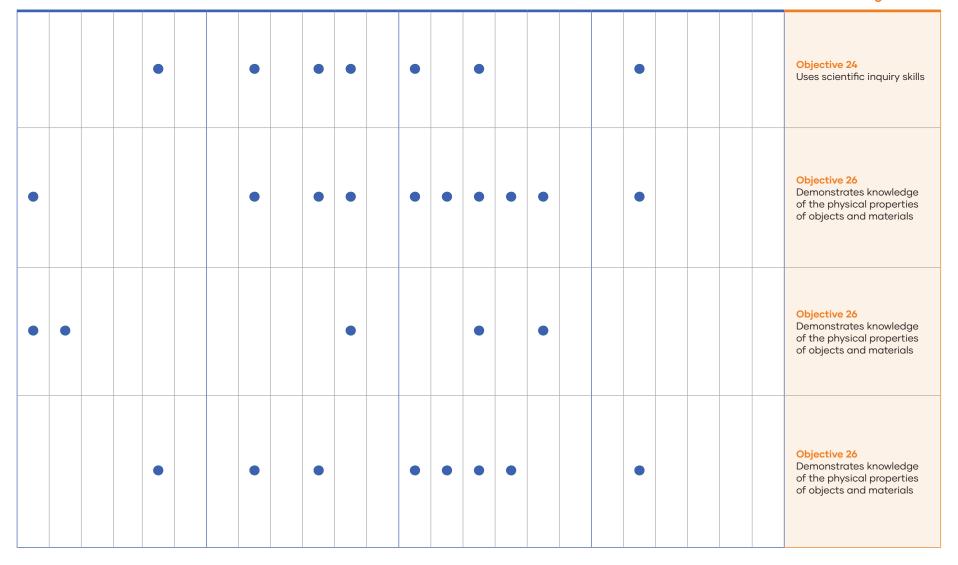


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Foundations				J						ı			ı	ı										
SC 1.10.1 Formulate and communicate more detailed and precise explanations and solutions during play and collaborative investigations.	•	•	•	•		•	•	•	•	•	•	•			•				•			•	•	•
SC 2.1.1 Investigate and describe in greater detail the characteristics and physical properties of objects and solid, liquid, or gas materials (for example, size, weight, shape, color, texture, smell, and sound).		•	•	•	•		•	•	•	•	•	•			•		•	•	•		•	•	•	
SC 2.2.1 Explore and describe changes in the properties of sound, light, and shadows by manipulating different objects and materials during play and collaborative investigations.							•	•	•	•	•	•				•			•	•	•	•	•	
SC 2.3.1  Explore, describe in greater detail, and explain changes in objects and materials using their senses (for example, change in color, shape, texture, form, temperature) during play and collaborative investigations.		•	•	•	•		•	•	•	•	•	•					•		•		•	•		

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### Objectives for Development and Learning

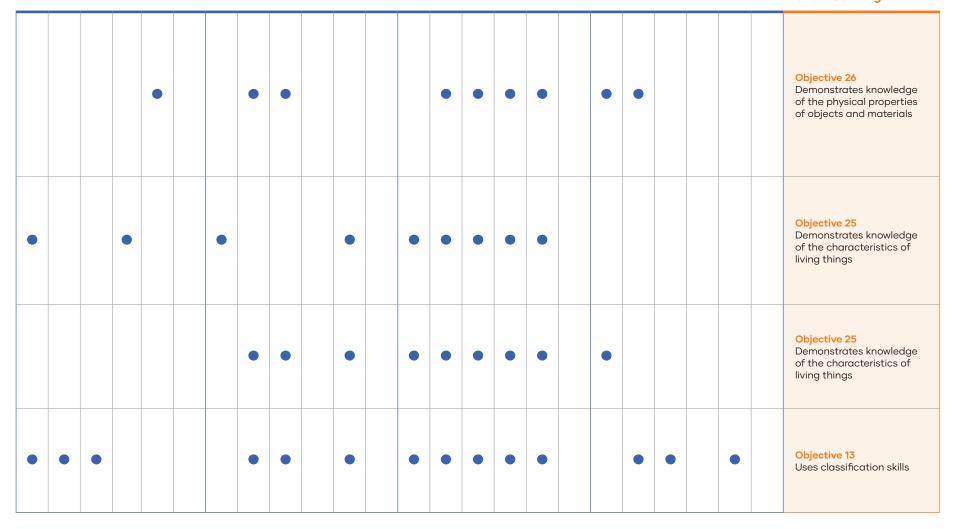


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SC 2.4.1  Make and test predictions about how objects change direction, speed, or the distance they go and, based on their observations, explain why objects start, stop, or change direction or speed during play and collaborative investigations.	•		•	•	•	•	•		•			•	•				•	•	•			
SC 2.5.1  Demonstrate awareness, with adult support, of the different sources of energy that things (living and nonliving) need and describe the changes they observe as a result of these sources of energy.								•	•	•	•							•	•	•	•	
SC 3.1.1 Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.		•	•		•	•							•	•	•	•						
SC 3.1.1 Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.							•	•	•				•	•	•	•					•	

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### Objectives for Development and Learning

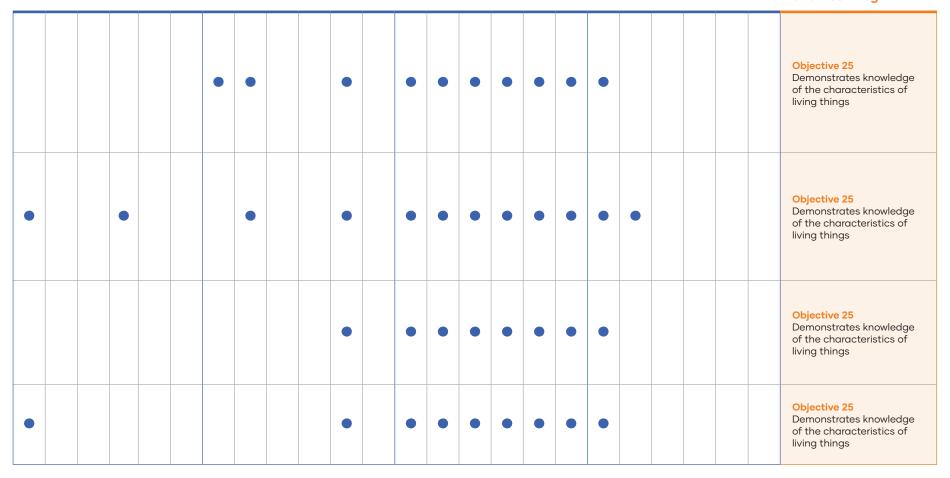


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Focus / Investigation	1	2	3	4	5	6	7	Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SC 3.2.1 Indicate greater knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals through more detailed observations and descriptions.	•	•	•	•				•		•	•					
SC 3.3.1 Indicate knowledge of the difference between living and nonliving things and recognize that only living things (people, animals, plants) undergo biological changes such as growth, illness, healing, and dying.									•	•		•				
SC 3.4.1 Express their expectation that young animals and plants will reflect similar characteristics to grown animals and plants of the same kind.		•						•				•		•		
SC 3.5.1 Recognize that living things have different habitats suited to their unique needs.		•						•			•			•		

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### Objectives for Development and Learning

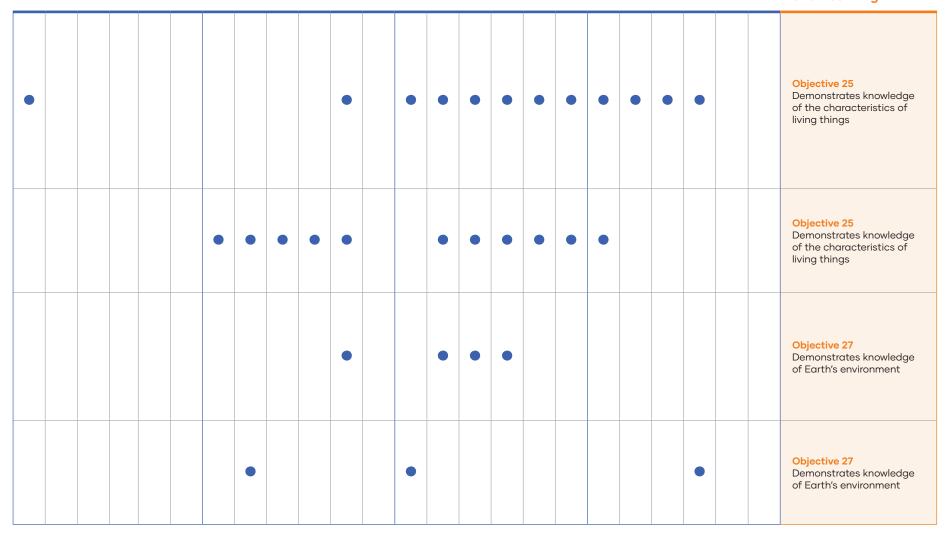


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SC 3.6.1 Observe and explore growth in humans, animals, and plants and communicate an increased understanding that living things change as they grow and age. Describe transformations related to an individual's life cycle (for example, birth, growth, reproduction, death).		•									•				
SC 3.7.1  Describe the needs of humans, animals, and plants for growth and survival (for example, food, water, sleep, sunshine, shelter).		•					•								
SC 4.1.1 Investigate and describe the characteristics of earth materials and compare and contrast materials based on their different features (for example, size, weight, shape, color, texture).	•		•	•	•	•	•	•						•	
SC 4.2.1 Observe and describe natural objects in the sky and describe patterns of movement and apparent changes in the sun, moon, stars, and clouds.			•				•						•	•	

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### Objectives for Development and Learning



			t Six ' assro					Peı	cuss	ion In	strun	nents	5	Arc	hitec	ture				Lig	ht				
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

SC 4.3.1  Observe and describe changes in weather and provide examples of the effects of changes in weather and seasons on their own lives and on plants and animals.		•							•				•	•					
SC 4.4.1 Investigate, with adult support, how humans' actions and use of resources impact the environment and their community, discuss in simple terms how to care for the environment, and participate in activities related to its care.	•	•		•	•		•												
SC 5.1.1 Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating more detailed solutions to the problems they identify, and testing and refining their solutions with less adult support and over longer periods of time.	•	•	•	•		•		•	•		•	•	•	• •		•	•	•	

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# Objectives for Development and Learning

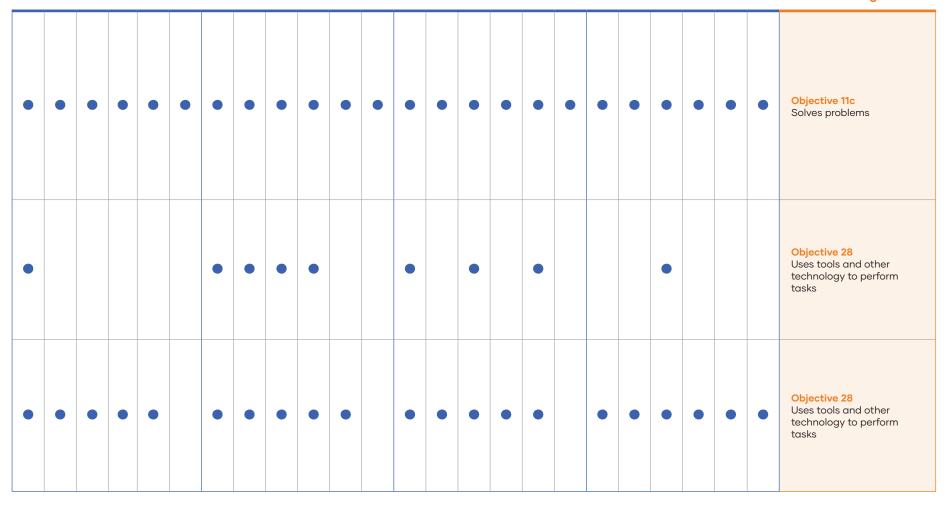


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	Е	1	2	3	4	С	E	1	2	3	4	С

SC 5.1.1 Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating more detailed solutions to the problems they identify, and testing and refining their solutions with less adult support and over longer periods of time.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SC 5.2.1 Explore in more detail how tools and design solutions help address their own and other people's needs and, with adult support, develop different solutions to address the needs of their families and communities.		•	•	•	•	•				•					•	•	•	•		•	•	•	•		
SC 5.3.1 Recognize a greater diversity of digital tools and devices and their function (for example, look up information, learn or practice a new skill) and use them with less adult support to meet their needs and goals in everyday situations.		•	•	•	•	•		•	•	•	•		•	•	•	•	•	•		•	•	•	•	•	•

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### Objectives for Development and Learning

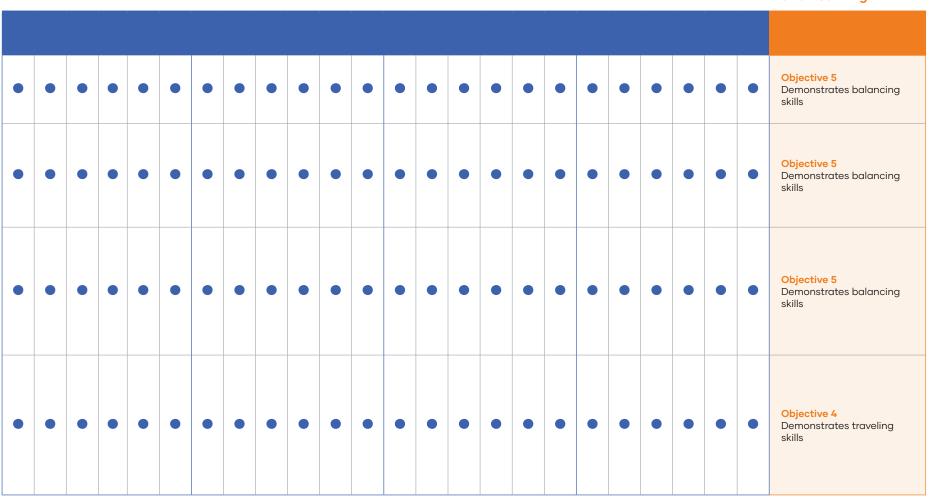


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Physical Development	:																								
PD 1.1.1 Show increased balance and control when holding still.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
PD 1.2.1 Show increased balance control while moving in different directions and when transitioning from one movement or position to another.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
PD 1.3.1 Walk with balance and swing their arms opposite their legs (for example, step with the right foot, swing their left arm forward). Exhibit narrower space between feet while walking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
PD 1.4.1 Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	

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Objectives for Development and Learning

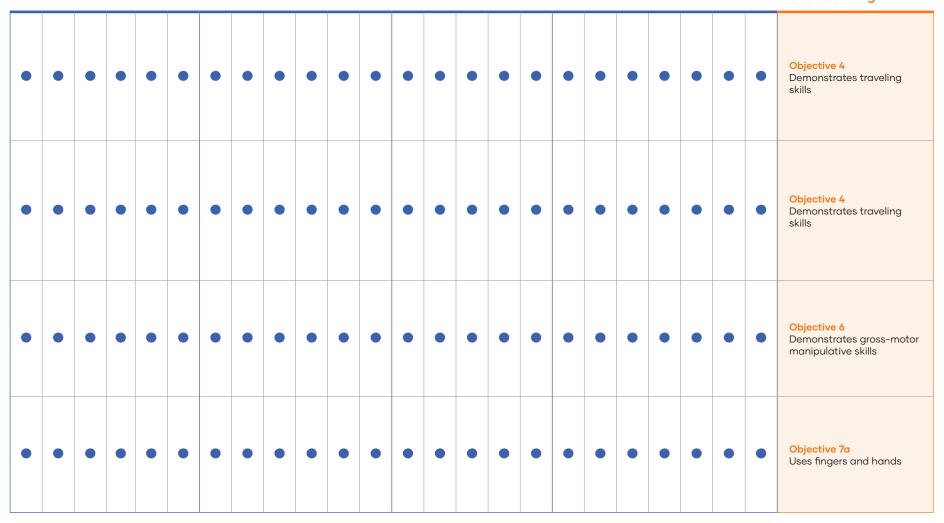


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PD 1.5.1  Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 1.6.1  Demonstrate increased ability in performing locomotor skills that build on (and go beyond) walking and running, including engagement in hopping, galloping, skipping, side-sliding, and leaping.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 1.7.1 Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 1.8.1  Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

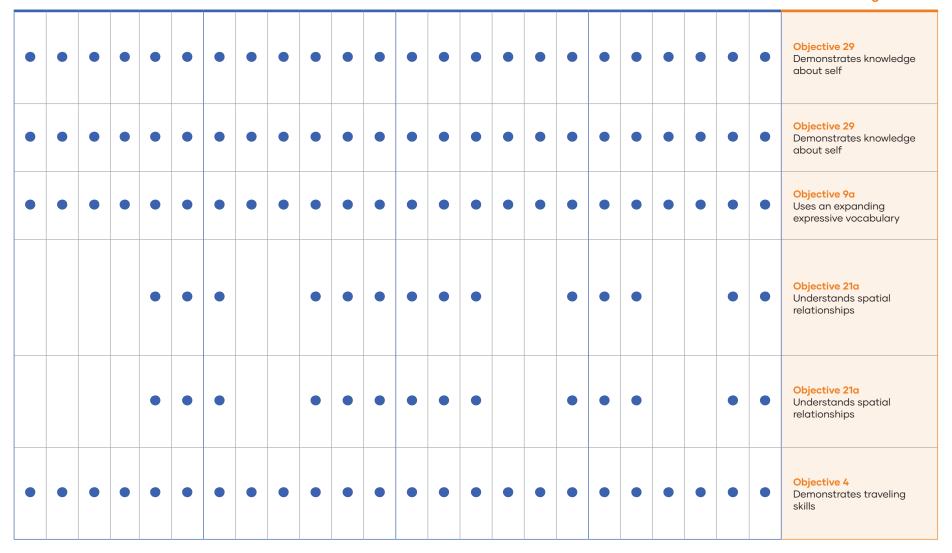


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Foundations																									
PD 1.9.1 Demonstrate a consistent preference for using one hand more often than the other within and across different tasks.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 2.1.1 Demonstrate knowledge of more and a greater variety of body parts.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 2.1.1 Demonstrate knowledge of more and a greater variety of body parts.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 2.2.1 Use their own body, general space, and other people's space when locating or relating to other people or objects in their immediate environment.		•	•	•	•	•	•		•			•			•		•		•		•		•		•
PD 2.3.1 Understand and distinguish between the sides of the body (without necessarily understanding right and left).		•	•	•	•	•	•		•			•			•		•		•		•		•		•
PD 2.4.1 Change directions, moving forward and backward, side to side, or up and down, quickly and with more accuracy.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning



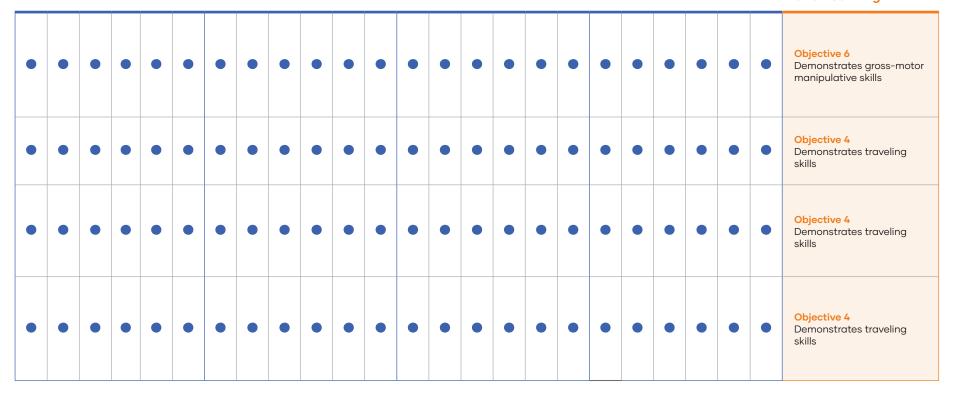
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PD 2.5.1  Demonstrate an ability to place an object or their own body in front of, to the side of, or behind something else with accuracy.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 3.1.1 Initiate more complex physical activities for a sustained period of time.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 3.2.1 Engage in sustained active play of increasing intensity that involves the heart, lungs, and vascular system.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PD 3.3.1 Engage in increased active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

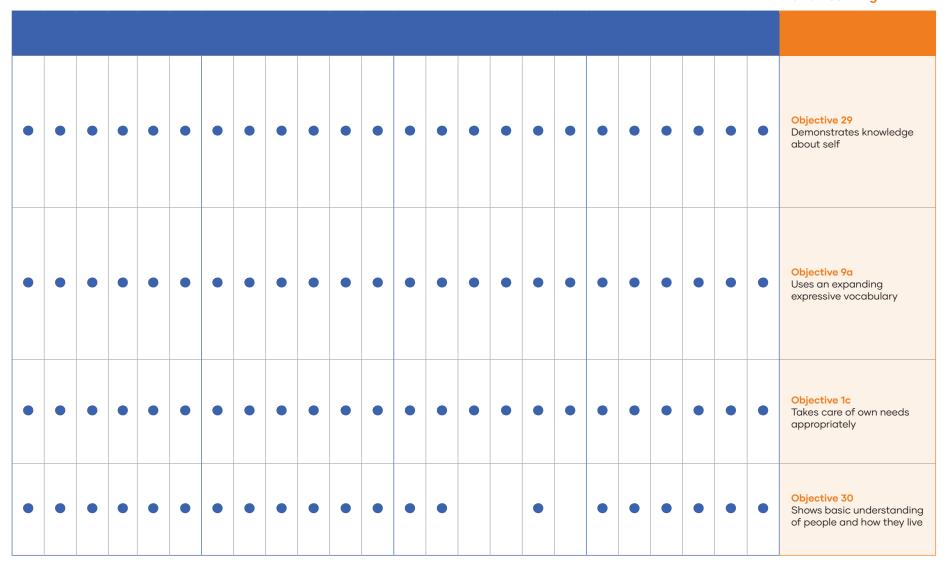


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Health					,	T.																			
H 1.1.1 Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 1.1.1 Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 1.2.1 Consistently communicate to an adult about feeling uncomfortable, not feeling well, or a special health need and can identify a solution.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 1.3.1 Communicate more specific knowledge on how health care providers keep people well and help them when they are not well.	•		•	•	•	•	•		•	•	•	•	•		•	•		•	•	•	•	•			•

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Objectives for Development and Learning



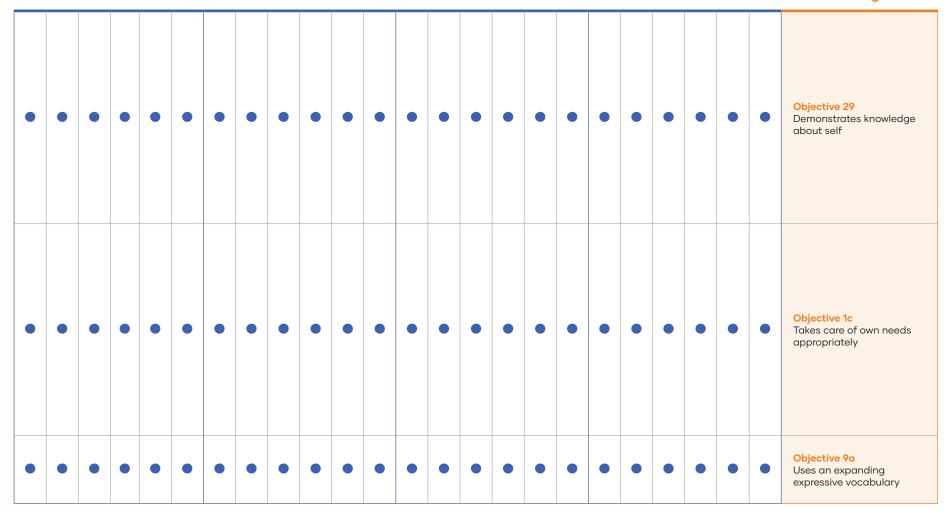
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H 1.4.1  Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H1.4.1  Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 1.5.1 Identify a larger variety of foods and know some of the related food groups.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### **Objectives** for Development and Learning

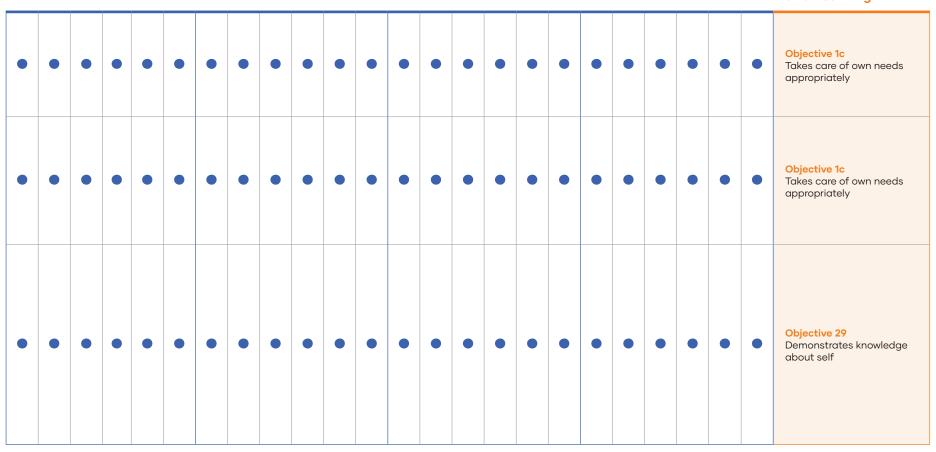


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H 1.6.1 Communicate more consistently their fullness and hunger to an adult. Anticipate mealtime routines and wait a little longer for a meal.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 1.7.1  Demonstrate an understanding that eating a variety of food helps the body grow and feel good. Choose from a greater variety of foods at mealtimes, including familial and cultural foods.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 1.8.1 Recognize, with less or limited adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and demonstrate an emerging understanding that being active is healthy. More consistently and with less adult support indicate the need to be physically active outdoors or indoors.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

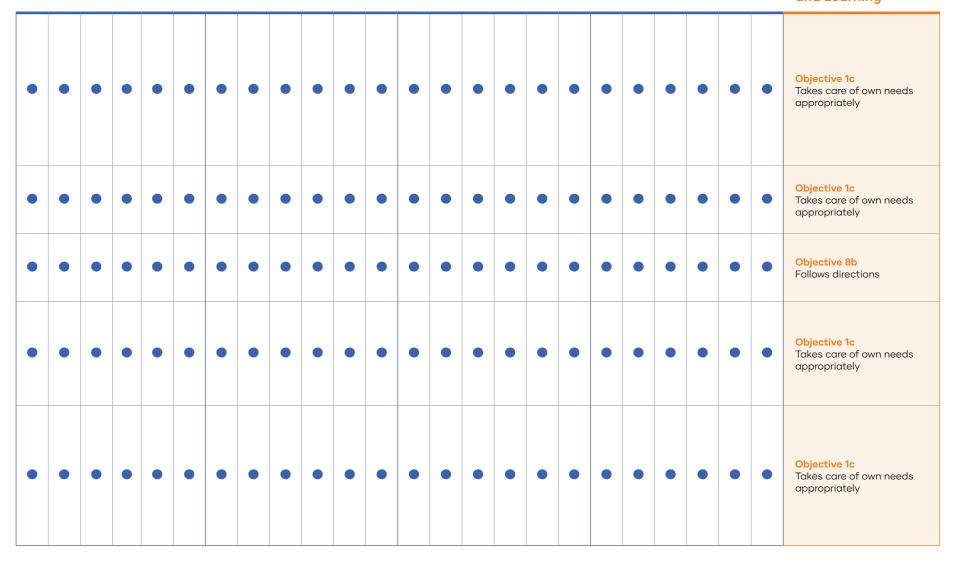


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Foundations														_	_										
H 1.9.1 Indicate when they are tired with a range of behaviors and demonstrate an emerging ability to understand that sleep and rest are part of keeping their bodies healthy. Follow sleep and rest routines more consistently.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 2.1.1  Demonstrate knowledge of most or all steps in the handwashing routine.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 2.1.1  Demonstrate knowledge of most or all steps in the handwashing routine.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 2.2.1 Practice health habits that prevent infectious diseases and infestations (for example, lice) with limited adult instruction and modeling.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 2.3.1  Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning



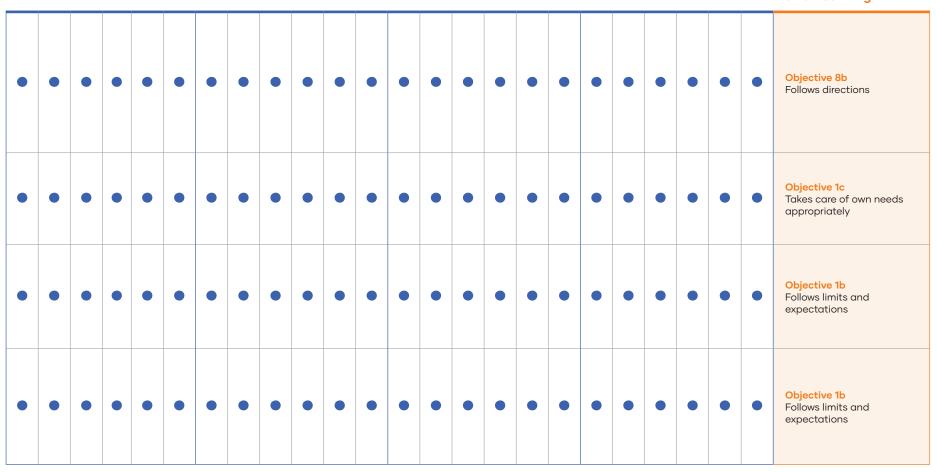
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H 2.3.1  Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 2.4.1 Practice sun-safe actions (for example, wearing sunscreen, drinking water) with less adult support and guidance	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 2.5.1 Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with less adult support and guidance.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
H 2.6.1  Demonstrate increased independent ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with some adult guidance.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning



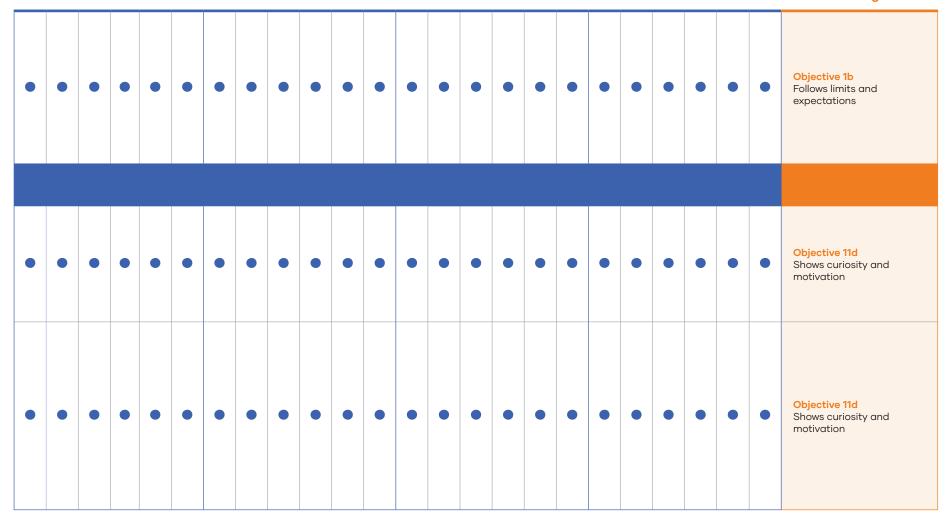
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### California Early Learning

Foundations																									
H 2.7.1 Show increased ability to follow and understand transportation and pedestrian safety rules with adult support and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
History-Social Science																									
HSS 1.1.1  Make more detailed observations and ask adults and peers more specific questions (why, how) about the social world (people, places, institutions).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 1.2.1 Gather information during extended inquiries, with adult support, from a greater variety of resources (such as informational books, magazines, media, and community members) to generate answers related to questions of interest about the social world (people, places, institutions).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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# Objectives for Development and Learning

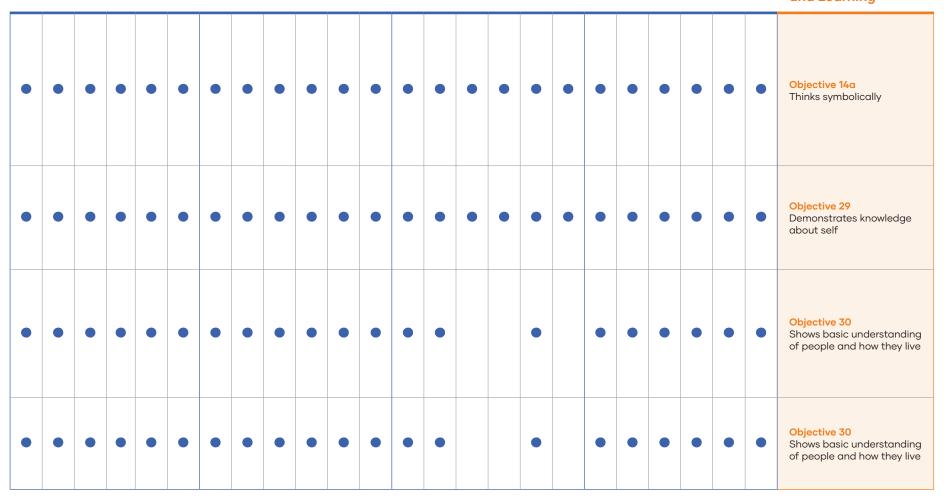


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HSS 1.3.1 Create more detailed representations (for example, drawings, three-dimensional models, embodied action, or stories) to deepen and share their understanding of the social world (people, places, institutions), with adult support.	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 2.1.1 Show greater awareness and understanding of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 2.2.1 Exhibit awareness of their membership in varied communities, including communities with whom they interact occasionally (for example, sports team, extended family, faith community).	•		•	•	•	•	•		•	•	•	•		•	•		•	•	•	•	•			•
HSS 2.3.1 Exhibit awareness of broader social roles beyond the everyday social roles they typically encounter.	•		•	•	•	•	•		•	•	•	•		•	•		•	•	•	•	•			•

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#### **Objectives** for Development and Learning



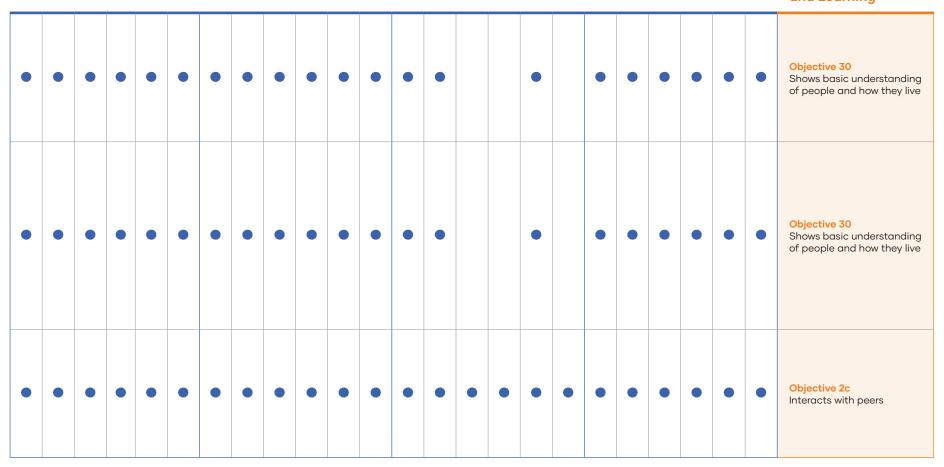
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HSS 2.4.1  Explore characteristics, practices, and traditions of cultural groups (for example, racial, ethnic, religious, linguistic, ability) beyond their own cultural communities, with adult support.	•		•	•	•	•	•		•	•	•	•	•		•	•		•	•	•	•	•			•
HSS 2.5.1 Identify and name similarities and differences among people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability), as well as people they are exposed to through learning materials, media, and daily interactions, with adult prompting.	•		•	•	•	•	•		•	•	•	•	•		•	•		•	•	•	•	•			•
HSS 3.1.1 Identify members of their peer groups (for example, members of their classroom, team, or activity group), and include them in collaborative play and learning activities.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

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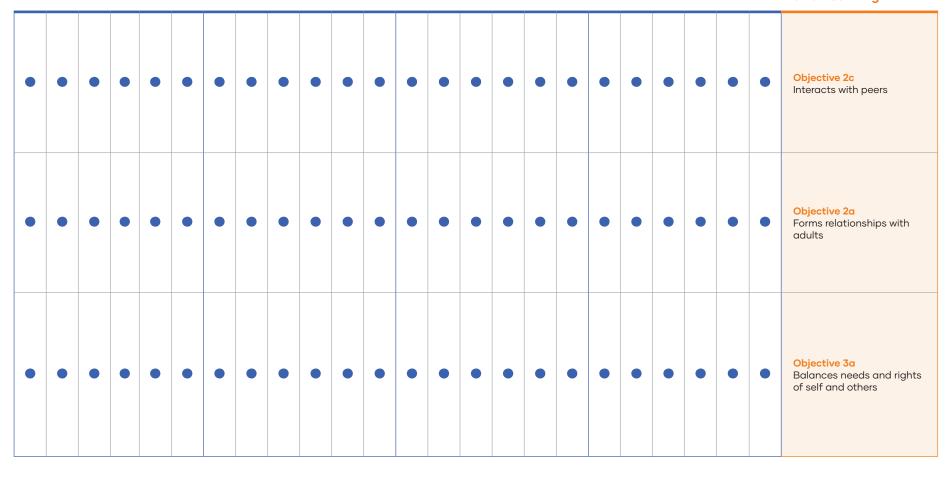


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HSS 3.2.1 Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 3.2.1 Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 3.3.1  Demonstrate understanding that peers have different needs by working toward supporting rules and practices that allow for each other's needs to be met. (Even so, they may still become frustrated by differences in the distribution of materials or opportunities.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

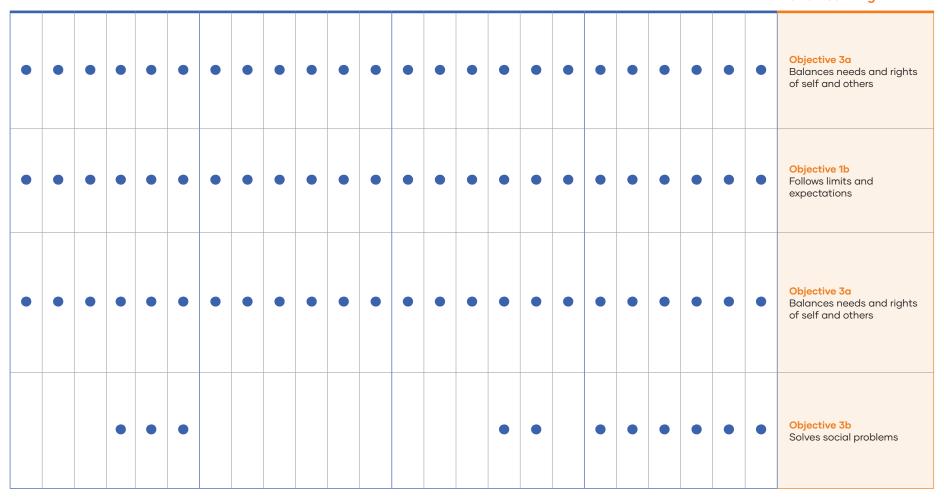


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HSS 3.4.1 Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 3.5.1 Recognize rules and norms and follow community rules with fewer adult reminders. Enforce community rules and norms with peers.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 3.6.1 Participate in group decision-making (for example, voting, group meetings, circle time) with adult support. Express ideas of agreement and disagreement during decision-making practices.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 3.7.1 Solve problems with peers through strategies like negotiation and compromise to solve problems. Intervene on behalf of one another during problem-solving.			•	•	•	•	•				•	•	•	•	•	•	•	•		•	•				

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#### Objectives for Development and Learning

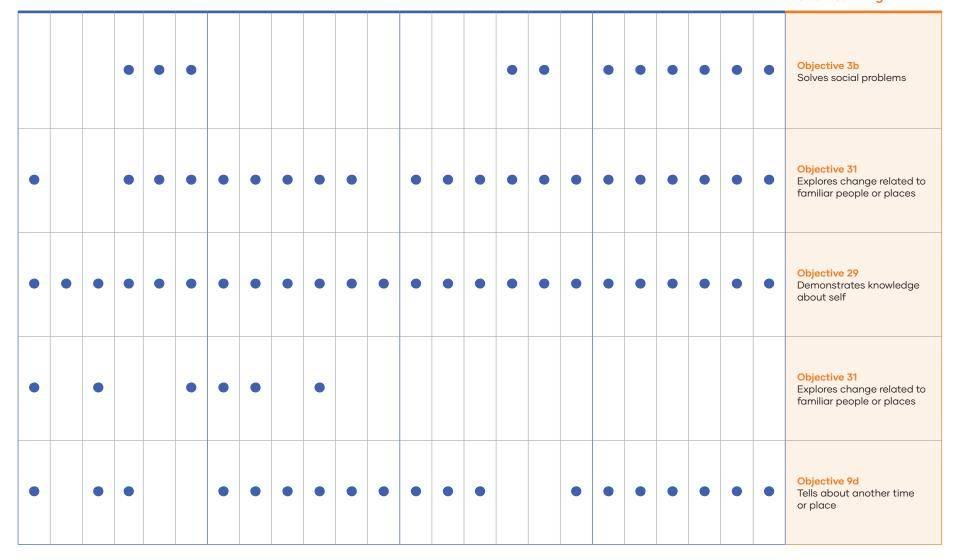


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Foundations																								
HSS 3.8.1 Develop solutions and take action, often engaging others, to address problems and issues in their group, school, or larger community, with adult support.			•	•	•	•	•			•	•	•	•	•	•	•	•		•	•				
HSS 4.1.1 Indicate time order with increasing accuracy and sophistication. Use words like "before," "after," "then," "next," "yesterday," and "tomorrow."	•		•				•		•			•	•	•				•					•	•
HSS 4.2.1 Identify and describe change over time in themself, family, and community and share more detailed stories about recent experiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HSS 4.2.1 Identify and describe change over time in themself, family, and community and share more detailed stories about recent experiences.	•		•				•							•				•						
HSS 4.3.1 Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.								•								•		•	•		•	•	•	•

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### Objectives for Development and Learning

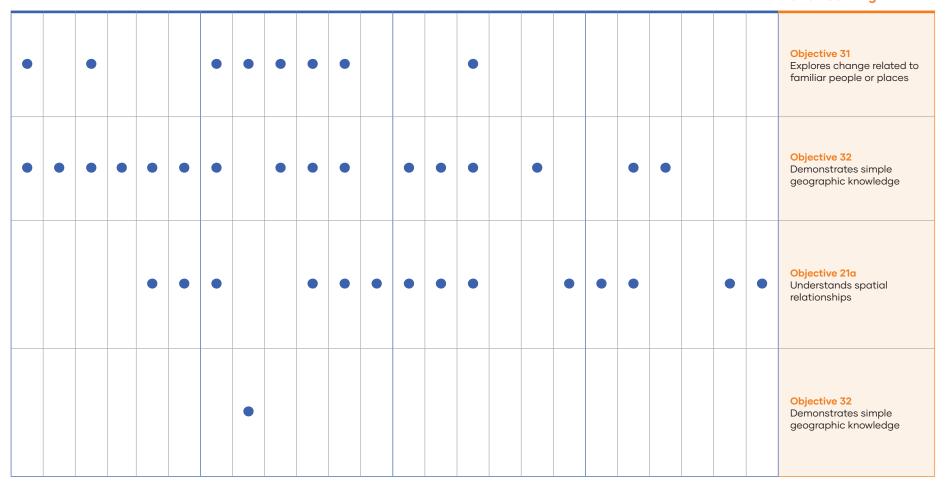


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HSS 4.3.1 Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.	•		•				•					•	•	•	•		•	•	•	•		
HSS 5.1.1 Identify characteristics of their community and region, including geographic features, weather, and common activities.			•	•			•						•	•	•		•		•	•		•
HSS 5.2.1 Communicate a greater diversity of directions to others (for example, near/far, next to, beside/between, in front/behind), including specific places and locations that are farther away.		•	•	•	•	•	•	•	•		•			•		•		•	•		•	•
HSS 5.3.1 Create their own drawings, maps, and models; use globes, maps, and map symbols and use maps for basic problem-solving (for example, locating objects) more skillfully, with adult support.				•			•						•	•	•		•	•				

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### Objectives for Development and Learning

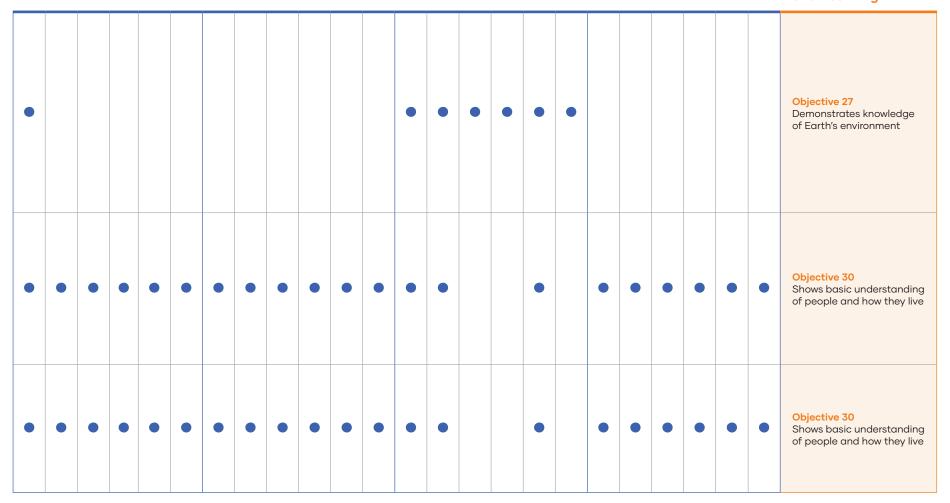


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HSS 5.4.1 Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).		•	•		•	•							•			•					•	
HSS 6.1.1 Recognize that community members have basic needs (for example, shelter, food) and demonstrates emerging ability to identify people and places within the community that help community members meet their needs.	•		•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•		•
HSS 6.2.1 Explore with adult support a wider array of work that people do both inside and outside the home. Understand how different types of work help communities meet their needs.	•		•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•		•

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### Objectives for Development and Learning

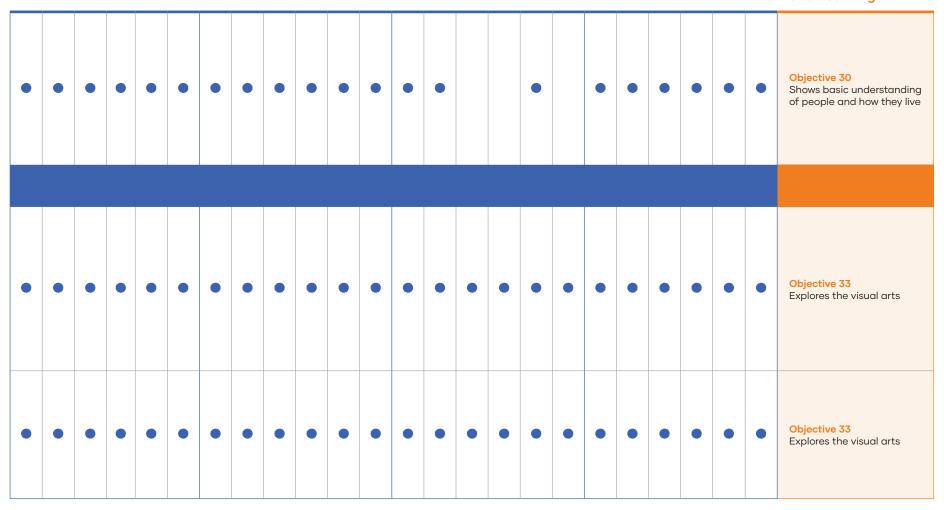


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Foundations																									
HSS 6.3.1 Understand more complex exchange concepts, like choosing one item over another (opportunity cost), limited access to or limited amounts of a resource (supply and demand), and the exchange of money to buy and sell goods and services.	•		•	•	•	•	•		•	•	•	•	•		•	•		•	•	•	•	•			
Visual and Performing	Arts																						<u>'</u>		
VPA 1.1.1  Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
VPA 1.2.1  Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	

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### Objectives for Development and Learning

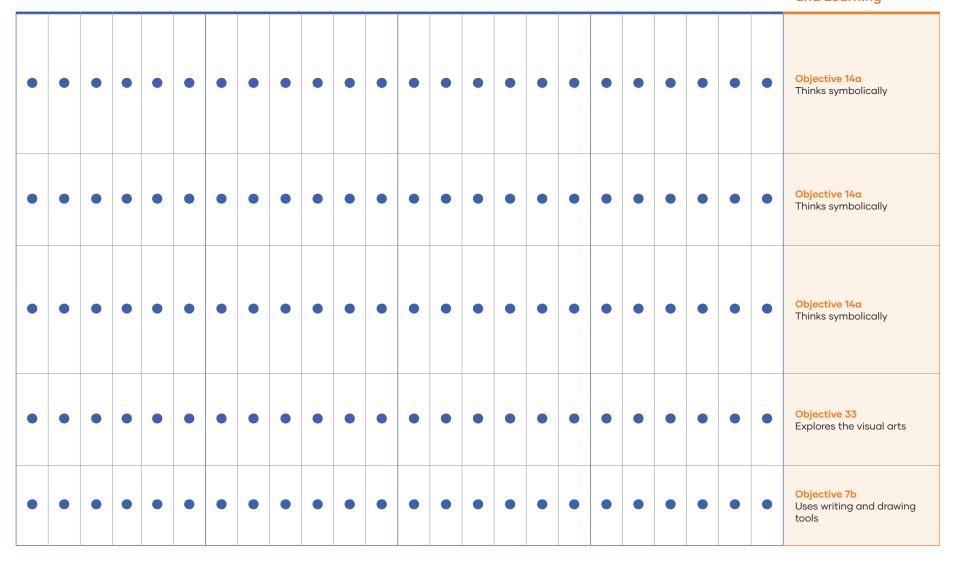


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Foundations																									
VPA 1.3.1 Use straight and curved marks and lines, circles, and other shapes with increased precision and detail to create drawings or paintings of people, animals, or other objects that are mostly recognizable.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 1.4.1  Make representational forms that are mostly recognizable out of play dough or clay using their hands or simple tools.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 1.5.1 Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 1.6.1 Recognize and name a greater variety of materials and tools used for visual arts with increased accuracy.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 1.7.1  Demonstrate coordination and increased motor control when working with visual arts tools.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning



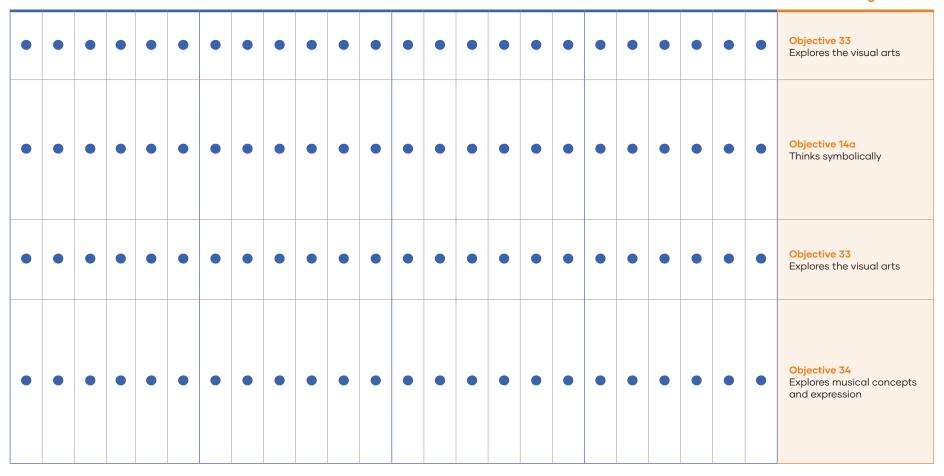
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VPA 1.8.1 Intentionally mix and blend colors to achieve different colors and shades.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 1.9.1 Create two-dimensional and three-dimensional pieces of visual art that often include a combination of objects, figures, and people to illustrate a story or scene, sometimes naming the artworks.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 1.10.1 Use intensity of marks and colors more frequently to express a feeling or mood and explain their choice.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 2.1.1  Demonstrate increased attention to and engagement with a wider variety of sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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### Objectives for Development and Learning

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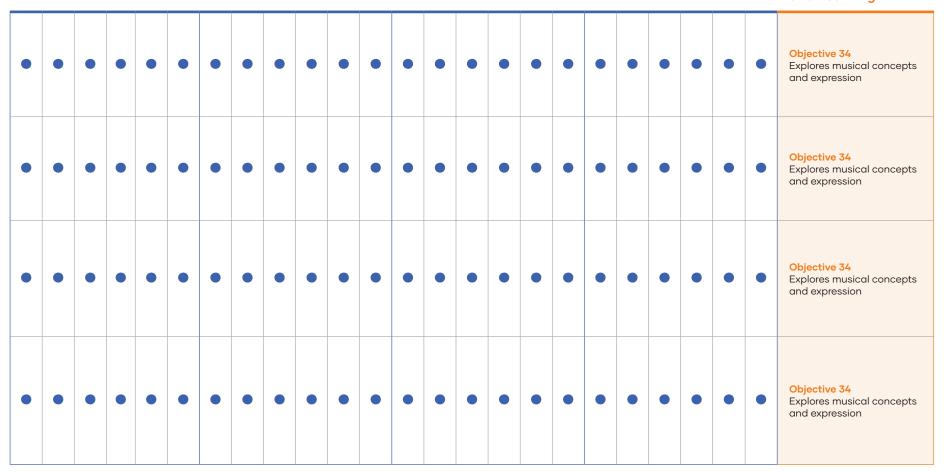


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VPA 2.2.1 Use body movement that more closely responds to the beat, dynamics (louds and softs), and tempo (speed) of music by themself or with others.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 2.2.1 Use body movement that more closely responds to the beat, dynamics (louds and softs), and tempo (speed) of music by themself or with others.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 2.3.1  Notice and communicate differences between a larger array of vocal, instrumental, and environmental sounds and vibrations with increased accuracy.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 2.4.1 Expand vocal and instrumental exploration; sing patterns, chants, and entire songs alone or with others in varying pitches (highs and lows), dynamics (louds and softs), moods, and intensities.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### **Objectives** for Development and Learning

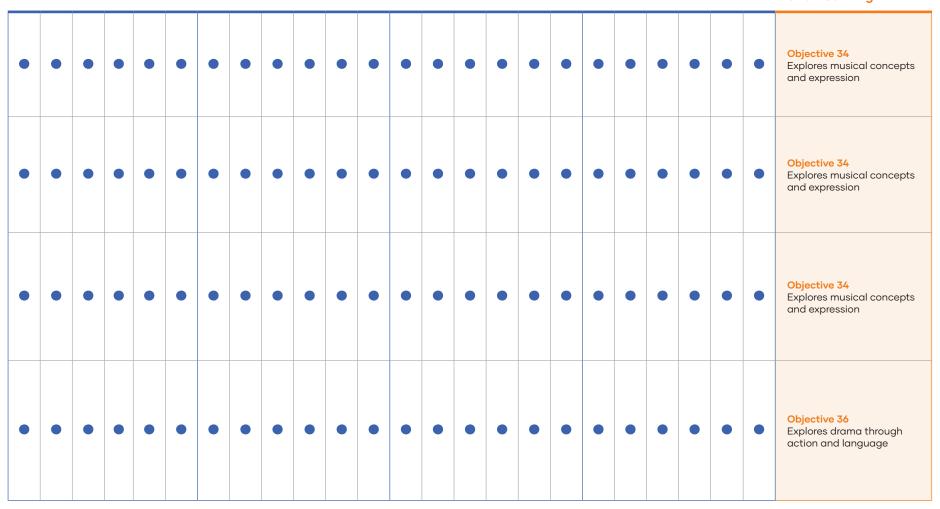


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VPA 2.5.1 Increase complexity and accuracy in tapping various beats and rhythms with their hands, feet, and instruments or other percussive tools.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 2.6.1 Recognize and name a wider range of instruments and specific qualities of music, such as pitch (high or low), mood, tempo (speed), and dynamics (louds and softs).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 2.7.1 Use vocal skills, instruments, and other tools to produce or improvise on melodies, chants, or songs using more complex rhythms and tones, by themself or with others.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.1.1 Engage in extended and flexible pretend play scenarios, by themself or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

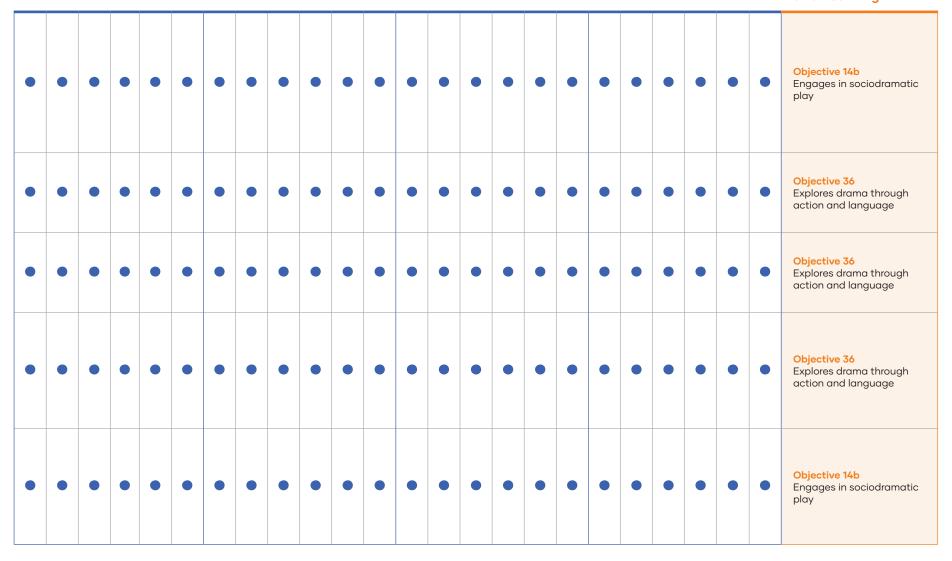


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Foundations																									
VPA 3.1.1 Engage in extended and flexible pretend play scenarios, by themself or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.2.1  Demonstrate knowledge of the extended plot and conflict of a participatory drama.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.3.1 Use gestures, expressions, and movements to intentionally show a wider range of emotions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.4.1  Participate in acting out longer or more detailed prompts or scripts by themself or with others (such as by following instructions or taking turns).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.4.1  Participate in acting out longer or more detailed prompts or scripts by themself or with others (such as by following instructions or taking turns).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### Objectives for Development and Learning

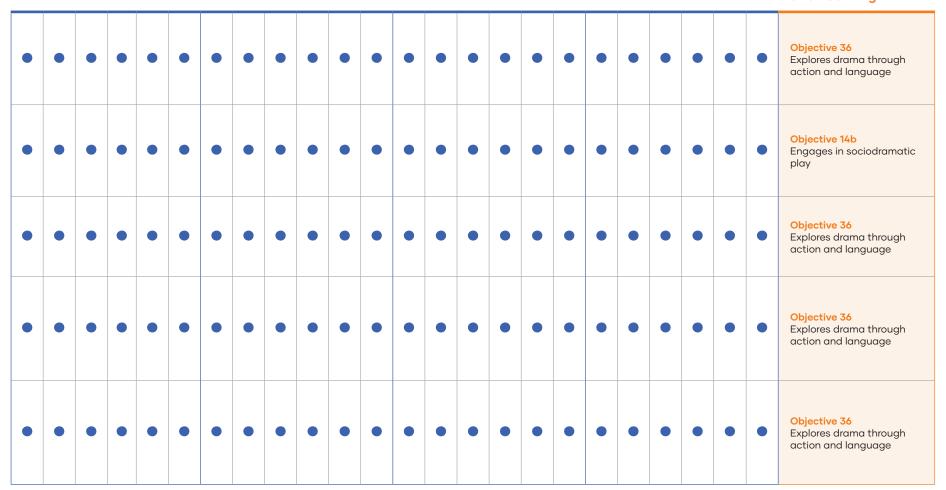


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VPA 3.5.1 Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.5.1 Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.6.1 Project their voice with increased clarity using a range of dynamics (louds and softs).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.7.1  Demonstrate a broader understanding of terms and elements related to drama and an increased ability to communicate the terms.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.8.1 Intentionally use a variety of props, costumes, or scenery to enhance the dramatization of familiar stories and fantasy play by themself or with others.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### **Objectives** for Development and Learning



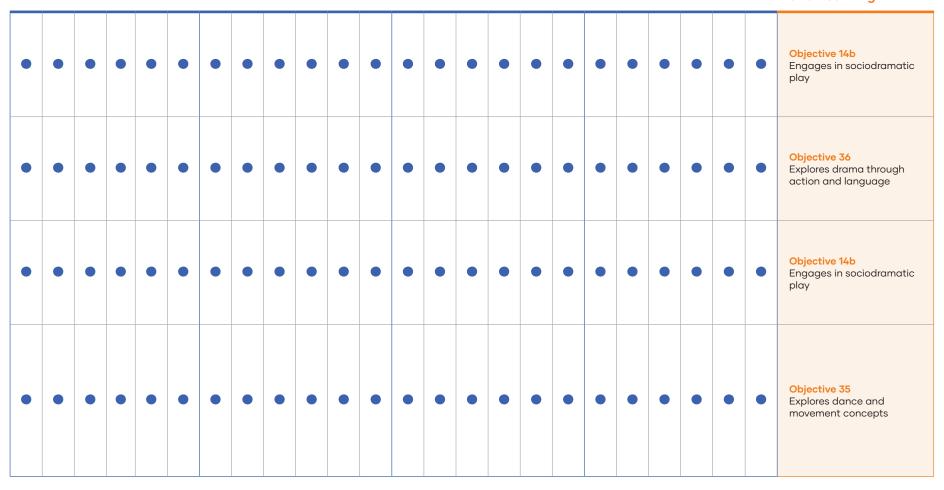
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VPA 3.9.1 Intentionally create longer and more detailed scripts and stories, acting them out by themself or with others, with or without adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 3.9.1 Intentionally create longer and more detailed scripts and stories, acting them out by themself or with others, with or without adult support.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 4.1.1  Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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#### **Objectives** for Development and Learning

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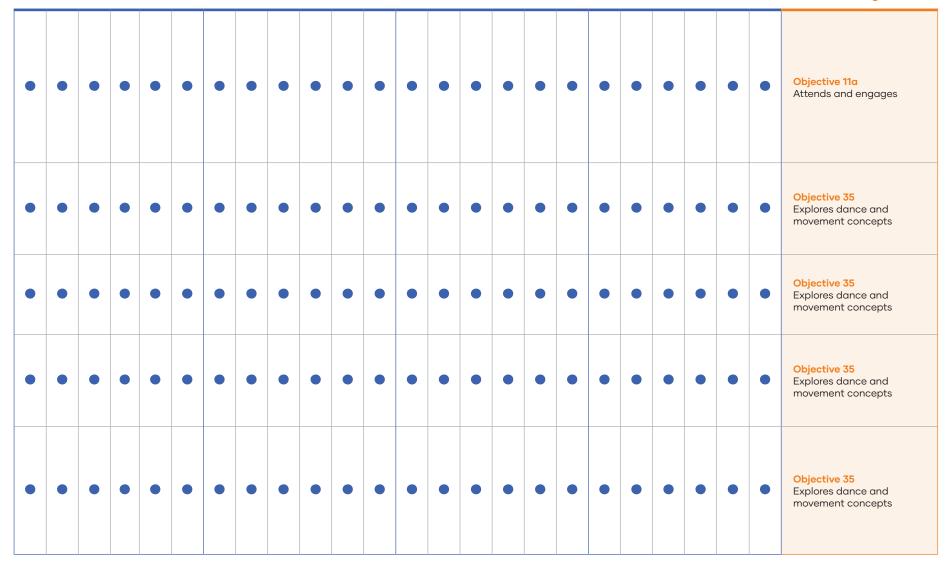


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Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

Foundations																									
VPA 4.1.1  Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 4.2.1 Demonstrate increased awareness of self and others and coordination of movement in dance or when moving in space.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 4.3.1 Respond to tempo (speed) and timing through movement with increased accuracy and skill.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 4.4.1 Respond to the instruction of more than one skill at a time in movement (such as turning, leaping, and turning again).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 4.5.1  Demonstrate a broader understanding of terms and elements related to dance (such as steps, tempo [speed], or types of dances) and an increased ability to communicate the terms.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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E	1	2	3	4	С	Е	1	2	3	4	С	E	1	2	3	4	С	1	2	3	4	5	6	

### Objectives for Development and Learning

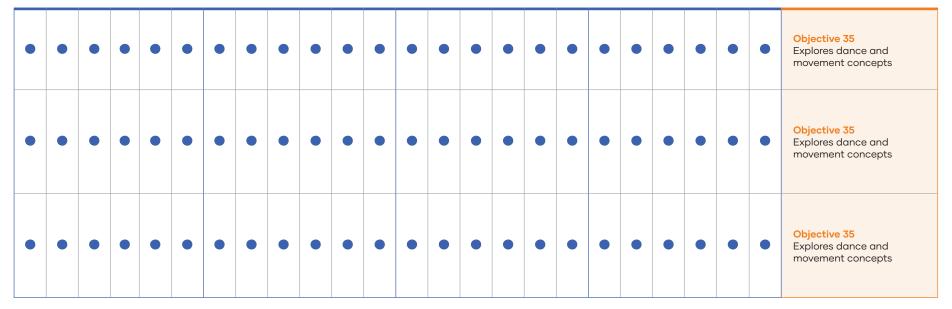


			t Six ' assro					Per	cussi	ion In	strun	nents		Arc	hitec	ture				Lig	ht				
Focus / Investigation	1	2	3	4	5	6	7	E	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С

VPA 4.6.1 Use music and movement patterns to act out and dramatize with increased skill.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 4.7.1 Invent and recreate dance movements or improvise dances by themself or with others. Often initiate a sequence of movements or steps.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VPA 4.8.1 Communicate more complex feelings spontaneously and intentionally through dance and movement by themself or with others.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Cameras						Gro	ocery	Store	;			See	Seeds							Getting Ready for Kindergarten						
Е	1	2	3	4	С	E	1	2	3	4	С	E	1	2	3	4	С	1	2	3	4	5	6			

### Objectives for Development and Learning



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