

Let's Begin with the Letter People®

Correlated to

Tennessee
Early Childhood/Early Learning
Developmental Standards

Abrams Learning Trends
Waterbury, CT

Let's Begin with the Letter People

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Tennessee

Early Childhood/Early Learning Developmental Standards

Speech and Language Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
Language Development	Communication	Receptive Language	Listens with understanding and interest to conversations, directions, music and a variety of reading materials	Responds correctly to questions about own name, sex and age	<p>Ready, Set, Go! (RSG): p. 64, Let's Begin, p. 93, Letter/Word Wall: Names;</p> <p>At Home & At School (H&S): p. 6, The Name Game, p. 192, Mr. B Wants to Know;</p> <p>In the Garden & At the Museum (G&M): p. 90, Meet and Greet Mr. Q, p. 130, Graph Favorite Sounds</p>

Language Development	Communication	Receptive Language, (Continued)	Listens with understanding and interest to conversations, directions, music and a variety of reading materials (Continued)	Understands size comparatives	<p>H&S: p. 73, How Tall Am I?, p. 126, Compare Books, p. 161, Shapes of All Sizes;</p> <p>At the Park & At the Doctor's Office (P&D): p. 49, How Many Are in Your Family?, p. 72, Same and Different Game, p. 91, Tall and Short Towers, p. 151, Which is Heavier?;</p> <p>In the Community & At the Zoo (C&Z): p. 9, Make a Shape Home, p. 75, How Many Pets?, p. 127, Zipping Zippers Short and Long, p. 161, How Big Is a Whale?;</p> <p>G&M: p. 18, Are All Seeds the Same?, p. 66, What Can You Measure?, p. 93, Dinoprint Measure, p. 152, Rock-et Science</p>
				Understands relationships expressed by "if," "then" or "because" sentences	<p>H&S: p. 79, How Do Penguins Keep Warm?, p. 94, Germs Everywhere, p. 135, Munch Popcorn!;</p> <p>P&D: p. 128, Discover Healthful Foods- Investigate;</p> <p>C&Z: p. 50, Ms. T's Big Book;</p> <p>G&M: p. 35, Sun Power!</p>

Language Development	Communication	Receptive Language, (Continued)	<p>Listens with understanding and interest to conversations, directions, music and a variety of reading materials (Continued)</p>	<p>Understands "let's pretend" and "make-believe"</p>	<p>H&S: p. 95, Our Happy Hair Salon, p. 149, Act Happy; P&D: p. 7, Build a Bridge, p. 35, Act Like Helpers, p. 63, Dress Differently, p. 106, Mr. O Crosses Streets Safely, p. 123, Doctor's Office, p. 149, Ms. E Visits the Doctor, p. 177, Act Out a Nursery Rhyme; C&Z: p. 7, Make a Different Kind of House, p. 35, Be a Dentist, p. 63, Pet Helpers, p. 93, Mr. R's Petting Zoo, p. 119, Be the Zookeeper, p. 155, Ladybug, Ladybug, Fly Away Home; G&M: p. 11, Role-play a Rebus Story, p. 35, Turn on the Lights!, p. 63, Watering the Garden, p. 99, Be a Dinosaur, p. 129, Sounds Around the House, p. 155, Build Spaceships</p>
			<p>Demonstrates understanding of conversations through own actions and responses to directions and questions</p>	<p>Listens attentively and shows understanding of story plot by responding to questions</p>	<p>RSG: p. 64, Share a Story; H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story, p. 150, Share a Story, p. 174, Share a Story; P&D: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, 118, Let's Eat Healthful Food, p. 150, Let's Measure!, p. 174, Share a Story; C&Z: p. 6, Share a Story, p. 66, Read a Math Big Book, p. 90, Share a Story, p. 118, Share a Story, p. 150, From Caterpillar to Butterfly; G&M: p. 6, Share a Story, p. 34, Share a Story, p. 92, Share a Story, p. 118, Share a Story, p. 148, Share a Story</p>
			<p>Demonstrates understanding of conversations through own actions and responses to directions and questions</p>	<p>Anticipates correct response to statements made regarding familiar routines (goes and gets coat when told it's time to go outside, finds own blanket and mat when told it's nap time)</p>	<p>RSG: p. 66, My Name Is...; C&Z: p. 15, Clean-Up Time</p>

Language Development	Communication	Receptive Language, (Continued)	Demonstrates understanding of conversations through own actions and responses to directions and questions (Continued)	Knows where he lives (<i>i.e.</i> , street name and number)	N/A
				Understands colors and can identify basic colors when asked (red, yellow, blue, green, orange, purple and others)	H&S: p. 13, Colorful Names; P&D: p. 77, Find It Fast!, p. 185, Is It Yellow?; C&Z: p. 94, Changes All Around, p. 103, Make a Rainbow, p. 105, A Handprint Rainbow; G&M: p. 12, Many-Colored Vegetables
				Understands responses to "Hi" and "How are you?" and answers appropriately	H&S: p. 147, A Class Feelings Book, p. 148, Talk About Feelings, p. 149, Make Feelings Webs, p. 164, Use Your Words
				Carries out a three-part, related direction (three levels would be "Please, would you get the can of dog food out of the refrigerator and feed the puppy?")	H&S: p. 7, Start a Class Book, p. 69, Bagel Faces, p. 100, Eat Mr. H's Healthful Hats, p. 137, Make Play Dough, p. 161, Make Shape Pictures; P&D: p. 23, Landscape Art, p. 46, Make a Family Tree, p. 69, Feet Painting, p. 135, Make Bird Feeders; C&Z: p. 7, Make a Playhouse, p. 48, Make a Safety Book, p. 62, Pet Masks, p. 127, Fold-Over Zoo Animals; G&M: p. 7, A Flower Garden, p. 51, Lemonade, p. 74, Upside-Down Cake, p. 121, Make Instruments, p. 153, Make a Rock
		Expressive Language	Uses language for a variety of purposes	Tells familiar stories	RSG: p. 105, Nursery Rhymes; H&S: p. 177, Retell a Story, Encore!
				Likes to make up stories; likes silly words and stories	H&S: p. 92, Mr. H's Song, p. 156, Adventures in Shape Land; P&D: p. 43, Shape Your Shapes Out; C&Z: p. 49, Flossing Tall Teeth, p. 65, Silly Puppy, p. 97, Funny Farm-Animal Names
				Knows and tells names and sex of family members	P&D: p. 34, What is a Family?, p. 46, Make a Family Tree, p. 49, How Many Are in Your Family?

Language Development	Communication	Expressive Language (Continued)	Uses language for a variety of purposes (Continued)	Engages in imaginary talk; plays both roles	<p>H&S: p. 95, Our Happy Hair Salon, p. 149, Act Happy;</p> <p>P&D: p. 7, Build a Bridge, p. 35, Act Like Helpers, p. 63, Dress Differently, p. 106, Mr. O Crosses Streets Safely, p. 123, Doctor's Office, p. 149, Ms. E Visits the Doctor, p. 177, Act Out a Nursery Rhyme;</p> <p>C&Z: p. 7, Make a Different Kind of House, p. 35, Be a Dentist, p. 63, Pet Helpers, p. 93, Mr. R's Petting Zoo, p. 119, Be the Zookeeper, p. 155, Ladybug, Ladybug, Fly Away Home;</p> <p>G&M: p. 11, Role-play a Rebus Story, p. 35, Turn on the Lights!, p. 63, Watering the Garden, p. 99, Be a Dinosaur, p. 129, Sounds Around the House, p. 155, Build Spaceships</p>
				Asks many questions; wants to know how answers fit into her own thoughts and understanding	<p>RSG: p. 64, Share a Story;</p> <p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story, p. 150, Share a Story, p. 174, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, 118, Let's Eat Healthful Food, p. 150, Let's Measure!, p. 174, Share a Story;</p> <p>C&Z: p. 6, Share a Story, p. 66, Read a Math Big Book, p. 90, Share a Story, p. 118, Share a Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 6, Share a Story, p. 34, Share a Story, p. 92, Share a Story, p. 118, Share a Story, p. 148, Share a Story</p>

Language Development	Communication	Expressive Language (Continued)	Uses language for a variety of purposes (Continued)	Shows lots of imagination in verbal expressions	<p>H&S: p. 95, Our Happy Hair Salon, p. 149, Act Happy;</p> <p>P&D: p. 7, Build a Bridge, p. 35, Act Like Helpers, p. 63, Dress Differently, p. 106, Mr. O Crosses Streets Safely, p. 123, Doctor's Office, p. 149, Ms. E Visits the Doctor, p. 177, Act Out a Nursery Rhyme;</p> <p>C&Z: p. 7, Make a Different Kind of House, p. 35, Be a Dentist, p. 63, Pet Helpers, p. 93, Mr. R's Petting Zoo, p. 119, Be the Zookeeper, p. 155, Ladybug, Ladybug, Fly Away Home;</p> <p>G&M: p. 11, Role-play a Rebus Story, p. 35, Turn on the Lights!, p. 63, Watering the Garden, p. 99, Be a Dinosaur, p. 129, Sounds Around the House, p. 155, Build Spaceships</p>
				Tells the sequence of a story with appropriate pictures	<p>H&S: p. 73, The Growing Game;</p> <p>C&Z: p. 124, Tell the Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 15, A Plant's Life Cycle</p>
			Participates in conversations	Likes to talk about things that have happened and will happen	<p>H&S: p. 73, The Growing Game;</p> <p>C&Z: p. 124, Tell the Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 15, A Plant's Life Cycle</p>

Language Development	Communication	Expressive Language (Continued)	Participates in conversations (Continued)	Continues to ask questions to keep conversation going	<p>RSG: p. 64, Share a Story;</p> <p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story, p. 150, Share a Story, p. 174, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, 118, Let's Eat Healthful Food, p. 150, Let's Measure!, p. 174, Share a Story;</p> <p>C&Z: p. 6, Share a Story, p. 66, Read a Math Big Book, p. 90, Share a Story, p. 118, Share a Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 6, Share a Story, p. 34, Share a Story, p. 92, Share a Story, p. 118, Share a Story, p. 148, Share a Story</p>
				Participates in meaningful, two-way conversation with another person	<p>RSG: p. 64, Share a Story;</p> <p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story, p. 150, Share a Story, p. 174, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, 118, Let's Eat Healthful Food, p. 150, Let's Measure!, p. 174, Share a Story;</p> <p>C&Z: p. 6, Share a Story, p. 66, Read a Math Big Book, p. 90, Share a Story, p. 118, Share a Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 6, Share a Story, p. 34, Share a Story, p. 92, Share a Story, p. 118, Share a Story, p. 148, Share a Story</p>

Language Development	Communication	Expressive Language (Continued)	Participates in conversations (Continued)	Continues to ask many "who," "what," "why" and "where" questions	<p>RSG: p. 64, Share a Story;</p> <p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story, p. 150, Share a Story, p. 174, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, 118, Let's Eat Healthful Food, p. 150, Let's Measure!, p. 174, Share a Story;</p> <p>C&Z: p. 6, Share a Story, p. 66, Read a Math Big Book, p. 90, Share a Story, p. 118, Share a Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 6, Share a Story, p. 34, Share a Story, p. 92, Share a Story, p. 118, Share a Story, p. 148, Share a Story</p>
			Uses conventions of speech while expressing ideas	May combine sentences in conversation	<p>RSG: p. 64, Share a Story;</p> <p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story, p. 150, Share a Story, p. 174, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, 118, Let's Eat Healthful Food, p. 150, Let's Measure!, p. 174, Share a Story;</p> <p>C&Z: p. 6, Share a Story, p. 66, Read a Math Big Book, p. 90, Share a Story, p. 118, Share a Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 6, Share a Story, p. 34, Share a Story, p. 92, Share a Story, p. 118, Share a Story, p. 148, Share a Story</p>
				Expresses both physical and emotional feelings	H&S: p. 147, A Class Feelings Book, p. 148, Talk About Feelings, p. 149, Make Feelings Webs, p. 164, Use Your Words
				Uses more plural words but may over-generalize (foots for feet)	N/A
				Understands past tense, adds "ed" to verbs	N/A

Language Development	Communication	Expressive Language (Continued)		Uses contractions regularly	N/A
			Uses conventions of speech while expressing ideas (Continued)	Uses new vocabulary and grammatical construction in language	RSG: p. 68, Let's Begin, p. 107, Invite the Letter People to Lunch; H&S: p. 34, Share a Story, p. 62, Share a Story, p. 107, Doctors and Nurses Keep Us Healthy; P&D: p. 18, What are Living Things?, p. 62, Share a Story, p. 100, Mr. O's Opposites Game, p. 134, Learn About Winter; C&Z: p. 6, Share a Story, p. 95, Read a Rebus Book, p. 146, Share a Story; G&M: p. 10, Read about Seeds, p. 72, We are Water Experts!, p. 148, Share a Story
				Talks in complete, complex sentences 4-8 words in length	RSG: p. 66, My Name Is...; H&S: p. 38, Share Ms. W's Big Book, p. 148, Talk About Feelings, p. 174, Share a Story; P&D: p. 6, Share a Story, p. 34, What is a Family?, p. 175, How We Go to Sleep Class Book; C&Z: p. 9, Everyone Needs a Home, p. 62, Share a Story, p. 90, Share a Story, p. 118, Share a Story; G&M: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, p. 92, Share a Story
	Speech is clear enough to be understood by most people	Uses some slang words and common colloquial expressions like "Mama carried grandma to the doctor."	N/A		

Language Development	Communication	Expressive Language (Continued)	Speech is clear enough to be understood by most people (Continued)	Produces most of the consonant sounds of our language correctly	<p>RSG: p. 66, My Name Is...;</p> <p>H&S: p. 38, Share Ms. W's Big Book, p. 148, Talk About Feelings, p. 174, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 34, What is a Family?, p. 175, How We Go to Sleep Class Book;</p> <p>C&Z: p. 9, Everyone Needs a Home, p. 62, Share a Story, p. 90, Share a Story, p. 118, Share a Story;</p> <p>G&M: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, p. 92, Share a Story</p>
				May still have some difficulty saying certain sounds that are hard to produce, most frequently with (r), (er) and (l)	G&M: p. 19, Let's Listen Game, p. 43, Let's Listen Game
				Says multi-syllable words easily (balloon, dinosaur, umbrella, automobile, umbrella)	P&D: p. 12, Go Look!

Speech and Language Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
Language Development	Communication	Receptive Language	Listens with understanding and interest to conversations, directions, music and a variety of reading materials	Understands "today"	P&D: p. 181, Yesterday, Today and Tomorrow
				Knows the names and sex of family members	P&D: p. 34, What is a Family?, p. 46, Make a Family Tree, p. 49, How Many Are in Your Family?
				Understands the concept of siblings and can name brothers and sisters	P&D: p. 34, What is a Family?, p. 46, Make a Family Tree, p. 49, How Many Are in Your Family?
				Understands the meaning of more prepositions (e.g., "beneath," "between," "below")	RSG: p. 101, Follow My Directions

Language Development	Communication	Receptive Language (Continued)	Listens with understanding and interest to conversations, directions, music and a variety of reading materials (Continued)	Understands "yesterday" and "tomorrow"	P&D: p. 181, Yesterday, Today and Tomorrow
				Defines objects by their use	RSG: p. 65, Introduce Interest Centers, p. 109, Introduce the Computer Corner
				Understands "same" and "different"	H&S: p. 67, Alike and Different, p. 126, Compare Books; P&D: p. 66, Same and Different Shapes, p. 156, Measure Me!, p. 185, Is It Yellow?; C&Z: p. 15, What is Different?, p. 68, Same and Different Pets, p. 99, Living Things Change, p. 161, Sort Us!; G&M: p. 18, Are All Seeds the Same?
				Carries out a four-order, related direction (four levels would be "Time to go to bed; you need to take a bath, brush your teeth, put on your clean pajamas and find your favorite book for me to read to you.")	H&S: p. 17, Make a Picture Graph, p. 100, Eat Mr. H's Healthful Hats, p. 184, Share-a-Banana Sandwiches; P&D: p. 47, Gingerbread Families, p. 127, Fold-Over Zoo Animals; G&M: p. 74, Upside-Down Cake, p. 153, Make a Rock
				Able to follow several unrelated directions in proper order, such as "Turn off the television, pick up the toys in your bedroom, and then come to the table for lunch."	N/A
				Understands simple, then more complex, sequences of events	H&S: p. 73, The Growing Game; C&Z: p. 124, Tell the Story, p. 150, From Caterpillar to Butterfly; G&M: p. 15, A Plant's Life Cycle
				Understands concept of more/less, full/empty, which lays a foundation for math concepts	P&D: p. 162, How Much Will It Hold?
				Expressive Language	Uses language for a variety of purposes

Language Development	Communication	Expressive Language (Continued)	Uses language for a variety of purposes (Continued)	Tells the sequence of a story without pictures	H&S: p. 73, The Growing Game; C&Z: p. 124, Tell the Story, p. 150, From Caterpillar to Butterfly; G&M: p. 15, A Plant's Life Cycle
				Talks about something that is not in front of him ("Last night, we went to the movies.")	P&D: p. 34, What is a Family?, p. 46, Make a Family Tree, p. 49, How Many Are in Your Family?
				Easily expresses his feelings, fears, ideas, wishes and dreams	H&S: p. 147, A Class Feelings Book, p. 148, Talk About Feelings, p. 149, Make Feelings Webs, p. 164, Use Your Words
				Says full name and full address; knows more about where she lives (state, country)	N/A
			Uses conventions of speech while expressing ideas	Uses past, present and future verb tense	P&D: p. 181, Yesterday, Today and Tomorrow
				Understands "yesterday," "today" and "tomorrow"	P&D: p. 181, Yesterday, Today and Tomorrow
				May use slang (e.g., "Give me five," "Cool!")	N/A
				Generally uses sentences with correct grammar	H&S: p. 175, Sharing Sentences; P&D: p. 104, Everyday Words, p. 123, Read a Rebus Book
				Pronounces new words easily	H&S: p. 40, Everyday Words, p. 75 Everyday Words, p. 123, The Word Parts Game; P&D: p. 40, Everyday Words
				Has expanding vocabulary (keep in mind that a child knows more words than he says)	Teacher can evaluate child's expanding vocabulary with vocabulary exercises throughout each unit of the text.
				Understands and uses colloquial expressions in daily conversation (e.g. bag/sack-- "I have a bag of popcorn." or "I have a sack of candy;" take/carry-- "Momma took Grandma to the doctor," or "Momma carried Grandma to the doctor;" pick up children/hook-up--"Momma's going to pick up the children from school today." or "Momma's going to run the hook-up today.")	N/A

Language Development	Communication	Expressive Language (Continued)	Uses conventions of speech while expressing ideas (Continued)	Talks in more complete and more complex sentences; sentences are related to each other and fit together in thought	Students demonstrate correct speaking abilities with oral exercises on each page of the text.
			Participates in conversations	Takes turns in conversation and interrupts less frequently	H&S: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; P&D: p. 6, Let's Begin, p. 34, Let's Begin, p. 146, Let's Begin, p. 174, Let's Begin; C&Z: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; G&M: p. 6, Let's Begin, p. 34, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin
				Engages in "give and take" conversations with friends on topics of interest	H&S: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; P&D: p. 6, Let's Begin, p. 34, Let's Begin, p. 146, Let's Begin, p. 174, Let's Begin; C&Z: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; G&M: p. 6, Let's Begin, p. 34, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin
			Speaks clearly enough to be understood	Generally produces all sounds of language accurately and is easily understood by others	H&S: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; P&D: p. 6, Let's Begin, p. 34, Let's Begin, p. 146, Let's Begin, p. 174, Let's Begin; C&Z: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; G&M: p. 6, Let's Begin, p. 34, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin
				Learns to say new words easily, even those with 4 or 5 syllables (<i>e.g.</i> , "hippopotamus," "television," "rhinoceros")	Students demonstrate correct speaking abilities with oral exercises on each page of the text.
				Uses a dialect that matches peers and adults in family, neighborhood and part of country in which he lives	N/A

Language Development Communication	Expressive Language (Continued)	Speaks clearly enough to be understood (Continued)	Uses dialect that patterns the rhythm, pitches, stress and intonation of geographic area and cultural background	N/A
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Early Literacy for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
Cognitive Development	Early Literacy	Verbal Expression and Communication	Engages verbally with stories in books and movies	Makes relevant comments and asks logical questions about the story; begins to predict what will happen next	H&S: p. 34, Share a Story, p. 90, Share a Story; C&Z: p. 118, Share a Story; G&M: p. 6, Share a Story, p. 118, Share a Story
				Tells own story, with a sequence, using one or more pictures	H&S: p. 73, The Growing Game
			Uses more advanced sentence structure and varied vocabulary in verbal expression	Speaks in longer sentences, using more adjectives and adverbs, and some clauses beginning with when, if, after; asks to have unknown words explained	Students demonstrate correct speaking abilities with oral exercises on each page of the text.
				Asks for names of unknown objects, colors, etc.	Teacher can encourage students to ask for clarification for unfamiliar terms.

Cognitive Development	Early Literacy	Listening and Understanding	Listens attentively to stories, conversations, and explanations and demonstrates understanding	Maintains attention to stories and responds to questions appropriately	<p>RSG: p. 64, Share a Story;</p> <p>H&S: p. 9, Revisit Mr. N's Big Book, p. 90, Share a Story, p. 150, Share a Story, p. 154, Looking for Shapes, p. 174, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 18, What are Living Things, p. 62, Share a Story, p. 146, Share a Story;</p> <p>C&Z: p. 9, Everyone Needs a Home, p. 80, Revisit as Story, p. 118, Share a Story, p. 146, Share a Story;</p> <p>G&M: p. 6, Share a Story, p. 34, Share a Story, p. 92, Share a Story, p. 118, Share a Story</p>
				Participates with understanding in activities with stories, songs, finger plays and poems	<p>RSG: p. 64, Share a Story;</p> <p>H&S: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 34, Share a Story;</p> <p>C&Z: p. 6, Share a Story, p. 38, Share a Story, p. 62, Share a Story, p. 90, Share a Story;</p> <p>G&M: p. 6, Share a Story, p. 62, Share a Story, p. 118, Share a Story</p>
				Notices if reader omits parts of a familiar story	N/A

Cognitive Development	Early Literacy	Listening and Understanding (Continued)	Understands an increasingly complex and varied vocabulary for objects, attributes, actions, and events	Comprehends and uses new words that are introduced with stories, thematic units, field trips and other daily activities	<p>RSG: p. 68, Let's Begin, p. 107, Invite the Letter People to Lunch;</p> <p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 107, Doctors and Nurses Keep Us Healthy;</p> <p>P&D: p. 18, What are Living Things?, p. 62, Share a Story, p. 100, Mr. O's Opposites Game, p. 134, Learn About Winter;</p> <p>C&Z: p. 6, Share a Story, p. 95, Read a Rebus Book, p. 146, Share a Story;</p> <p>G&M: p. 10, Read about Seeds, p. 72, We are Water Experts!, p. 148, Share a Story</p>
		Phonological Awareness	Initiates word play and likes rhymes and silly sounds and words	Repeats rhymes without prompts and enjoys rhymes in songs, poems, and finger plays	<p>RSG: p. 105, Nursery Rhymes, p. 43, Talk About the Weather, p. 127, Learn an Action Poem, p. 164, Learn a Feelings Poem;</p> <p>P&D: p. 152, Mr. E's Exercise Poem;</p> <p>C&Z: p. 16, This is My House, p. 108, Color Rhyme, p. 155, A Ladybug Poem;</p> <p>G&M: p. 17, Five Fine Flowers, p. 23, What a Seed Needs, p. 70 Five Little Ducks, p. 96, How Many Pancakes?</p>
				Identifies whether or not two words rhyme	<p>RSG: p. 110, Which Words Rhyme?;</p> <p>H&S: p. 13, Rhyme Time;</p> <p>C&Z: p. 50, Can You Hear the Difference?, p. 136, Let's Listen Game, p. 165, Story Rhymes;</p> <p>G&M: p. 75, Hear the Difference, p. 78, Revisit a Rhyme, p. 118, Share a Story</p>

Cognitive Development	Early Literacy	Phonological Awareness (Continued)	Initiates word play and likes rhymes and silly sounds and words (Continued)	Enjoys stories with alliteration, where all words have the same speech sound; plays with the sounds and participates in the production of more words	<p>H&S: p. 13, Mr. N's Song, p. 70, Ms. P's Me Bag, p. 72, Ms. P's Picnic;</p> <p>P&D: p. 45, Mr. D's Word Play, p. 179, Ms. Y's Word Play;</p> <p>C&Z: p. 37, Ms. T's Trivia, p. 104, Mr. R's Meeting and Greeting Card;</p> <p>G&M: p. 62, Share a Story, p. 118, Let's Begin, p. 123, Ms. J's Jingling Jingers</p>
			Completes a rhyme and recites at least three rhymes	With a familiar poem, supplies a missing word that rhymes with another word	C&Z: p. 52, A Safety Poem
			Begins to detect the syllable structure (rhythm) of oral words	Claps or beats the rhythm (syllable beats) in own name and other familiar names	P&D: p. 12, Go Look!
			Begins to combine (blend) parts of compound words to make a whole word	When the adult provides 2 words that can be combined to form a compound word, child identifies the compound word (<i>e.g.</i> , given base and ball , she produces the word baseball)	C&Z: p. 39, I Hear Two Words, p. 102, Two Words Equal One!;
		Print Awareness	Demonstrates interest in books and what they contain	Recognizes specific books by their covers; asks to be read to; asks for favorite books to be read again and again; pretends to read; makes comments and asks questions as story is read; participates in rereading by supplying repetitive phrases."	<p>RSG: p. 64, Share a Story;</p> <p>H&S: p. 6, Share a Story;</p> <p>P&D: p. 62, Share a Story;</p> <p>P&D: p. 62, Share a Story, p. 90, Share a Story, p. 134, Share a Story;</p> <p>G&M: p. 50, Revisit a Story, p. 80, Kinds of Rain</p>
			Understands how books work and the way they are handled	Recognizes when books are upside down or backwards, and turns to correct orientation	<p>H&S: p. 49, Read our Wonderful Words Book, p. 125, The Book Bag;</p> <p>P&D: p. 39, Look at the Book Bag, p. 65, Class Book, p. 99, Book Additions;</p> <p>C&Z: p. 19, Sort Books, p. 39, Pick a Book, p. 69, Pick a Book for Your Pet</p>
			Begins to attend to print in the environment, especially own name	Asks questions about printed name and letters in it; recognizes printed name and attempts to print; uses same purposeful scribbling when "writing"	RSG: p. 73, First Names and First Letters, p. 93, Letter/Word Wall: Names

Cognitive Development	Early Literacy	Print Awareness (Continued)	Shows awareness that print conveys a message, that print is read rather than the pictures	Begins to look at and comment about the print as much as the pictures; begins to "read" common signs and other print when traveling in a vehicle	N/A
		Visual Discrimination	Discriminates likenesses/differences in real objects	Identifies which objects are the same or different in color, shape, size, texture	H&S: p. 67, Alike and Different, p. 126, Compare Books; P&D: p. 66, Same and Different Shapes, p. 156, Measure Me!, p. 185, Is It Yellow?; C&Z: p. 15, What is Different?, p. 68, Same and Different Pets, p. 99, Living Things Change, p. 161, Sort Us!; G&M: p. 18, Are All Seeds the Same?
			Discriminates likenesses/differences in pictured objects	Can discriminate which pictured objects are alike or different based on color, shape, size, number	H&S: p. 67, Alike and Different, p. 126, Compare Books; P&D: p. 66, Same and Different Shapes, p. 156, Measure Me!, p. 185, Is It Yellow?; C&Z: p. 15, What is Different?, p. 68, Same and Different Pets, p. 99, Living Things Change, p. 161, Sort Us!; G&M: p. 18, Are All Seeds the Same?
		Visual Whole- Part- Whole Relationships	Develops awareness of parts and wholes and how the parts relate to the whole	Completes puzzles of 4 to 10 pieces; notices and identifies missing parts and common objects; constructs a simple block design, using a model	H&S: p. 71, Ms. P's Puzzle, p. 151, Feeling Puzzled; P&D: p. 43, Picnic Puzzles
				Finds hidden figure pictures	N/A
		Visual Sequencing (Patterning)	Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3-dimensional objects	Continues a color-, or shape- or size-pattern using a concrete model"	P&D: p. 94, Learn About Patterns, p. 95, Cube Patterns, p. 99, Numeral Patterns
				Continues a pattern of 2 variables (shape and color, color and size, or size and shape) from a concrete model	P&D: p. 99, Numeral Patterns
		Letter Recognition	Begins to recognize beginning letter of familiar words or environmental print	Looks at peer's name in print and recognizes that Johnny starts with the same letter as his own name, Joshua	RSG: p. 97, Find a Name on the Word Wall

Cognitive Development	Early Literacy	Letter Recognition (Continued)	Attempts to "write" his own name	"Writes" name on paper; letters may or may not be readily identified by others; letters may or may not be from left to right or in a straight line	H&S: p. 7, Start a Class Book
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Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
Cognitive Development	Early Literacy	Listening and Understanding	Understands story events and overall theme, and conversations	Recalls more detail from stories, using growing vocabulary	<p>RSG: p. 64, Share a Story; H&S: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story; P&D: p. 6, Share a Story, p. 34, Share a Story; C&Z: p. 6, Share a Story, p. 38, Share a Story, p. 62, Share a Story, p. 90, Share a Story; G&M: p. 6, Share a Story, p. 34, Share a Story, p. 62, Share a Story, p. 118, Share a Story</p>
				Recalls many events from recent experiences (<i>e.g.</i> , field trip or family excursion)	<p>H&S: p. 34, Share a Story, p. 90, Share a Story, p. 118, Share a Story; P&D: p. 6, Share a Story, p. 174, Share a Story; C&Z: p. 6, Share a Story, p. 62, Share a Story; G&M: p. 34, Share a Story, p. 62, Share a Story</p>

Cognitive Development	Early Literacy	Listening and Understanding (Continued)	Understands story events and overall theme, and conversations (Continued)	Holds conversation with adults or peers about familiar books	<p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 146, Share a Story;</p> <p>C&Z: p. 38, Share a Story, p. 90, Share a Story, p. 146, Share a Story;</p> <p>G&M: p. 62, Share a Story, p. 92, Share a Story</p>
			Relates plot of story to self and own experiences	Makes comments during story reading that relate the story content to previous stories, or to his own life experiences	<p>H&S: p. 34, Share a Story, p. 90, Share a Story, p. 118, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 174, Share a Story;</p> <p>C&Z: p. 6, Share a Story, p. 62, Share a Story;</p> <p>G&M: p. 34, Share a Story, p. 62, Share a Story</p>
				Correctly answers questions about the story plot and events	<p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 146, Share a Story;</p> <p>C&Z: p. 38, Share a Story, p. 90, Share a Story, p. 146, Share a Story;</p> <p>G&M: p. 62, Share a Story, p. 92, Share a Story</p>
			Can organize more events and more complex events in sequential order	Shows understanding of stories with more complex chain of events	<p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 146, Share a Story;</p> <p>C&Z: p. 38, Share a Story, p. 90, Share a Story, p. 146, Share a Story;</p> <p>G&M: p. 62, Share a Story, p. 92, Share a Story</p>

Cognitive Development	Early Literacy	Listening and Understanding (Continued)	Can organize more events and more complex events in sequential order (Continued)	Begins to predict what might happen next	<p>H&S: p. 34, Share a Story, p. 90, Share a Story;</p> <p>C&Z: p. 118, Share a Story;</p> <p>G&M: p. 6, Share a Story, p. 118, Share a Story</p>
				Follows a sequence of 3 directions	<p>H&S: p. 7, Start a Class Book, p. 69, Bagel Faces, p. 100, Eat Mr. H's Healthful Hats, p. 137, Make Play Dough, p. 161, Make Shape Pictures;</p> <p>P&D: p. 23, Landscape Art, p. 46, Make a Family Tree, p. 69, Feet Painting, p. 135, Make Bird Feeders;</p> <p>C&Z: p. 7, Make a Playhouse, p. 48, Make a Safety Book, p. 62, Pet Masks, p. 127, Fold-Over Zoo Animals;</p> <p>G&M: p. 7, A Flower Garden, p. 51, Lemonade, p. 74, Upside-Down Cake, p. 121, Make Instruments, p. 153, Make a Rock</p>
		Verbal Expression and Communication	Engages in dialogue (conversation with others)	Asks questions and makes comments related to a topic of discussion	<p>H&S: p. 73, The Growing Game;</p> <p>C&Z: p. 124, Tell the Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 15, A Plant's Life Cycle</p>
				Understands and uses past, present, and future verb tense appropriately	<p>P&D: p. 181, Yesterday, Today and Tomorrow</p>
				Retells story with many events in appropriate sequence, with and without pictures	<p>H&S: p. 73, The Growing Game;</p> <p>C&Z: p. 124, Tell the Story, p. 150, From Caterpillar to Butterfly;</p> <p>G&M: p. 15, A Plant's Life Cycle</p>

Cognitive Development	Early Literacy	Verbal Expression and Communication (Continued)	Organizes major steps of an event or story in sequential order (Continued)	Verbalizes the major events of the day with some sequential order	<p>H&S: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin;</p> <p>P&D: p. 6, Let's Begin, p. 34, Let's Begin, p. 146, Let's Begin, p. 174, Let's Begin;</p> <p>C&Z: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin;</p> <p>G&M: p. 6, Let's Begin, p. 34, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin</p>
			Uses an increasingly complex and varied spoken vocabulary and sentence structure	Labels objects in books using a variety of adjectives	<p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 146, Share a Story;</p> <p>C&Z: p. 38, Share a Story, p. 90, Share a Story, p. 146, Share a Story;</p> <p>G&M: p. 62, Share a Story, p. 92, Share a Story</p>
				Comments on characters and events in books and movies	<p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 90, Share a Story;</p> <p>P&D: p. 6, Share a Story, p. 146, Share a Story;</p> <p>C&Z: p. 38, Share a Story, p. 90, Share a Story, p. 146, Share a Story;</p> <p>G&M: p. 62, Share a Story, p. 92, Share a Story</p>

Cognitive Development	Early Literacy	Verbal Expression and Communication (Continued)	Asks many types of questions and responds correctly to many types of questions	Asks and answers who, what, where, when, why questions	<p>RSG: p. 68, Let's Begin, p. 107, Invite the Letter People to Lunch;</p> <p>H&S: p. 34, Share a Story, p. 62, Share a Story, p. 107, Doctors and Nurses Keep Us Healthy;</p> <p>P&D: p. 18, What are Living Things?, p. 62, Share a Story, p. 100, Mr. O's Opposites Game, p. 134, Learn About Winter;</p> <p>C&Z: p. 6, Share a Story, p. 95, Read a Rebus Book, p. 146, Share a Story;</p> <p>G&M: p. 10, Read about Seeds, p. 72, We are Water Experts!, p. 148, Share a Story</p>
		Phonological Awareness	Develops increasing sense of syllable structure in oral words	Claps or beats the syllable rhythm in 2- to 4-syllable words	P&D: p. 12, Go Look!
			Produces rhyming words	Produces, independently of adult assistance, a word, real or nonsense, which rhymes with his name or another given word (make sure that she is varying her responses and not memorizing rhyming pairs)	H&S: p. 95, Mr. H's Word Play
			Starts to develop an awareness of beginning sounds in words	Identifies whether or not two words begin with the same sound (when adult gives 3 or 4 oral words, child selects those that begin with the same sound and identifies the sound, not the letter)	G&M: p. 14, Let's Listen
				Names several words that begin with the same sound as his name	RSG: p. 93, Letter/Word Wall: Names
			Continues to increase awareness of the syllable structure of oral words	Consistently claps the syllable beat of words of up to 4 syllables; blends given syllables to identify a whole word; deletes a syllable from a compound word and identifies the remaining part	C&Z: p. 39, I Hear Two Words, p. 102, Two Words Equal One!
		Print Awareness	Routinely engages in purposeful reading and writing	Includes reading and writing activities in dramatic play; initiates writing notes to people; shows pride in writing attempts	<p>H&S: p. 7, Name Headbands, p. 66, Finish a Class Book;</p> <p>G&M: p. 41, Revisit a Rebus, p. 98, Class Book of Dinosaurs, p. 129, Class Book of Sounds</p>

Cognitive Development	Early Literacy	Visual Discrimination	Discriminates likenesses and differences in black & white shapes, figures, and designs with subtle differences in detail or orientation	Selects the figure(s) or design(s) that differ based on fine, internal difference or orientation	N/A
			Discriminates likenesses and differences in symbols	Correctly sorts letters and numerals and can find words that match; names a few letters and numerals	RSG: p. 93, Letter/Word Wall: Names; P&D: p. 19, Letter People Sort, p. 47, Mr. D's Letter Play
		Visual Whole-Part-Whole Relationships	Further develops awareness of relationships of parts and wholes using more abstract figures	Completes puzzles of 8-20 pieces	N/A
				Reproduces a 2-dimensional design with parts that vary by color and shape; constructs representations of objects from parts, with no model	N/A
		Visual Sequencing (Patterning)	Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model	Reproduces simple color, size and shape patterns from a paper model	P&D: p. 94, Learn About Patterns, p. 95, Cube Patterns, p. 96, Exploring Patterns, p. 98, Pattern Hop, p. 99, Numeral Patterns
		Letter Recognition	Begins to recognize letters	Recognizes letters of her own name (first and then last) and letters that frequently occur in environmental print	RSG: p. 93, Letter/Word Wall: Names
				Recognizes letters in a specific context (mostly environmental print), but may not recognize them when the context changes	RSG: p. 95, Letter Hunt
				Is more likely to confuse uppercase letters within each of the following groups -- DCGOQ, BRPSJU, EF, and NMWAVYHLITKXZ -- but may make distinctions between letters that belong to different groups	N/A
				Knows part of the ABC sequence by rote, but does not use it to associate a letter symbol with a letter name	RSG: p. 65, The Alphabet Song
				Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters	Can recognize some letters both in a familiar context (own name, environmental print) and in isolation

Cognitive Development	Early Literacy	Letter Recognition (Continued)	Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters (Continued)	Recites ABCs; matches letter symbol with letter names by rote, but may have difficulty with letters that come later in the sequence (<i>e.g.</i> , identifies KLMNOP as one letter); discriminates differences between upper and lower case letters	RSG: p. 69, Revisit Alphabet House
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Math and Science for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
Cognitive Development	Math	Number and Operations	Begins to identify and label objects using numbers	Counts a collection of 1-4 items and begins to understand that the last counting word tells how many	H&S: p. 65, Count Body Parts, p. 74, Count the Animals, p. 78, Zoo Train
				Can quickly "see" and label a group of objects of one to three with a number	H&S: p. 77, Clothespin Animal Count
				Begins to make use of one-to-one correspondence in counting objects and matching groups of objects	H&S: p. 76, Math Exploration, p. 102, Match-Up Fun, p. 103, Class Clowns
		Patterns and Algebra	Explores and begins to sort and classify objects	Begins to sort objects on the basis of one dimension, color, size, shape	H&S: p. 67, Alike and Different, p. 126, Compare Books; P&D: p. 66, Same and Different Shapes, p. 156, Measure Me!, p. 185, Is It Yellow?; C&Z: p. 15, What is Different?, p. 68, Same and Different Pets, p. 99, Living Things Change, p. 161, Sort Us!; G&M: p. 18, Are All Seeds the Same?
Begins to identify, describe, and extend patterns	Begins to recognize, duplicate and create patterns			P&D: p. 94, Learn About Patterns, p. 95, Cube Patterns, p. 96, Exploring Patterns, p. 98, Pattern Hop, p. 99, Numeral Patterns	

Cognitive Development	Math	Patterns and Algebra (Continued)	Begins to identify, describe, and extend patterns (Continued)	Begins to place objects in order through trial and error	P&D: p. 159, Measurement Mural
		Measurement	Begins to demonstrate understanding of time, length, weight, capacity and temperature	Recognizes and labels measurable characteristics of objects (<i>e.g.</i> , "I need the long string.")	G&M: p. 66, What Can You Measure?, p. 74, Class Measurement Book
				Uses approximate measures of familiar objects using nonconventional measuring tools	P&D: p. 151 Measure with String; G&M: p. 75, Measure with Cubes
		Measurement (Continued)	Begins to demonstrate understanding of time, length, weight, capacity and temperature (Continued)	Begins to use conventional measurement terms (mile, age span, month, cup, etc) without accuracy	P&D: p. 156, More Measurement, p. 163, Places Hot and Cold; G&M: p. 66, What Can you Measure?, p. 67, How Hot?
				Understands time as a sequence of events that relates to her daily life	P&D: p. 181, Yesterday, Today and Tomorrow
		Geometry and Spatial Sense	Becomes aware of his body and personal space during active exploration of physical environment	Begins to build mental and physical maps of their surroundings	N/A
				Responds to "Put it beside," or "Put it under"	RSG: p. 101, Follow My Directions
				Explores geometric shapes using their hands, eyes and mind.	H&S: p. 154, Looking for Shapes, p. 155, Shape Scavenger Hunt, p. 157, Make a Shape Book
			Begins to explore the size, shape, and spatial arrangement of real objects	Notices and copies simple repeating patterns, such as a wall of blocks with long, short, long, short,....	P&D: p. 94, Learn About Patterns, p. 95, Cube Patterns, p. 96, Exploring Patterns, p. 98, Pattern Hop, p. 99, Numeral Patterns
				Begins to notice different shapes and identifies big and small shapes	H&S: p. 154, Looking for Shapes, p. 155, Shape Scavenger Hunt, p. 157, Make a Shape Book
		Problem Solving and Analyzing Data	Begins to develop foundation for linking concepts and procedures with active experiences	Sorts objects and counts and compares the groups formed	P&D: p. 94, Learn About Patterns, p. 95, Cube Patterns, p. 96, Exploring Patterns, p. 98, Pattern Hop, p. 99, Numeral Patterns
				Builds simple structures with blocks	C&Z: p. 49, Flossing Tall Teeth

Cognitive Development	Science	Life Science	Observes surroundings in relation to knowledge and methods about life science	Understands new information and begins to explore more complex situations and concepts	C&Z: p. 35, Be a Dentist, p. 36, Bike Safety Story Card, p. 40, Keeping Safe
				Expands knowledge of and respect for their body and the environment	C&Z: p. 36, More Bike Safety, p. 41, Why Do We Wear Helmets?
				Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes	C&Z: p. 147, Observe Insects, p. 150, From Caterpillar to Butterfly
		Earth and Space Science	Understands sequencing and time in relation to knowledge and methods about Earth and space	Understands the sequence of daily events	P&D: p. 178, Time of Day and Year
		Earth and Space Science (Continued)	Understands sequencing and time in relation to knowledge and methods about Earth and space (Continued)	Demonstrates some understanding of duration of time, "all day", "for two days"	P&D: p. 181, Yesterday, Today and Tomorrow
		Physical Science	Solves problems in relation to knowledge and methods about energy	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations	P&D: p. 74, Tell Me All About It, p. 75, What Makes It Float?, p. 79, Scientific Discovery
				Thinks about a problem and figures out what to do	C&Z: p. 24, Problems and Solutions

Math and Science for 49 through 60 months (4 years to 5 years)

	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
Cognitive Development	Math	Number and Operations	Begins to identify and label objects using numbers	Develops increased abilities to combine, separate and name "how many" concrete objects	G&M: p. 40, How Many in All?, p. 44, Learn about Adding
			Develops understanding of numbers and their association with objects	Begins to associate number concepts, vocabulary, quantities, and numerals in meaningful ways	G&M: p. 40, How Many in All?, p. 44, Learn about Adding
				Develops increasing ability to count in sequence to 10 and beyond	H&S: p. 76, Math Exploration

Cognitive Development	Math	Patterns and Algebra	Explores and begins to sort and classify objects	Shows understanding of and uses comparative words	P&D: p. 94, Learn About Patterns, p. 95, Cube Patterns, p. 96, Exploring Patterns, p. 98, Pattern Hop, p. 99, Numeral Patterns
				Groups common related objects: shoe, sock, foot: apple, orange, plum	P&D: p. 94, Learn About Patterns, p. 95, Cube Patterns, p. 96, Exploring Patterns, p. 98, Pattern Hop, p. 99, Numeral Patterns
			Identifies, describes, and extends patterns	Copies repeating patterns and begins to construct own patterns	P&D: p. 94, Learn About Patterns, p. 95, Cube Patterns, p. 96, Exploring Patterns, p. 98, Pattern Hop, p. 99, Numeral Patterns
		Measurement	Begins to demonstrate understanding of time, length, weight, capacity and temperature	Constructs a sense of time as it relates to his daily life	P&D: p. 181, Yesterday, Today and Tomorrow
				Participates in measuring activities using conventional and nonconventional measuring tools	P&D: p. 151 Measure with String; G&M: p. 75, Measure with Cubes
				Uses conventional measurement, time, and money terms with some accuracy	P&D: p. 156, More Measurement, p. 163, Places Hot and Cold; G&M: p. 66, What Can you Measure?, p. 67, How Hot?
		Spatial Sense and Geometry	Becomes aware of personal space during active exploration of physical environment	Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, out-side, in front, and behind	RSG: p. 101, Follow My Directions
			Explores and recognizes the size, shape, and spatial arrangement of real objects	Identifies and labels several shapes (<i>e.g.</i> , circle, square, triangle, rectangle)	H&S: p. 154, Looking for Shapes, p. 155, Shape Scavenger Hunt, p. 157, Make a Shape Book
		Problem Solving and Analyzing Data	Begins to develop foundation for linking concepts and procedures with active experiences	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity	G&M: p. 40, How Many in All?, p. 44, Learn about Adding

Cognitive Development	Science	Life Science	Recognizes that living things are made up of parts	Begins to make comparisons among living things such as flowers, insects and animals	G&M: p. 10, Read about Seeds; P&D: p. 18, What are Living Things?, p. 20, Scientific Discovery		
			Recognizes that people use their 5 senses to explore their environment	Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes	G&M: p. 10, Read about Seeds; P&D: p. 18, What are Living Things?, p. 20, Scientific Discovery		
			Recognizes that living things live in different environments	Expands knowledge of and respect for her body and the environment	G&M: p. 10, Read about Seeds; P&D: p. 18, What are Living Things?, p. 20, Scientific Discovery		
		Earth and Space Science	Recognizes the concept of day and night	Continues to asks questions about the natural world and seeks answers through active exploration	Recognizes daily weather conditions		P&D: p. 150, Let's Measure, p. 156, More Measurement, p. 178, Time of Day and Year, p. 184, Time Web
							H&S: p. 46, What Is Weather?
		Earth and Space Science (Continued)	Recognizes that time and temperature can be measured with a clock and thermometer	Continues to asks questions about the natural world and seeks answers through active exploration (Continued)			P&D: p. 163, Places Hot and Cold
			Recognizes a variety of earth materials by their observable properties (rocks, sand, dirt)	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships			C&Z: p. 10, Explore Our Earth, p. 20, Observe Soil
			Classifies materials by their elements	Develops increasing abilities to classify, compare and contrast objects, events and experiences			C&Z: p. 10, Explore Our Earth, p. 20, Observe Soil
		Physical Science	Recognizes the basic concept that forces can move objects.	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations			P&D: p. 74, Tell Me All About it, p. 75, What Makes it Float?
			Recognizes that objects have observable properties that can change over time and under different conditions	Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawing, maps and charts			P&D: p. 74, Tell Me All About it, p. 75, What Makes it Float?

Cognitive Development	Science	Physical Science (Continued)	Recognizes that the sun gives us light	Begins to describe and discuss predictions, explanations and generalizations based on past experiences	H&S: p. 73, The Growing Game; C&Z: p. 124, Tell the Story, p. 150, From Caterpillar to Butterfly; G&M: p. 15, A Plant's Life Cycle
			Recognizes that sound is produced when two objects collide	Uses senses to observe and explore classroom materials and natural phenomena.	P&D: p. 74, Tell Me All About it, p. 75, What Makes it Float?

Social Studies for 36 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
COGNITIVE/SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Discriminates individual, culture and community	Begins to recognize likenesses and differences in others	P&D: p. 34, What is a Family?, p. 46, Make a Family Tree, p. 49, How Many are in Your Family?
				Begins to understand family structures and roles	P&D: p. 34, What is a Family?, p. 46, Make a Family Tree, p. 49, How Many are in Your Family?
				Draws self, usually with head and not much detail	C&Z: p. 42, Me-On the Go!; P&D: p. 10, We are Kind Class Book; H&S: p. 7, Start a Class Book
				Acts out family roles in dramatic play center	P&D: p. 35, Act Like Helpers
			Develops growing awareness of jobs and what is required to perform them	Participates in classroom jobs	N/A
			Begins to understand the reason for rules	Follows simple class rules	P&D: p. 35, Act Like Helpers
				Participates in class clean-up or group activities	C&Z: p. 15, Clean-Up Time
				Understands that there is no hitting because it hurts	N/A
				Learns to wait (for a short period of time) for her turn	RSG: p. 66, My Name Is...

COGNITIVE/SOCIAL -EMOTIONAL	Social Studies	History	Identifies Common Events and Routines	Knows when it is snack time or meal time	N/A
				Recognizes routines of washing hands before eating or brushing teeth after meals or before bed time	H&S: p. 94, Germs Everywhere
			Begins to categorize time intervals	Uses the word "today," or "day" and "night" to talk about time of day; sometimes uses the wrong term	P&D: p. 181, Yesterday, Today and Tomorrow
			Recognizes the changes in environment	Recognizes that it is rainy, sunny, hot and cold	H&S: p. 46, What Is Weather?

Social Studies for 49 through 60 months (4 years to 5 years)

	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
COGNITIVE/SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Discriminates individual, culture and community	Recognizes own gender	H&S: p. 78, How Many Are We?
				Begins to understand family structures and roles	P&D: p. 34, What is a Family?, p. 46, Make a Family Tree, p. 49, How Many Are in Your Family?
				Notices similarities and differences in people	P&D: p. 34, What is a Family?, p. 46, Make a Family Tree, p. 49, How Many Are in Your Family?
				Plays and acts out family roles in dramatic play center	P&D: p. 35, Act Like Helpers
			Develops growing awareness of jobs and what is required to perform them	Participates in classroom jobs	N/A
				Looks at books and identifies jobs of persons	N/A
				Chooses "leader" or "boss" for activity	N/A
			Begins to understand the reason for rules	Helps make and follows class rules	P&D: p. 35, Act Like Helpers
				Places personal symbol at interest area to denote her place	N/A
				Participates in class clean-up or group activities	C&Z: p. 15, Clean-Up Time

COGNITIVE/SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture (Continued)	Begins to understand the reason for rules (Continued)	Can state a rule and simply explain the "why" of rule, <i>e.g.</i> , Don't push because someone will fall.	N/A
				Learns to wait (for longer periods of time) for his turn	N/A
		History	Identifies Common Events and Routines	Understands that the day follows a schedule	H&S: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; P&D: p. 6, Let's Begin, p. 34, Let's Begin, p. 146, Let's Begin, p. 174, Let's Begin; C&Z: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; G&M: p. 6, Let's Begin, p. 34, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin
		History (Continued)	Identifies Common Events and Routines (Continued)	Understands and can predict the next events that will happen in the day	H&S: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; P&D: p. 6, Let's Begin, p. 34, Let's Begin, p. 146, Let's Begin, p. 174, Let's Begin; C&Z: p. 6, Let's Begin, p. 34, Let's Begin, p. 62, Let's Begin, p. 118, Let's Begin; G&M: p. 6, Let's Begin, p. 34, Let's Begin, p. 118, Let's Begin, p. 146, Let's Begin
				Uses terms "today," "tomorrow," "next time" with some accuracy	P&D: p. 181, Yesterday, Today and Tomorrow
			Begins to categorize time Intervals	Begins to understand concepts of before and after	P&D: p. 181, Yesterday, Today and Tomorrow
				Recognizes that it is rainy, sunny, cool, hot	H&S: p. 46, What Is Weather?
			Recognizes the changes in environment	Begins to recognize seasons (if he lives in a place where seasonal differences are apparent)	H&S: p. 46, What Is Weather?
		Geography	Begins to express and understand concepts and language of geography in the context of her classroom, home and community	Recognizes common features in his immediate environment (playground, library, restroom)	N/A
				Creates drawings of home, school, etc.; can make simple map of home to show different areas and talk about what is in those areas (stove in kitchen)	N/A

COGNITIVE/SOCIAL-EMOTIONAL	Social Studies	Geography (Continued)	Begins to express and understand concepts and language of geography in the context of her classroom, home and community	Identifies important or familiar landmarks (firehouse, grocery store, etc.)	N/A
				Identifies common features of local landscape (houses, streets, buildings)	N/A
			Begins to understand that people need food, clothing and shelter	Begins to understand that people need nutritious food	P&D: p. 118, Let's Eat Healthful Food, p. 128, Discover Healthful Foods
				Understands that he must put on a coat and warm shoes in cold weather	P&D: p. 190, What Time Is It?; H&S: p. 53, What We Need
				Understands that people need a place to live	C&Z: p. 9, Everyone Needs a Home
		Economics	Begins to understand what services the community workers provide	Understands that fire fighters help others in many ways	C&Z: p. 35, Be a Dentist, p. 39, Calling 911
			Begins to understand what services the community workers provide (Continued)	Understands that police officers help people in different ways	C&Z: p. 35, Be a Dentist, p. 39, Calling 911
				Begins to understand that there are other community workers that help his community	C&Z: p. 35, Be a Dentist
			Begins to understand the concept of money	Understands that money can buy items	N/A
				Understands that some items cost more than others	N/A

Creative Arts for 37 through 48 months (3 years to 4 years)

for 37-48 months	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People	
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Participates in group music experiences	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way	
				Explores, with increasing interest and enjoyment, a variety of music activities, including listening, singing, finger plays, games and performances	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way	
				"Plays with" with a variety of musical instruments; may use them in unique ways	P&D: p. 78, Jingle Time; C&Z: p. 11, Rain-Forest Sounds; G&M: p. 63, Water Sounds	
			Uses sounds	Explores vocal pitch sounds	N/A	
			Art	Focuses on and shows fascination for fun things	Begins to develop ability to work independently; begins to establish a sense of "order" in art's messy mediums by use and practice with each medium	P&D: p. 23, Make a Park Mural, p. 69, Feet Painting; C&Z: p. 39, Tire Tracks Painting; G&M: p. 25, Leaf Rubbings
					Begins to demonstrate some care and some persistence in a variety of art projects, often trying one medium many	P&D: p. 23, Make a Park Mural, p. 69, Feet Painting; C&Z: p. 39, Tire Tracks Painting; G&M: p. 25, Leaf Rubbings
		Scribbles and paints		Begins to add some detail to drawings, paintings, models and other art creations	P&D: p. 23, Make a Park Mural, p. 69, Feet Painting; C&Z: p. 39, Tire Tracks Painting; G&M: p. 25, Leaf Rubbings	

COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Art (Continued)	Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and materials in a variety of ways for creative expression and representation	P&D: p. 23, Make a Park Mural, p. 69, Feet Painting; C&Z: p. 39, Tire Tracks Painting; G&M: p. 25, Leaf Rubbings
			Responds to artistic creations or events	Begins to share opinions about artistic products and experiences	N/A
		Movement and Dramatic Play	Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt through music	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way
				Shows growth in moving to music	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way
			Imitates and pretends to be different characters	G&M: p. 79, Revisit and Role-Play a Rebus, p. 99, Be a Dinosaur, p. 137, Act It Out	
			Begins to purposefully act on his environment	Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	G&M: p. 79, Revisit and Role-Play a Rebus, p. 99, Be a Dinosaur, p. 137, Act It Out
				Takes things apart and starts to try to fit things together; enjoys the process of destruction and recreation	N/A

Creative Arts for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music		Participates in group music experiences	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way
				Explores with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way
				Experiments with a variety of musical instruments	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way
			Uses sounds	Explores vocal pitch sounds	N/A
				Begins willingness to sing alone as well as with the group	N/A
			Art	Focuses on and shows fascination for fun things	Develops growing abilities to work independently and demonstrate care and persistence in a variety of art projects
		Scribbles and paints		Progresses in abilities to create drawings, paintings, models and other art creations that have more detail	P&D: p. 23, Make a Park Mural, p. 69, Feet Painting; C&Z: p. 39, Tire Tracks Painting; G&M: p. 25, Leaf Rubbings

COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Art (Continued)	Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and material in a variety of ways for creative expression and representation	P&D: p. 23, Make a Park Mural, p. 69, Feet Painting; C&Z: p. 39, Tire Tracks Painting; G&M: p. 25, Leaf Rubbings
			Responds to artistic creations or events	Begins to understand and share opinions about artistic products and experiences	N/A
		Movement and Dramatic Play	Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt and heard in various musical tempos; responds to changes in tempo or genre	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way
				Shows growth in moving in time to different patterns of beat and rhythm in music	H&S: p. 7, The Best Me; P&D: p. 64, Ms. F's Song; C&Z: p. 106, This Is The Way We Work on the Farm; G&M: p. 9, This Is the Way
			Imitates and pretends to be different characters	G&M: p. 79, Revisit and Role-Play a Rebus, p. 99, Be a Dinosaur, p. 137, Act It Out	
			Begins to purposefully act on the environment	Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	RSG: p. 67, Explore Interest Centers
				Participates with others in dramatic play, negotiating roles and setting up events	G&M: p. 79, Revisit and Role-Play a Rebus, p. 99, Be a Dinosaur, p. 137, Act It Out

Social and Emotional Development for 37 through 48 months (3 years to 4 years)

Emo Deve for 3 48 m year	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Shows greater comfort with independence and increased feelings of self-worth	Takes pride in accomplishments (<i>e.g.</i> , "I washed my hands by myself!" or "I did the puzzle myself.")	H&S: p. 63, We Can Do It! Class Book, p. 68, I Can Do It!;
				Develops a sense of humor; can laugh at self and others when small accidents happen	N/A
			Shows positive self- esteem	Recognizes own special interests and abilities (<i>e.g.</i> , child announces, "I am a scientist because I can figure out how things work!")	H&S: p. 63, We Can Do It! Class Book, p. 68, I Can Do It!;
				Has trusting relationships with other children and adults	N/A
			Verbalizes feelings, needs, and wants	Talks to others (including dolls, puppets, imaginary friends) about what she is thinking about and how she feels	H&S: p. 147, A Class Feelings Book, p. 148, Talk About Feelings, p. 149, Make Feelings Webs, p. 164, Use Your Words
				Continues to use physical ways of expressing self when feelings are intense.	H&S: p. 147, A Class Feelings Book, p. 148, Talk About Feelings, p. 149, Make Feelings Webs, p. 164, Use Your Words
		Self Control	Manages own behavior with increasing skill	Gains new understanding about other people's feelings to guide the way he manages own behavior	H&S: p. 147, A Class Feelings Book, p. 148, Talk About Feelings, p. 149, Make Feelings Webs, p. 164, Use Your Words
			Gains control over impulses	Can delay having desires met (<i>e.g.</i> , offers to set the timer to indicate when it will be his turn to use the computer)	N/A
				Shows empathy and compassion for others	G&M: p. 147, It's OK!
			Shows willingness to follow simple rules	Relates rules verbally, although she might lapse into forgetting to follow them at times	P&D: p. 52, Review Rules
				Can follow group rules and recognizes when a classmate has not followed the rules	P&D: p. 52, Review Rules

SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Cooperation	Engages in cooperative play with other children	Can include give-and-take in play with others	G&M: p. 79, Revisit and Role-Play a Rebus, p. 99, Be a Dinosaur, p. 137, Act It Out
				Can sometimes work out problems encountered during play with others	G&M: p. 134, Listening Politely
			Shows increasing ability to understand the feelings of other children	Is aware of how actions affect others (<i>e.g.</i> , finishes painting at the easel and calls waiting child to come)	G&M: p. 134, Listening Politely
				Can verbalize how others are feeling (<i>e.g.</i> , explains to adult why another child is upset)	G&M: p. 147, It's OK!
			Shows increasing willingness to work out problems with peers	More willing to discuss problems and issues to work out solutions	G&M: p. 134, Listening Politely
				Participates in transitions and assists with routines (<i>e.g.</i> , helps other children pick up spilled blocks)	Students can meet standard with each transition exercise in each unit.
			Is willing to participate in group activities	Able to accept others' ideas and change own behavior	G&M: p. 134, Listening Politely
				Stays with a task until it is completed	H&S: p. 23, Make Noisemakers, p. 99, Happy Hair Hats; P&D: p. 17, Kindness Necklaces, p. 37, A New Hat for Mr. D; C&Z: p. 51, Safety Posters, p. 127, Fold-Over Zoo Animals

Social and Emotional Development for 49 through 60 months (4 years to 5 years)

Emo Deve for 4 60 m year	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Uses words and seeks adult help when needed to resolve conflicts	Shows increasing ability to use compromise and discussion in working, playing, and resolving conflicts with peers	G&M: p. 134, Listening Politely
				Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming selves, others or property	G&M: p. 134, Listening Politely
				Understands and follows the use of a timer or other device to determine when one child's turn ends and another's begins	N/A
		Cooperation	Participates in the group life of the class	Increases abilities to sustain interactions with peers by helping, sharing and discussion	Students will develop interactions with other students through small group activities contained in each unit of text.
				Shows progress in developing friendships with peers	Students will develop interactions with other students through small group activities contained in each unit of text.
				Develops increasing abilities to give and take in interactions (<i>e.g.</i> , takes turns in games or uses materials to interact without being overly submissive or directive)	Students will develop interactions with other students through small group activities contained in each unit of text.
		Self Control	Demonstrates self confidence	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences	H&S: p. 147, A Class Feelings Book, p. 148, Talk About Feelings, p. 149, Make Feelings Webs, p. 164, Use Your Words
				Demonstrates growing confidence in a range of abilities, and expresses pride in accomplishments	H&S: p. 63, We Can Do It! Class Book, p. 68, I Can Do It!;
			Follows simple classroom rules and routines and uses classroom materials carefully	Shows a friend where to put blocks on the shelf during cleanup time	N/A
				Knows to go to the book corner after snack	N/A

SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Control (Continued)	Shows empathy and caring for others	Develops growing understanding of how own actions affect others, and begins to accept the consequences of own actions	G&M: p. 134, Listening Politely
				Progresses in responding sympathetically to peers who are in need, upset, hurt or angry, and in expressing empathy or caring for others	H&S: p. 147, A Class Feelings Book, p. 148, Talk About Feelings, p. 149, Make Feelings Webs, p. 164, Use Your Words
				Responds positively to others' ideas	G&M: p. 134, Listening Politely
		Management of Self Within the Learning Environment	Shows eagerness and curiosity as a learner	Shows interest in how water makes the wheel turn at the water table	N/A
				Asks how the caterpillar can live in the cocoon with no food or water	C&Z: p. 147, Observe Insects, p. 150, From Caterpillar to Butterfly
				Discusses with another child why the paint turned brown after the brush was used for several different colors	N/A
			Shows some self direction	Finds materials with which to work, such as scissors, tape and markers, for acting on an idea or desire	H&S: p. 23, Make Noisemakers, p. 99, Happy Hair Hats; P&D: p. 17, Kindness Necklaces, p. 37, A New Hat for Mr. D; C&Z: p. 51, Safety Posters, p. 127, Fold-Over Zoo Animals
				Chooses one activity out of several and becomes engaged in it	H&S: p. 23, Make Noisemakers, p. 99, Happy Hair Hats; P&D: p. 17, Kindness Necklaces, p. 37, A New Hat for Mr. D; C&Z: p. 51, Safety Posters, p. 127, Fold-Over Zoo Animals
			Attends to task and seeks help when encountering a problem	Accepts help from the teacher when putting together a puzzle	H&S: p. 71, Ms. P's Puzzle, p. 151, Feeling Puzzled; P&D: p. 43, Picnic Puzzles
				Tries to engage the zipper on their coat over and over again until they can do it alone	H&S: p. 39, Button, Zip, Tie
				Accepts teacher or peer suggestions for solving a problem	H&S: p. 186, Conflict Resolution

SOCIAL AND EMOTIONAL	Approaches to Learning	Management of Self Within the Learning Environment (Continued)	Approaches tasks with flexibility and inventiveness	Plays role assigned by peer when playing in dramatic play center	Students will develop interactions with other students through small group activities contained in each unit of text.
				Experiments with paint brush to find ways to keep the paint from dripping	N/A
				Tries to staple pieces of paper together after unsuccessfully trying to tape them together	N/A

Physical Development for 37 through 48 months (3 years to 4 years)

	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
Physical Development	Gross Motor Skills	Movement and Coordination	Moves with enough control to perform more complex tasks	Maintains balance on a two-by-four	N/A
				Climbs with more agility on the jungle gym	N/A
				Jumps with confidence in ability from low platform	N/A
				Develops coordination of moving arms and legs in order to pump on a swing	N/A
				Runs up to ball and kicks it while maintaining balance	P&D: p. 11, Kaboom Kicking Contest
				Gallops, runs, walks, wiggles, and tiptoes along with classmates, watching and imitating movements	H&S: p. 63, Outdoors, p. 101, Outdoors
				Throws a variety of objects overhand with increasing accuracy	N/A

Physical Development	Fine Motor	Fine Motor	Uses hands with increasing control and precision for a variety of purposes	Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers	H&S: p. 23, Make Noisemakers, p. 99, Happy Hair Hats; P&D: p. 17, Kindness Necklaces, p. 37, A New Hat for Mr. D; C&Z: p. 51, Safety Posters, p. 127, Fold-Over Zoo Animals
			Uses hands with increasing control and precision for a variety of purposes (Continued)	Continues to fit together a wide variety of manipulatives such as connecting blocks, pop beads, stacking rings, bristle blocks, etc	H&S: p. 21, Mr. N's Home, p. 73, How Tall Am I?, p. 153, Build "Happy Town"; C&Z: p. 13, Let's Make Homes, p. 77, Build a Home for Your Pet, p. 121, Build Animal Cages
		Shapes play dough or clay into more intricate/ representational creations		RSG: p. 105, Play Dough Letters	
		Continues to experiment with scissors		C&Z: p. 127, Fold-Over Zoo Animals	
		Experiments with fitting a variety of objects into a defined space		N/A	
		Continues to experiment with building and designing familiar structures with blocks	H&S: p. 21, Mr. N's Home, p. 73, How Tall Am I?, p. 153, Build "Happy Town"; C&Z: p. 13, Let's Make Homes, p. 77, Build a Home for Your Pet, p. 121, Build Animal Cages		
	Health and Safety	Self-Help and Safety	Begins to perform self-help skills independently	Uses the toilet independently	N/A
				Puts on own hat, coat	H&S: p. 39, Button, Zip, Tie
				Washes and dries hands with verbal prompts and support	H&S: p. 94, Germs Everywhere
				Unties shoes, buttons and unbuttons with little or no assistance	H&S: p. 39, Button, Zip, Tie

Physical Development	Health and Safety	Self-Help and Safety (Continued)	Follows basic health and safety Rules	Asks permission before leaving the room	N/A
				Knows basic safety rules and follows them with verbal reminder:	C&Z: p. 45, Is It Safe?
				Begins to look both ways before crossing the street	C&Z: p. 40, Keeping Safe
				Begins to understand how to dial 911 for an emergency	C&Z: p. 39, Calling 911
				Begins to avoid dangers such as hot stoves and sharp knives	C&Z: p. 45, Is It Safe?

Physical Development for 49 through 60 months (4 years to 5 years)

	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Let's Begin with the Letter People
Physical Development	Gross Motor Skills	Movement and Coordination	Moves with enough control to perform more complex tasks	Goes up and down stairs, alternating feet, with or without assistance	N/A
				Runs with control and balance; makes quick stops, turns easily without slowing down	C&Z: p. 105, Outdoors
				Gallops with a smooth motion	C&Z: p. 21, Outdoors
				Climbs on a variety of equipment	N/A
			Coordinates movements to perform more complex tasks	Throws overhand with accuracy by hitting stationary target	N/A
				Bounces a ball and catches it	C&Z: p. 135, Outdoors
				Catches a ball by moving to adjust to the direction the ball is traveling	C&Z: p. 135, Outdoors; P&D: p. 187, Up and Down
				Uses simple playground equipment such as slide, seesaw, and swings	H&S: p. 175, Outdoors

Physical Development	Fine Motor	Fine Motor	Uses strength and control to perform simple fine motor tasks	Uses simple equipment such as stapler, paper punch, scissors, tape dispenser	H&S: p. 23, Make Noisemakers, p. 99, Happy Hair Hats; P&D: p. 17, Kindness Necklaces, p. 37, A New Hat for Mr. D; C&Z: p. 51, Safety Posters, p. 127, Fold-Over Zoo Animals
				Uses simple work tools such as hammer, screw driver and saw	N/A
			Uses eye-hand coordination to perform fine motor tasks	Uses play dough to make more refined objects	RSG: p. 105, Play Dough Letters
				Begins to hold pencil with a pincer grasp	C&Z: p. 48, Make a Safety Book; G&M: p. 22, Make Signs, p. 35, An Upside-Down Book, p. 98, Class Book of Dinosaurs, p. 129, Class Book of Sounds
				Puts together large floor puzzles	N/A
			Uses eye-hand coordination to perform fine motor tasks (Continued)	Constructs block structure by copying or using pattern blocks.	H&S: p. 21, Mr. N's Home, p. 73, How Tall Am I?, p. 153, Build "Happy Town"; C&Z: p. 13, Let's Make Homes, p. 77, Build a Home for Your Pet, p. 121, Build Animal Cages
	Uses scissors to cut on a line or around a large picture	C&Z: p. 127, Fold-Over Zoo Animals			
	Health Practices	Personal and Social Responsibility	Begins to perform self-help skills independently	Manages dressing tasks independently	H&S: p. 39, Button, Zip, Tie
				Manages zippers, buttons, buckles and velcro (has not mastered tying shoes)	H&S: p. 39, Button, Zip, Tie
				Blows nose and uses tissue to wipe nose	H&S: p. 94, Germs Everywhere

Physical Development	Health Practices	Personal and Social Responsibility (Continued)	Follows basic health and safety rules	Covers mouth when coughing or sneezing	H&S: p. 94, Germs Everywhere
				Washes hands after using the toilet and before eating snack or lunch	H&S: p. 94, Germs Everywhere
				Tries new food and participates in talks about nutrition	P&D: p. 125, Healthful /k/ Foods, p. 128, Discover Healthful Foods
				Discusses the role of doctors, dentists, fire and police officers and other community helpers	C&Z: p. 35, Be a Dentist
				Follows safety rules of classrooms and playground	H&S: p. 24, Write Class Rules
				Progresses in physical growth, strength, stamina, and flexibility	C&Z: p. 21, Outdoors, p. 105, Outdoors
				Actively participates in games, outdoor play and other forms of exercise that promote physical fitness	Students will demonstrate physical movement with outdoor activities in each unit of text.