



**Foundations: Early Learning Standards for North Carolina Preschoolers**  
**Alignment with**  
**All About Preschoolers, An Environment-Based Curriculum and related materials**

*The following table aligns Foundations: Early Learning Standards for North Carolina Preschoolers, adopted by the North Carolina State Board of Education, with the All About Preschoolers Curriculum  
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<i><b>North Carolina Widely Held Expectations</b></i>	<i><b>All About Preschoolers, An Environment-Based Curriculum and related materials</b></i>
<i><b>APPROACHES TO LEARNING</b></i>	
<i><b>Pondering, Processing, and Applying Experiences</b></i>	
<b>Draw on everyday experiences and apply that knowledge to other situations.</b>	<ul style="list-style-type: none"> <li>▪ Volume 1, “How to Set Up and Manage the Classroom”, pages 1-34.</li> <li>▪ Volume 1, Unit 1, “Taking Care of Our Classroom”</li> <li>▪ Sections in “Enriching Free Play” and Whole and Small Group Time” in all Units within Volumes 1&amp;2 (e.g. Activity: “Who is here?”; “Our Classroom Rules”; “This Week’s Classroom Newsletter”; “Happy and Sad Face Stories”)</li> <li>▪ “Preschool Skills Emphasized in This Unit” Each Unit within Volumes 1&amp;2</li> </ul>
<b>Seek information for further understanding.</b>	<ul style="list-style-type: none"> <li>▪ Volume 1, “How to Set Up and Manage the Classroom”, pages 1-34.</li> <li>▪ Sections in “Enriching Free Play” in all Units within Volumes 1 &amp; 2 (e.g. Number/Reasoning, Nature/Science and Outdoor Activities)</li> <li>▪ “Whole and Small Group Time” in all Units within Volumes 1 &amp; 2 (e.g. Activity: “Who is here?”; “This Week’s Classroom Newsletter”; “Happy and Sad Face Stories”)</li> <li>▪ “Preschool Skills Emphasized in This Unit”</li> </ul>

	<p><b>Each Unit within Volumes 1&amp;2 (e.g. Connecting print to spoken language, page 103)</b></p>
<p><b>Generate ideas and suggestions and make predictions.</b></p>	<ul style="list-style-type: none"> <li>▪ Sections in “Enriching Free Play” in all Units within Volumes 1 &amp; 2 (e.g. Number/Reasoning, Nature/Science and Outdoor Activities)</li> <li>▪ “Whole and Small Group Time” in all Units within Volumes 1 &amp; 2 (e.g. Activity: Math chart activities, “The Empty House Mystery”, Mystery Bag activities, “Who is here?”, “Explanation”)</li> <li>▪ “Preschool Skills Emphasized in This Unit” Each Unit within Volumes 1&amp;2 (e.g. Experimentation: Before and After pg. 209)</li> <li>▪ Volume 2, Unit 16, Activity: “Healthy or sick plant experiment”, page 220</li> </ul>
<p><b>Describe or act out a memory of a situation or action.</b></p>	<ul style="list-style-type: none"> <li>▪ Activity: “My Journal: Something I learned this Week” (within all units in Volumes 1&amp;2)</li> <li>▪ Activity: “This week’s Classroom Newsletter and Talk About Page” (within all units in Volumes 1&amp;2)</li> <li>▪ Sections in “Enriching Free Play” in all Units within Volumes 1&amp;2 (e.g. Number/Reasoning, sequence cards, etc.)</li> <li>▪ Memory Refresher Activities (songs, movement, discussions, cooking, etc. – throughout several Units in Volumes 1&amp;2)</li> <li>▪ Activity: “Recipe Sequence cards and discussion” (within most units in Volumes 1&amp;2)</li> </ul>
<p><b>Form hypotheses about cause and effect</b></p>	<ul style="list-style-type: none"> <li>▪ Activity: “Predicting and Experimenting” found in several units including Units 5, 10, 12, 15, 16)</li> <li>▪ Activity: “Happy and Sad Face Stories” (within most Units in Volumes 1&amp;2)</li> <li>▪ Sections within “Enriching Free Play” in all Units within Volumes 1 &amp; 2 (e.g. Number/Reasoning, Nature/Science, Art, Fine Motor, Outdoor Activities)</li> <li>▪ “Whole and Small Group Time” in all Units within Volumes 1 &amp; 2 (e.g. Activity: Math chart activities, “The Empty House Mystery”, Mystery Bag activities, “Who is here?”, “Explanation”, “Cooking/Recipes”)</li> </ul>

<p><i>Curiosity, Information-Seeking, and Eagerness</i></p>	
<p><b>Use multiple strategies and all available senses to explore the environment.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Activity: “Predicting and Experimenting”</b> found in several units including Units 5, 10, 12, 15, 16)</li> <li>▪ <b>Sections within “Enriching Free Play”</b> in all Units within Volumes 1 &amp; 2 (e.g. Number/Reasoning, Nature/Science, Art, Fine Motor, Outdoor Activities)</li> <li>▪ <b>“Whole and Small Group Time”</b> in all Units within Volumes 1 &amp; 2 (e.g. Activity: Math chart activities, “The Empty House Mystery”, Mystery Bag activities, “Who is here?”, “Explanation”, “Cooking/Recipes”, Sign Language activities, Picture games, singing and finger plays)</li> <li>▪ <b>Units 5, 8, 14 – Exploring Our Sense of</b>  a) Sight b) Smell and Taste c) Hearing  <i>[ In addition, but not limited to, units which concentrate on ways in which to experience the environment globally (e.g. Units 3, 4, 6, 9, 10, 12) ]</i></li> </ul>
<p><b>Choose to participate in an increasing variety of experiences.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale: Guiding Principles of this Curriculum (pages IX –X)</b></li> <li>▪ <b>“Enriching Free Play”</b> activities in all Units within Volumes 1&amp;2</li> <li>▪ <b>Whole and Small Group Time”</b> in all Units within Volumes 1&amp;2</li> <li>▪ <b>How to Set Up and Manage a Classroom: pages 1-34, Vol. 1</b></li> </ul>
<p><b>Demonstrate an eagerness and interest in learning through verbal and nonverbal means while playing, listening, questioning, and interacting</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale: Guiding Principles of this Curriculum (pages IX –X)</b></li> <li>▪ <b>“Enriching Free Play”</b> activities in all Units within Volumes 1&amp;2</li> <li>▪ <b>Whole and Small Group Time”</b> in all Units within Volumes 1&amp;2</li> <li>▪ <b>How to Set Up and Manage a Classroom: pages 1-34, Vol. 1</b></li> <li>▪ <b>Throughout all Units in Volumes 1&amp;2: Learning concepts through Charts (pictures words, objects), Predicting and Experimenting Activities, “Explanation” (Discussion and listening), Mystery Bag activities, “Who is here?”, “Sign Language activities, Picture games)</b></li> <li>▪ <b>Activity: “My Journal: Something I learned</b></li> </ul>

	<p><b>this Week” (within all units in Volumes 1&amp;2)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Memory Refresher Activities (songs, movement, discussions, cooking, etc. – throughout several Units in Volumes 1&amp;2)</b></li> </ul>
<i><b>Risk-Taking, Problem-Solving, and Flexibility</b></i>	
<b>Demonstrate a willingness to choose a variety of both familiar and new experiences</b>	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1</b></li> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2</b></li> </ul>
<b>Demonstrate the ability to tell the difference between appropriate and inappropriate (or dangerous) risk-taking</b>	<ul style="list-style-type: none"> <li>▪ <b>Activity: “Happy and Sad Face Stories” (within most Units (1-18) in Volumes 1&amp;2)</b></li> <li>▪ <b>“Our Classroom Rules” (introduced on page 49 and discussed and used within activities in many Units in Volumes 1 &amp; 2)</b></li> </ul>
<b>Attempt a variety of strategies to solve problems</b>	<ul style="list-style-type: none"> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2 (e.g. Math/Number/Reasoning, Block play, Fine Motor, Sand/Water, Outdoor Activities)</b></li> <li>▪ <b>Whole Group Time and Small Group Time all Units (e.g. Cooking, Experiments, Gardening)</b></li> </ul>
<b>Demonstrate resilience in the face of challenges</b>	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1</b></li> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2 (e.g. rotation and additional materials added to expand on information and increase difficulty of skill level, Gross motor play, art project to work on over several days)</b></li> </ul>
<i><b>Persistence, Attentiveness, and Responsibility</b></i>	
<b>Demonstrate the ability to remain engaged in an experience</b>	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Tips for handling whole group times)</b></li> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2</b></li> <li>▪ <b>Whole Group Time and Small Group Time All Units (1-18)</b></li> </ul>
<b>Work toward completion of a task despite distractions or interruptions</b>	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Tips for handling whole group times)</b></li> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18),</b></li> </ul>

	<p><b>Volumes 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>▪ <b>Whole Group Time and Small Group Time All Units (1-18)</b></li> </ul>
Seek and accept help or information when needed	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1</b></li> <li>▪ <b>Unit 13 “Community Helpers”</b></li> </ul>
Develop a sense of purpose and the ability to follow through	<ul style="list-style-type: none"> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Everyday Teaching Practice to Use in Learning Centers)</b></li> </ul>
<i>Imagination, Creativity, and Invention</i>	
<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b>	
Take on pretend roles in play and make believe with objects.	<ul style="list-style-type: none"> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2 (including Dramatic Play, Block play, Book/Flannel board stories /Puzzles, Sand/Water, Music, Science in all Units)</b></li> <li>▪ <b>Whole Group Time activities and Small Group Time activities in all Units, Volumes 1 &amp; 2</b></li> </ul>
Approach tasks and experiences with increasing flexibility, imagination, and inventiveness	<ul style="list-style-type: none"> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Routine Care Learning Times)</b></li> </ul>
Use or combine materials/strategies in novel ways while exploring and solving problems	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1</b></li> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2 (e.g. Science, Math/Number/Reasoning, Sand/Water, Fine Motor, Block play)</b></li> </ul>
Think more openly and creatively by comparing and contrasting solution strategies	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1</b></li> <li>▪ <b>“Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2 (e.g. Science, Math/Number/Reasoning, Sand/Water, Fine Motor, Block play)</b></li> </ul>

<i>North Carolina Widely Held Expectations</i>	<i>All About Preschoolers, An Environment-Based Curriculum and related materials</i>
<i>Aesthetic Sensibility</i>	
<b>Appreciate and use humor</b>	<ul style="list-style-type: none"> <li>▪ Whole Group Time and Small Group Time activities in all Units (1-18) e.g.</li> </ul>
<b>Demonstrate a sense of wonder and pleasure</b>	<ul style="list-style-type: none"> <li>▪ “How to Set Up and Manage the Classroom”, pages 1-34, Volume 1</li> <li>▪ “Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2 (e.g. Art, Science, Sand/Water, Music/movement, etc.)</li> </ul>
<b>Take a delight in beauty</b>	<ul style="list-style-type: none"> <li>▪ “How to Set Up and Manage the Classroom”, pages 1-34, Volume 1</li> <li>▪ “Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2 (e.g. Art, Science, Sand/Water, Music/movement, etc.)</li> </ul>
<b>Show self-confidence as they develop abilities and potential</b>	<ul style="list-style-type: none"> <li>▪ “Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2</li> <li>▪ “How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Routine Care Learning Times)</li> <li>▪ Whole Group Time activities and Small Group Time activities in all Units, Volumes 1 &amp; 2 (e.g. _____)</li> </ul>
<b>Demonstrate persistence with challenging activities, showing a can-do attitude</b>	<ul style="list-style-type: none"> <li>▪ “How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Routine Care Learning Times)</li> <li>▪ “Enriching Free Play”, All Units (1 – 18), Volumes 1 &amp; 2 (e.g. rotation and additional materials added to expand on information and increase difficulty of skill level, Gross motor play, art project to work on over several days)</li> <li>▪ Whole Group Time and Small Group Time all Units (e.g. Cooking, Experiments, Gardening)</li> </ul>
<b>Demonstrate increasing self-direction and independence, especially with regard to self-help skills and separating from primary caregivers</b>	<ul style="list-style-type: none"> <li>▪ “How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Routine Care Learning Times)</li> <li>▪ “Enriching Free Play”, most Units (1 – 18),</li> </ul>

	<p><b>Volumes 1 &amp; 2 (e.g. “Special Information for Routines”)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Most Units; including Unit 1 - Taking Care of Our Classroom, Unit 2 - Taking Care of Ourselves, Unit 3 – “Fun with Friends”, Unit 9 – Our Families and Our Homes</b></li> </ul>
<b><i>EMOTIONAL AND SOCIAL DEVELOPMENT</i></b>	
<b><i>Developing a Sense of Self</i></b>	
<b>Demonstrate increasing competence in regulating, recognizing, and expressing emotions verbally and nonverbally.</b>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. My Journal , Happy or Sad Face Activity, Feelings pictures”, “Feelings chant”, “Showing Emotions”)</b></li> <li>▪ <b>“Enriching Free Play” activities in all units; (e.g. “Sorting picture-word cards – Happy and sad faces”)</b></li> </ul>
<b>Enjoy playing alone or near other children</b>	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Setting up activity Center – Spaces for Privacy)</b></li> <li>▪ <b>Unit 3 – “Fun with Friends”</b></li> <li>▪ <b>Whole Group Time and Small Group Time Activities in all Units (1-18)</b></li> </ul>
<b>Develop skills for coping with adversity and change</b>	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Routine Care Learning Times)</b></li> </ul>
<b>Express and manage anger appropriately</b>	<ul style="list-style-type: none"> <li>▪ <b>Unit 1 – Taking Care of Our Classroom</b></li> <li>▪ <b>“Our Classroom Rules” (introduced in Unit 1 – discussed throughout all units)</b></li> <li>▪ <b>Unit 2 – “Fun with Friends”</b></li> <li>▪ <b>Unit 13 “Community Helpers”</b></li> </ul>
<b>Develop an awareness of personal uniqueness, regarding themselves as having certain abilities, characteristics, preferences, and cultural identities</b>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>Enriched Free Play activities; Whole group Time and Small Group Time activities; in all units related to learning sign language, multicultural music, books, display and play materials portraying people of differing abilities, races, gender roles, cultures and ages (including Unit 2 –“Taking Care of Ourselves”, Unit 3 – “Fun with Friends”, Unit 5 – “Exploring Ours Sense of Sight”, Unit 6 We Are the Same; We Are Different, Unit 9- “Our Families and Our Homes”, Unit 12 – “Music”)</b></li> </ul>

<p><b>Recognize that they are members of different groups (e.g., family, preschool class, ethnic group)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>Our Classroom Rules” (introduced in Unit 1 – discussed throughout all units)</b></li> <li>▪ <b>Closely examined in Units: 1,2, 3, 6, 9, 13 within Volumes 1 &amp; 2</b></li> <li>▪ <b>Enriched Free Play activities; Whole group Time and Small Group Time activities; in all units related to learning sign language, multicultural music, books, display and play materials portraying people of differing abilities, races, gender roles, cultures and ages (including Unit 2 –“Taking Care of Ourselves”, Unit 3 – “Fun with Friends”, Unit 5 – “Exploring Ours Sense of Sight”, Unit 6 We Are the Same; We Are Different, Unit 9- “Our Families and Our Homes”, Unit 12 – “Music”)</b></li> </ul>
<p><b>Use pretend play to express thoughts and feelings</b></p>	<ul style="list-style-type: none"> <li>▪ <b>All Units – Enriched Free play – Dramatic Play area</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Setting up activity centers – Dramatic Play)</b></li> <li>▪ <b>Whole Group Time and Small Group Time activities in all Units (e.g. “Going on a Picnic”, “Standing and Moving Like Birds”)</b></li> </ul>
<p><i>Developing a Sense of Self with Others</i></p>	
<p><b>Approach others with expectations of positive interactions</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Setting up activity Center – Spaces for Privacy)</b></li> <li>▪ <b>Enriched Free Play activities – all Units (1-18)</b></li> <li>▪ <b>Whole group Time and Small Group Time activities- in most units (e.g. cooking, music and movement)</b></li> <li>▪ <b>Our Classroom Rules” (introduced in Unit 1 – discussed within most units)</b></li> </ul>
<p><b>Seek out others when needing emotional support, physical assistance, social interaction, problem-solving and approval</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Guiding Positive Social Skills)</b></li> <li>▪ <b>Closely examined in Units: 1,2, 3, 9, 13</b></li> </ul>

	<b>within Volumes 1 &amp; 2</b>
<b>Develop awareness of personal behavior and its effect on others</b>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Guiding Positive Social Skills)</b></li> <li>▪ <b>Closely examined in Units: 1, 2, 3, 9, 13 within Volumes 1 &amp; 2</b></li> <li>▪ <b>Whole Group Play and Small Group Play activities in several units (e.g. Happy and Sad Face Stories, Our Classroom Rules)</b></li> </ul>
<b>Balance their own needs with those of others in the group</b>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Guiding Positive Social Skills)</b></li> <li>▪ <b>Closely examined in Units: 1, 2, 3,6, 9 within Volumes 1 &amp; 2</b></li> <li>▪ <b>Whole Group Play and Small Group Play activities in several units (e.g. Happy and Sad Face Stories, Our Classroom Rules)</b></li> </ul>
<b>Work to resolve conflicts positively</b>	<ul style="list-style-type: none"> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. Guiding Positive Social Skills)</b></li> <li>▪ <b>Our Classroom Rules” (introduced in Unit 1 – discussed within most units)</b></li> <li>▪ <b>Whole Group Play and Small Group Play activities in several units (e.g. Happy and Sad Face Stories)</b></li> <li>▪ <b>Closely examined in Units 1, 2, 3, 6, 9, 13</b></li> </ul>
<b>Play and interact cooperatively with other children (e.g., taking turns, exchanging ideas)</b>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Play and Small Group Play activities in all Units (1-18)</b></li> <li>▪ <b>Closely examined in Units 1 – 3</b></li> </ul>
<b>Show interest in and respond to other points of view</b>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Play and Small Group Play activities in all Units (1-18) (including Charts, Graphs, “Happy and Sad Face Stories”)</b></li> <li>▪ <b>“How to Make Math Charts and Sorting Boards” – Unit 2</b></li> <li>▪ <b>“My Journal” – all Units</b></li> </ul>
<b>Respond to others’ feelings, including showing empathy</b>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Play and Small Group Play activities in several units (e.g. Happy and Sad Face Stories, Our Classroom Rules)</b></li> <li>▪ <b>Closely examined through discussion and activities in many Units including units 1, 2,</b></li> </ul>

	<b>3, 5, 6, 9</b>
<b>Develop the ability to distinguish between unintentional and intentional actions</b>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Play and Small Group Play activities in several units (e.g. Happy and Sad Face Stories, Our Classroom Rules, Predicting and Experimenting)</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. The Teacher’s Role in Enriched Free Play - Guiding Positive Social Skills)</b></li> <li>▪ <b>Topic examined / discussed in several units including 1, 2, 3</b></li> </ul>
<b>Show ease and comfort in their interactions with familiar children and adults</b>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. The Teacher’s Role in Enriched Free Play - Guiding Positive Social Skills and Setting Up Activity Centers, Tips for handling small group times)</b></li> <li>▪ <b>Enriched Free Play in all Units (children’s choice)</b></li> <li>▪ <b>Topic examined / discussed in several units including 1, 2, 3, 6, 9, 13</b></li> <li>▪ <b>Whole Group Play and Small Group Play activities in all units</b></li> </ul>
<b>Form and maintain positive relationships, including friendships with children and adults</b>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. The Teacher’s Role in Enriched Free Play - Guiding Positive Social Skills and Setting Up Activity Centers –spaces for privacy, Tips for handling small group times)</b></li> <li>▪ <b>Enriched Free Play in all Units (children’s choice)</b></li> <li>▪ <b>Topic examined / discussed in several units including 1, 2, 3, 6, 9, 13</b></li> <li>▪ <b>Whole Group Play and Small Group Play activities in all units</b></li> </ul>
<b>Recognize, respect, and accept similarities and differences among people, including people with disabilities and those from varying cultures</b>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>Our Classroom Rules” (introduced in Unit 1 – discussed throughout all units)</b></li> <li>▪ <b>Closely examined in Units: 1,2, 3, 6, 9, 13 within Volumes 1 &amp; 2</b></li> <li>▪ <b>Whole group Time and Small Group Time activities (e.g. learning sign language, Happy</b></li> </ul>

	<p><b>and Sad Face Stories); Enriched Free Play activities in all units related to learning sign language, multicultural music, books, display and play materials portraying people of differing abilities, races, gender roles, cultures and ages (including Unit 2 –“Taking Care of Ourselves”, Unit 3 – “Fun with Friends”, Unit 5 – “Exploring Ours Sense of Sight”, Unit 6 We Are the Same; We Are Different, Unit 9- “Our Families and Our Homes”, Unit 12 – “Music”, Unit 13 – Community Helpers)</b></p>
<p><b>Follow social rules, transitions, and routines that have been explained to them</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. The Teacher’s Role in Enriched Free Play - Guiding Positive Social Skills; Setting Up Activity Centers; Tips for handling small group times; Tips for optimizing learning during routine care times, Creating daily schedules that work – “Provide flexibility”)</b></li> <li>▪ <b>Enriched Free Play in all Units (children’s choice)</b></li> <li>▪ <b>Whole Group Play and Small Group Play activities in all units (e.g. “Our Classroom Rules”</b></li> <li>▪ <b>Closely examined in several units including units 1, 2, 3, 9, 13</b></li> </ul>
<p><b>Recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, pages 1-34, Volume 1 (e.g. The Teacher’s Role in Enriched Free Play - Guiding Positive Social Skills; Setting Up Activity Centers; Tips for handling small group times; Tips for optimizing learning during routine care times )</b></li> <li>▪ <b>Enriched Free Play in all Units (children’s choice)</b></li> <li>▪ <b>Whole Group Play and Small Group Play activities in all units (e.g. “Our Classroom Rules”, Happy and Sad Face Stories”)</b></li> <li>▪ <b>Closely examined in several units including units 1, 2, 3, 9, 13</b></li> </ul>
<p><b><i>HEALTH AND PHYSICAL DEVELOPMENT</i></b></p>	
<p><b><i>Self-Care</i></b></p>	

<p><b>Develop an awareness of hygiene</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1; Routine Care Learning Times: Tips for optimizing learning during routine care times; Ensuring that basic health and safety skills are developed; Using routines for broader learning</b></li> <li>▪ <b>Unit 2, Preschool Skills Emphasized in This Unit: “Taking responsibility for the health of our friends”; “Basic health care information – hand washing”; “How bacteria and viruses can be minimized to protect health”</b></li> <li>▪ <b>Enriched free play time activities (e.g. Dramatic play, Sand/Water)</b></li> <li>▪ <b>Whole and Small Group Play activities: (e.g. Cooking, Books/Flannel Board stories)</b></li> <li>▪ <b>Enriched free play activities: “Special Information for Routines”</b></li> <li>▪ <b>Closely examined in several units including units 1, 2, 4, 8,10, 13</b></li> </ul>
<p><b>Follow basic hygiene practices (e.g., brushing teeth, washing hands).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1; Routine Care Learning Times: Tips for optimizing learning during routine care times; Ensuring that basic health and safety skills are developed; Using routines for broader learning</b></li> <li>▪ <b>Unit 2, Preschool Skills Emphasized in This Unit: “Taking responsibility for the health of our friends”; “Basic health care information – hand washing”; “How bacteria and viruses can be minimized to protect health”</b></li> <li>▪ <b>Enriched free play time activities (e.g. Dramatic play, Sand/Water)</b></li> <li>▪ <b>Whole and Small Group Play activities: (e.g. Cooking, Books/Flannel Board stories)</b></li> <li>▪ <b>Enriched free play activities: “Special Information for Routines”</b></li> <li>▪ <b>Closely examined in several units including units 1, 2, 4, 8,10, 13</b></li> </ul>
<p><b>Increase independence with basic self-help skills (e.g., feeding oneself, toileting, dressing oneself).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1; Routine Care Learning Times: Tips for optimizing learning during routine care times; Ensuring that basic health and safety skills are developed; Using routines for broader learning; Schedules a) Wash up and Snack b) Toileting, Wash up and Nap</b></li> <li>▪ <b>Whole Group Play Activities in several units,</b></li> </ul>

	<p>(e.g. <b>Unit 1 - Happy or Sad Face: Our Classroom Rules - Taking care of ourselves/our safety/our things</b>)</p> <ul style="list-style-type: none"> <li>▪ <b>Unit 2, Preschool Skills Emphasized in This Unit, page 61, Vol. 1: “Basic health care information – hand washing”</b></li> <li>▪ <b>Enriched free play activities: “Special Information for Routines”</b></li> <li>▪ <b>Closely examined in several units including units 1, 2, 4, 5, 8, 9, 10, 13</b></li> </ul>
<p><b>Develop the ability to care for personal belongings</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1; Routine Care Learning Times: Tips for optimizing learning during routine care times; Ensuring that basic health and safety skills are developed; Using routines for broader learning; Schedules a) Wash up and Snack b) Toileting, Wash up and Nap</b></li> <li>▪ <b>Unit 1: Preschool Skills Emphasized in this Unit: “Being responsible for the classroom environment through proper use of materials and clean-up”</b></li> <li>▪ <b>Whole Group Play Activities (e.g. “Taking care of the things in our classroom”, “Happy or Sad Face – How do we feel when we are sick?”, “Being good germ fighters”, “News of the Day” – How Do We Take Care of Our Classroom?)</b></li> <li>▪ <b>Enriched free play time: activities: “Special Information for Routines”</b></li> <li>▪ <b>Enriched free play time activities in all Units – materials, display and books that relate to the topic</b></li> </ul>
<p><b>Help with routine care of the environment (e.g. put toys away)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1; Routine Care Learning Times: Tips for optimizing learning during routine care times; Ensuring that basic health and safety skills are developed; Using routines for broader learning; Schedules a) Wash up and Snack b) Toileting, Wash up and Nap d) clean-up</b></li> <li>▪ <b>Unit 1: Preschool Skills Emphasized in this Unit: “Being responsible for the classroom environment through proper use of materials and clean-up”</b></li> <li>▪ <b>Whole Group Play Activities (e.g. Happy and Sad Face Stories “Taking care of the things</b></li> </ul>

	<p><b>in our classroom”, “News of the Day” – How do We Take Care of Our Classroom?)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Enriched free play time: activities: “Special Information for Routines”</b></li> </ul>
<p><i>Safety Awareness</i></p> <p><b>Demonstrate an understanding of the importance of personal safety</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Play Activities in most units in including units 2, 5, 9,15,17 (e.g. News of the Day – ways to take care of ourselves; Happy and Sad Face Stories – “Germ Fighters”, “Car Safety”, “Taking Care of our Eyes “How Colors Can Keep Us Safe”)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1; Routine Care Learning Times: Tips for optimizing learning during routine care times; Ensuring that basic health and safety skills are developed</b></li> <li>▪ <b>“Preschool Skills Emphasized in this Unit”: e.g. Unit 1 -“Being responsible for the classroom environment through proper use of materials and clean-up”</b></li> <li>▪ <b>Enriched Free Play Activities- all units: Gross motor play games, discussions (all units) e.g. “Stop and Go!”, Block play – pedestrian and road signs, Art – safety in the use of tools</b></li> </ul>
<p><b>Develop awareness of and the ability to follow basic health and safety rules (e.g. fire and traffic safety)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1; Routine Care Learning Times: Ensuring that basic health and safety skills are developed;</b></li> <li>▪ <b>Whole Group Play Activities in most units in including units 2, 5, 9,15,17 (e.g. News of the Day – ways to take care of ourselves; Happy and Sad Face Stories – “Germ Fighters”, “Car Safety”, “Taking Care of our Eyes “How Colors Can Keep Us Safe”, Our Classroom Rules)</b></li> <li>▪ <b>“Preschool Skills Emphasized in this Unit”: e.g. Unit 1 -“Being responsible for the classroom environment through proper use of materials and clean-up”</b></li> <li>▪ <b>Enriched Free Play Activities- all units: Gross motor play games, discussions (all units) e.g. “Stop and Go!”, Block play – pedestrian and road signs, Art – safety in the use of tools</b></li> </ul>

<p><b>Trust and cooperate in a comfortable, safe environment</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1</b></li> <li>▪ <b>Whole Group Activity: “Our Classroom Rules”</b></li> <li>▪ <b>Enriched free play activities and group play activities in all units (e.g. cooking, activities and spaces set up for small groups)</b></li> </ul>
<p><b>Recognize and avoid potentially harmful persons, objects, substances, activities, and environments</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1</b></li> <li>▪ <b>Whole Group Activity: “Our Classroom Rules”</b></li> <li>▪ <b>Enriched free play activities and group play activities in all units (e.g. cooking, activities and spaces set up for small groups)</b></li> </ul>
<p><i>Motor Skills</i></p>	
<p><b>Develop small muscle control and coordination</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (e.g. Fine motor, Art, Block play, Writing, Sand/Water)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 – Setting Up Activity Centers (e.g. Computers)</b></li> <li>▪ <b>Small group Activities – most units “My Journal”, cooking and gardening activities</b></li> <li>▪ <b>Enriched free play time: activities: “Special Information for Routines”- meal times</b></li> </ul>
<p><b>Experiment with handheld tools that develop strength, control, and dexterity of small muscles (e.g. spoons, paintbrushes, crayons, markers, safety scissors, and a variety of technological tools, with adaptations as needed)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (e.g. Fine motor, Art, Block play, Writing, Sand/Water, Dramatic Play)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 – Setting Up Activity Centers (e.g. Computers)</b></li> <li>▪ <b>Small group Activities – most units “My Journal”, cooking and gardening activities</b></li> <li>▪ <b>Enriched free play time: activities: “Special Information for Routines”- meal times</b></li> </ul>
<p><b>Explore and engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, stringing beads, and using other manipulatives</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (e.g. Fine motor, Art, Block play, Writing, Sand/Water, Dramatic play)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 – Setting Up Activity Centers (e.g. Computers)</b></li> <li>▪ <b>Small group Activities – most units “My Journal”, cooking and gardening activities</b></li> <li>▪ <b>Enriched free play time: activities: “Special</b></li> </ul>

	<p><b>Information for Routines”- meal times, dressing to go outside, hand washing, tooth brushing</b></p>
<p><b>Develop body strength, balance, flexibility, and stamina</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1</b></li> <li>▪ <b>Enriched Free Play activities – all units: Music/movement/ Outdoor gross motor play,</b></li> <li>▪ <b>Topic closely examined in Unit 11- Sports</b></li> <li>▪ <b>Preschool Skills Emphasized in this Unit (e.g. Unit 11- “Staying in good shape”, Getting exercise and rest”</b></li> </ul>
<p><b>Develop large muscle control and coordinate movements in their upper and/or lower body</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1</b></li> <li>▪ <b>Enriched Free Play activities – all units: Music/movement/ Outdoor gross motor play,</b></li> <li>▪ <b>Topic closely examined in Unit 11- Sports</b></li> <li>▪ <b>Preschool Skills Emphasized in this Unit (e.g. Unit 11- “Staying in good shape”, Getting exercise and rest”</b></li> </ul>
<p><b>Explore a variety of equipment and activities that enhance gross motor development (e.g. balls, slides, locomotive toys, and assistive technology)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1</b></li> <li>▪ <b>Enriched Free Play activities – all units: Music/movement/ Outdoor gross motor play,</b></li> <li>▪ <b>Topic closely examined in Unit 11- Sports</b></li> <li>▪ <b>Preschool Skills Emphasized in this Unit (e.g. Unit 11- “Staying in good shape”, Getting exercise and rest”</b></li> </ul>
<p><b>Increase the ability to move their bodies in space (running, jumping, skipping)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1</b></li> <li>▪ <b>Enriched Free Play activities – all units: Music/movement/ Outdoor gross motor play,</b></li> <li>▪ <b>Topic closely examined in Unit 11- Sports</b></li> <li>▪ <b>Preschool Skills Emphasized in this Unit (e.g. Unit 11- “Staying in good shape”, Getting exercise and rest”</b></li> </ul>
<p><b><i>Physical Health and Growth</i></b></p>	
<p><b>Participate in a variety of physical activities for longer periods of time (e.g., exercise, games, and active play)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Addressed throughout Unit 11- Sports</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1</b></li> <li>▪ <b>Enriched Free Play activities – all units: Music/movement/ Outdoor gross motor play,</b></li> <li>▪ <b>Preschool Skills Emphasized in this Unit (e.g. Unit 11- “Staying in good shape”, Getting</b></li> </ul>

	<b>exercise and rest”</b>
<b>Transition from high-energy to low-energy activities (e.g. calming or other relaxing activities).</b>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 (e.g. “Creating daily schedules that work well”)</b></li> <li>▪ <b>Enriched Free Play activities – all units: Music/movement/Outdoor gross motor play</b></li> <li>▪ <b>Participation in Whole Group and Small Group Play activities (e.g. Unit 11 – Exercising to Stay in Good Shape)</b></li> </ul>
<b>Recognize and eat nutritious foods</b>	<ul style="list-style-type: none"> <li>▪ <b>Enriched free play time: activities: “Special Information for Routines”- meal times</b></li> <li>▪ <b>Whole Group Time and Small Group Time Play activities (e.g. Cooking, News of the Day – ways to take care of ourselves)</b></li> <li>▪ <b>Topic closely examined in Units 8, 16</b></li> </ul>
<b>Develop an awareness of personal health and fitness</b>	<ul style="list-style-type: none"> <li>▪ <b>Addressed throughout Unit 11- Sports</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1</b></li> <li>▪ <b>Enriched Free Play activities – all units: Music/movement/ Outdoor gross motor play,</b></li> <li>▪ <b>Preschool Skills Emphasized in this Unit (e.g. Unit 11- “Staying in good shape”, Getting exercise and rest”</b></li> </ul>
<b>Participate in games, outdoor play, and other forms of exercise to enhance physical fitness</b>	<ul style="list-style-type: none"> <li>▪ <b>Addressed throughout Unit 11- Sports</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1</b></li> <li>▪ <b>Enriched Free Play activities – all units: Music/movement/ Outdoor gross motor play,</b></li> <li>▪ <b>Preschool Skills Emphasized in this Unit (e.g. Unit 11- “Staying in good shape”, Getting exercise and rest”</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 (“Provide plenty of gross motor activity”)</b></li> </ul>
<b>Engage in adaptive physical activities as appropriate</b>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1 - “Understand Child Development”</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 (“Provide plenty of gross motor activity”)</b></li> </ul>
<b>Make better use of their vision and hearing, and benefit from correction an aids as needed</b>	<ul style="list-style-type: none"> <li>▪ <i>Discussion of how to protect vision and hearing, and the equipment people use to help them to see and hear better can be found in</i></li> </ul>

	<p><i>several units, including:</i></p> <ul style="list-style-type: none"> <li>▪ Unit 4 – The Sun (e.g. Explanation: “How the Sun can hurt us and how we protect ourselves”; Whole Group Time – Happy or Sad Faces Activity – Sun Protection Stories;</li> <li>▪ Unit 5 – Exploring Our Sense of Sight (e.g. Small Group Activity – “Drawing Blindfolded”, Poem: “Grandma’s Glasses”, Whole Group Time – Happy or Sad Faces Activity – Taking Care of Our Eyes</li> <li>▪ Unit 9 - Whole Group Time- Learning Sign Language</li> <li>▪ Unit 13 – Community Helpers (e.g. eye and ear doctors)</li> <li>▪ Unit 14 – Exploring Our Sense of Hearing</li> </ul>
<p><i>Language Development and Communication</i></p>	
<p><i>Receptive Language</i></p>	
<p><b>Understand increasingly complex sentences, including past, present and future tenses</b></p>	<ul style="list-style-type: none"> <li>▪ Introduction and Rationale – Volume 1 – How to Use These Units</li> <li>▪ Whole Group Time Activity- all units (“Explanation” and “Memory Refresher Activity”)</li> <li>▪ “Our Classroom Newsletter”- all units</li> <li>▪ Enriched Free play activities: Science and Number/Math/Reasoning (Prediction and experimenting, Cooking)</li> <li>▪ Activity: “My Journal: Something I learned this Week” (within all units in Volumes 1&amp;2)</li> </ul>
<p><b>Understand and use a growing vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ Introduction and Rationale – Volume 1 – How to Use These Units Whole Group Time Activity- all units (“Explanation” and “Memory Refresher Activity”)</li> <li>▪ “Our Classroom Newsletter”- all units</li> <li>▪ Enriched Free play activities: Science and Number/Math/Reasoning (Prediction and experimenting, Cooking, Music and movement, Books, Writing,)</li> <li>▪ “Preschool Skills Emphasized in This Unit” – all units – new vocabulary (word cards and writing utensils and tools)</li> <li>▪ “My Journal” Activity – all units</li> </ul>
<p><b>Attend to language for longer periods of time, such as when books are read, people are telling stories,</b></p>	<ul style="list-style-type: none"> <li>▪ How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Guiding Positive Social Skills”;</li> </ul>

<p><b>and during conversations</b></p>	<p><b>“Setting Up Activity Centers”, “Examples of teaching during Free Play”</b></p> <ul style="list-style-type: none"> <li>▪ <b>Whole and Small Group Play activities: (e.g. Books/Flannel Board stories, Charts/graphs)</b></li> </ul>
<p><b>Consistently respond to requests for information or action (e.g. respond to questions and follow one and two-step directions)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Guiding Positive Social Skills”; “Setting Up Activity Centers”, “Examples of teaching during Free Play”</b></li> <li>▪ <b>Whole and Small Group Play activities: (e.g. Books/Flannel Board stories, Charts/graphs, cooking)</b></li> <li>▪ <b>Enriched Free Play activities – all units (e.g. music/movement, outdoor play activities</b></li> <li>▪ <b>Special Information for Routines – all units (hand washing sequence, dressing for going outside, preparing for meal time, etc.)</b></li> </ul>
<p><b>Comprehend and use language for multiple social and cognitive purposes (e.g. understand and talk about feelings, ideas, information, and beliefs)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Guiding Positive Social Skills”; “Setting Up Activity Centers”, “Examples of teaching during Free Play”</b></li> <li>▪ <b>Whole and Small Group Play activities: (e.g. Books/Flannel Board stories, Charts/graphs, cooking, Happy or Sad Face Stories, learning sign language and words from different languages, songs and singing)</b></li> <li>▪ <b>Enriched Free Play activities – all units (e.g. music/movement, books, puppets, blocks and accessories, art, etc.)</b></li> <li>▪ <b>“Preschool Skills Emphasized in This Unit” – all units – new vocabulary (word cards and writing utensils and tools)</b></li> <li>▪ <b>“My Journal” Activity – all units</b></li> </ul>
<p><b>Develop familiarity with sounds in words (e.g. listening to identifying, recognizing, and discriminating)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1 – ‘How to Use These Units’</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Whole and Small Group Play activities: (e.g. Poems, Books/Flannel Board stories, learning sign language and words from different languages, songs and singing)</b></li> <li>▪ <b>Enriched Free Play activities – all units (e.g.</b></li> </ul>

	<p><b>music/movement, books, puppets, blocks and accessories, art, writing, vocabulary word cards)</b></p>
<p><b>Understand that people communicate in many ways, including through gestures, sign language, facial expressions, and augmentative communication devices</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Enriched Free Play activities – in several units including units 3, 5, 9, 12, 14 (e.g. music/movement, books, puppets, dramatic play)</b></li> <li>▪ <b>Whole group Time and Small Group Time activities; in several units - (e.g. Poems, Books/Flannel Board stories, learning sign language, words, songs, and music from different languages, Happy or Sad Face Stories)</b></li> </ul>
<p><b>Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Enriched Free Play activities – in several units including units 3, 5, 9, 12, 14 (e.g. music/movement, books, puppets, dramatic play, sign language picture cards, writing, vocabulary word cards)</b></li> <li>▪ <b>Whole Group Time and Small Group Time activities; in several units - (e.g. Poems, Books/Flannel Board stories, learning sign language, words, songs, and music from different languages, Happy or Sad Face Stories, charts/graphs, Mystery Bag activities)</b></li> </ul>
<p><b>Use language as a part of pretend play to create and enact roles</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities- Dramatic Play in all Units, Volumes 1 &amp; 2</b></li> <li>▪ <b>Whole Group Time activities in most units (e.g. Unit 16 – Making Vegetable Soup, Row Your Boat)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1</b></li> </ul>
<p><b>Use language to establish and maintain relationships.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Guiding Positive Social</b></li> </ul>

	<p><b>Skills”)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Whole Group Time activities (e.g. Our Classroom Rules)</b></li> <li>▪ <b>Enriched Free Play – all units</b></li> <li>▪ <b>Examined closely in several units including Units 2, 3, 6, 9, 11, 13, 14</b></li> </ul>
<p><b>Initiate and engage in conversations.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Guiding Positive Social Skills”)</b></li> <li>▪ <b>Small Group Time Activities (e.g. “My Journal”)</b></li> <li>▪ <b>Our Classroom Newsletter (all Units)</b></li> <li>▪ <b>Enriched Free Play – all units</b></li> <li>▪ <b>Examined closely in several units including Units 2, 3, 6, 9, 11, 13, 14</b></li> </ul>
<p><b>Describe experiences and create and/or retell simple stories</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities- all Units (e.g. Dramatic Play, Books, Art, Writing, Vocabulary word cards, Flannel board stories, puppets, accessories with blocks in all Units, Volumes 1 &amp; 2)</b></li> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. “My Journal”, flannel board stories, puppets, finger plays, Going on a Bear Hunt)</b></li> </ul>
<p><b>Ask questions and make comments related to the topic of discussion.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Guiding Positive Social Skills”)</b></li> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. “What’s Missing” game, “Mystery Bag”, cooking, experimenting and predicting)</b></li> <li>▪ <b>Enriched Free Play activities- all Units (e.g. Science/Discovery, Books, Writing, Water/Sand, Vocabulary word cards, Math/Number/Reasoning,)</b></li> </ul>
<p><b>Communicate messages with expression, tone, and inflection appropriate to the situation.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. singing, music, Happy or Sad Face Stories, sign language, Our Classroom Rules, Finger play, Poems/rhymes/chants)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-</b></li> </ul>

	<p><b>Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Guiding Positive Social Skills”)</b></p>
<p><b>Use increasingly complex and varied language structures, sentences, and vocabulary.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. singing, and music from different languages, charts/graphs, sign language, Poems/Chants/Rhymes, Books/Flannel Board stories, learning sign language, vocabulary word cards, “News of the Day”)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Guiding Positive Social Skills”)</b></li> <li>▪ <b>Enriched Free Play activities- all Units (e.g. Science/Discovery, Books, Writing, Water/Sand, Vocabulary word cards, Math/Number/Reasoning, Predicting and experimenting)</b></li> </ul>
<p><i>Foundations for Reading</i></p>	
<p><i>Motivation for Reading and Vocabulary and Comprehension</i></p>	
<p><i>Motivation for Reading – Children begin to:</i></p>	
<p><b>Show an interest in books, other print, and reading related activities, including using and sharing books and print in their play.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. “My Journal”, books, printed finger plays, topic related display, “The Daily News”, charts, graphs)</b></li> <li>▪ <b>Enriched Free Play activities and materials – all units (e.g. books, flannel board stories, puppets, topic related display, vocabulary word cards)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Tips on teaching academic information”)</b></li> <li>▪ <b>Our Classroom Newsletter (all Units)</b></li> </ul>
<p><b>Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. “My Journal”, books, printed finger plays, topic related display, “The Daily News”, story time and</b></li> </ul>

	<p><b>discussion/related activity)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities and materials – all units (e.g. books, flannel board stories, puppets, topic related display, vocabulary word cards)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Tips on teaching academic information”)</b></li> <li>▪ <b>Our Classroom Newsletter (all Units)</b></li> </ul>
<p><b>Independently engage in reading behaviors (e.g., turning pages, imitating adults by pointing to words, telling the story).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Tips on teaching academic information-Using Display as a Teaching Tool”)</b></li> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. “My Journal”, charts, graphs, cooking, predicting and experimenting, “Our Classroom Rules”, “The Daily News”)</b></li> <li>▪ <b>Enriched Free Play activities and materials – all units (e.g. books, flannel board stories, topic related display, vocabulary word cards)</b></li> <li>▪ <b>Our Classroom Newsletter (all Units)</b></li> </ul>
<p><b>Independently engage in writing behaviors (e.g., write symbols or letters for names, use materials at the writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Tips on teaching academic information- Letters and Shapes”)</b></li> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. “My Journal”, charts, graphs, cooking, predicting and experimenting, “Our Classroom Rules”, “The Daily News”)</b></li> <li>▪ <b>Enriched Free Play activities and materials – all units (e.g. books, flannel board stories, topic related display, vocabulary word cards, art, writing, waiting lists for popular equipment/activities)</b></li> <li>▪ <b>Our Classroom Newsletter (all Units)</b></li> </ul>
<p><b>Show preferences for favorite books</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities and materials – all units (e.g. books, flannel board stories, topic related display)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched</b></li> </ul>

	<p><b>Free Play</b> – (e.g. “Examples of teaching during Free Play”, “Setting Up Activity Centers” -books, cozy areas, spaces for privacy)</p> <ul style="list-style-type: none"> <li>▪ <b>Our Classroom Newsletter (all Units)</b></li> </ul>
<p><b>Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities and materials – all units (e.g. topic related books, flannel board stories, display, dramatic play, puppets, etc.)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Setting Up Activity Centers”)</b></li> <li>▪ <b>Whole Group Time and Small Group Time Activities (e.g. topic related stories/books expanding learning through discussion and activities by means of “My Journal” activities, charts, graphs, predicting and experimenting; “Our Classroom Rules”, “The Daily News”)</b></li> </ul>
<p><i>Book and Print Awareness, Alphabet Knowledge, and Alphabetic Principle</i></p>	
<p><i>Book and Print Awareness – Children begin to:</i></p>	
<p><b>Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels and signs)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Free play centers- sample of what you should do – Books”, “Using the display as a teaching tool”, “Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Enriched Free Play Activities / Materials- all units (e.g. word/letter puzzles, stencils, vocabulary word cards, display, writing and art centers, road signs in block play, dramatic play prop signs, etc.)</b></li> <li>▪ <b>Whole Group and Small Group Time Activities – all units (e.g. cooking recipes, sequence based activities (gardening, memory refresher sequence cards), charts, graphs, “Who is here?”-activity, written and posted songs, chants, “The Daily News”, “My Journal” activity, “Our Daily Schedule”)</b></li> <li>▪ <b>“Our Classroom Newsletter” – all units Artwork, photos, waiting lists for popular materials/activities, narrative, stories written by children and /or with adults support.</b></li> </ul>

<p><b>Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Free play centers- sample of what you should do – Books”, “Using the display as a teaching tool”, “Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Enriched Free Play Activities / Materials- all units (e.g. word/letter puzzles, stencils, vocabulary word cards, display, writing and art centers, road signs in block play, dramatic play prop signs, etc.)</b></li> <li>▪ <b>Whole Group and Small Group Time Activities – all units (e.g. cooking recipes, sequence based activities (gardening, memory refresher sequence cards), charts, graphs, “Who is here?”-activity, written and posted songs, chants, “The Daily News”, “My Journal” activity, “Our Daily Schedule”)</b></li> <li>▪ <b>“Our Classroom Newsletter” – all units</b></li> <li>▪ <b>Artwork, photos, waiting lists for popular materials/activities, narrative, stories written by children and /or with adults support.</b></li> </ul>
<p><b>Pretend to read familiar books in ways that mimic adult reading.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities – all units (e.g. books, informal reading)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Free play centers- sample of what you should do – Books”)</b></li> </ul>
<p><b>Hold a book upright while turning pages one by one from front to back</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group and Small Group Time Activities – all units (e.g. story and book reading)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Free play centers- sample of what you should do – Books”)</b></li> <li>▪ <b>Enriched Free Play activities – all units (e.g. books, informal reading)</b></li> </ul>
<p><b>Occasionally run their finger under or over print as they pretend to read a familiar book.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Free play centers- sample of what you should do – Books” “General instructions for the “News of the Day” activities, “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”,)</b></li> <li>▪ <b>Enriched Free Play Activities / Materials- all units (e.g. Books, posters, picture-word matching games, vocabulary word cards,</b></li> </ul>

	<p><b>display, writing and art centers)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Whole Group and Small Group Time Activities – all units (e.g. cooking recipes, sequence based activities (gardening, memory refresher sequence cards), charts, graphs, “Who is here?”-activity, written and posted songs, chants, “The Daily News”, “My Journal” activity, “Our Daily Schedule”)</b></li> <li>▪ <b>“Our Classroom Newsletter – all units</b></li> </ul>
<p><b>Understand some basic print conventions (e.g., concept of letter, concept of word).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Enriched Free Play Activities / Materials- all units (e.g. word/letter puzzles, stencils, vocabulary word cards, display, writing and art centers, road signs in block play, dramatic play prop signs, etc.)</b></li> <li>▪ <b>Whole Group and Small Group Time Activities – all units (e.g. cooking recipes, sequence based activities (gardening, memory refresher sequence cards), charts, graphs, “Who is here?”-activity, written and posted songs, chants, “The Daily News”, “My Journal” activity, “Our Daily Schedule”)</b></li> <li>▪ <b>“Our Classroom Newsletter” – all units</b></li> </ul>
<p><b>Learn to identify their name and the names of friends.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole Group and Small Group Time Activities – all units (e.g. charts, graphs, “Who is here?” activity, personalized songs, chants)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Name cards (first and last names) at writing center</b></li> <li>▪ <b>Artwork, photos, waiting lists for popular materials/activities, narrative, stories written by children and /or with adults support.</b></li> </ul>
<p><i>Alphabet Knowledge – Children begin to:</i></p>	
<p><b>Know that letters of the alphabet are a special category and are different from pictures and shapes</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Artwork, photos, waiting lists for popular materials/activities, narrative, stories written by children and /or with adults support</b></li> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (Fine motor, e.g. letter and shape puzzles, Art, Block play, Science (e.g. magnetic letters and shapes), Writing (e.g. stencils, vocabulary and name cards, Songs/music/movement)</b></li> </ul>
<p><b>Recognize and name some letters of the alphabet, especially those in their own name and in the names of others who are important to them.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Throughout all Units in Volumes 1 &amp; 2: Learning concepts through Charts (pictures words, objects, shapes), “Who is here?”- daily activity, “Sign Language activities, Picture –word matching games)</b></li> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (Fine motor, e.g. letter and shape puzzles, Art, Science (e.g. magnetic letters and shapes), Writing (e.g. stencils, vocabulary and name cards)</b></li> <li>▪ <b>All Units -Artwork, photos, “waiting lists” for popular materials/activities, narrative, stories written by children and /or with adults support</b></li> </ul>
<p><i>Alphabetic Principle – Children begin to:</i></p>	
<p><b>Understand that letters function to represent sounds in spoken words.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Throughout all Units in Volumes 1 &amp; 2: Learning concepts through Charts (pictures words, objects, shapes), “Who is here?”- daily activity, “Sign Language activities, Picture–word matching games, “Our Classroom Rules”)</b></li> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (Display in play areas, Books, Informal reading by adults with children, Art, Writing (e.g. stencils, vocabulary and name cards)</b></li> <li>▪ <b>All Units -Artwork, photos, “waiting lists” for popular materials/activities, narrative,</b></li> </ul>

	<p><b>stories written by children and /or with adults support</b></p>
<p><b>Make some sound-to letter matches, using letter name knowledge (e.g., writes “M” and says “This is Mommy”).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>All Units - Artwork, photos, “names on waiting lists” for popular materials/activities, narrative by children, stories written by children and /or with adults support</b></li> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (Display in play areas, Books, Art, Writing (e.g. stencils, vocabulary and name cards)</b></li> <li>▪ <b>Whole group time and Small group time activities – e.g. “Who is Here?”, “My Journal”-- all units</b></li> <li>▪ <b>All Units -Name cards (first and last names) and vocabulary word cards at writing center</b></li> </ul>
<p><i>Phonological Awareness</i></p>	
<p><i>Phonological Awareness – Children begin to:</i></p>	
<p><b>Enjoy listening to songs, poems, and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole and Small Group Play activities: (e.g. Books, Flannel Board stories, poems, chants, raps, finger plays, songs and singing)</b></li> <li>▪ <b>Enriched Free Play activities / materials – all units (e.g. music/movement, books, puppets, etc.)</b></li> <li>▪ <b>Closely examined in several units including Units 12 and 14</b></li> </ul>
<p><b>Enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale – Volume 1 – ‘How to Use These Units”</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Whole and Small Group Play activities: (e.g. Poems, Books/Flannel Board stories, learning sign language and words from different languages, songs and singing)</b></li> <li>▪ <b>Enriched Free Play activities – all units (e.g. music/movement, books, puppets, blocks and accessories, art, writing, vocabulary word cards)</b></li> </ul>

<p><b>Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Enriched Free Play activities – in several units including units 3, 5, 9, 12, 14 (e.g. music/movement, books, puppets, dramatic play)</b></li> <li>▪ <b>Whole group Time and Small Group Time activities; in several units - (e.g. Poems, Books/Flannel Board stories, learning sign language, words, songs, and music from different languages, Happy or Sad Face Stories)</b></li> </ul>
<p><b>Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Kashia and Katie begin with the same sound).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Enriched Free Play activities – in several units including units 3, 5, 9, 12, 14 (e.g. music/movement, books, puppets, dramatic play, sign language picture cards, writing, vocabulary word cards)</b></li> <li>▪ <b>Whole Group Time and Small Group Time activities; in several units - (e.g. Poems, Books/Flannel Board stories, learning sign language, words, songs, and music from different languages, Happy or Sad Face Stories, charts/graphs, Mystery Bag activities)</b></li> </ul>
<p><i>Foundations for Writing</i></p>	
<p><b>Use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay, computers).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (e.g. Fine motor, Art, Block play, Writing)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – Setting Up Activity Centers (e.g. Computers, Art, Writing)</b></li> <li>▪ <b>Small group Activities – most units “My Journal”</b></li> <li>▪ <b>All Units -Artwork, photos, “waiting lists” for popular materials/activities, narrative, stories written by children and /or with adults support</b></li> <li>▪ <b>All Units - Name cards (first and last names) and vocabulary word cards at writing center with writing tools and utensils</b></li> </ul>

<p><b>Use a variety of writing in their play and for a variety of purposes (e.g., labels, lists, signs, messages, stories)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>All Units - Artwork, “waiting lists” for popular materials/activities, narrative, stories written by children and /or with adult support</b></li> <li>▪ <b>Small group Activity – all units “My Journal”</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>All Units - Name cards (first and last names) and vocabulary word cards at writing center with writing tools and utensils</b></li> <li>▪ <b>Enriched Free Play Activities / Materials- all units (e.g. stencils, display, writing and art centers, road signs in block play and for outdoor play, dramatic play prop signs, etc.)</b></li> </ul>
<p><b>Represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Small group Activity – all units “My Journal”</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Art, Block play, Writing</b></li> <li>▪ <b>All Units - Artwork, “waiting lists” for popular materials/activities, narrative, stories written/drawn by children and /or with adult support</b></li> <li>▪ <b>Closely examined in several Units including Units 1 and 13</b></li> </ul>
<p><b>Learn how to tell their thoughts for an adult to write.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Small group Activity – all units “My Journal”</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Art, Block play, Writing</b></li> <li>▪ <b>All Units - Artwork, “waiting lists” for popular materials/activities, narrative, stories written/drawn by children and /or with adult support</b></li> </ul>
<p><b>Play with writing letters and mastering conventional letterforms,</b></p>	<ul style="list-style-type: none"> <li>▪ <b>All Units - Name cards (first and last names) and vocabulary word cards at writing center</b></li> </ul>

<p><b>beginning with the first letter of their name.</b></p>	<p><b>with writing tools and utensils</b></p> <ul style="list-style-type: none"> <li>▪ <b>All Units - Artwork, “waiting lists” for popular materials/activities, narrative, stories written by children and /or with adult support</b></li> <li>▪ <b>Small group Activity – all units “My Journal”</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> </ul>
<p><b>Use known letters and approximations of letters to write their own name.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>All Units - Name cards (first and last names) and vocabulary word cards at writing center with writing tools and utensils</b></li> <li>▪ <b>All Units - Artwork, “waiting lists” for popular materials/activities, narrative, stories written by children and /or with adult support</b></li> <li>▪ <b>Small group Activity – all units “My Journal”</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Letters, Shapes”)</b></li> <li>▪ <b>Closely examined in several units, including Units 3 and 9</b></li> </ul>
<p><b>Attempt to connect the sounds in a word with its letterforms</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities – All Units in Volumes 1 &amp; 2 (e.g. Fine motor, Art, Block play, Writing, Computer)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – Setting Up Activity Centers (e.g. Computers, Art, Writing, Fine Motor)</b></li> <li>▪ <b>Small group Activities – most units “My Journal”</b></li> <li>▪ <b>All Units -Artwork, photos, “waiting lists” for popular materials/activities, narrative, stories written by children and /or with adults support</b></li> <li>▪ <b>All Units - Name cards (first and last names) and vocabulary word cards at writing center with writing tools and utensils</b></li> </ul>
<p><b><i>COGNITIVE DEVELOPMENT</i></b></p>	
<p><b><i>Mathematical Thinking and Expression</i></b></p>	
<p><b>Experiment with and use numbers</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities and materials</b></li> </ul>

<p><b>and counting in their play</b></p>	<p><b>in all units (math/number/reasoning, science, sand/water, books, fine motor – e.g. number/counting puzzles, writing utensils – e.g. number stencils etc.)</b></p> <ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Numbers”)</b></li> <li>▪ <b>Enriched Free Play Activities / Materials- all units (e.g. number/counting puzzles, stencils, vocabulary word cards, display, writing and art centers, road signs in block play, dramatic play prop signs, etc.)</b></li> <li>▪ <b>Whole Group and Small Group Time Activities – all units (e.g. cooking recipes, sequence based activities (gardening, memory refresher sequence cards), charts, graphs, “My Journal” activity, “Our Daily Schedule”, Big or small Family sorting, Measuring height – ourselves and our friends etc.)</b></li> <li>▪ <b>“Our Classroom Newsletter” – all units</b></li> </ul>
<p><b>Recognize and describe common shapes</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 (e.g. “Using the display as a teaching tool”, Tips on Teaching Academics – Numbers, Shapes”)</b></li> <li>▪ <b>Enriched Free Play Activities / Materials- all units (e.g. Block play, fine motor, e.g. shape puzzles, shape stencils; display, road sign props in block play and outdoor dramatic play, etc.)</b></li> <li>▪ <b>Whole Group and Small Group Time Activities – all units (e.g. charts, graphs, “My Journal” activity)</b></li> </ul>
<p><b>Understand and use words that identify different positions in space (e.g., in, out, under, over)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Music and movement, Math/number/reasoning, Science, sand/water)</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, “Mystery Bag”</b></li> <li>▪ <b>Closely examined throughout several units including Units 6 and 11</b></li> </ul>
<p><b>Recognize and duplicate simple patterns within their environment</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Music and movement,</b></li> </ul>

<p><b>using manipulatives, art materials, body movements, etc.</b></p>	<p><b>Math/number/reasoning, Science, sand/water)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, “Mystery Bag”, songs, “Happy or Sad Face Stories”, “Aunt Sarah Says...”</b></li> <li>▪ <b>Closely examined throughout several units including Units 6 and 11</b></li> <li>▪ <b>Enriched free play time: activities: “Special Information for Routines” – e.g. hand washing, rest time, meal time</b></li> <li>▪ <b>“How to make Math Charts and Sorting Boards” – Unit 2</b></li> </ul>
<p><b>Sort, classify, and order objects on the basis of one or two attributes (color, shape, size, small to large, short to tall, etc.).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Blocks, Math/number/reasoning, Science, Fine motor, Sand/Water, Art, etc.)</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, “Mystery Bag”, picture –word card games, “Happy or Sad Face Stories”, Measuring height – ourselves and our friends</b></li> <li>▪ <b>Closely examined within several units including Units 3, 6, 9, 15</b></li> <li>▪ <b>“How to make Math Charts and Sorting Boards” – Unit 2</b></li> </ul>
<p><b>Describe or demonstrate a sequence of events</b></p>	<ul style="list-style-type: none"> <li>▪ <b>All Units- “Memory Refresher Activity”, “My Journal Activity – Something I learned this week”</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, picture–word card games, graphs and charts, flannel board stories</b></li> <li>▪ <b>Our Classroom Newsletter – Talk About Page</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”, “Tips on teaching academic information-Using Display as a Teaching Tool”)</b></li> <li>▪ <b>“How to make Math Charts and Sorting Boards” – Unit 2</b></li> </ul>
<p><b>Understand size and volume and make comparisons (short/tall, big/small, full/empty, length, weight,</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Blocks, Math/number/reasoning, Science, Fine motor, Sand/Water, Art, etc.)</b></li> </ul>

<p><b>height, same, more, less).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, charts, graphs</b></li> <li>▪ <b>Closely examined within several units including Units 3, 5, 6, 9</b></li> <li>▪ <b>“How to make Math Charts and Sorting Boards” – Unit 2</b></li> </ul>
<p><b>Participate in activities that involve non-standard measurement</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Blocks, Math/number/reasoning, Science, Fine motor, Sand/Water, Art, etc.)</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting</b></li> <li>▪ <b>Closely examined within most units including Units 4, 5, 6, 9, 10, 15</b></li> </ul>
<p><b>Understand the passage of time within their daily lives (daily routines and the order of events)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>All Units – “News” of the day, “Memory Refresher Activity”, “My Journal Activity – Something I learned this week”</b></li> <li>▪ <b>Our Classroom Newsletter – Talk About Page</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Tips on teaching academic information-Using Display as a Teaching Tool”)</b></li> </ul>
<p><b>Use a variety of strategies to solve problems</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting</b></li> <li>▪ <b>“How to Set Up and Manage the Classroom”, Volume 1 (e.g. Guiding Positive Social Skills)</b></li> <li>▪ <b>Our Classroom Rules” (introduced in Unit 1 – discussed within most units)</b></li> <li>▪ <b>Whole Group Play and Small Group Play activities in several units (e.g. Happy and Sad Face Stories)</b></li> <li>▪ <b>Closely examined in Units 1, 2, 3, 6, 9, 13</b></li> </ul>
<p><b>Make and check predictions through observations and experimentation</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Blocks, Math/number/reasoning, Science, Fine motor, Sand/Water, Art, etc.)</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting</b></li> <li>▪ <b>Closely examined within most units including Units 4, 5, 6, 9, 10, 15</b></li> <li>▪ <b>“How to make Math Charts and Sorting Boards” – Unit 2</b></li> </ul>

<b><i>Scientific Thinking and Invention</i></b>	
<p><b>Expand knowledge of their environment through play.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Blocks, Math/number/reasoning, Science, Fine motor, Sand/Water, Art, etc.)</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting</b></li> <li>▪ <b>Closely examined within most units including Units 4, 5, 6, 9, 10, 15</b></li> <li>▪ <b>“How to make Math Charts and Sorting Boards” – Unit 2</b></li> </ul>
<p><b>Demonstrate awareness of and respect for their bodies</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched free play activities: “Special Information for Routines”, Books, display, science, dramatic play, etc.</b></li> <li>▪ <b>Whole Group time and small group time activities: “Displayed names with ..”, “Happy or Sad Face Activity, Our Classroom rules”, “My Journal -Drawing germs pictures”, “How we take care of ourselves by fighting germs”, “Hand washing picture cards with hand washing chant”, “Hand washing sequence”, “Using the toilet”, etc.</b></li> </ul>
<p><b>Demonstrate an awareness of seasonal changes and weather conditions</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched free play activities: Books, Fine motor, sand/water, dramatic play, nature/science, reasoning, outdoor activities</b></li> <li>▪ <b>Whole and small group time activities, e.g. “What the Sun give us”, “Pictures of the Sun”, “How the Sun lights the Earth”, “How the Sun can hurt us and how we protect ourselves”, “Happy or Sad Face – Sun Protection stories”, “What do you like to do on a sunny days?” – Discussion, “The Sun moves across the sky”, “What is warmer and cooler in the Sun?”, “Using thermometers”</b></li> <li>▪ <b>Closely examined in several units, including Units 4 and 10</b></li> </ul>
<p><b>Identify, discriminate, make comparisons among objects by observing physical characteristics.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, charts, graphs</b></li> <li>▪ <b>“How to make Math Charts and Sorting Boards” – Unit 2</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Tips on teaching academic information-Using Display as a Teaching</b></li> </ul>

	<b>Tool”, Letters, Numbers, Shapes)</b>
<b>Use one or more of the senses to observe and learn about their environment</b>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities- all areas on grid in all units</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, charts, graphs, measuring, “My Journal”, Music/movement, Outdoor gross motor play, Mystery Bag,</b></li> <li>▪ <b>Closely examined within several units, including Units 1, 2, 5, 6, 8, 12, 14, 15</b></li> </ul>
<b>Observe and care for living things (e.g., classroom pets and plants).</b>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities- All Units, e.g. science</b></li> <li>▪ <b>Closely examined in Units 4,7, 9, 16</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. predicting and experimenting, charts, graphs, measuring, “My Journal” activity</b></li> </ul>
<b>Demonstrate an awareness of ideas and language related to time (e.g., day and night, yesterday, today, tomorrow).</b>	<ul style="list-style-type: none"> <li>▪ <b>All Units – “News” of the day, “Memory Refresher Activity”, “My Journal Activity – Something I learned this week”, Daily Schedule</b></li> <li>▪ <b>Our Classroom Newsletter – Talk About Page</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Tips on teaching academic information - Days of the Week and Months of the Year)</b></li> <li>▪ <b>Discussions at meal times, re-cap at end of the week at whole group time – all units</b></li> <li>▪ <b>Closely examined in Unit 4</b></li> </ul>
<b>Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).</b>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities/materials – all units, e.g. Reasoning, Science, Fine motor, Sand/Water, Art, etc.)</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, charts, graphs</b></li> <li>▪ <b>Closely examined within several units including Units 4, 10, 15</b></li> </ul>
<b>Ask questions and seek answers about their environment through active engagement with materials</b>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Enriched Free Play activities – in several</b></li> </ul>

	<p><b>units including units 3, 5, 9, 12, 14 (e.g. music/movement, books, puppets, dramatic play, sign language picture cards, writing, vocabulary word cards, outdoor play)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Whole Group Time and Small Group Time activities; in several units - (e.g. Poems, Books/Flannel Board stories, learning sign language, words, songs, and music from different languages, Happy or Sad Face Stories, charts/graphs, Mystery Bag activities, explanation, discussion)</b></li> </ul>
<p><b>Use simple tools for investigation of the classroom and the world.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Enriched Free Play activities – in several units including units 3, 5, 9, 12, 14 (e.g., science, sand/water, outdoor play, computers)</b></li> <li>▪ <b>Whole Group Time and Small Group Time activities; in several units - (e.g. Prediction and Experimentation, Cooking)</b></li> </ul>
<p><b>Manipulate their environment to produce desired effects and invented solutions to problems (e.g., deciding to attach a piece of string to the light switch so they can independently turn off the lights).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Examples of teaching during Free Play”)</b></li> <li>▪ <b>Enriched Free Play activities – in several units including units 3, 4, 5, 9, 10, 12, 14, 15 (e.g., science, sand/water, outdoor play, computers)</b></li> <li>▪ <b>Whole Group Time and Small Group Time activities; in several units - (e.g. Prediction and Experimentation, Cooking, Experiments)</b></li> </ul>
<p><b>Represent and demonstrate an understanding of discoveries (drawing, graphing, communicating, etc.).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, charts, graphs</b></li> <li>▪ <b>“How to make Math Charts and Sorting Boards” – Unit 2</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Tips on teaching academic information-Using Display as a Teaching Tool”, Letters, Numbers, Shapes)</b></li> <li>▪ <b>All Units – “My Journal” activity</b></li> </ul>

<p><b>Make estimates based on experiences with objects (e.g., “Will this block fit in the same hole?”).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, charts, graphs</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Tips on teaching academic information-Using Display as a Teaching Tool”, Letters, Numbers, Shapes)</b></li> <li>▪ <b>Enriched Free Play activities – blocks, science, math/number/reasoning, fine motor, sand/water, outdoor play, computers</b></li> </ul>
<p><b>Engage in representational thought (e.g., thinking about things that are not present).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play activities –e.g. dramatic play, science, math/number/reasoning</b></li> <li>▪ <b>Whole and small group activities – all units, e.g. cooking, predicting and experimenting, charts, graphs, “What’s Missing?” game, Mystery Bag activities, “My Journal” activity</b></li> </ul>
<p><b>Understand the uses and roles of various forms of technology</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play – Computer programs, music via tape and CD equipment</b></li> </ul>
<p><b>Share responsibility by participating in the care of their environment (e.g., chores and recycling).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>“Our Classroom Rules”</b></li> <li>▪ <b>Whole and small group play activities, e.g. recycling, gardening</b></li> <li>▪ <b>Closely examined in Units 1, 4, 10 and 16</b></li> </ul>
<p><i><b>Social Connections</b></i></p>	
<p><b>Identify, value, and respect similarities and differences between themselves and others (gender, race, special needs, culture, language, history, and family structures).</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play”</b></li> <li>▪ <b>Enriched Free Play activities – in several units including units 2, 3, 5, 6, 9, 12,14 (e.g. music/movement, books, puppets, dramatic play)</b></li> <li>▪ <b>Whole group Time and Small Group Time activities; in several units - (e.g. Poems, Books/Flannel Board stories, learning sign language, words, songs, and music from different languages, Happy or Sad Face Stories)</b></li> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>Enriched Free Play activities; Whole group Time and Small Group Time activities; in all units related to learning sign language,</b></li> </ul>

	<p><b>multicultural music, books, display and play materials portraying people of differing abilities, races, gender roles, cultures and ages (including Unit 2 –“Taking Care of Ourselves”, Unit 3 – “Fun with Friends”, Unit 5 – “Exploring Ours Sense of Sight”, Unit 6 We Are the Same; We Are Different, Unit 9- “Our Families and Our Homes”, Unit 12 – “Music”)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Our Classroom Rules” (introduced in Unit 1 – discussed throughout all units)</b></li> </ul>
<p><b>Understand relationships, roles, and rules within their own families, homes, and classroom.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – “Examples of teaching during Free Play,” “Guiding Positive Social Skills”)</b></li> <li>▪ <b>Enriched Free Play activities – in several units including units 1, 2, 3, 6, 9 (e.g. music/movement, books, puppets, dramatic play)</b></li> <li>▪ <b>Whole group Time and Small Group Time activities; in several units - (e.g. Poems, Books/Flannel Board stories, learning sign language, words, songs, and music from different languages, Happy or Sad Face Stories)</b></li> <li>▪ <b>Introduction and Rationale – Volume 1</b></li> <li>▪ <b>Enriched Free Play activities; Whole group Time and Small Group Time activities; in all units related to learning sign language, multicultural music, books, display and play materials portraying people of differing abilities, races, gender roles, cultures and ages (including Unit 2 –“Taking Care of Ourselves”, Unit 3 – “Fun with Friends”, Unit 6 We Are the Same; We Are Different, Unit 9- “Our Families and Our Homes”)</b></li> <li>▪ <b>Our Classroom Rules” (introduced in Unit 1 – discussed throughout all units)</b></li> </ul>
<p><b>Participate as a member of the group in a democratic classroom community</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Our Classroom Rules” (introduced in Unit 1 – discussed throughout all units)</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play</b></li> <li>▪ <b>Whole group Time and Small Group Time activities; in several units - (e.g. Happy or Sad Face Stories, graphs, charts)</b></li> <li>▪ <b>“How to make Math Charts and Sorting</b></li> </ul>

	<b>Boards” – Unit 2</b>
<b>Observe and talk about changes in themselves and their families over time</b>	<ul style="list-style-type: none"> <li>▪ Closely examined in Units 2, 3, 6, 9</li> <li>▪ Our Classroom Newsletter – Talk About Page</li> <li>▪ Enriched Free Play Activities- All Units: e.g., science, dramatic play, books</li> </ul>
<b>Make sense of their physical, biological, and social worlds by asking questions and engaging in pretend play.</b>	<ul style="list-style-type: none"> <li>▪ Enriched Free Play Activities- All Units: e.g., science, dramatic play, books, puppets, props with blocks, flannel board stories</li> </ul>
<b>Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.</b>	<ul style="list-style-type: none"> <li>▪ Introduction and Rationale – Volume 1</li> <li>▪ Closely examined in several units, including Units: 2, 3, 6, 9, 12, 13 within Volumes 1 &amp; 2</li> <li>▪ Whole group Time and Small Group Time activities (e.g. learning sign language and words in different languages, graphs/charts, cooking)</li> <li>▪ Enriched Free Play activities in all units related to learning sign language, multicultural music, books, display and play materials portraying people of differing abilities, races, gender roles, cultures and ages (including Unit 2 –“Taking Care of Ourselves”, Unit 3 – “Fun with Friends”, Unit 5 – “Exploring Ours Sense of Sight”, Unit 6 We Are the Same; We Are Different, Unit 9 - “Our Families and Our Homes”, Unit 12 – “Music”, Unit 13 – Community Helpers)</li> </ul>
<b>Identify characteristics of the places where they live and play and the relationships of those places to one another.</b>	<ul style="list-style-type: none"> <li>▪ Enriched Free Play Activities- All Units: e.g., science, dramatic play, books, puppets, props with blocks, flannel board stories, display, music</li> <li>▪ How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play – (e.g. “Tips o</li> <li>▪ Closely examined in several units, including Units: 2 –“Taking Care of Ourselves”, Unit 3 – “Fun with Friends”, Unit 5 – “Exploring Ours Sense of Sight”, Unit 6 We Are the Same; We Are Different, Unit 9 - “Our Families and Our Homes”)</li> </ul>
<b>Recognize and identify the roles of community helpers</b>	<ul style="list-style-type: none"> <li>▪ Closely examined in Unit 13 – “Community Helpers”</li> </ul>

<p><b>Participate in activities to help others in the community.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Whole and small group play activities, e.g. recycling, gardening</b></li> <li>▪ <b>Closely examined in several units including Units 13, 16</b></li> </ul>
<p><b>Explore, think about, inquire, and learn about the people in their classroom and community</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities- All Units: e.g., science, dramatic play, books, puppets, props with blocks, flannel board stories, display, music</b></li> <li>▪ <b>How to Set Up and Manage a Classroom- Volume 1 – The Teacher’s Role in Enriched Free Play</b></li> <li>▪ <b>Closely examined in several units, including Units: 2 –“Taking Care of Ourselves”, Unit 3 – “Fun with Friends”, Unit 6 We Are the Same; We Are Different, Unit 9 - “Our Families and Our Homes”, Unit 13 – Community Helpers)</b></li> </ul>
<p><i><b>Creative Expression</b></i></p>	
<p><b>Participate in art, music, drama, movement, dance, and other creative experiences.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale, Volume 1</b></li> <li>▪ <b>Enriched Free Play Activities - All Units as noted by the grid in each unit in Volume 1 and 2</b></li> <li>▪ <b>Whole and small group activities – All Units, Volume 1 and 2</b></li> <li>▪ <b>“Preschool Skills Emphasized in This Unit” – All Units</b></li> </ul>
<p><b>Use a variety of materials and activities for sensory experiences, exploration, creative expression, and representation.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Introduction and Rationale, Volume 1</b></li> <li>▪ <b>Enriched Free Play Activities - All Units as noted by the grid in each unit in Volume 1 and 2</b></li> <li>▪ <b>Whole and small group activities – All Units, Volume 1 and 2</b></li> <li>▪ <b>“Preschool Skills Emphasized in This Unit” – All Units</b></li> </ul>
<p><b>Plan and create their own drawings, paintings, and models using various art materials</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities - All Units, e.g. art, fine motor</b></li> <li>▪ <b>“My Journal” activity</b></li> </ul>
<p><b>Experience and use learning in all curricular areas, including creative arts, to reinforce learning in other curricular areas (e.g., tying an art or music project into a language development experience)</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities - All Units, e.g. art, fine motor, music, books, flannel board stories, etc.</b></li> <li>▪ <b>All Units – “News” of the day, “Memory Refresher Activity”, “My Journal Activity – Something I learned this week”, Daily</b></li> </ul>

	<p><b>Schedule</b></p> <ul style="list-style-type: none"> <li>▪ <b>Our Classroom Newsletter – Talk About Page</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 – The Teacher’s Role in Enriched Free Play</b></li> <li>▪ <b>Discussions at meal times, re-cap at end of the week at whole group time – all units</b></li> </ul>
Share experiences, ideas, and thoughts about artistic creations	<ul style="list-style-type: none"> <li>▪ <b>“My Journal” activity</b></li> <li>▪ <b>Enriched Free Play Activities - All Units, e.g. art, fine motor, music, books, flannel board stories, etc.</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 – “Everyday Teaching Practices to Use in Learning Center – Sample of What You Should Do”</b></li> </ul>
Express interest in and show respect for the creative work of others.	<ul style="list-style-type: none"> <li>▪ <b>“My Journal” activity</b></li> <li>▪ <b>Enriched Free Play Activities - All Units, e.g. art, fine motor, music, books, flannel board stories, etc.</b></li> <li>▪ <b>How to Set Up and Manage a Classroom-Volume 1 – “Everyday Teaching Practices to Use in Learning Center – Sample of What You Should Do” and “The Teacher’s Role in Enriched Free Play”</b></li> <li>▪ <b>Our Classroom Rules</b></li> </ul>
Show creativity and imagination in using materials and in assuming different roles in pretend play situations.	<ul style="list-style-type: none"> <li>▪ <b>Enriched Free Play Activities - All Units, e.g., dramatic play, puppets, block play with accessories</b></li> </ul>
Develop awareness of different musical instruments, rhythms, and tonal patterns.	<ul style="list-style-type: none"> <li>▪ <b>Closely examined in Unit 12- “Music”</b></li> <li>▪ <b>Enriched Free Play activities – all units, e.g., computer, science, promotion of diversity through music, musical instruments, dance</b></li> <li>▪ <b>Whole group and small group time activities- all units, e.g., songs, raps, chants, movement,</b></li> </ul>
Imitate and recall tonal patterns, songs, rhythms, and rhymes.	<ul style="list-style-type: none"> <li>▪ <b>Closely examined in Unit 12- “Music” and Unit 14- “Exploring Our Sense of Hearing”</b></li> <li>▪ <b>Enriched Free Play activities – all units, e.g., computer, science, promotion of diversity through music, musical instruments, dance</b></li> <li>▪ <b>Whole group and small group time activities- all units, e.g., songs, raps, chants, movement“, Going on a __ Hunt”</b></li> </ul>

<p><b>Respond through movement and dance to various patterns of beat and rhythm</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Closely examined in Unit 12- “Music” and Unit 14-“Exploring Our Sense of Hearing”</b></li> <li>▪ <b>Enriched Free Play activities – all units, e.g., computer, science, promotion of diversity through music, musical instruments, dance</b></li> <li>▪ <b>Whole group and small group time activities- all units, e.g., songs, raps, chants, movement“, Going on a __ Hunt”</b></li> </ul>