

**Abrams Learning Trends**  
**Let's Begin with the Letter People®**  
correlated to  
*Georgia Pre-K Content Standards*

- 5 TRBs:
  - RSG Ready, Set, Go!
  - H&S At Home & At School
  - P&D At the Park & At the Doctor's Office
  - C&Z In the Community & At the Zoo
  - G&M In the Garden & At the Museum
- TB 27 trade books
- LPB 27 Letter People big/little books
- RCD Letter People Read-Along Story CD
- VB LP Virtual Books on CD
- BBM 10 Big Book Math™ Set 1—big books only
- AM Action Math!™ Set 1 interactive CD and Teacher Guide
- BBS 10 Big Book Science™ Set 1—big books only
- AS Action Science!™ Set 1 interactive CD and Teacher Guide
- SC 10 Story Cards
- HSM 22 Health and Safety Mini Story Cards
- MGC 26 Meeting & Greeting Cards
- FAP 31 Family Activity Pages\*
- TTS Teacher Time Savers\*
- SCD Let's Sing with the Letter People Song CD
- SB Let's Sing with the Letter People Songbook\*
- SPP Letter People Stick Puppet Patterns\*
- LPS Stickables
- HP Hand Puppet
- MB Me Bag
- S&S Shapes & Symbols
- RB 15 Letter People Rebus Books
- RP Rebus Pictures
- THB Rebus Take-Home Books
- AB Assessments

Georgia's Pre-K Content Standards Language and Literacy Development		Work Sampling System Language and Literacy		Abrams & Company Let's Begin with the Letter People
	Content Standard Performance Indicators	WSS Functional Component	Performance Indicators	Let's Begin with the Letter People
<b>LD 1 Children will develop skills in listening for a purpose</b>				
LD 1 a	Listens to and follows spoken directions	A. Listening	2. Follows two- or three-step instructions.	<p><b>RSG:</b> p. 67, Stop the Music, p. 102, Follow My Directions, p. 110, Follow Me!;</p> <p><b>H&amp;S:</b> p. 6, Share a Story, <i>From Anne to Zach</i>, p. 23, Making Noisemakers, p. 35, Clothing Bingo, <i>Teacher Time Saver (TTS) W1-W2</i>, p. 41, Play Clothing Bingo, <i>TSS W1-W2</i>, p. 43, Make a Ms. W Stick Puppet, <i>Ms. W Stick Puppet Pattern (SPP)</i>, p. 79, Zoo Animal Lotto, <i>TSS P2-P4</i>, p. 99, Make Healthful Mobiles, Happy Hair Hats, <i>Mr. H, Mr. H's Song</i>, p. 135, Make a Mr. M Stick Puppet, <i>Mr. M SPP</i>, p. 147, Happy Toast, Make a Ms. A Stick Puppet Pattern, <i>Ms. A SPP</i>;</p> <p><b>P&amp;D:</b> p. 7, Share a Kabob, p. 15, Make a Ms. K Stick Puppet Pattern, p. 39, Helping Hands Book, p. 97, Spin Opposites, p. 109, O, What a Necklace!, <i>TSS O</i>, p. 136, Season Bingo, <i>TSS W1 and W2</i>, p. 147, Exercise Headbands, Exercise Energy Cards, <i>TSS E</i>, p. 165, Ms. E's Extreme Clean-Up Day, <i>Ms. E</i>, p. 183, Yellow Yarn Loops, <i>Yellow Yarn Yo-Yo</i>;</p> <p><b>C&amp;Z:</b> p. 11, Green Goodies, p. 23, Recycle Again, p. 38, Pedal Your Bike, <i>Ms. T</i>, p. 62, Pet Masks, p. 96, Animal Sound-Off, <i>What Is Red?</i> p. 105, A Handprint Rainbow, p. 127, Fold-Over Zoo Animals, p. 130, Make Zoo Carousels, p. 151, Painted Butterflies, <i>TSS I</i>, p. 157, Make a Butterfly;</p> <p><b>G&amp;M:</b> p. 18, Ms. V's Word Play, <i>Ms. V</i>, p. 51, Lemonade, <i>Ms. L, Laugh with Me!</i>, p. 97, Dinosaur Dance Steps, <i>Mr. Q, Mr. D, Mr. Q's Song, Mr. D's Song</i>, p. 121, Make Instruments</p>

LD 1 b	Responds to questions	A. Listening	1. Gains meaning by listening.	<p><b>RSG:</b> p. 64, Share a Story, <i>Alphabet House</i>, p. 72 Meet Ms. A, Mr. B and Mr. C, <i>Ms. A, Mr. B, Mr. C, The Letter People ABC's</i>;</p> <p><b>H&amp;S:</b> p. 9, Revisit Mr. N's Big Book, <i>Mr. N, What's My Name?</i>, p. 34, Share a Story, <i>Mr. N, Bear Gets Dressed</i>, p. 38, Share Ms. W's Big Book, <i>Ms. W, How's the Weather?</i>, p. 46, What Is Weather?, <i>Ms. W, What is Weather?</i>, p. 90, Share a Story, <i>Mr. N, Ms. P, Ms. W, Bernard's Bath</i>, p. 118, Share a Story, <i>Mr. H, Mr. N, Ms. P, Ms. W, My Five Senses</i>, p. 121, Revisit My Five Senses, <i>Mr. M, Mr. H, Mr. N, Ms. P, Ms. W, My Five Senses</i>, p. 150, Share a Story, <i>Ms. A, Lots of Feelings</i>, p. 154, Looking for Shapes, <i>Ms. A, Look for Shapes, Shapes and Symbols (S&amp;S)</i>, p. 174, Share a Story, <i>The Rainbow Fish</i>, p. 178, Read Mr. B's Big Book, <i>Mr. B, Mr. B's Buttons</i>;</p> <p><b>P&amp;D:</b> p. 6, Share a Story, <i>Because of You</i>, p. 18, What Are Living Things?, <i>Ms. K, Living Things are Everywhere</i>, p. 62, Share a Story, <i>Mr. B, Mr. D, Ms. K, Ms. W, All Kinds of Children</i>, p. 79, Scientific Discovery, <i>Tell Me All About It</i>, p. 118, Let's Eat Healthful Food, <i>Let's Eat</i>, p. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p><b>C&amp;Z:</b> p. 9, Everyone Needs a Home, <i>Mr. G, Castles, Caves and Honeycombs</i>, p. 40 Keeping Safe, <i>Ms. T, I Keep Myself Safe</i>, p. 66, Graphing Fun, <i>Ms. S, We Can Graph It!</i>, p. 80, Revisit a Story, <i>Ms. S, My Dog Rosie</i>, p. 90 Share a Story, <i>Petting Zoo</i>, p. 102, Mr. R's Big Book, <i>Mr. R, What Is Red?</i>, p. 118, Share a Story, <i>From Head to Toe, Petting Zoo, Good Night Gorilla</i>, p. 136, Revisit Mr. Z's Big Book, <i>Mr. Z, Zip to the Zoo</i>, p. 146, Share a Story, <i>In the Tall, Tall Grass</i>;</p> <p><b>G&amp;M:</b> p. 6, Share a Story, <i>Flower Garden</i>, p. 34, Share a Story, <i>What the Sun Sees/What the Moon Sees</i>, p. 92, Share a Story, <i>Mr. Q, My Big Dinosaur Book</i>, p. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
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LD 1 c	Listens to recordings and shows understanding through body language or by interacting appropriately	A. Listening	1. Gains meaning by listening.	<b>H&amp;S:</b> p. 43, <b>SCD:</b> Ms. W's Song, p. 64, <b>SCD:</b> Ms. P's Song, p. 71, <b>SCD:</b> Ms. P's Song, <b>HP:</b> Ms. P; <b>P&amp;D:</b> p. 191, Listen to Quiet Songs; <b>C&amp;Z:</b> p. 45 Traffic Sounds; <b>G&amp;M:</b> p. 63, Water Sounds, p. 105, <b>SCD:</b> Mr. Q's Song
LD 1 d	Listens to stories read aloud and shows understanding through body language or by interacting appropriately	A. Listening	1. Gains meaning by listening.	<b>RSG:</b> p. 64, Share a Story, <b>TB:</b> Alphabet House; <b>H&amp;S:</b> p. 6, Share a Story, <b>TB:</b> From Anne to Zach, p. 34, Share a Story, <b>TB:</b> Bear Gets Dressed, p. 62, Share a Story, <b>TB:</b> From Head to Toe, <b>HP:</b> Mr. N, Ms. W; <b>P&amp;D:</b> p. 6, Share a Story, <b>TB:</b> Because of You, p. 34, Share a Story, <b>TB:</b> Families, <b>HP:</b> Ms. K; <b>C&amp;Z:</b> p. 6, Share a Story, <b>TB:</b> Castles, Caves and Honeycombs, p. 38, Share a Story, <b>TB:</b> D.W. Rides Again, <b>HP:</b> Ms. T, p. 62, Share a Story, <b>TB:</b> My Dog Rosie, p. 90, Share a Story, <b>TB:</b> Petting Zoo; <b>G&amp;M:</b> p. 6, Share a Story, <b>TB:</b> Flower Garden, p. 34, Share a Story, <b>TB:</b> What the Sun Sees/What the Moon Sees, p. 62, Share a Story, <b>TB:</b> Listen to the Rain, p. 118, Share a Story, <b>TB:</b> Mice Squeak, We Speak
LD 1 e	Begins to distinguish fact from fiction in a read aloud text	C. Reading	2. Shows beginning understanding of concepts about print.	<b>P&amp;D:</b> p. 122, Share a Cookbook, <b>TB:</b> Pretend Soup and Other Real Recipes, <b>HP:</b> Mr. C
LD 1 f	Makes predictions from pictures and titles	C. Reading	4. Comprehends and responds to stories read aloud.	<b>H&amp;S:</b> p. 34, Share a Story, <b>TB:</b> Bear Gets Dressed, <b>HP:</b> Mr. N, p. 38, Share Ms. W's Big Book, <b>HP:</b> Ms. W, <b>LPB:</b> How's the Weather?, p. 90, Share a Story, <b>TB:</b> Bernard's Bath, <b>HP:</b> Mr. N, Ms. P. Ms. W, <b>P&amp;D:</b> p. 74, Tell Me All About It, <b>BBM:</b> Tell Me All About It, <b>HP:</b> Ms. F; <b>C&amp;Z:</b> p. 118, Share a Story, <b>TB:</b> From Head to Toe, Petting Zoo, Good Night Gorilla; <b>G&amp;M:</b> p. 6, Share a Story, <b>TB:</b> Flower Garden, p. 118, Share a Story, <b>TB:</b> Mice Squeak, We Speak

LD 1 g	Uses pictures or symbols to identify concepts	A. Listening	1. Gains meaning by listening.	<p><b>RSG:</b> p. 72, Meet Ms. A, Mr. B, and Mr. C, <b>TB:</b> The Letter People ABC's, <b>HP:</b> Ms. A, Mr. B, Mr. C, p. 103, Compare Alphabet Books, <b>TB:</b> The Letter People ABC's, Alphabet House;</p> <p><b>H&amp;S:</b> p. 10, Finish a Class Book, p. 17, Make a Living Graph, <b>HP:</b> Mr. N, <b>MB,</b> p. 136, Mr. M's Medicine Safety, <b>HP:</b> Mr. M, <b>HSM:</b> 8, p. 162, A Story Card Feelings, <b>HP:</b> Ms. A, Ms. P, <b>SC:</b> A;</p> <p><b>P&amp;D:</b> p. 6, Share a Story, <b>TB:</b> Because of You; p. 190, What Time Is It?, <b>LPB:</b> How's the Weather?, What's My Name?, What Does Everyone Need?, Pointy Patches Are for Me!</p> <p><b>C&amp;Z:</b> p. 17, How Many People Live in Your Home?, <b>HP:</b> Mr. G, p. 36, Bike Safety Story Card, <b>HP:</b> Ms. T, Mr. M, <b>SC:</b> T, p. 129, Who Has a Tail?, <b>TTS:</b> P2-P4, R1;</p> <p><b>G&amp;M:</b> p. 34, Share a Story, <b>TB:</b> What the Sun Sees/What the Moon Sees, p. 53, A Healthy Schedule, <b>HP:</b> Ms. L, <b>HSM:</b> 22, p. 129, Sound Bingo, <b>TTS:</b> J1 and J2, p. 134, Listening Politely, <b>HP:</b> Ms. J, Mr. C, Mr. I, Ms. L, Ms. S, <b>SC:</b> J</p>
		C. Reading	2. Shows beginning understanding of concepts about print.	
LD 1 h	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	C. Reading	4. Comprehends and responds to stories read aloud.	<p><b>RSG:</b> p. 64, Share a Story, <b>TB:</b> Alphabet House;</p> <p><b>H&amp;S:</b> p. 6, Share a Story, <b>TB:</b> From Anne to Zach, p. 34, Share a Story, <b>TB:</b> Bear Gets Dressed, p. 62, Share a Story, <b>TB:</b> From Head to Toe, <b>HP:</b> Mr. N, Ms. W;</p> <p><b>P&amp;D:</b> p. 6, Share a Story, <b>TB:</b> Because of You, p. 34, Share a Story, <b>TB:</b> Families, <b>HP:</b> Ms. K;</p> <p><b>C&amp;Z:</b> p. 6, Share a Story, <b>TB:</b> Castles, Caves and Honeycombs, p. 38, Share a Story, <b>TB:</b> D.W. Rides Again, <b>HP:</b> Ms. T, p. 62, Share a Story, <b>TB:</b> My Dog Rosie, p. 90, Share a Story, <b>TB:</b> Petting Zoo;</p> <p><b>G&amp;M:</b> p. 6, Share a Story, <b>TB:</b> Flower Garden, p. 34, Share a Story, <b>TB:</b> What the Sun Sees/What the Moon Sees, p. 62, Share a Story, <b>TB:</b> Listen to the Rain, p. 118, Share a Story, <b>TB:</b> Mice Squeak, We Speak</p>

**LD 2 Children will learn to discriminate the sounds of language (phonological awareness)**

LD 2 a	Differentiates sounds that are the same and different	A. Listening	3. Demonstrates phonological awareness.	<p><b>RSG:</b> p. 93, What's Wrong With This Song?, p. 110, Which Words Rhyme?, <b>TTS:</b> RSG 1-26;</p> <p><b>H&amp;S:</b> p. 13, Rhyme Time, <b>TB:</b> From Anne to Zach, p. 71, Ms. P's Meeting and Greeting Card, <b>HP:</b> Ms. P, <b>MGC:</b> Ms. P, p. 101 After My Bath, <b>HP:</b> Mr. H, <b>TTS:</b> H4-H5;</p> <p><b>P&amp;D:</b> p. 11, Ms. K's Word Play, <b>HP:</b> Ms. K, p. 159, Ms. E's Exercise Poem, p. 162, Revisit a Story, <b>HP:</b> Ms. E, <b>TB:</b> Clap Your Hands;</p> <p><b>C&amp;Z:</b> p. 16, This Is My House, p. 50, Can You Hear the Difference?, <b>HP:</b> Ms. T, <b>TTS:</b> T2, p. 136, Let's Listen Game, <b>TTS:</b> R3 and S3, p. 165, Story Rhymes, <b>TB:</b> In the Tall, Tall Grass;</p> <p><b>G&amp;M:</b> p. 62, Share a Story, <b>TB:</b> Listen to the Rain, p. 75, Hear the Difference, <b>HP:</b> Ms. V, <b>TTS:</b> U2, p. 78, Revisit a Rhyme, <b>TB:</b> Listen to the Rain, p. 118, Share a Story, <b>TB:</b> Mice Squeak, We Speak</p>
LD 2 b	Repeats rhymes, poems and finger plays	A. Listening	3. Demonstrates phonological awareness.	<p><b>RSG:</b> p. 105, Nursery Rhymes, p. 43, Talk About the Weather, <b>HP:</b> Ms. W, Mr. N, p. 127, Learn an Action Poem, p. 164, Learn a Feelings Poem;</p> <p><b>P&amp;D:</b> p. 152, Mr. E's Exercise Poem;</p> <p><b>C&amp;Z:</b> p. 16, This Is My House, p. 108, Color Rhyme, p. 155, A Ladybug Poem;</p> <p><b>G&amp;M:</b> p. 17, Five Fine Flowers, p. 23, What a Seed Needs, p. 70, Five Little Ducks, p. 96 How Many Pancakes?</p>
LD 2 c	Recognizes the same beginning sounds in different words (alliteration)	A. Listening	3. Demonstrates phonological awareness.	<p><b>H&amp;S:</b> p. 13, Mr. N's Song, p. 70, Ms. P's Me Bag, <b>MB:</b> p. 72, Ms. P's Picnic, <b>HP:</b> Ms. P, <b>HSM:</b> 4;</p> <p><b>P&amp;D:</b> p. 45, Mr. D's Word Play, <b>HP:</b> Mr. D; p. 179, Ms. Y's Word Play, <b>HP:</b> Ms. Y;</p> <p><b>C&amp;Z:</b> p. 37, Ms. T's Trivia, <b>LPB:</b> p. 104, Mr. R's Meeting and Greeting Card, <b>MGC:</b> Mr. R;</p> <p><b>G&amp;M:</b> p. 62, Share a Story, <b>TB:</b> Listen to the Rain, p. 118, Let's Begin, p. 123, Ms. J's Jingling Jingers, <b>HP:</b> Ms. J;</p>

LD 2 d	Shows growing ability to hear and discriminate separate syllables in words	A. Listening	3. Demonstrates phonological awareness.	<p><b>H&amp;S:</b> p. 83, Segmenting Syllables, p. 13 The Word Parts Game, p. 157, Find A Shape, p. 166 Segmenting Syllables;</p> <p><b>P&amp;D:</b> p. 12, Go Look!, p. 71, The Word Parts Game, <b>HP:</b> Ms. F, <b>MB;</b> p. 182, I Play Too!, <b>TB:</b> Yellow Yarn Yo-Yo;</p> <p><b>C&amp;Z:</b> p. 23 Onsets and Rimes with Animal Homes, <b>TB:</b> My House, Castles, Caves and Honeycombs, p. 149, I Spy a /b/...ug/, <b>TB:</b> In the Tall, Tall Grass;</p> <p><b>G&amp;M:</b> p. 13, Revisit a Rebus, <b>RP:</b> vest, p. 126, Make Some Noise For The Word-Wall Reader, p. 131 Two Words Equal One!</p>
LD 2 e	Creates and invents words by substituting one sound for another	A. Listening	3. Demonstrates phonological awareness.	<b>G&amp;M:</b> p. 13, Revisit A Rebus, <b>RP:</b> vest
<b>LD 3 Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books</b>				
LD 3 a	Increases vocabulary through everyday communication	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.	<p><b>RSG:</b> p. 64, Let's Begin, p. 67 Name Telephone, p. 106, Share a Me Bag, <b>MB;</b></p> <p><b>H&amp;S:</b> p. 43, Talk About the Weather, p. 90, Let's Begin, p. 122, Let's Begin;</p> <p><b>C&amp;Z:</b> p. 6, Let's Begin, p. 38, Let's Begin, p. 50, Let's Begin;</p> <p><b>G&amp;M:</b> p. 6, Let's Begin, p. 42, Let's Begin, p. 102, Let's Begin</p>
LD 3 b	Uses new vocabulary words correctly within the context of play or other classroom experiences	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.	<p><b>H&amp;S:</b> p. 43, Talk About the Weather, <b>HP:</b> Ms. W, Mr. N, p. 67 Make Body Prints, p. 69, Build a Body, p. 71 Ms. P's Puzzle, <b>TTS:</b> P5;</p> <p><b>P&amp;D:</b> p. 67, Fingerprints Ff's, <b>TTS:</b> RSG 6, p. 91, Opposites Sort, p. 135, What We Need Game, <b>TTS:</b> C1 and C2;</p> <p><b>C&amp;Z:</b> p. 11, This Is Our Earth, <b>BBS:</b> Our Earth, p. 63 Pet Helpers;</p> <p><b>G&amp;M:</b> p. 105, Land of the Dinosaurs</p>
LD 3 c	Connects new vocabulary with prior educational experiences	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.	<p><b>H&amp;S:</b> p. 34, Share a Story, <b>HP:</b> Mr. N, <b>TB:</b> Bear Gets Dressed;</p> <p><b>C&amp;Z:</b> p. 62, Share a Story, <b>TB:</b> My Dog Rosie</p>

<b>LD 4 Children will develop and expand expressive language (speaking) skills</b>				
LD 4 a	Uses language for a variety of purposes	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.	<p><b>RSG:</b> p. 64, Let's Begin, p. 92, Let's Begin;  <b>H&amp;S:</b> p. 6, Let's Begin, p. 62, Let's Begin, p. 174, Let's Begin;  <b>P&amp;D:</b> p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin;  <b>C&amp;Z:</b> p. 34, Let's Begin, p. 90, Let's Begin, p. 146, Let's Begin;  <b>G&amp;M:</b> p. 6, Let's Begin, p. 34, Let's Begin, p. 118, Let's Begin</p>
LD 4 b	Engages in conversations with adults and children	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.	<p><b>RSG:</b> p. 83, Family Fun, <b>FAP:</b> 1, p. 92, The Me Bag, <b>MB;</b>  <b>H&amp;S:</b> p. 24, Review Rules, <b>HSM:</b> 2, p. 53 Family Fun, <b>FAP:</b> W, <b>MB,</b> p. 92, Meet and Greet Mr. H, <b>HP:</b> Mr. H, Mr. N, <b>SCD;</b>  <b>C&amp;Z:</b> p. 62, Share a Story, <b>TB:</b> My Dog Rosie, p. 109, Family Fun, <b>FAP:</b> R, <b>MB;</b>  <b>G&amp;M:</b> p. 106, Mr. Q's Word Play, <b>HP:</b> Mr. Q, p. 134, Listening Politely, <b>HP:</b> Ms. J, Mr. C, Mr. I, Ms. L, Ms. S, <b>SC:</b> J</p>
LD 4 c	Uses complete sentences of increasing length in conversation	B. Speaking	1. Speaks clearly enough to be understood without contextual clues.	<p><b>RSG:</b> p. 66, My Name Is..., p. 149, A Wall Story, <b>TTS:</b> X;  <b>H&amp;S:</b> p. 24, Write Class Rules, <b>HP:</b> Mr. N, Ms. F, <b>HSM:</b> 2, p. 100 Healthful Habits, <b>HP:</b> Mr. H, Ms. W, <b>SC:</b> H;  <b>P&amp;D:</b> p. 131, Staying Healthy, <b>HP:</b> Mr. C, Mr. H, p. 152, Share a Me Bag, <b>MB,</b> p. 175, Wall Story, <b>TB:</b> Good Night!;  <b>C&amp;Z:</b> p. 9, Everyone Needs a Home, <b>HP:</b> Mr. G, <b>TB:</b> Castles, Caves and Honeycombs,  p. 36, Bike Safety Story Card, <b>HP:</b> Ms. T, Mr. M, <b>SC:</b> T  <b>G&amp;M:</b> p. 35, Sun Power!, <b>S&amp;S,</b> p. 50 Revisit a Story, <b>HP:</b> Ms. L, <b>TB:</b> What the Sun Sees/What the Moon Sees</p>



LD 4 d	Uses language to pretend or create	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.	<p><b>H&amp;S:</b> p. 43, Make a Ms. W Stick Puppet, <b>SPP:</b> Ms. W, p. 65 Letter People Patchwork Quilt, <b>HP:</b> Ms. P, Mr. N, Ms. W;</p> <p><b>P&amp;D:</b> p. 71, Make a Ms. F Stick Puppet Pattern, <b>SPP:</b> Ms. F, p. 159, Match Fronts and Backs, <b>LPS, HP:</b> Ms. E, Mr. C, Mr. D, <b>SPP:</b> Ms. W;</p> <p><b>C&amp;Z:</b> p. 48, Keep Me Safe, <b>BBS:</b> I Keep Myself Safe, p. 63, Pet Helpers;</p> <p><b>G&amp;M:</b> p. 19, Plant a Pretend Garden; p. 35, Turn on the Lights!, p. 79, Ms. U, <b>RB:</b> Up and Down</p>
<b>LD 5 Children will begin to develop age-appropriate strategies that will assist in reading.</b>				
LD 5 a	Demonstrates an interest in books or stories	C. Reading	1. Shows appreciation for books and reading.	<p><b>RSG:</b> p. 64, Share a Story, <b>TB:</b> Alphabet House;</p> <p><b>H&amp;S:</b> p. 6, Share a Story, <b>TB:</b> From Anne to Zach;</p> <p><b>P&amp;D:</b> p. 62, Share a Story, <b>HP:</b> Mr. N, Ms. W, <b>TB:</b> From Head to Toe;</p> <p><b>C&amp;Z:</b> p. 62, Share a Story, <b>TB:</b> My Dog Rosie, p. 90, Share a Story, <b>TB:</b> Petting Zoo, p. 134, Sharing, <b>HP:</b> Mr. Z, Mr. R, <b>SC:</b> Z;</p> <p><b>G&amp;M:</b> p. 50, Revisit a Story, <b>HP:</b> Ms. L, <b>TB:</b> What the Sun Sees/What the Moon Sees, p. 80, Kinds of Rain, <b>TB:</b> Listen to the Rain</p>
LD 5 b	Discusses books or stories read aloud	C. Reading	1. Shows appreciation for books and reading.	<p><b>H&amp;S:</b> p. 34, Share a Story, <b>HP:</b> Mr. N, <b>TB:</b> Bear Gets Dressed, p. 62, Share a Story, <b>HP:</b> Mr. N, Ms. W, <b>TB:</b> From Head to Toe, p. 90, Share a Story, <b>TB:</b> Bernard's Bath;</p> <p><b>P&amp;D:</b> p. 6, Share a Story, <b>TB:</b> Because of You, p. 34, Share a Story, <b>TB:</b> Families, p. 146, Share a Story, <b>TB:</b> Clap Your Hands;</p> <p><b>C&amp;Z:</b> p. 38, Share a Story, <b>TB:</b> D.W. Rides Again, p. 90, Share a Story, <b>TB:</b> Petting Zoo, p. 146, Share a Story, <b>TB:</b> In the Tall, Tall Grass;</p> <p><b>G&amp;M:</b> p. 62, Share a Story, <b>TB:</b> Listen to the Rain, p. 92, Share a Story, <b>HP:</b> Mr. Q, <b>TB:</b> My Big Dinosaur Book</p>

LD 5 c	Exhibits book-handling skills	C. Reading	1. Shows appreciation for books and reading.	<p><b>H&amp;S:</b> p. 49, Read Our Wonderful Words Book, p. 125, The Book Bag, <b>HP:</b> Mr. H, Mr. N, Ms. P, Ms. W, Mr. M;</p> <p><b>P&amp;D:</b> p. 39, Look at the Book Bag, <b>HP:</b> Mr. D, p. 65, Class Book, p. 99, Book Additions;</p> <p><b>C&amp;Z:</b> p. 19, Sort Books, p. 39, Pick a Book, p. 69, Pick a Book For Your Pet</p>
LD 5 d	Associates symbols with objects, concepts and functions	C. Reading	2. Shows beginning understanding of concepts about print.	<p><b>RSG:</b> p. 69, Revisit Alphabet House, <b>TB:</b> Alphabet House, p. 92, Meet Ms. J, Ms. K, and Ms. L, <b>HP:</b> Ms. J, Ms. K, Ms. L, <b>TB:</b> The Letter People ABC's, <b>MB;</b></p> <p><b>H&amp;S:</b> p. 8, Read A Big Book, <b>LPB:</b> What's My Name?, p. 97, Mr. H's Word Hunt, <b>HP:</b> Mr. H;</p> <p><b>P&amp;D:</b> p. 66, Same and Different Shapes, p. 130, Mr. C's Me Bag, <b>MB, S&amp;S;</b></p> <p><b>C&amp;Z:</b> p. 79, Type Ms. S's Letter, p. 153, Mr. I's Letter Play;</p> <p><b>G&amp;M:</b> p. 19, Let's Listen Game, <b>TTS:</b> V and S4, p. 120 Meet and Greet Ms. J, <b>HP:</b> Ms. J</p>
LD 5 e	Recognizes that print represents spoken words	C. Reading	2. Shows beginning understanding of concepts about print.	
LD 5 f	Dramatizes, tells and retells poems and stories	C. Reading	4. Comprehends and responds to stories read aloud.	<p><b>RSG:</b> p. 105, Nursery Rhymes;</p> <p><b>H&amp;S:</b> p. 7, The Best Me, p. 101, After My Bath, p. 127, Learn An Action Poem;</p> <p><b>P&amp;D:</b> p. 63, I'm Glad I'm Me, p. 152, Ms. E's Exercise Poem, p. 153, Write an Action Poem;</p> <p><b>C&amp;Z:</b> p. 108, Color Rhyme, p. 155, A Ladybug Poem;</p> <p><b>G&amp;M:</b> p. 23, What A Seed Needs, p. 102, Let's Begin, p. 161, Wish Upon a Star</p>

LD 5 g	Identifies some individual letters of the alphabet	C. Reading	3. Begins to develop knowledge about letters.	<p><b>RSG:</b> p. 76 Meet Mr. D, Ms. E and Ms. F, <b>HP:</b> Mr. D, Ms. E, Ms. F, <b>TB:</b> Chicka Chicka Boom Boom;</p> <p><b>H&amp;S:</b> p. 15, Mr. N's Letter Play, <b>S&amp;S,</b> p. 71 Ms. P's Letter Play, <b>S&amp;S;</b></p> <p><b>P&amp;D:</b> p. 67, Fingerprint F/fs, <b>TTS:</b> RSG 6;</p> <p><b>C&amp;Z:</b> p. 8, Meet and Greet Mr. G, <b>HP:</b> Mr. G, <b>LPB:</b> Gubble, Bubble, <b>SCD:</b> Mr. G;</p> <p><b>G&amp;M:</b> p. 37, ABC Bingo, p. 95, Q/q Letter Play, <b>S&amp;S</b></p>
LD 5 h	Shares books and engages in pretend-reading with other children	C. Reading	4. Comprehends and responds to stories read aloud.	<p><b>H&amp;S:</b> p. 49, Read Our Wonderful Words Book, p. 149, My Own Feelings Book, <b>TTS:</b> A1;</p> <p><b>P&amp;D:</b> p. 50, Make a Class Book, p. 105, Read Mr. O's Big Book, <b>HP:</b> Mr. O, <b>LPB:</b> Opposites!;</p> <p><b>C&amp;Z:</b> p. 19, Sort Books, p. 48, Make A Safety Book, p. 95, Read a Rebus Book, <b>HP:</b> Ms. P, <b>RB:</b> The Farm, <b>RP:</b> R1 and R2;</p> <p><b>G&amp;M:</b> p. 98, Class Book of Dinosaurs, <b>TB:</b> My Big Book of Dinosaurs, p. 123, Ms. J's Computer/Little Book, <b>LPB:</b> Ms. J</p>
LD 5 i	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	C. Reading	4. Comprehends and responds to stories read aloud.	<p><b>RSG:</b> p. 64, Share a Story, <b>TB:</b> Alphabet House;</p> <p><b>H&amp;S:</b> p. 6, Share a Story, <b>TB:</b> From Anne to Zach, p. 122, Revisit I Learn With My Senses, <b>HP:</b> Mr. M, <b>BBS:</b> I Learn With My Senses;</p> <p><b>P&amp;D:</b> p. 62, Share a Story, <b>HP:</b> Mr. B, Mr. D, Ms. K, Ms. W, <b>TB:</b> All Kinds of Children, p. 108, Revisit a Story, <b>HP:</b> Mr. O, <b>TB:</b> Swing High, Swing Low, p. 155 Read a Rebus Book, <b>HP:</b> Ms. E, Ms. F, <b>RB:</b> I Like the Forest, <b>RP:</b> E;</p> <p><b>C&amp;Z:</b> p. 6, Share a Story, <b>TB:</b> Castles, Caves and Honeycombs, p. 62, Share a Story, <b>TB:</b> My Dog Rosie, p. 118, Share a Story, <b>TB:</b> From Head to Toe, Petting Zoo, Good Night Gorilla;</p> <p><b>G&amp;M:</b> p. 34, Share a Story, <b>TB:</b> What the Sun Sees/What the Moon Sees, p. 62, Share a Story, <b>TB:</b> Listen to the Rain</p>

LD 5 j	Recognizes books as a source of information	C. Reading	1. Shows appreciation for books and reading.	<p><b>H&amp;S:</b> p. 34, Share a Story, <b>TB:</b> Bear Gets Dressed, p. 90, Share a Story, <b>TB:</b> Bernard's Bath, <b>HP:</b> Mr. H, Mr. N, Ms. P, Ms. W;</p> <p><b>P&amp;D:</b> p. 6, Share a Story, <b>TB:</b> Because of You, p. 62, Share a Story, <b>TB:</b> All Kinds of Children, <b>HP:</b> Mr. B, Mr. D, Ms. K, Ms. W;</p> <p><b>C&amp;Z:</b> p. 6, Share a Story, <b>TB:</b> Castles, Caves and Honeycombs, p. 62, Share a Story, <b>TB:</b> My Dog Rosie;</p> <p><b>G&amp;M:</b> p. 34, Share a Story, <b>TB:</b> What the Sun Sees/What the Moon Sees, p. 62, Share a Story, <b>TB:</b> Listen to the Rain</p>
LD 5 k	Connects information and events in books to real-life experiences	C. Reading	4. Comprehends and responds to stories read aloud.	<p><b>H&amp;S:</b> p. 34, Share a Story, <b>TB:</b> Bear Gets Dressed, p. 90, Share a Story, <b>TB:</b> Bernard's Bath, <b>HP:</b> Mr. N, Ms. P, Ms. W, p. 118, Share a Story, <b>TB:</b> My Five Senses;</p> <p><b>P&amp;D:</b> p. 6, Share a Story, <b>TB:</b> Because of You, p. 174, Share a Story, <b>TB:</b> Good Night!;</p> <p><b>C&amp;Z:</b> p. 6, Share a Story, Castles, Caves and Honeycombs, p. 62, Share a Story, <b>TB:</b> My Dog Rosie;</p> <p><b>G&amp;M:</b> p. 34, Share a Story, <b>TB:</b> What the Sun Sees/What the Moon Sees, p. 62, Share a Story, <b>TB:</b> Listen to the Rain</p>
LD 5 l	Recognizes that sentences are composed of separate words	C. Reading	2. Shows beginning understanding of concepts about print.	<p><b>H&amp;S:</b> p. 166, Segmenting Sentences;</p> <p><b>P&amp;D:</b> p. 35, Where Is Mother?;</p> <p><b>C&amp;Z:</b> p. 52, A Safety Poem</p>

LD 5 m	Uses pictures or symbols to identify concepts	C. Reading	4. Comprehends and responds to stories read aloud.	<p><b>RSG:</b> p. 72, Meet Ms. A, Mr. B. and Mr. C, <b>HP:</b> Ms. A, Mr. B, Mr. C, p. 92, The Me Bag, <b>MB;</b></p> <p><b>H&amp;S:</b> p. 17, Make A Living Graph, <b>HP:</b> Mr. N, <b>MB,</b> p. 37, Read the Weather Graph, <b>TTS:</b> RSG 27-28;</p> <p><b>P&amp;D:</b> p. 66, Same and Different Shapes, <b>S&amp;S,</b> p. 126, Graph Favorite Foods, <b>HP:</b> Mr. C;</p> <p><b>C&amp;Z:</b> p. 9, Make a Shape Home, <b>S&amp;S,</b> p. 49, Letter People Bingo, <b>LPS,</b> p. 131, A Growing Pattern, <b>BBM:</b> Counting at the Zoo;</p> <p><b>G&amp;M:</b> p. 47, Class Counting Book, <b>BBM:</b> It All Adds Up, p. 101, More or Fewer?</p>
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***LD 6 Children will begin to develop age-appropriate writing skills***

LD 6 a	Experiments with a variety of writing tools, materials and surfaces	D. Writing	1. Represents ideas and stories through pictures, dictation, and play.	<p><b>RSG:</b> p. 73, Family Pictures, p. 81, Mystery Letters, <b>TTS:</b> RSG1-RSG9;</p> <p><b>H&amp;S:</b> p. 10, Make a Mr. N Stick Puppet, <b>HP:</b> Mr. N, <b>SPP:</b> Mr. N, p. 39, Make a Class Weather Book, p. 159 Feelings Caterpillar;</p> <p><b>P&amp;D:</b> p. 17, At the Park, <b>TB:</b> Because of You, p. 46, Make a Family Tree, p. 102, Create a Book;</p> <p><b>C&amp;Z:</b> p. 15, Glittery G's, <b>TTS:</b> RSG7, p. 95, Rainbow Ribbon R/r's <b>TTS:</b> RSG18;</p> <p><b>G&amp;M:</b> p. 9, Ms. V's Letter Play, <b>S&amp;S,</b> p. 67, Umbrella Letters, <b>TTS:</b> U1</p>
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LD 6 b	<p>Uses scribbles, shapes, pictures and letters of other forms of writing</p> <p>Stages of writing:</p> <ul style="list-style-type: none"> <li>* Pictures</li> <li>* Scribbles (squiggle lines and shapes)</li> <li>* Letter-like forms</li> <li>* Copies letters/words from the environment</li> <li>* Uses letters to represent sounds in words</li> <li>* Labels objects in drawings</li> <li>* Connects words to form sentences</li> <li>* Creates a story with beginning, middle, and end</li> </ul>	D. Writing	2. Uses letter-like shapes, symbols, and letters to convey meaning.	<p><b>RSG:</b> p. 107, Overhead Letters, <b>TTS:</b> RSG1-23;  <b>H&amp;S:</b> p. 7, Start a Class Book, p. 81, Family Fun,  <b>FAP:</b> 1, <b>MB,</b> p. 127, Mosaic M/m's <b>TTS:</b> RSG13;  <b>P&amp;D:</b> p. 10, We Are Kind Class Book, p. 50, Make a Class Book, p. 147, Write Directions;  <b>C&amp;Z:</b> p. 48 Make a Safety Book, p. 97, Revisit a Rebus, <b>RB:</b> The Farm, p. 158, Class Insect Book;  <b>G&amp;M:</b> p. 98 Class Book of Dinosaurs, p. 129, Class Book of Sounds, p. 164, Summer Fun</p>
LD 6 c	Understands that print is used to communicate ideas and information (writing for a purpose)	D. Writing	3. Understands purposes for writing.	<p><b>H&amp;S:</b> p. 39, Make a Class Weather Book, p. 185, We Share Class Book;  <b>P&amp;D:</b> p. 23, Make a Park Mural, p. 41, Write a Direction, p. 102, Create a Book of Opposites;  <b>C&amp;Z:</b> p. 97, Revisit a Rebus, <b>RB:</b> The Farm, p. 158, Class Insect Book;  <b>G&amp;M:</b> p. 22, Make Signs, p. 69, My Rainy-Day Book, <b>HP:</b> Ms. U, <b>TTS:</b> U1, p. 129, Class Book of Sounds</p>
LD 6 d	Begins to dictate words, phrases, and sentences to an adult recording on paper	D. Writing	1. Represents ideas and stories through pictures, dictation, and play.	<p><b>H&amp;S:</b> p. 20, Take a Senses Walk, p. 39, Make a Class Weather Book, p. 91, Elephants Everywhere, <b>TB:</b> Bernard's Bath, From Head to Toe, <b>BBM:</b> Counting at the Zoo;  <b>P&amp;D:</b> p. 80, Picture Glossary, <b>BBS:</b> Tell Me All About It, p. 164, What do the Children Say?;  <b>C&amp;Z:</b> p. 24, Problems and Solutions p. 42, Me-On the Go!, p. 75, Make a Class Pet Book</p>

LD 6 e	Uses left to right patterns	C. Reading	2. Shows beginning understanding of concepts about print.	H&S: p. 68, Pointy Patch Patterns, HP: Ms. P; C&Z: p. 131, A Growing Pattern, BBM: Counting at the Zoo, p. 164, Title Patterns, TB: In the Tall, Tall Grass; G&M: p. 15, Vegetable Patterns, p. 35, Sun/Moon Patterns, p. 133, Sound Patterns
<i>Georgia's Pre-K Content Standards</i> Mathematics Development		<i>Work Sampling System</i> Mathematical Thinking		Abrams & Company Let's Begin with the Letter People
	<i>Content Standard</i> Performance Indicators	WSS Functional Component	Performance Indicators	Let's Begin with the Letter People
<i>MD1 Children will begin to develop an understanding of numbers</i>				
MD 1 a	Counts by rote	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	RSG: p. 69, Counting at the Alphabet House, TB: Alphabet House, p. 98. Letter Hunt Review; H&S: p. 16, We Like Numbers, HP: Mr. N, p. 45, Decorate W/w with Leaves, TTS: RSG23, p. 77 Counting at Home, BBM: Counting at the Zoo; P&D: p. 15, Count with Ms. K, LPS, HP: Ms. K; p. 63 Funny Feet Hop; C&Z: p. 35, Show Your Smile, p. 75, How Many Pets? TTS: S3, p. 91, Cows in the Pasture, TTS: R1; G&M: p. 40, How Many In All?, HP: Ms. L, BBM: It All Adds Up
MD 1 b	Arranges sets of objects in one-to-one correspondence	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	H&S: p. 81, Exercise Dice, p. 102, Match-Up Fun, BBM: Match-Up Fun; P&D: p. 49, How Many are Home? C&Z: p. 135, Count the Keys, TB: Good Night Gorilla; G&M: p. 51, How Many Sun Rays? S&S

MD 1 c	Counts objects using one-to-one correspondence	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	<b>RSG:</b> p. 69, Counting at the Alphabet House, <b>TB:</b> Alphabet House, p. 98. Letter Hunt Review; <b>H&amp;S:</b> p. 16, We Like Numbers, <b>HP:</b> Mr. N, p. 45, Decorate W/w with Leaves, <b>TTS:</b> RSG23, p. 77 Counting at Home, <b>BBM:</b> Counting at the Zoo; <b>P&amp;D:</b> p. 15, Count with Ms. K, <b>LPS, HP:</b> Ms. K; p. 63 Funny Feet Hop; <b>C&amp;Z:</b> p. 35, Show Your Smile, p. 75, How Many Pets? <b>TTS:</b> S3, p. 91, Cows in the Pasture, <b>TTS:</b> R1; <b>G&amp;M:</b> p. 40, How Many In All?, <b>HP:</b> Ms. L, <b>BBM:</b> It All Adds Up
MD 1 d	Compares sets of objects using language	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	<b>P&amp;D:</b> p. 62, Same on the Inside, p. 128, Discover Healthful Foods, <b>HP:</b> Mr. C; <b>C&amp;Z:</b> p. 14, Science Discovery, <b>HP:</b> Mr. G, <b>BBS:</b> Our Earth
MD 1 e	Begins to understand concept of part and whole using real objects	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	N/A
MD 1 f	Begins to identify ordinal numbers	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	<b>G&amp;M:</b> p. 158, Let's Begin
MD 1 g	Associates numeral name with set of objects	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	<b>G&amp;M:</b> p. 155, What Would You Take, <b>HP:</b> Mr. X, p. 156, Blast Off!
MD 1 h	Begins to understand concept of currency as a means of exchange	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	N/A
MD 1 i	Begins to understand the concept of estimation	A. Mathematical process	1. Begins to use simple strategies to solve mathematical problems.	<b>G&amp;M:</b> p. 75, Measure Water
MD 1 j	Begins to recognize numbers	B. Numbers and operations	1. Shows beginning understanding of number and quantity.	<b>G&amp;M:</b> p. 40, How Many In All?, <b>HP:</b> Ms. L, <b>BBM:</b> It All Adds Up, p. 94, What is Subtraction? <b>HP:</b> Mr. Q, <b>BBM:</b> How Many Are Left?
<b>MD 2 Children will create and duplicate simple patterns</b>				
MD 2 a	Copies a pattern using sounds or physical movements	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.	<b>C&amp;Z:</b> p. 131, A Growing Pattern, <b>TB:</b> Counting at the Zoo; p. 164, Title Patterns, <b>TB:</b> In the Tall, Tall Grass; <b>G&amp;M:</b> p. 35, Sun/Moon Patterns, p. 133, Sound Patterns



MD 2 b	Recognizes and reproduces simple patterns of objects	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.	<b>H&amp;S:</b> p. 68, Pointy Patch Patterns, <b>HP:</b> Ms. P; <b>C&amp;Z:</b> p. 131, A Growing Pattern, <b>BBM:</b> Counting at the Zoo, p. 164, Title Patterns, <b>TB:</b> In the Tall, Tall Grass; <b>G&amp;M:</b> p. 15, Vegetable Patterns, p. 35, Sun/Moon Patterns, p. 133, Sound Patterns
MD 2 c	Reproduces and extends a pattern using objects	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.	<b>C&amp;Z:</b> p. 131, A Growing Pattern, <b>TB:</b> Counting at the Zoo; p. 164, Title Patterns, <b>TB:</b> In the Tall, Tall Grass; <b>G&amp;M:</b> p. 35, Sun/Moon Patterns, p. 133, Sound Patterns
MD 2 d	Independently creates patterns using objects	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.	<b>G&amp;M:</b> p. 35, Sun/Moon Patterns
MD 2 e	Spontaneously recognizes and identifies patterns in the environment	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.	<b>G&amp;M:</b> p. 35, Sun/Moon Patterns
<b>MD 3 Children will sort and classify objects</b>				
MD 3 a	Matches like objects	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.	<b>P&amp;D:</b> p. 19, Letter People Sort, <b>MG:</b> Ms. K, p. 20, Scientific Discovery, <b>HP:</b> Ms. K, p. 49, Make a Helping Graph, p. 69, Graph Favorites, <b>LPB:</b> My Funny Feet <b>C&amp;Z:</b> How Many People Live in Your House?, p. 41, How Many Wheels?, <b>TTS:</b> T1, p. 45, Is it Safe?, p. 67, A Graphing Poem
MD 3 b	Sorts objects using one characteristic	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.	<b>P&amp;D:</b> p. 19, Letter People Sort, <b>MG:</b> Ms. K, p. 20, Scientific Discovery, <b>HP:</b> Ms. K, p. 49, Make a Helping Graph, p. 69, Graph Favorites, <b>LPB:</b> My Funny Feet <b>C&amp;Z:</b> How Many People Live in Your House?, p. 41, How Many Wheels?, <b>TTS:</b> T1, p. 45, Is it Safe?, p. 67, A Graphing Poem
MD 3 c	Classifies objects using more than one characteristic	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.	<b>P&amp;D:</b> p. 74, Tell Me All About It, <b>HP:</b> Ms. F, <b>BBS:</b> Tell Me All About It

MD 3 d	Sorts and classifies objects using self-selected criteria	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.	<b>G&amp;M:</b> p. 77, Rainy Day/Sunny Day Sort
MD 3 e	Explains sorting or classifying strategy	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.	<b>H&amp;S:</b> p. 133, Sound-Alikes, p. 134, Mr. M's Match and Munch, <b>HP:</b> Mr. M, Mr. M's Song, p. 175, Taking Turns; <b>P&amp;D:</b> p. 20, Scientific Discovery, <b>HP:</b> Ms. K, p. 53, Domino Match, <b>HP:</b> Mr. D, p. 75, What Did You Catch?, <b>BBS:</b> Tell Me All About It; <b>C&amp;Z:</b> p. 19, Sort Books; <b>G&amp;M:</b> p. 20, A Colorful Vegetable Chart
MD 3 f	Participates in creating and using real and pictorial graphs or other simple representations of data	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.	<b>C&amp;Z:</b> How Many People Live in Your House?, p. 41, How Many Wheels?, <b>TTS:</b> T1, p. 45, Is it Safe?, p. 67, A Graphing Poem
<b>MD 4 Children will develop a sense of space and an understanding of basic shapes</b>				
MD 4 a	Recognizes and describes basic geometric shapes	D. Geometry and spatial relations	1. Begins to recognize and describe the attributes of shapes.	<b>H&amp;S:</b> p. 134, Mr. M's Match and Munch, <b>HP:</b> Mr. M, Mr. M's Song, p. 154, Looking For Shapes, <b>HP:</b> Ms. A, <b>BBM:</b> Look for Shapes, <b>S&amp;S,</b> p. 155, Action Math!, <b>AM,</b> p. 156, Adventures in Shapeland
MD 4 b	Uses classroom materials to create shapes	D. Geometry and spatial relations	1. Begins to recognize and describe the attributes of shapes.	<b>H&amp;S:</b> p. 161, Make Shape Pictures
MD 4 c	Uses language to indicate where things are in space: positions, directions, distances, order	D. Geometry and spatial relations	2. Shows understanding of and uses positional words.	<b>P&amp;D:</b> p. 50, What's Missing?
<b>MD 5 Children will learn how to use a variety of non-standard and standard means of measurement</b>				
MD 5 a	Associates and describes the passage of time with actual events	E. Measurement	2. Participates in measuring activities.	<b>P&amp;D:</b> p. 134, Learn about Winter, <b>HP:</b> Mr. C, Ms. W, <b>LPB:</b> How's the Weather?, p. 163, Places Hot and Cold, p. 178, Time of Day and Year, <b>HP:</b> Ms. Y, <b>BBM:</b> How Do We Tell Time?; <b>G&amp;M:</b> p. 34, Share a Story, <b>TB:</b> What the Sun Sees/What the Moon Sees, p. 50, Revisit a Story, <b>TB:</b> What the Sun Sees/What the Moon Sees, <b>HP:</b> Ms. L

MD 5 b	Uses mathematical language to describe experiences involving measurement	E. Measurement	1. Orders, compares, and describes objects according to a single attribute.	<b>P&amp;D:</b> p. 52, Shadow Shapes, p. 121, How Much?, p. 122, Share a Cookbook, <b>HP:</b> Mr. C, <b>TB:</b> Pretend Soup and Other Real Recipes; <b>C&amp;Z:</b> p. 19, Balancing Act, p. 70, Different Ways to Graph, <b>HP:</b> Ms. S, <b>BBM:</b> We Can Graph It!, p. 159, Measure Mr. I, <b>HP:</b> Mr. I; <b>G&amp;M:</b> p. 18, Are All Seeds the Same?, p. 45, Count with Dominoes, p. 66, What Can You Measure?
MD 5 c	Measures the passage of time using non-standard or standard measures	E. Measurement	2. Participates in measuring activities.	<b>P&amp;D:</b> p. 178, Time of Day and Year, <b>HP:</b> Ms. Y, <b>BBS:</b> How Do We Tell Time?
MD 5 d	Measures the length of objects using non-standard or standard measures	E. Measurement	2. Participates in measuring activities.	<b>P&amp;D:</b> p. 151, Measure with String, <b>HP:</b> Ms. E, <b>BBM:</b> How Do We Measure?; <b>C&amp;Z:</b> p. 159, Inch by Inch, Measure Mr. I, <b>HP:</b> Mr. I; <b>G&amp;M:</b> p. 66, What Can You Measure?, <b>HP:</b> Ms. V, p. 93, Dinoprint Measure
MD 5 e	Measures the volume of objects using non-standard or standard measures	E. Measurement	2. Participates in measuring activities.	<b>P&amp;D:</b> p. 162, How Much Will It Hold?, <b>BBM:</b> How Do We Measure; <b>G&amp;M:</b> p. 66, What Can You Measure, <b>HP:</b> Ms. V, p. 75, Measure Water
MD 5 f	Measures and compares the weight of objects using nonstandard or standard measures	E. Measurement	2. Participates in measuring activities.	<b>P&amp;D:</b> p. 151, Which is Heavier?, <b>BBM:</b> How Do We Measure?; <b>C&amp;Z:</b> p. 19, Balancing Act; <b>G&amp;M:</b> p. 66, What Can You Measure, <b>HP:</b> Ms. V
MD 5 g	Orders two or more objects by size (seriation)	E. Measurement	1. Orders, compares, and describes objects according to a single attribute.	<b>P&amp;D:</b> p. 74, Tell Me All About It, <b>HP:</b> Ms. F, <b>BBS:</b> Tell Me All About It, p. 156, More Measurement, <b>BBS:</b> How Do We Measure?; <b>G&amp;M:</b> p. 78, Water Music

Georgia's Pre-K Content Standards Science Development		Work Sampling System Scientific Thinking		Abrams & Company Let's Begin with the Letter People
	Content Standard Performance Indicators	WSS Functional Component	Performance Indicators	Let's Begin with the Letter People
<b><i>SD 1 Children will use processes of science to actively explore and increase understanding of the environment</i></b>				
SD 1 a	Asks questions about objects, organisms or events in environment	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<p><b>H&amp;S:</b> p. 18, Learning with our Senses, <b>HP:</b> Mr. N, <b>BBS:</b> I Learn with my Senses, p. 46, What is Weather?, <b>HP:</b> Ms. W, <b>BBS:</b> What is Weather?, p. 74, Count the Animals, <b>HP:</b> Ms. P, Ms. W, <b>BBM:</b> Counting at the Zoo;</p> <p><b>P&amp;D:</b> p. 74, Tell Me All About It, <b>HP:</b> Ms. F, <b>BBS:</b> Tell Me All About It, p. 118, Let's Eat Healthful Food, <b>BBS:</b> Let's Eat!, p. 178, Time of Day and Year, <b>HP:</b> Ms. Y, <b>BBM:</b> How Do We Tell Time?;</p> <p><b>C&amp;Z:</b> p. 10, Explore Our Earth, <b>HP:</b> Mr. G, <b>BBS:</b> Our Earth, p. 40, Keeping Safe, <b>HP:</b> Ms. T, <b>BBS:</b> I Keep Myself Safe, p. 90, Share a Story, <b>TB:</b> Petting Zoo;</p> <p><b>G&amp;M:</b> Read About Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds, p. 62, Share a Story, <b>TB:</b> Listen to the Rain, p. 128, Revisit a Science Big Book, <b>BBS:</b> I Learn with My Senses</p>

SD 1 b	Uses senses to observe and learn about objects	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<p><b>H&amp;S:</b> p. 18, Learning with Our Senses, <b>BBS:</b> I Learn with My Senses, p. 20, Take a Senses Walk, p. 48, Scientific Discovery, <b>HP:</b> Ms. W;</p> <p><b>P&amp;D:</b> p. 18, What are Living Things?, <b>HP:</b> Ms. K, <b>BBS:</b> Living Things are Everywhere!, p. 74, Tell Me All About It, <b>HP:</b> Ms. F, <b>BBS:</b> Tell Me All About It, p. 119, Any Fat?;</p> <p><b>C&amp;Z:</b> p. 14, Science Discovery, <b>HP:</b> Mr. G, <b>BBS:</b> Our Earth, p. 147, Observe Insects, p. 150, From Caterpillar to Butterfly, <b>HP:</b> Mr. I, <b>BBS:</b> The Life of a Butterfly;</p> <p><b>G&amp;M:</b> p. 10, Read About Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds, p. 128, Revisit a Science Book, <b>BBS:</b> I learn with My Senses</p>
SD 1 c	Uses language to describe observation	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<p><b>H&amp;S:</b> p. 18, Learning with Our Senses, <b>BBS:</b> I Learn with My Senses, p. 20, Take a Senses Walk, p. 48, Scientific Discovery, <b>HP:</b> Ms. W;</p> <p><b>P&amp;D:</b> p. 18, What are Living Things?, <b>HP:</b> Ms. K, <b>BBS:</b> Living Things are Everywhere!, p. 74, Tell Me All About It, <b>HP:</b> Ms. F, <b>BBS:</b> Tell Me All About It, p. 119, Any Fat?;</p> <p><b>C&amp;Z:</b> p. 14, Science Discovery, <b>HP:</b> Mr. G, <b>BBS:</b> Our Earth, p. 147, Observe Insects, p. 150, From Caterpillar to Butterfly, <b>HP:</b> Mr. I, <b>BBS:</b> The Life of a Butterfly;</p> <p><b>G&amp;M:</b> p. 10, Read About Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds, p. 128, Revisit a Science Book, <b>BBS:</b> I learn with My Senses</p>
SD 1 d	Uses simple equipment to experiment, observe and increase understanding	A. Inquiry	2. Uses simple tools and equipment for investigation.	<p><b>H&amp;S:</b> p. 40, Which Way Does the Wind Blow?, <b>HP:</b> Ms. W, p. 94, Germ Everywhere;</p> <p><b>P&amp;D:</b> p. 185, Water Yo-Yo;</p> <p><b>G&amp;M:</b> p. 16, The Needs of Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds</p>
SD 1 e	Records observations through dictating to an adult, drawing pictures or using other forms of writing	A. Inquiry	2. Uses simple tools and equipment for investigation.	<p><b>G&amp;M:</b> p. 16, The Needs of Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds p. 63, What Dissolves?, p. 65, Wet Sponge, Dry Sponge</p>

SD 1 f	Predicts what will happen next based on previous experience	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<b>G&amp;M:</b> p. 16, The Needs of Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds p. 63, What Dissolves?,
<b>SD 2 Children will acquire scientific knowledge related to life science</b>				
SD 2 a	Observes, explores and describes a wide variety of animals and plants	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<b>H&amp;S:</b> p. 68, I Can Do It!, <b>TTS:</b> P2-P4; <b>P&amp;D:</b> p. 16, Picture Preview, <b>HP:</b> Ms. K, <b>BBS:</b> Living Things are Everywhere!; <b>C&amp;Z:</b> p. 11, This is Our Earth, <b>BBS:</b> Our Earth, p. 90, Share a Story, <b>TB:</b> Petting Zoo, p. 119, Respecting Wild Animals, <b>HP:</b> Ms. W, <b>HSM:</b> 21; <b>G&amp;M:</b> p. 10, Read About Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
SD 2 b	Recognizes there are basic requirements for all common life forms	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<b>G&amp;M:</b> p. 10, Read About Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds; <b>C&amp;Z:</b> p. 150, From Caterpillar to Butterfly, <b>HP:</b> Mr. I, <b>BBS:</b> The Life of a Butterfly
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
SD 2 c	Observes, explores and describes a variety of living objects	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<b>P&amp;D:</b> p. 16, Picture Preview, <b>HP:</b> Ms. K, <b>BBS:</b> Living Things are Everywhere!,
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
SD 2 d	Understands that plants and animals have varying life cycles	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<b>G&amp;M:</b> p. 10, Read About Seeds, <b>HP:</b> Ms. V, <b>BBS:</b> The Mystery Seeds; <b>C&amp;Z:</b> p. 150, From Caterpillar to Butterfly, <b>HP:</b> Mr. I, <b>BBS:</b> The Life of a Butterfly
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
SD 2 e	Participates in activities related to preserving the environment	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	<b>C&amp;Z:</b> p. 22, Recycling, <b>HP:</b> Mr. G, <b>SC:</b> G, p. 23, I'll Recycle, <b>HP:</b> Mr. G
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	

**SD 3 Children will acquire scientific knowledge related to physical science**

SD 3 a	Investigates and describes the states of matter	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	P&D: p. 74, Tell Me All About It, <b>HP</b> : Ms. F, <b>BBS</b> : Tell Me All About It, p. 150, Let's Measure, <b>HP</b> : Ms. E, <b>BBS</b> : How Do We Measure?, p. 151, Action Math!, <b>AM</b>
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
SD 3 b	Describes objects by their physical properties	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	P&D: p. 156, Measure Me!, <b>HP</b> : Ms. E, <b>BBS</b> : How Do We Measure?, p. 157, Let's Sort Shapes, <b>S&amp;S</b> ; <b>H&amp;S</b> : p. 17, Make A Living Graph, <b>HP</b> : Mr. N, <b>MB</b> ; <b>C&amp;Z</b> : p. 70, Different Ways to Graph, <b>HP</b> : Ms. S., <b>BBM</b> : We can Graph It!; <b>G&amp;M</b> : p. 66, What Can You Measure?, <b>HP</b> : Ms. U
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
SD 3 c	Explores simple machines	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	N/A
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
SD 3 d	Investigates different types/speed of motion	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	N/A
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	

**SD 4 Children will acquire scientific knowledge related to earth science**

SD 4 a	Investigates, compares and contrasts seasonal changes in the immediate environment	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	H&S: p. 46, What is Weather?, <b>HP</b> : Ms. W, <b>BBS</b> : What is Weather?, p. 47, Action Science, <b>AS</b>
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	

SD 4 b	Discovers through observations that weather can change from day to day	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	H&S: p. 37, Read the Weather Graph, TTS: RSG: 27-28, p. 48, Scientific Discovery, HP: Ms. W
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
SD 4 c	Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.	C&Z: p. 10, Explore Our Earth, HP: Mr. G, BBS: Our Earth, p. 12, Action Science, AS; G&M: p. 148, Share a Story, HP: Mr. X, TB: Planets, p. 150, Planets and Stars, HP: Mr. X, TB: Planets, p. 158, Revisit a Science Big Book, HP: Mr. X, BBS: Our Earth
			2. Uses simple tools and equipment for investigation.	
			3. Makes comparisons among objects.	
<b>Georgia's Pre-K Content Standards Social Studies Development</b>		<b>Work Sampling System Social Studies</b>		<b>Abrams &amp; Company Let's Begin with the Letter People</b>
	<b>Content Standard Performance Indicators</b>	<b>WSS Functional Component</b>	<b>Performance Indicators</b>	<b>Let's Begin with the Letter People</b>
<b>SS 1 Children will develop an appreciation of his/her role as a member of the family, the classroom and the community</b>				
SS 1 a	Begins to understand family structures and roles	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.	P&D: p. 34, Share a Story, TB: Families
SS 1 b	Participates in classroom jobs and contributes to the classroom community	Personal and Social Development D. Interaction with others	3. Participates in the group life of the class.	Classroom participation can be demonstrated through Let's Begin exercises, e.g., H&S: p. 18, 34, 62, 118; P&D: 6, 62, 118, 146; C&Z: 6, 18, 62, 146; G&M: 18, 34, 62, 118
SS 1 c	Becomes aware of the roles, responsibilities and services provided by community workers	B. Human interdependence	2. Describes some people's jobs and what is required to perform them.	C&Z: p. 35, Be a Dentist
SS 1 d	Becomes aware of family and community celebrations and events	B. Human interdependence	1. Begins to understand family needs, roles and relationships.	P&D: p. 34, What Is a Family?, HP: Ms. K, TB: Families
<b>SS 2 Children will develop a respect for differences in people</b>				
SS 2 a	Identifies similarities and differences among people	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.	P&D: p. 34, Share a Story, HP: Ms. K, TB: Families, p. 46, Make a Family Tree



SS 2 b	Demonstrates an emerging awareness and respect for culture and ethnicity	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.	P&D: p. 34, Share a Story, HP: Ms. K, p. 78, Celebrate Differences Day
SS 2 c	Demonstrates emerging awareness and respect for abilities	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.	P&D: p. 35, Act Like Helpers, p. 39, Helping Hands, Book, TTS: D, p. 46, How We Help Our Families, HP: Mr. D
<b>SS 3 Children will express beginning geographic thinking</b>				
SS 3 a	Identifies common features in the home and school environment	D. People and where they live	1. Describes the location of things in the environment.	P&D: p. 53, Family Fun, FAP: D, MB
SS 3 b	Creates simple representations of home, school or community	D. People and where they live	1. Describes the location of things in the environment. 2. Shows awareness of the environment.	RSG: p. 73, Family Pictures; C&Z: p. 11, Mr. G's House, TTS: G1
SS 3 c	Uses and responds to words to indicate directionality, position and size	D. People and where they live	1. Describes the location of things in the environment.	P&D: p. 50, What's Missing?
SS 3 d	Develops awareness of the community, city and state in which he/she lives	D. People and where they live	2. Shows awareness of the environment.	C&Z: p. 17, This is My House
SS 3 e	Recognizes characteristics of other geographic regions and cultures			C&Z: P. 10, Explore Our Earth, HP: Mr. G, BBS: Our Earth
<b>Georgia's Pre-K Content Standards Creative Development</b>		<b>Work Sampling System The Arts</b>		<b>Abrams &amp; Company Let's Begin with the Letter People</b>
	<b>Content Standard Performance Indicators</b>	<b>WSS Functional Component</b>	<b>Performance Indicators</b>	<b>Let's Begin with the Letter People</b>
<b>CD 1 Children will explore and use a variety of materials to develop artistic expression</b>				
CD 1 a	Experiments with a variety of materials and activities for sensory experience and exploration	A. Expression and representation	3. Uses a variety of art materials for tactile experience and exploration.	Students demonstrate usage of various art materials through center choices, e.g., H&S: 7, Squishy Stuff, p. 17, "Me" Prints, p. 43, Make a Ms. W, Stick Puppet, SPP: Ms. W, p. 123, Paint Scents; P&D: 129, Mr. C's Crayon Rubbings, HP: Mr. C

CD 1 b	Uses materials to create original work and for self-expression	A. Expression and representation	3. Uses a variety of art materials for tactile experience and exploration.	<b>C&amp;Z:</b> p. 23, Good Garbage Sculptures, p. 39, Tire Tracks Painting, p. 53, Toothbrush Painting, p. 103, Paint a Rainbow; <b>G&amp;M:</b> 25, Leaf Rubbings, p. 95, Clay Dinosaurs, p. 151, A Space Picture
CD 1 c	Shares ideas about personal art work	B. Understanding and appreciation	1. Responds to artistic creations or events.	<b>C&amp;Z:</b> p. 23, Good Garbage Sculptures, p. 39, Tire Tracks Painting, p. 53, Toothbrush Painting, p. 103, Paint a Rainbow; <b>G&amp;M:</b> 25, Leaf Rubbings, p. 95, Clay Dinosaurs, p. 151, A Space Picture
CD 1 d	Expresses interest in and shows appreciation for the creative work of others	B. Understanding and appreciation	1. Responds to artistic creations or events.	<b>C&amp;Z:</b> p. 23, Good Garbage Sculptures, p. 39, Tire Tracks Painting, p. 53, Toothbrush Painting, p. 103, Paint a Rainbow; <b>G&amp;M:</b> 25, Leaf Rubbings, p. 95, Clay Dinosaurs, p. 151, A Space Picture
<b>CD 2 Children will participate in music and movement activities</b>				
CD 2 a	Uses music and movement to express thoughts, feelings and energy	A. Expression and representation	1. Participates in group music experience.	<b>H&amp;S:</b> p. 91, Sing a Healthful Song, p. 12, Everyday Words Song, p. 146, Let's Begin; <b>P&amp;D:</b> p. 35, Where is Mother?, p. 68, Everyday Words Song, p. 124, I Can Grow; <b>C&amp;Z:</b> p. 63, Ring Around A Rosie, p. 96, Animal Sound-Off, <b>TB:</b> Petting Zoo
CD 2 b	Participates in group singing or other musical activities	A. Expression and representation	1. Participates in group music experience.	<b>C&amp;Z:</b> p. 13, Sing About Homes, p. 147, The Ants Go Marching; <b>G&amp;M:</b> p. 9, This Is the Way, <b>HP:</b> Ms. V, p. 153, Songs of the Stars, <b>HP:</b> Mr. X
CD 2 c	Participates in creative movement and dance	A. Expression and representation	2. Participates in creative movement, dance, and drama.	<b>C&amp;Z:</b> p. 71, Animals, p. 75, My Cat's Motor, p. 106, This is the Way We Work on the Farm, p. 119, The Elephant; <b>G&amp;M:</b> p. 17, Flower Dancing, <b>HP:</b> Ms. V, p.70, Five Little Ducks, p. 97, Dinosaur Dance Steps, <b>HP:</b> Mr. Q, Mr. D, <b>Mr. Q's Song, Mr. D's Song</b>

CD 2 d	Explores various music types, musical instruments, and music from various cultures	A. Expression and representation	2. Participates in creative movement, dance, and drama.	C&Z: p. 96, Animal Sound-Off, TB: Petting Zoo; G&M: p. 124, Rhythm Band, Ms. J's Song
		B. Understanding and appreciation	1. Responds to artistic creations or events.	
<b>CD 3 Children will use drama to express individuality</b>				
CD 3 a	Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	A. Expression and representation	2. Participates in creative movement, dance, and drama.	H&S: p. 25, At Home with Mr. N, HP: Mr. N, p. 43, Talk About the Weather, HP: Ms. W, Mr. N, p. 91 Bernard's Bath, TB: Bernard's Bath; P&D: p. 81, Cook Different Foods, HP: Ms. F, p. 127, Salad Bar, TB: Pretend Soup and Other Real Recipes, p. 183, How Do You Dress for Bed?; C&Z: p. 47, Water Safety, BBS: I keep Myself Safe, p. 93, Mr. R's Petting Zoo, HP: Mr. R, p. 165, Insect Beds; G&M: p. 19, Plant a Pretend Garden, p. 63, Watering the Garden, p. 157, Make a Puppet and Pretend, SPP: Mr. X
CD 3 b	Recreates a story or poem through drama	A. Expression and representation	2. Participates in creative movement, dance, and drama.	C&Z: p. 75, My Cat's Motor, p. 106, This is the Way We Work on the Farm, p. 147, Five Little Fireflies; G&M: p. 23, What a Seed Needs, p. 102, Let's Begin
CD 3 c	Participates in activities using symbolic materials and gestures to represent real objects and situations	A. Expression and representation	2. Participates in creative movement, dance, and drama.	P&D: p. 76, Tell Me All About It, BBS: Tell Me All About It, p. 124, I Can Grow, p. 152, Ms. E's Exercise Poem; C&Z: p. 16, This is My House, p. 75, My Cat's Motor, p. 106, This is the Way We Work on the Farm

<i>Georgia's Pre-K Content Standards</i> Social and Emotional Development		<i>Work Sampling System</i> Personal and Social Development		<i>Abrams &amp; Company</i> Let's Begin with the Letter People
	<i>Content Standard</i> Performance Indicators	WSS Functional Component	Performance Indicators	Let's Begin with the Letter People
<b><i>SE 1 Children will develop confidence and positive self-awareness</i></b>				
SE 1 a	Demonstrates knowledge of personal information	A. Self concept	1. Demonstrates self-confidence.	RSG: p. 66, My Name is ..., p. 93, Letter/Word Wall Names; H&S: p. 10, Finish a Class Book, p. 25, Family Fun, FAP: N, MB
SE 1 b	Recognizes self as a unique individual and becomes aware the of uniqueness of others	A. Self concept	1. Demonstrates self-confidence.	H&S: p. 17, "Me" Prints, p. 67, Alike and Different, HP: Ms. P; C&Z: p. 35, Show Your Smile
SE 1 c	Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments	A. Self concept	1. Demonstrates self-confidence.	H&S: p. 63, We Can Do It! Class Book, p. 66, Finish a Class Book
SE 1 d	Develops personal preferences	A. Self concept	2. Shows some self-direction.	H&S: p. 43, Share a Me Bag, MB, p. 125, The Book Bag, HP: Mr. H, Mr. N, Ms. P, Ms. W, Mr. M; G&M: p. 25, Read a New Book, p. 124, Share a Me Bag, MB
<b><i>SE 2 Children will develop curiosity, initiative, self-direction and persistence</i></b>				
SE 2 a	Shows interest in learning new concepts and trying new experiences	C. Approaches to learning	1. Shows eagerness and curiosity as a learner.	P&D: p. 34, Share a Story, TB: Families, p. 62, Share a Story, TB: All Kinds of Children, p. 118, Let's Eat Healthful Food, BBS: Let's Eat!; C&Z: p. 6, Share a Story, TB: Castles, Caves and Honeycombs, p. 90, Share a Story, TB: Petting Zoo,, p. 146, Share a Story, TB: In the Tall, Tall Grass; G&M: p. 63, Share a Story, TB: Listen to the Rain, p. 92, Share a Story, TB: My Big Dinosaur Book, p. 148, Share a Story, TB: Planets

SE 2 b	Initiates interaction with others	D. Interactions with others	1. Interacts easily with one or more children.	H&S: p. 23, Make Noisemakers, p. 43, Talk About the Weather, p. 91, Bernard's Bath, TB: Bernard's Bath; P&D: p. 45, Family Dress-Up, p. 81, Cook Different Foods, p. 137, A Winter Feast; C&Z: p. 23, Recycle Again, p. 73, Pet Sitting, p. 119, Be the Zookeeper
SE 2 c	Demonstrates self-direction in use of materials	A. Self concept	2. Shows some self-direction.	C&Z: p. 23, Good Garbage Sculptures, p. 39, Tire Tracks Painting, p. 53, Toothbrush Painting, p. 103, Paint a Rainbow; G&M: 25, Leaf Rubbings, p. 95, Clay Dinosaurs, p. 151, A Space Picture
SE 2 d	Develops independence during activities, routines, play	A. Self concept	2. Shows some self-direction.	C&Z: p. 23, Good Garbage Sculptures, p. 39, Tire Tracks Painting, p. 53, Toothbrush Painting, p. 103, Paint a Rainbow; G&M: 25, Leaf Rubbings, p. 95, Clay Dinosaurs, p. 151, A Space Picture
SE 2 e	Sustains attention to a task or activity appropriate for age	C. Approaches to learning	2. Attends to tasks and seeks help when encountering a problem.	C&Z: p. 23, Good Garbage Sculptures, p. 39, Tire Tracks Painting, p. 53, Toothbrush Painting, p. 103, Paint a Rainbow; G&M: 25, Leaf Rubbings, p. 95, Clay Dinosaurs, p. 151, A Space Picture
<b>SE 3 Children will increase the capacity for self-control</b>				
SE 3 a	Helps to establish classroom rules and routines	B. Self control	1. Follows simple classroom rules and routines.	H&S: p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118; P&D: p. 6, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin; C&Z: p. 6, Let's Begin, p. 18, Let's Begin, p. 62, Let's Begin, p. 146, Let's Begin; G&M: p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin

SE 3 b	Follows rules and routines within the learning environment	B. Self control	1. Follows simple classroom rules and routines.	<p><b>H&amp;S:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118;</p> <p><b>P&amp;D:</b> p. 6, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin;</p> <p><b>C&amp;Z:</b> p. 6, Let's Begin, p. 18, Let's Begin, p. 62, Let's Begin, p. 146, Let's Begin;</p> <p><b>G&amp;M:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin</p>
		D. Interaction with others	3. Participates in the group life of the class.	
SE 3 c	Uses classroom materials purposefully and respectfully	B. Self control	1. Follows simple classroom rules and routines.	<p><b>H&amp;S:</b> 7, Squishy Stuff, p. 17, "Me" Prints, p. 43, Make a Ms. W, Stick Puppet, <b>SPP:</b> Ms. W, p. 123, Paint Scents;</p> <p><b>P&amp;D:</b> 129, Mr. C's Crayon Rubbings, <b>HP:</b> Mr. C</p>
SE 3 d	Manages transitions and adapts to changes in routine	B. Self control	1. Follows simple classroom rules and routines.	<p><b>H&amp;S:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118;</p> <p><b>P&amp;D:</b> p. 6, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin;</p> <p><b>C&amp;Z:</b> p. 6, Let's Begin, p. 18, Let's Begin, p. 62, Let's Begin, p. 146, Let's Begin;</p> <p><b>G&amp;M:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin</p>
			3. Manages transitions.	
SE 3 e	Expresses feelings through appropriate gestures, actions and language	E. Social problem-solving	1. Seeks adult help when needed to resolve conflicts.	<p><b>H&amp;S:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118;</p> <p><b>P&amp;D:</b> p. 6, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin;</p> <p><b>C&amp;Z:</b> p. 6, Let's Begin, p. 18, Let's Begin, p. 62, Let's Begin, p. 146, Let's Begin;</p> <p><b>G&amp;M:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin</p>

<b><i>SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community</i></b>				
SE 4 a	Interacts appropriately with peers and familiar adults	D. Interaction with others	1. Interacts easily with one or more children. 2. Interacts easily with familiar adults.	<b>H&amp;S:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118; <b>P&amp;D:</b> p. 6, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin; <b>C&amp;Z:</b> p. 6, Let's Begin, p. 18, Let's Begin, p. 62, Let's Begin, p. 146, Let's Begin; <b>G&amp;M:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin
SE 4 b	Begins to recognize the needs and rights of others	D. Interaction with others	4. Shows empathy or caring for others.	<b>G&amp;M:</b> p. 134, Listening Politely, <b>HP:</b> Ms. J, Mr. C, Mr. I, Ms. L, Ms. S, Ms. U, <b>SC:</b> J
SE 4 c	Shows empathy and understanding to others	D. Interaction with others	3. Participates in the group life of the class. 4. Shows empathy or caring for others.	<b>G&amp;M:</b> p. 134, Listening Politely, <b>HP:</b> Ms. J, Mr. C, Mr. I, Ms. L, Ms. S, Ms. U, <b>SC:</b> J
SE 4 d	Participates successfully as a member of a group	D. Interaction with others	3. Participates in the group life of the class.	<b>H&amp;S:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118; <b>P&amp;D:</b> p. 6, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin; <b>C&amp;Z:</b> p. 6, Let's Begin, p. 18, Let's Begin, p. 62, Let's Begin, p. 146, Let's Begin; <b>G&amp;M:</b> p. 18, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin
SE 4 e	Participates in resolving conflicts and disagreements with others	E. Social problem-solving	1. Seeks adult help when needed to resolve conflicts.	<b>G&amp;M:</b> p. 134, Listening Politely, <b>HP:</b> Ms. J, Mr. C, Mr. I, Ms. L, Ms. S, Ms. U, <b>SC:</b> J
<b><i>Georgia's Pre-K Content Standards</i></b> <b>Health and Physical Development</b>		<b><i>Work Sampling System</i></b> <b>Physical Development and Health</b>		<b>Abrams &amp; Company</b> <b>Let's Begin with the Letter People</b>
	<b><i>Content Standard Performance Indicators</i></b>	<b>WSS Functional Component</b>	<b>Performance Indicators</b>	<b>Let's Begin with the Letter People</b>
<b><i>HPD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination</i></b>				
HPD 1 a	Develops coordination and balance	A. Gross motor development	1. Moves with balance and control. 2. Coordinates movements to perform simple tasks.	<b>H&amp;S:</b> 7, Squishy Stuff, p. 17, "Me" Prints, p. 43, Make a Ms. W, Stick Puppet, <b>SPP:</b> Ms. W, p. 123, Paint Scents; <b>P&amp;D:</b> 129, Mr. C's Crayon Rubbings, <b>HP:</b> Mr. C

HPD 1 b	Coordinates movements to perform tasks	A. Gross motor development	1. Moves with balance and control.	H&S: 7, Squishy Stuff, p. 17, "Me" Prints, p. 43, Make a Ms. W, Stick Puppet, <b>SPP</b> : Ms. W, p. 123, Paint Scents; <b>P&amp;D</b> : 129, Mr. C's Crayon Rubbings, <b>HP</b> : Mr. C
			2. Coordinates movements to perform simple tasks.	
HPD 1 c	Participates in a variety of indoor and outdoor activities that increase strength, endurance and flexibility.	A. Gross motor development	2. Coordinates movements to perform simple tasks.	H&S: 7, Squishy Stuff, p. 17, "Me" Prints, p. 43, Make a Ms. W, Stick Puppet, <b>SPP</b> : Ms. W, p. 123, Paint Scents; <b>P&amp;D</b> : 129, Mr. C's Crayon Rubbings, <b>HP</b> : Mr. C
<b>HPD 2 Children will participate in activities that foster fine motor development</b>				
HPD 2 a	Performs fine-motor tasks that require small-muscle strength and control	B. Fine motor development	1. Uses strength and control to perform simple tasks.	H&S: 7, Squishy Stuff, p. 17, "Me" Prints, p. 43, Make a Ms. W, Stick Puppet, <b>SPP</b> : Ms. W, p. 123, Paint Scents; <b>P&amp;D</b> : 129, Mr. C's Crayon Rubbings, <b>HP</b> : Mr. C
			3. Shows beginning control of writing, drawing, and art tools.	
HPD 2 b	Uses eye-hand coordination to perform fine-motor tasks	B. Fine motor development	2. Uses hand-eye coordination to perform tasks.	H&S: 7, Squishy Stuff, p. 17, "Me" Prints, p. 43, Make a Ms. W, Stick Puppet, <b>SPP</b> : Ms. W, p. 123, Paint Scents; <b>P&amp;D</b> : 129, Mr. C's Crayon Rubbings, <b>HP</b> : Mr. C
HPD 2 c	Exhibits manual coordination	B. Fine motor development	2. Uses hand-eye coordination to perform tasks.	H&S: 7, Squishy Stuff, p. 17, "Me" Prints, p. 43, Make a Ms. W, Stick Puppet, <b>SPP</b> : Ms. W, p. 123, Paint Scents; <b>P&amp;D</b> : 129, Mr. C's Crayon Rubbings, <b>HP</b> : Mr. C
<b>HPD 3 Children understand healthy and safe living practices</b>				
HPD 3 a	Participates in activities related to health and personal care routine	C. Personal health and safety	1. Performs some self-care tasks independently.	H&S: p. 93, How to Stay Healthy, p. 94, Germs Everywhere
HPD 3 b	Participates in activities related to nutrition	C. Personal health and safety	2. Follows basic health and safety rules.	<b>P&amp;D</b> : p. 118, Let's Eat Healthful Food, <b>BBS</b> : Let's Eat!
HPD 3 c	Discusses and utilizes appropriate safety procedures	C. Personal health and safety	2. Follows basic health and safety rules.	<b>C&amp;Z</b> : P. 36, Bike Safety Story Card, <b>HP</b> : Ms. T, Mr. M, <b>SC</b> : T, p. 39, Calling 911