

Correlation of:

Let's Begin with the Letter People[®]

to

FOUNDATIONS to the

Indiana Academic Standards for Young Children

Age 3-5



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Let's Begin with the Letter People

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FOUNDATIONS to the Indiana Academic Standards for Young Children Age 3-5

ENGLISH/LANGUAGE ARTS FOUNDATION 1	
F.1 - READING: Word Recognition, Fluency, and Vocabulary Development	
<i>Concepts About Print</i>	
<i>Beginning readers must first recognize that print carries a message or a concept. Young children may begin 'reading' by pointing to the pictures and talking about them. Later, they will begin to put the pictures together to tell a story. Print awareness occurs when a child attempts to attend to the print while 'reading.' Print awareness is a major predictor of a child's future reading achievement and serves as the foundation upon which phonological and conceptual skills are built.</i>	
<p>F.1.1 Pretend to read a book.</p>	<p>Children begin to read on their own with support from the teacher during <i>Small-Group Reading</i> and <i>Center Choices</i> activities. Students are given multiple opportunities daily to "pretend" read, e.g.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag; pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>

<p>F.1.2 Turn one page at a time.</p>	<p>Children begin to read on their own with support from the teacher during <i>Small-Group Reading</i> and <i>Center Choices</i> activities. Students are given multiple opportunities daily to practice skill.</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>
<p>F.1.3 Name objects from a picture book.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 155, Read a Rebus Book, <i>I Like the Forest</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i>; pg. 74, Read a Rebus Book, <i>I See Rain</i>; pg. 95, Read a Rebus Book, <i>The Farm</i>; pg. 123, Read Mr. Z's Rebus Book, <i>I Like Zippers</i>; pg. 151, Read a Rebus Book, <i>I Measure</i>;</p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 66, Read a Rebus Book, <i>Up and Down</i>; pg. 95, Read a Dinosaur Rebus Book, <i>My Dinosaur</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>
<p>F.1.4 Hold book right side up, looking at pages and pictures.</p>	<p>RSG: pg. 64, Share a Story, <i>Alphabet House</i>;</p> <p>H&S: pg. 37, Revisit Bear Gets Dressed; pg. 77, Ms. P's Postcard; pg. 78, Revisit a Math Big Book; pg. 91, Elephants Everywhere; pg. 118, Share a Story, <i>My Five Senses</i>; pg. 151, Read a Class Book;</p> <p>P&D: pg. 15, Read a Class Book; pg. 45, Where Are They?; pg. 66, Read Ms. F's Big Book; pg. 94, Learn about Patterns; pg. 129, Which Food Word?; pg. 148, Graph Favorite Exercises;</p> <p>C&Z: pg. 9, Everyone Needs a Home; pg. 37, Ms. T's Trivia; pg. 73, I Spy a Pet; pg. 95, Read a Rebus Book; pg. 122, Revisit a Math Big Book; pg. 151, Mr. I's Rebus Book;</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 34, Share a Story; pg. 65, Share a Picture; pg. 94, Read a Dinosaur Rebus Book; pg. 119, Old MacDonald; pg. 147, Share Mr. X's Big Book</p>

<p>F.1.5 Turn pages from front to back.</p>	<p>Children begin to read on their own with support from the teacher during <i>Small-Group Reading</i> and <i>Center Choices</i> activities. Students are given multiple opportunities daily to practice skill.</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>
<p>F.1.6 Identify five common signs or symbols.</p>	<p>RSG: pgs. 14-15, Writing; pg. 42, ABC/Writing Center; pg. 68, Let's Begin; pg. 82, An Alphabet House Chart; pg. 96, Let's Begin;</p> <p>H&S: pg. 17, Make a Living Graph, pg. 37, Read the Weather Graph; pg. 65, Count Body Parts, pg. 136, Mr. M's Medicine Safety;</p> <p>P&D: pg. 20, Scientific Discovery; pg. 40, Everyday Words; pg. 69, Graph Favorites; pg. 121, How Much?;</p> <p>C&Z: pg. 17, How Many People Live in Your House?; pg. 37, Ms. T's Trivia; pg. 51, Safety Posters; pg. 129, Who Has a Tail?;</p> <p>G&M: pg. 16, The Needs of Seeds; pg. 44, A Growing, Laughing Pattern; pg. 128, How Sounds Help Us; pg. 146, Meet & Greet Mr. X</p>
<p>F.1.7 Tell something that a favorite character does in a story.</p>	<p>H&S: pg. 91, Bernard's Bath; pg. 122, Revisit I Learn With My Senses; pg. 177, Retell a Story;</p> <p>P&D: pg. 16, Revisit <i>Because of You</i>; pg. 39, Revisit Families; pg. 80, Revisit <i>All Kinds of Children</i>; pg. 108, Revisit a Story; pg. 186, Read a Rebus Book;</p> <p>C&Z: pg. 18, Revisit <i>Castles, Caves and Honeycombs</i>; pg. 38, Share a Story; pg. 52, Revisit <i>D.W. Rides Again</i>; pg. 106, Revisit <i>Petting Zoo</i>; pg. 126, Revisit a Rebus; pg. 136, Revisit <i>Mr. Z's Big Book</i>;</p> <p>G&M: pg. 13, Revisit a Rebus; pg. 50, Revisit a Story, <i>What the Sun Sees, What the Moon Sees</i></p>

<p>F.1.8 Follow printed words as a story is read or caption as a video is played.</p>	<p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i>; H&S: pg. 6, Share a Story, <i>Anne to Zach</i>; Read a Big Book; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 38, Share Ms. W's Big Book, <i>How's the Weather</i>; pg. 46, Read a Science Big Book, <i>What is Weather?</i>; pg. 62, Share a Story, <i>From Head to Toe</i>; P&D: pg. 6, Share a Story, <i>Because of You</i>, pg. 18, Read a Science Big Book, <i>Living Things are Everywhere</i>; pg. Share a Story, <i>Families</i>; pg. 42, Read a Big Math Book, <i>Solid Shapes</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 66, Read Ms. F's Big Book, <i>Follow My Funny Feet</i>; C&Z: pg. 38, Share a Story, <i>D.W. Rides Again</i>, pg. 40, Read the Big Science Book, <i>I Keep Myself Safe</i>, pg. 50, Ms. T's Big Book, <i>One Wonderful Smile</i>, pg. Share a Story, <i>My Dog Rosie</i>, pg. 90, Share a Story, <i>Petting Zoo</i>; G&M: pg. 6, Share a Story, <i>Flower Garden</i>, pg. 10, Read a Science Big Book, <i>The Mystery Seeds</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>, pg. 92, Share a Story, <i>My Big Dinosaur Book</i></p>
<p>F.1.9 Distinguish print from pictures.</p>	<p>RSG: pgs. 14-15, Writing; pg. 42, ABC/Writing Center; pg. 68, Let's Begin; pg. 82, An Alphabet House Chart; pg. 96, Let's Begin; H&S: pg. 17, Make a Living Graph, pg. 37, Read the Weather Graph; pg. 65, Count Body Parts, pg. 136, Mr. M's Medicine Safety; P&D: pg. 20, Scientific Discovery; pg. 40, Everyday Words; pg. 69, Graph Favorites; pg. 121, How Much?; C&Z: pg. 17, How Many People Live in Your House?; pg. 37, Ms. T's Trivia; pg. 51, Safety Posters; pg. 129, Who Has a Tail?; G&M: pg. 16, The Needs of Seeds; pg. 44, A Growing, Laughing Pattern; pg. 128, How Sounds Help Us; pg. 146, Meet & Greet Mr. X</p>

<p>F.1.10 Tell a story while holding a book.</p>	<p>Children begin to read on their own with support from the teacher during <i>Small-Group Reading</i> and <i>Center Choices</i> activities. Students are given multiple opportunities daily to tell stories while holding a book, e.g.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>
<p>F.1.11 Read own writing (e.g., gives meaning to own writing by "reading what it says").</p>	<p>Opportunities through various writing activities, e.g.,</p> <p>RSG: pg. 80, Let's Begin; pg. 92, Let's Begin;</p> <p>H&S: pg. 24, Write Class Rules; pg. 39, Make a Class Weather Book; pg. 52, What We Wear; pg. 53, What We Need; pg. 63, Learn about Body Parts;</p> <p>P&D: pg. 9, Family Kindness; pg. 23, Make a Park Mural; pg. 41, Write a Direction; pg. 50, Make a Class Book; pg. 147, Write Directions;</p> <p>C&Z: pg. 42, Me-On the Go!; pg. 48, Make a Safety Book; pg. 75, Make a Class Pet Book; pg. 91, Visit a Petting Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 35, An Upside-Down Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 129, Class Book of Sounds; pg. 164, Summer Fun</p>

<p>F.1.12 Name 13 uppercase letters.</p>	<p>RSG: pg. 3, Letters and Sounds with the Letter People; pg. 72, Meet Ms. A, Mr. B, and Mr. C, pg. 76, Meet Mr. D, Ms. E, and Ms. F, pg. 80, Meet Mr. G, Mr. H, and Mr. I, pg. 92, Meet Ms. J, Ms. K, and Ms. L, pg. 96, Meet Mr. M, Mr. N, and Mr. O, pg. 100, Meet Ms. P, Mr. Q, Mr. R and Ms. S, pg. 104, Meet Ms. T, Ms. U, Ms. V and Ms. W, pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 8, Meet and Greet Mr. N; pg. 36, Meet and Greet Ms. W; pg. 64, Meet and Greet Ms. P; pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. M; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B;</p> <p>P&D: pg. 8, Meet and Greet Ms. K; pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. O; pg. 120, Meet and Greet Mr. C; pg. 148, Meet and Greet Ms. E; pg. 176, Meet and Greet Ms. Y;</p> <p>C&Z: pg. 8, Meet and Greet Mr. G; pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. S; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; pg.148, Meet and Greet Mr. I;</p> <p>G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>
<p>F.1.13 Point to and name six letters.</p>	<p>RSG: pg. 3, Letters and Sounds with the Letter People; pg. 72, Meet Ms. A, Mr. B, and Mr. C, pg. 76, Meet Mr. D, Ms. E, and Ms. F, pg. 80, Meet Mr. G, Mr. H, and Mr. I, pg. 92, Meet Ms. J, Ms. K, and Ms. L, pg. 96, Meet Mr. M, Mr. N, and Mr. O, pg. 100, Meet Ms. P, Mr. Q, Mr. R and Ms. S, pg. 104, Meet Ms. T, Ms. U, Ms. V and Ms. W, pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 8, Read a Big Book; pg. 36, Meet and Greet Ms. W; pg. 64, Meet and Greet Ms. P; pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. M; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B;</p> <p>P&D: pg. 8, Meet and Greet Ms. K; pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. O; pg. 120, Meet and Greet Mr. C; pg. 148, Meet and Greet Ms. E; pg. 176, Meet and Greet Ms. Y;</p> <p>C&Z: pg. 8, Meet and Greet Mr. G; pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. S; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; pg.148, Meet and Greet Mr. I;</p> <p>G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>

<p>F.1.14 Watch and listen to a story to</p>	<p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i>; H&S: pg. 6, Share a Story, <i>Anne to Zach</i>; Read a Big Book; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 38, Share Ms. W's Big Book, <i>How's the Weather</i>; pg. 46, Read a Science Big Book, <i>What is Weather?</i>; pg. 62, Share a Story, <i>From Head to Toe</i>; P&D: pg. 6, Share a Story, <i>Because of You</i>, pg. 18, Read a Science Big Book, <i>Living Things are Everywhere</i>; pg. Share a Story, <i>Families</i>; pg. 42, Read a Big Math Book, <i>Solid Shapes</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 66, Read Ms. F's Big Book, <i>Follow My Funny Feet</i>; C&Z: pg. 38, Share a Story, <i>D.W. Rides Again</i>, pg. 40, Read the Big Science Book, <i>I Keep Myself Safe</i>, pg. 50, Ms. T's Big Book, <i>One Wonderful Smile</i>, pg. Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 10, Read a Science Big Book, <i>The Mystery Seeds</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i></p>
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Phonological Awareness

Phonological awareness is an "ear" skill. It is the ability to hear and manipulate the sounds of words, recognize that speech is composed of sounds, that some words rhyme, and that sounds can be manipulated. This is a foundation for phonemic awareness. Phonemic awareness is the ability to recognize the smallest units of sounds in words (the word pink begins with the sound /p/). Learning to read requires that children have considerable awareness of the sound structure of spoken language. Few young children acquire phonemic awareness unless teachers and other adults take the opportunity to draw attention to the sounds and phonemes of spoken words.

<p>F.1.15 Match the sound that begins own name with the sound that begins another word or name.</p>	<p>RSG: pg. 73, First Names and First Letters; pg. 77, That's In My Name, pg. 82, An Alphabet House Chart, pg. 93, Letter/Word Wall: Names, H&S: pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. N; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B; P&D: pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; C&Z: pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>
<p>F.1.16 Identify first letter of own name.</p>	<p>RSG: pg. 73, First Names and First Letters; pg. 77, That's In My Name, pg. 82, An Alphabet House Chart, pg. 93, Letter/Word Wall: Names, H&S: pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. N; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B; P&D: pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; C&Z: pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>

<p>F.1.17 Generate sounds from letters.</p>	<p>RSG: pg. 3, Letters and Sounds with the Letter People; pg. 72, Meet Ms. A, Mr. B, and Mr. C, pg. 76, Meet Mr. D, Ms. E, and Ms. F, pg. 80, Meet Mr. G, Mr. H, and Mr. I, pg. 92, Meet Ms. J, Ms. K, and Ms. L, pg. 96, Meet Mr. M, Mr. N, and Mr. O, pg. 100, Meet Ms. P, Mr. Q, Mr. R and Ms. S, pg. 104, Meet Ms. T, Ms. U, Ms. V and Ms. W, pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 8, Meet and Greet Mr. N; pg. 36, Meet and Greet Ms. W; pg. 64, Meet and Greet Ms. P; pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. M; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B;</p> <p>P&D: pg. 8, Meet and Greet Ms. K; pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. O; pg. 120, Meet and Greet Mr. C; pg. 148, Meet and Greet Ms. E; pg. 176, Meet and Greet Ms. Y;</p> <p>C&Z: pg. 8, Meet and Greet Mr. G; pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. S; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; pg.148, Meet and Greet Mr. I;</p> <p>G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>
<p>F.1.18 Recognize that words that look alike may sound alike.</p>	<p>RSG: pg. 5, Phonological Awareness; pg. 66, I'm a Big Preschooler; pg. 68, Count to 10; pg. 105, Nursery Rhymes; pg. 110, Which Words Rhyme?;</p> <p>H&S: pg. 13, Rhyme Time; pg. 35, Rhyme Time; pg. 72, Ms. P's Word Play; pg. 101, After My Bath;</p> <p>P&D: pg. 13, Ms. K's Rhyme Game; pg. 45, Diddle, Diddle, Mr. D; pg. 93, Open, Shut Them; pg. 152, Ms. E's Exercise Poem;</p> <p>C&Z: pg. 16, This Is My House; pg. 50, Can You Hear the Difference?, pg. 136, Let's Listen Game, pg. 165, Story Rhymes;</p> <p>G&M: pg. 12, Many-Colored Vegetables; pg. 75, Hear the Difference, pg. 78, Revisit a Rhyme, pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.1.19 Imitate simple rhymes.</p>	<p>RSG: pg. 5, Phonological Awareness; pg. 66, I'm a Big Preschooler; pg. 68, Count to 10; pg. 105, Nursery Rhymes; pg. 110, Which Words Rhyme?;</p> <p>H&S: pg. 13, Rhyme Time; pg. 35, Rhyme Time; pg. 72, Ms. P's Word Play; pg. 101, After My Bath;</p> <p>P&D: pg. 45, Diddle, Diddle, Mr. D; pg. 93, Open, Shut Them; pg. 152, Ms. E's Exercise Poem;</p> <p>C&Z: pg. 16, This Is My House; pg. 50, Can You Hear the Difference?, pg. 136, Let's Listen Game, pg. 165, Story Rhymes;</p> <p>G&M: pg. 12, Many-Colored Vegetables; pg. 75, Hear the Difference, pg. 78, Revisit a Rhyme, pg. 118, Share a Story</p>
<p>F.1.20 Sing the alphabet song.</p>	<p>RSG: pg. 65, The Alphabet Song; pg. 70, Sing the Alphabet; pg. 74, The Alphabet Song; pg. 78, The Alphabet Song;</p> <p>H&S: pg. 6, Share a Story, <i>Anne to Zach</i>;</p>

<p>F.1.21 Recite/sing one rhyme or song.</p>	<p>RSG: pg. 109, Complete a Rhyme; pg. 111, Outdoors; H&S: pg. 13, Rhyme Time; pg. 72, Ms. P's Word Play; pg. 95, Mr. H's Word Play; pg. 101, After My Bath; P&D: pg. 45, Diddle, Diddle, Mr. D; pg. 76, Ms. F's Meeting & Greeting Card; pg. 107, Hey, Pattern Man!; pg. 153, Write an Action Poem; pg. 155, Transition; C&Z: pg. 46, Everyday Words Review; pg. 128, Rhyming Animal Webs; pg. 155, A Ladybug Poem; G&M: pg. 18, Let's Begin; pg. 132, My Five Senses Poem</p>
<p>F.1.22 Generate and blend the sounds of letter patterns into recognizable words.</p>	<p>P&D: pg. 131, What's That Food Word?; pg. 182, I Play, Tool; pg. 187, Play With Words C&Z: pg. 23, Onsets and Rimes with Animal Homes; pg. 63, What's My Pet?; pg. 77, Revisit a Rebus; pg. 91: what's My Animal?; pg. 97, Funny Farm-Animal Names; pg. 149, I Spy a /b/.../ug/; G&M: pg. 13, Revisit a Rebus; pg. 71, Everyday Words Chant; pg. 155, Silly Space Words</p>
<p>F.1.23 Clap out syllables in word songs.</p>	<p>RSG: pg. 5, Phonological Awareness; H&S: pg. 93, Clap Healthful Phrases; pg. 123, The Word Parts Game, pg. 124, The Word Parts Action Game, pg. 147, What Feeling Is This?; P&D: pg. 12, Go Look!, pg. 71, The Word Parts Game, pg. 124, Mr. C's Word Play; pg. 129, Grocery Syllables; C&Z: pg. 25, Transition; G&M: pg. 125, Calendar J's; pg. 136, Animal Name Syllables; pg. 137, Transition</p>
<p><i>Decoding and Word Recognition</i> <i>Decoding and word recognition begin when a child understands that there is a relationship between letters and sounds, and that letters put together form words. Adults have a critical role in discerning when experiences with language and reading prepare a child to enter into another level of literacy development. Adults also create and utilize the "teachable moments" when the child begins to see how letters form words. The most important thing that adults do is observe and listen to the child and provide the experiences needed to move to the next level of decoding skills.</i></p>	
<p>F.1.24 Recognize own name in isolated print.</p>	<p>RSG: pg. 73, First Names and First Letters; pg. 77, That's In My Name, pg. 82, An Alphabet House Chart, pg. 93, Letter/Word Wall: Names, pg. 111, Which Letter Is It?; H&S: pg. 6, The Name Game; pg. 7, Name Headbands, pg. 10, Finish a Class Book, pg. 13, Colorful Names; pg. 50, Graph Favorite Seasons; P&D: pg. 10, We Are Kind Class Book, pg. 39, Helping Hands Book; pg. 69, Graph Favorites; pg. 148, Graph Favorite Exercises; C&Z: pg. 17, How Many People Live in Your Home?; pg. 41, How Many Wheels?; pg. 76, Share a Class Pet Book; pg. 79, Create a Pet Graph; G&M: pg. 24, Vote for Your Favorite Vegetable; pg. 69, My Rainy-Day Book; pg. 129, Class Book of Sounds; pg. 130, Graph Favorite Sounds</p>

<p>F.1.25 Match the sound that begins own name with the sound that begins another word or name.</p>	<p>RSG: pg. 73, First Names and First Letters; pg. 77, That's In My Name, pg. 82, An Alphabet House Chart, pg. 93, Letter/Word Wall: Names,</p> <p>H&S: pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. N; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B;</p> <p>P&D: pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F:</p> <p>C&Z: pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z;</p> <p>G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>
<p>F.1.26 Match like letters.</p>	<p>RSG: pg. 3, Letters and Sounds with the Letter People; pg. 72, Meet Ms. A, Mr. B, and Mr. C, pg. 76, Meet Mr. D, Ms. E, and Ms. F, pg. 80, Meet Mr. G, Mr. H, and Mr. I, pg. 92, Meet Ms. J, Ms. K, and Ms. L, pg. 96, Meet Mr. M, Mr. N, and Mr. O, pg. 100, Meet Ms. P, Mr. Q, Mr. R and Ms. S, pg. 104, Meet Ms. T, Ms. U, Ms. V and Ms. W, pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 8, Meet and Greet Mr. N; pg. 36, Meet and Greet Ms. W; pg. 64, Meet and Greet Ms. P; pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. M; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B;</p> <p>P&D: pg. 8, Meet and Greet Ms. K; pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. O; pg. 120, Meet and Greet Mr. C; pg. 148, Meet and Greet Ms. E; pg. 176, Meet and Greet Ms. Y;</p> <p>C&Z: pg. 8, Meet and Greet Mr. G; pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. S; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; pg. 148, Meet and Greet Mr. I;</p> <p>G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>

<p>F.1.27 Match the same letter in different styles (e.g., signs, books, newspaper).</p>	<p>RSG: pg. 3, Letters and Sounds with the Letter People; pg. 72, Meet Ms. A, Mr. B, and Mr. C, pg. 76, Meet Mr. D, Ms. E, and Ms. F, pg. 80, Meet Mr. G, Mr. H, and Mr. I, pg. 92, Meet Ms. J, Ms. K, and Ms. L, pg. 96, Meet Mr. M, Mr. N, and Mr. O, pg. 100, Meet Ms. P, Mr. Q, Mr. R and Ms. S, pg. 104, Meet Ms. T, Ms. U, Ms. V and Ms. W, pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 8, Meet and Greet Mr. N; pg. 36, Meet and Greet Ms. W; pg. 64, Meet and Greet Ms. P; pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. M; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B;</p> <p>P&D: pg. 8, Meet and Greet Ms. K; pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. O; pg. 120, Meet and Greet Mr. C; pg. 148, Meet and Greet Ms. E; pg. 176, Meet and Greet Ms. Y;</p> <p>C&Z: pg. 8, Meet and Greet Mr. G; pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. S; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; pg.148, Meet and Greet Mr. I;</p> <p>G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>
<p>F.1.28 Generate and blend the sounds of letter patterns into recognizable words.</p>	<p>P&D: pg. 131, What's That Food Word?; pg. 182, I Play, Too!; pg. 187, Play With Words</p> <p>C&Z: pg. 23, Onsets and Rimes with Animal Homes; pg. 63, What's My Pet?; pg. 77, Revisit a Rebus; pg. 91: what's My Animal?; pg. 97, Funny Farm-Animal Names; pg. 149, I Spy a /b/.../ug/;</p> <p>G&M: pg. 13, Revisit a Rebus; pg. 71, Everyday Words Chant; pg. 155, Silly Space Words</p>
<p>F.1.29 Recognize that words that look alike may sound alike.</p>	<p>RSG: pg. 5, Phonological Awareness; pg. 66, I'm a Big Preschooler; pg. 68, Count to 10; pg. 105, Nursery Rhymes; pg. 110, Which Words Rhyme?;</p> <p>H&S: pg. 13, Rhyme Time; pg. 35, Rhyme Time; pg. 72, Ms. P's Word Play; pg. 101, After My Bath;</p> <p>P&D: pg. 13, Ms. K's Rhyme Game; pg. 45, Diddle, Diddle, Mr. D; pg. 93, Open, Shut Them; pg. 152, Ms. E's Exercise Poem;</p> <p>C&Z: pg. 16, This Is My House; pg. 50, Can You Hear the Difference?, pg. 136, Let's Listen Game, pg. 165, Story Rhymes;</p> <p>G&M: pg. 12, Many-Colored Vegetables; pg. 75, Hear the Difference, pg. 78, Revisit a Rhyme, pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>

<p>F.1.30 Identify five common signs or symbols.</p>	<p>RSG: pgs. 14-15, Writing; pg. 42, ABC/Writing Center; pg. 68, Let's Begin; pg. 82, An Alphabet House Chart; pg. 96, Let's Begin;</p> <p>H&S: pg. 17, Make a Living Graph, pg. 37, Read the Weather Graph; pg. 65, Count Body Parts, pg. 136, Mr. M's Medicine Safety;</p> <p>P&D: pg. 20, Scientific Discovery; pg. 40, Everyday Words; pg. 69, Graph Favorites; pg. 121, How Much?;</p> <p>C&Z: pg. 17, How Many People Live in Your House?; pg. 37, Ms. T's Trivia; pg. 51, Safety Posters; pg. 129, Who Has a Tail?;</p> <p>G&M: pg. 16, The Needs of Seeds; pg. 44, A Growing, Laughing Pattern; pg. 128, How Sounds Help Us; pg. 146, Meet & Greet Mr. X</p>
<p>F.1.31 Point to words in a book while telling a story.</p>	<p>Children begin to read on their own with support from the teacher during <i>Small-Group Reading</i> and <i>Center Choices</i> activities. Students are given multiple opportunities daily to point to words while telling stories, e.g.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book!; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>

<p>F.1.32 Point to a title of a book.</p>	<p>Opportunities through each reading exercise. Teacher points out the title before each reading, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i>; pg. 72, Meet Ms. A, Mr. B, and Mr. C; pg. 101, Introduce the Reading Room;</p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.1.33 Match upper to lower case letters.</p>	<p>RSG: pg. 3, Letters and Sounds with the Letter People; pg. 72, Meet Ms. A, Mr. B, and Mr. C, pg. 76, Meet Mr. D, Ms. E, and Ms. F, pg. 80, Meet Mr. G, Mr. H, and Mr. I, pg. 92, Meet Ms. J, Ms. K, and Ms. L, pg. 96, Meet Mr. M, Mr. N, and Mr. O, pg. 100, Meet Ms. P, Mr. Q, Mr. R and Ms. S, pg. 104, Meet Ms. T, Ms. U, Ms. V and Ms. W, pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 8, Meet and Greet Mr. N; pg. 36, Meet and Greet Ms. W; pg. 64, Meet and Greet Ms. P; pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. M; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B;</p> <p>P&D: pg. 8, Meet and Greet Ms. K; pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. O; pg. 120, Meet and Greet Mr. C; pg. 148, Meet and Greet Ms. E; pg. 176, Meet and Greet Ms. Y;</p> <p>C&Z: pg. 8, Meet and Greet Mr. G; pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. S; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; pg. 148, Meet and Greet Mr. I;</p> <p>G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>
<p>F.1.34 Put letter shapes or tiles in alphabetical order.</p>	<p>N/A</p>

Vocabulary and Concept Development

The young child who has experienced both quality and quantity of talking and conversations and has had the opportunity to build an extensive vocabulary, is a child poised for success in early literacy learning. The best preparation in the early years for success in reading is to expose the child to a broad range of experiences and to anticipate, participate, and recall what is experienced with as much verbal and written language as the child is developmentally able to absorb. The more the child enters into the exchange of information around what is seen, heard, and experienced, the better able the child is to acquire the concepts and language that contribute to learning to read.

F.1.35 Name objects from picture books.	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 155, Read a Rebus Book, <i>I Like the Forest</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i>; pg. 74, Read a Rebus Book, <i>I See Rain</i>; pg. 95, Read a Rebus Book, <i>The Farm</i>; pg. 123, Read Mr. Z's Rebus Book, <i>I Like Zippers</i>; pg. 151, Read a Rebus Book, <i>I Measure</i>;</p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 66, Read a Rebus Book, <i>Up and Down</i>; pg. 95, Read a Dinosaur Rebus Book, <i>My Dinosaur</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>
F.1.36 Name sounds heard in familiar environment.	<p>RSG: pg. 17, Science; pg. 70, What's That Sound?; pg. 73, What Do You Hear?;</p> <p>H&S: pg. 23, How Sound Gets to My Ears;</p> <p>G&M: pg. 78, Water Music; pg. 119, Making Sounds; pg. 129, Sounds Around the House; pg. 12, Graph Favorite Sounds; pg. 133, Sound Patterns</p>
F.1.37 Ask and answer simple questions about a story being read.	<p>RSG: pg. 64, Share a Story, <i>Alphabet House</i>; pg. 103, Compare Alphabet Books;</p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 46, What is the Weather?; pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 74, Read a Math Big Book;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 18, What are Living Things; pg. 34, Share a Story, <i>Families</i>; pg. 42, Read a Big Math Book; pg. 62, Share a Story, <i>All Kinds of Children</i>;</p> <p>C&Z: pg. 10, Read a Science Big Book; pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 40, Read the Science Big Book; pg. 62, Share a Story, <i>My Dog Rosie</i>;</p> <p>G&M: pg. 10, Read About Seeds; pg. 34, Share a Story, <i>What the Sun See, What the Moon Sees</i>; pg. 40, Read a Big Math Book; pg. 50, Revisit a Story; pg. 62, Share a Story, <i>Listen to the Rain</i></p>

<p>F.1.38 Ask adult to read printed information.</p>	<p>Standard can be met during <i>Small-Group Reading</i> and <i>Center Choices</i> activities, e.g.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>
<p>F.1.39 Talk about action pictures of family, pets, or self.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i></p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>
<p>F.1.40 Tell one thing that happens in a familiar story.</p>	<p>H&S: pg. 91, Bernard's Bath; pg. 122, Revisit I Learn With My Senses; pg. 177, Retell a Story;</p> <p>P&D: pg. 16, Revisit <i>Because of You</i>; pg. 39, Revisit Families; pg. 80, Revisit <i>All Kinds of Children</i>; pg. 108, Revisit a Story; pg. 186, Read a Rebus Book;</p> <p>C&Z: pg. 18, Revisit <i>Castles, Caves and Honeycombs</i>; pg. 38, Share a Story; pg. 52, Revisit <i>D.W. Rides Again</i>; pg. 106, Revisit <i>Petting Zoo</i>; pg. 126, Revisit a Rebus; pg. 136, Revisit <i>Mr. Z's Big Book</i>;</p> <p>G&M: pg. 13, Revisit a Rebus; pg. 50, Revisit a Story, <i>What the Sun Sees, What the Moon Sees</i></p>
<p>F.1.41 Tell simple story from pictures and books.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 155, Read a Rebus Book, <i>I Like the Forest</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i>; pg. 74, Read a Rebus Book, <i>I See Rain</i>; pg. 95, Read a Rebus Book, <i>The Farm</i>; pg. 123, Read Mr. Z's Rebus Book, <i>I Like Zippers</i>; pg. 151, Read a Rebus Book, <i>I Measure</i>;</p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 66, Read a Rebus Book, <i>Up and Down</i>; pg. 95, Read a Dinosaur Rebus Book, <i>My Dinosaur</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>

<p>F.1.42 Pretend to do something or be someone.</p>	<p>RSG: pg. 43, Housekeeping Center; pgs. 50-51, Drama Center;</p> <p>H&S: pg. 43, Talk about the Weather; pg. 95, Our Happy Hair Salon; pg. 125, A Meal for Mr. M's Munching Mouth; pg. 135, A Senses Play; pg. 149, Act Happy;</p> <p>P&D: pg. 7, Build a Bridge; pg. 15, A Day at the Park; pg. 25, Puppet Play; pg. 45, Family Dress-Up; pg. 63, Dress Differently; pg. 81, Cook Different Foods; pg. 127, Cook for Mr. C; pg. 137, A Winter Feast; pg. 179, Good Night, Letter People;</p> <p>C&Z: pg. 7, Make a Different Kind of House; pg. 17, Visit Mr. G; pg. 35, Be a Dentist; pg. 63, Pet Helpers; pg. 73, Pet Sitting; pg. 93, Help Mr. R Deliver Roses; pg. 101, Mr. R Raises Roses; pg. 119; Be the Zookeeper; pg. 135, Sharing Toys;</p> <p>G&M: pg. 19, Plant a Pretend Garden; pg. 35, Turn on the Lights; pg. 53, Act Out a Healthy Schedule; pg. 63, Watering the Garden; pg. 77, We Need Water!; pg. 99, Be a Dinosaur; pg. 105, Dinosaur Exhibit; pg. 129, Sounds around the House; pg. 157, Travel into Space; . 161, Ms. U's Space Tour</p>
<p>F.1.43 Use new vocabulary learned from experiences.</p>	<p>Each unit in <i>Let's Begin with the Letter People</i> contains a set of vocabulary words. Activities that encourage children to learn and use these words are an integral part of each unit, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i> ;pg. 62, Share a Story, <i>All Kinds of Children</i> ; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i> ; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>

<p>F.1.44 Act out familiar, scripted events and routines.</p>	<p>RSG: pg. 43, Housekeeping Center; pgs. 50-51, Drama Center;</p> <p>H&S: pg. 43, Talk about the Weather; pg. 95, Our Happy Hair Salon; pg. 125, A Meal for Mr. M's Munching Mouth; pg. 135, A Senses Play; pg. 149, Act Happy;</p> <p>P&D: pg. 7, Build a Bridge; pg. 15, A Day at the Park; pg. 25, Puppet Play; pg. 45, Family Dress-Up; pg. 63, Dress Differently; pg. 81, Cook Different Foods; pg. 127, Cook for Mr. C; pg. 137, A Winter Feast; pg. 179, Good Night, Letter People;</p> <p>C&Z: pg. 7, Make a Different Kind of House; pg. 17, Visit Mr. G; pg. 35, Be a Dentist; pg. 63, Pet Helpers; pg. 73, Pet Sitting; pg. 93, Help Mr. R Deliver Roses; pg. 101, Mr. R Raises Roses; pg. 119; Be the Zookeeper; pg. 135, Sharing Toys;</p> <p>G&M: pg. 19, Plant a Pretend Garden; pg. 35, Turn on the Lights; pg. 53, Act Out a Healthy Schedule; pg. 63, Watering the Garden; pg. 77, We Need Water!; pg. 99, Be a Dinosaur; pg. 105, Dinosaur Exhibit; pg. 129, Sounds around the House; pg. 157, Travel into Space; . 161, Ms. U's Space Tour</p>
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ENGLISH/LANGUAGE ARTS FOUNDATION 2

F.2 - READING: Reading Comprehension

Structural Features of Informational and Technical Materials

In building a foundation for reading and understanding a variety of materials, young children need experiences with language and a variety of reading materials. They need to see adults obtaining and using information from many different printed sources: recipes, manuals, newspapers, Websites, books, encyclopedias, and many others. Young children learn that books and technical materials are a major source of needed and useful information. They also begin to recognize the different formats in which informational materials come.

<p>F.2.1 Identify a favorite story.</p>	<p>RSG: pg. 53, Reading Room;</p> <p>H&S: pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag; pg. 126, Compare Books; pg. 183, Add to the Book Bag;</p> <p>P&D: pg. 7, What's in the Book Bag?; pg. 39, Look at the Book Bag; pg. 65, Class Book; pg. 73, Reading Review; pg. 99, Book Additions; pg. 119, The Book Bag; pg. 175, Reading in Bed;</p> <p>C&Z: pg. 11, This is Our Earth; pg. 25, Books About Recycling; pg. 39, Pick a Book; pg. 105, Read With Mr. R</p>
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<p>F.2.2 Request or select a story by the title of the book.</p>	<p>Students can request stories during <i>Small-Group Reading</i> and <i>Center Choices</i> activities, e.g.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>
<p>F.2.3 Tell simple stories from pictures and books.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 155, Read a Rebus Book, <i>I Like the Forest</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i>; pg. 74, Read a Rebus Book, <i>I See Rain</i>; pg. 95, Read a Rebus Book, <i>The Farm</i>; pg. 123, Read Mr. Z's Rebus Book, <i>I Like Zippers</i>; pg. 151, Read a Rebus Book, <i>I Measure</i>;</p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 66, Read a Rebus Book, <i>Up and Down</i>; pg. 95, Read a Dinosaur Rebus Book, <i>My Dinosaur</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>
<p>F.2.4 Express what might happen after the action in a picture.</p>	<p>H&S: pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 90, Share A Story <i>Bernard's Bath</i>;</p> <p>C&Z: pg. 118, Share A Story, <i>Goodnight, Gorilla</i>; pg. 130, Read Mr. 's Big Book;</p> <p>G&M : pg. 6, Share a Story, <i>Flower Garden</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i>; pg. 122, Read Ms. J's Big Book</p>
<p>F.2.5 Tell one thing that happens in a familiar story.</p>	<p>H&S: pg. 91, Bernard's Bath; pg. 122, Revisit I Learn With My Senses; pg. 177, Retell a Story;</p> <p>P&D: pg. 16, Revisit <i>Because of You</i>; pg. 39, Revisit Families; pg. 80, Revisit <i>All Kinds of Children</i>; pg. 108, Revisit a Story; pg. 186, Read a Rebus Book;</p> <p>C&Z: pg. 18, Revisit <i>Castles, Caves and Honeycombs</i>; pg. 38, Share a Story; pg. 52, Revisit <i>D.W. Rides Again</i>; pg. 106, Revisit <i>Petting Zoo</i>; pg. 126, Revisit a Rebus; pg. 136, Revisit <i>Mr. Z's Big Book</i>;</p> <p>G&M: pg. 13, Revisit a Rebus; pg. 50, Revisit a Story, <i>What the Sun Sees, What the Moon Sees</i></p>

<p>F.2.6 Use personal experiences to answer questions about stories.</p>	<p>RSG: pg. 4, Language and Vocabulary; pg. 64, Share a Story, <i>Alphabet House</i>; The Alphabet Song;</p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 62, Share a Story; <i>From Head to Toe</i>; pg. 90, Share A Story <i>Bernard's Bath</i>; pg. 118, Share A Story, <i>My Five Senses</i>; pg. 150, Share A Story, <i>Lots of Feelings</i>; pg. 174, Share A Story, <i>The Rainbow Fish</i>;</p> <p>P&D: p. 6, Share a Story, <i>Because of You</i>; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share A Story, <i>All Kinds of Children</i>; pg. 90, Share A Story, <i>Swing High, Swing Low</i>; pg. 122, Share A Story, <i>Pretend Soup</i>; pg. 146, Share A Story, <i>Clap Your Hands</i>; pg. 174, Share A Story, <i>Good Night!</i>;</p> <p>C&Z: pg. 6, Share a Story <i>Castles, Caves, and Honeycombs</i>; pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog, Rosie</i>; pg. 90, Share a Story; <i>Petting Zoo</i>; pg. 118, Share A Story, <i>Goodnight, Gorilla</i>; pg. 146, Share A Story, <i>In the Tall, Tall Grass</i>;</p> <p>G&M : pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share A Story, <i>What the Sun Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share A Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i>; pg. 148, Share A Story, <i>Planets</i></p>
<p>F.2.7 Follow pages that accompany a story on audiotape or CD.</p>	<p>H&S: pg. 9, Mr. N's Little Book; pg. 13, Mr. N's Song; pg 35, Listen to a Storm; pg. 39, Ms. W's Little Book; pg. 43, Ms. W's Song; pg. 71, Ms. P's Song; pg. 97, Mr. H's Song; pg. 109, Keeping Clean;</p> <p>P&D: pg. 11, Ms. K's Song; pg. 36, Mr. D's Song; pg. 45, "Diddle, Diddle, Mr. D"; pg. 64, Ms. F's Song; pg. 69, Ms. F's Little Book; pg. 79, Same or Different Rhyme Recording; pg. 97, Mr. O's Song; pg. 119, Listen to a Poem; pg. 130, Mr. C's Song;</p> <p>C&Z: pg. 37, Ms. T's Song; pg. 45, Traffic Sounds; pg. 51, Ms. T's Little Book; pg. 65, Ms. S's Song; pg. 77, Pet Songs; pg. 93, More Animal Sound Patterns; pg. 103, Mr. R's Little Book; pg. 126, Mr. Z's Song; pg. 131, Mr. Z's Little Book;</p> <p>G&M: pg. 9, Ms. V's Song; pg. 19, Let's Listen Game; pg. 41, Ms. L's Song; pg. 47, Listen to Addition; pg. 63, Water Sounds; pg. 91, The Question Game; pg. 99, Mr. Q's Little Book; pg. 101, Time to Listen; pg 105, Mr. Q's Song; pg. 107, Let's Listen Game</p>

<p>F.2.8 Identify the beginning, middle, and end of the story.</p>	<p>Teacher can expand upon standard during reading activities, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
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ENGLISH/LANGUAGE ARTS FOUNDATION 3

F.3 - READING: Literary Response and Analysis

Emergent Literacy with Appropriate Books and Stories

Young children need to be exposed to many types of books and stories to help them develop the habit of reading as lifelong learning. Children love the intimacy of reading with an adult. Teachers, parents, and caregivers should find time daily to read with every child.

<p>F.3.1 Find named pictures or textures in book.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 155, Read a Rebus Book, <i>I Like the Forest</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i>; pg. 74, Read a Rebus Book, <i>I See Rain</i>; pg. 95, Read a Rebus Book, <i>The Farm</i>; pg. 123, Read Mr. Z's Rebus Book, <i>I Like Zippers</i>; pg. 151, Read a Rebus Book, <i>I Measure</i>;</p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 66, Read a Rebus Book, <i>Up and Down</i>; pg. 95, Read a Dinosaur Rebus Book, <i>My Dinosaur</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>
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<p>F.3.2 Actively look for or keep attending to things that an adult points to, shows, or talks about.</p>	<p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.3.3 Watch and listen to a story to completion or for ten minutes or more.</p>	<p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>

<p>F.3.4 Ask adult to read printed information.</p>	<p>Standard can be met during <i>Small-Group Reading</i> and <i>Center Choices</i> activities, e.g.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>
<p>F.3.5 Ask questions and make comments about a story being read.</p>	<p>RSG: pg. 64, Share a Story, <i>Alphabet House</i>; pg. 103, Compare Alphabet Books;</p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 46, What is the Weather?; pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 74, Read a Math Big Book;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 18, What are Living Things; pg. 34, Share a Story, <i>Families</i>; pg. 42, Read a Big Math Book; pg. 62, Share a Story, <i>All Kinds of Children</i>;</p> <p>C&Z: pg. 10, Read a Science Big Book; pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 40, Read the Science Big Book; pg. 62, Share a Story, <i>My Dog Rosie</i>;</p> <p>G&M: pg. 10, Read About Seeds; pg. 34, Share a Story, <i>What the Sun See, What the Moon Sees</i>; pg. 40, Read a Big Math Book; pg. 50, Revisit a Story; pg. 62, Share a Story, <i>Listen to the Rain</i></p>

<p>F.3.6 Use personal information to answer questions about a story.</p>	<p>RSG: pg. 4, Language and Vocabulary; pg. 64, Share a Story, <i>Alphabet House</i>; The Alphabet Song;</p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 62, Share a Story; <i>From Head to Toe</i>; pg. 90, Share A Story <i>Bernard's Bath</i>; pg. 118, Share A Story, <i>My Five Senses</i>; pg. 150, Share A Story, <i>Lots of Feelings</i>; pg. 174, Share A Story, <i>The Rainbow Fish</i>;</p> <p>P&D: p. 6, Share a Story, <i>Because of You</i>; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share A Story, <i>All Kinds of Children</i>; pg. 90, Share A Story, <i>Swing High, Swing Low</i>; pg. 122, Share A Story, <i>Pretend Soup</i>; pg. 146, Share A Story, <i>Clap Your Hands</i>; pg. 174, Share A Story, <i>Good Night!</i>;</p> <p>C&Z: pg. 6, Share a Story <i>Castles, Caves, and Honeycombs</i>; pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog, Rosie</i>; pg. 90, Share a Story; <i>Petting Zoo</i>; pg. 118, Share A Story, <i>Goodnight, Gorilla</i>; pg. 146, Share A Story, <i>In the Tall, Tall Grass</i>;</p> <p>G&M : pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share A Story, <i>What the Sun Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share A Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i>; pg. 148, Share A Story, <i>Planets</i></p>
<p>F.3.7 Tell something that a favorite character does in a story.</p>	<p>H&S: pg. 91, Bernard's Bath; pg. 122, Revisit I Learn With My Senses; pg. 177, Retell a Story;</p> <p>P&D: pg. 16, Revisit <i>Because of You</i>; pg. 39, Revisit Families; pg. 80, Revisit <i>All Kinds of Children</i>; pg. 108, Revisit a Story; pg. 186, Read a Rebus Book;</p> <p>C&Z: pg. 18, Revisit <i>Castles, Caves and Honeycombs</i>; pg. 38, Share a Story; pg. 52, Revisit <i>D.W. Rides Again</i>; pg. 106, Revisit <i>Petting Zoo</i>; pg. 126, Revisit a Rebus; pg. 136, Revisit <i>Mr. Z's Big Book</i>;</p> <p>G&M: pg. 13, Revisit a Rebus; pg. 50, Revisit a Story, <i>What the Sun Sees, What the Moon Sees</i></p>
<p>F.3.8 Describe a picture in a book.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 155, Read a Rebus Book, <i>I Like the Forest</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i>; pg. 74, Read a Rebus Book, <i>I See Rain</i>; pg. 95, Read a Rebus Book, <i>The Farm</i>; pg. 123, Read Mr. Z's Rebus Book, <i>I Like Zippers</i>; pg. 151, Read a Rebus Book, <i>I Measure</i>;</p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 66, Read a Rebus Book, <i>Up and Down</i>; pg. 95, Read a Dinosaur Rebus Book, <i>My Dinosaur</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>

<p>F.3.9 Hold a book right side up, looking at pages and pictures.</p>	<p>Children begin to read on their own with support from the teacher during <i>Small-Group Reading</i> and <i>Center Choices</i> activities. Students are given multiple opportunities daily to practice skill.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>
<p>F.3.10 Turn pages from front to back.</p>	<p>Children begin to read on their own with support from the teacher during <i>Small-Group Reading</i> and <i>Center Choices</i> activities. Students are given multiple opportunities daily to practice skill.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>

<p>F.3.11 Follow reader's finger as a story is read.</p>	<p>RSG: pg. 64, Share a Story, <i>Alphabet House</i>; pg. 103, Compare Alphabet Books;</p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 46, What is the Weather?; pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 74, Read a Math Big Book;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 18, What are Living Things; pg. 34, Share a Story, <i>Families</i>; pg. 42, Read a Big Math Book; pg. 62, Share a Story, <i>All Kinds of Children</i>;</p> <p>C&Z: pg. 10, Read a Science Big Book; pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 40, Read the Science Big Book; pg. 62, Share a Story, <i>My Dog Rosie</i>;</p> <p>G&M: pg. 10, Read About Seeds; pg. 34, Share a Story, <i>What the Sun See, What the Moon Sees</i>; pg. 40, Read a Big Math Book; pg. 50, Revisit a Story; pg. 62, Share a Story, <i>Listen to the Rain</i></p>
<p>F.3.12 Tell a story while holding a book.</p>	<p>Children begin to read on their own with support from the teacher during <i>Small-Group Reading</i> and <i>Center Choices</i> activities. Students are given multiple opportunities daily to tell stories while holding a book, e.g.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag; pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>

<p>F.3.13 Talk about the cover and illustrations prior to the story being read.</p>	<p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i>; pg. 72, Meet Ms. A, Mr. B, and Mr. C; pg. 101, Introduce the Reading Room;</p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i>; pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 99, Book Additions; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.3.14 Request or select a story by the title.</p>	<p>Children can request or select titles during <i>Small-Group Reading</i> and <i>Center Choices</i> activities, e.g.,</p> <p>RSG: pg. 6, Reading; pg. 53, Reading Room; pg. 69, Revisit <i>Alphabet House</i>; pg. 79, Find a Family Member;</p> <p>H&S: pg. 21, Our New Words; pg. 41, Revisit <i>How's the Weather?</i>; pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag, pg. 126, Compare Books; pg. 151, Read a Class Book; pg. 164, Read a Thank-You Card;</p> <p>P&D: pg. 15, Read a Class Book; pg. 16, Picture Preview; pg. 25, What Can You Do?; pg. 39, Revisit a Story; pg. 65, Class Book; pg. 73, Reading Review; pg. 105, Class Pattern Book; pg. 105, Read Mr. O's Big Book; pg. 133, Read Mr. C's Big Book; pg. 193, Story Words;</p> <p>C&Z: pg. 45, Stop and Go; pg. 45, Everyday Words Review; pg. 53, Read Safety Words; pg. 69, Pick a Book for Your Pet; pg. 73, I Spy a Pet; pg. 99, Living Things Change; pg. 125, Word Safari; pg. 133, Farm or Zoo?</p> <p>G&M: pg. 7, Add to the Word Wall; pg. 11, Everyday Words Review; pg. 13, Revisit a Rebus; pg. 25, read a New Book; pg. 39, A Rebus "How-To" Book; pg. 45, Look with Me!; pg. 66, Read a Rebus Book; pg. 73, Ms. U's Water Words; pg. 95, Read a Dinosaur Rebus Book; pg. 105, Dinosaur Fiction and Nonfiction</p>

F.3.15 Identify a favorite story.	<p>RSG: pg. 53, Reading Room;</p> <p>H&S: pg. 63, Spotlight on Eric Carle; pg. 91, The Book Bag; pg. 125, The Book Bag; pg. 126, Compare Books; pg. 183, Add to the Book Bag;</p> <p>P&D: pg. 7, What's in the Book Bag?; pg. 39, Look at the Book Bag; pg. 65, Class Book; pg. 73, Reading Review; pg. 99, Book Additions; pg. 119, The Book Bag; pg. 175, Reading in Bed;</p> <p>C&Z: pg. 11, This is Our Earth; pg. 25, Books About Recycling; pg. 39, Pick a Book; pg. 105, Read With Mr. R</p>
F.3.16 Act out familiar, scripted events and routines.	<p>RSG: pg. 43, Housekeeping Center; pgs. 50-51, Drama Center;</p> <p>H&S: pg. 43, Talk about the Weather; pg. 95, Our Happy Hair Salon; pg. 125, A Meal for Mr. M's Munching Mouth; pg. 135, A Senses Play; pg. 149, Act Happy;</p> <p>P&D: pg. 7, Build a Bridge; pg. 15, A Day at the Park; pg. 25, Puppet Play; pg. 45, Family Dress-Up; pg. 63, Dress Differently; pg. 81, Cook Different Foods; pg. 127, Cook for Mr. C; pg. 137, A Winter Feast; pg. 179, Good Night, Letter People;</p> <p>C&Z: pg. 7, Make a Different Kind of House; pg. 17, Visit Mr. G; pg. 35, Be a Dentist; pg. 63, Pet Helpers; pg. 73, Pet Sitting; pg. 93, Help Mr. R Deliver Roses; pg. 101, Mr. R Raises Roses; pg. 119; Be the Zookeeper; pg. 135, Sharing Toys;</p> <p>G&M: pg. 19, Plant a Pretend Garden; pg. 35, Turn on the Lights; pg. 53, Act Out a Healthy Schedule; pg. 63, Watering the Garden; pg. 77, We Need Water!; pg. 99, Be a Dinosaur; pg. 105, Dinosaur Exhibit; pg. 129, Sounds around the House; pg. 157, Travel into Space; . 161, Ms. U's Space Tour</p>
F.3.17 Identify a location where he/she is going or has been.	<p>C&Z: pg. 10, Explore Our Earth; pg. 13, Where On Earth Are We?; pg. 15, What Is Different?; pg. 16, This is My House</p>
F.3.18 Identify a location of a caregiver if not present.	N/A

<p>F.3.19 Recognize print in media other than a book.</p>	<p>RSG: pg. 3, Letters and Sounds with the Letter People; pg. 72, Meet Ms. A, Mr. B, and Mr. C, pg. 76, Meet Mr. D, Ms. E, and Ms. F, pg. 80, Meet Mr. G, Mr. H, and Mr. I, pg. 92, Meet Ms. J, Ms. K, and Ms. L, pg. 96, Meet Mr. M, Mr. N, and Mr. O, pg. 100, Meet Ms. P, Mr. Q, Mr. R and Ms. S, pg. 104, Meet Ms. T, Ms. U, Ms. V and Ms. W, pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 8, Meet and Greet Mr. N; pg. 36, Meet and Greet Ms. W; pg. 64, Meet and Greet Ms. P; pg. 92, Meet and Greet Mr. H; pg. 120, Meet and Greet Mr. M; pg. 146, Meet and Greet Ms. A; pg. 176, Meet and Greet Mr. B;</p> <p>P&D: pg. 8, Meet and Greet Ms. K; pg. 36, Meet and Greet Mr. D; pg. 64, Meet and Greet Ms. F; pg. 92, Meet and Greet Mr. O; pg. 120, Meet and Greet Mr. C; pg. 148, Meet and Greet Ms. E; pg. 176, Meet and Greet Ms. Y;</p> <p>C&Z: pg. 8, Meet and Greet Mr. G; pg. 34, Meet and Greet Ms. T; pg. 64, Meet and Greet Ms. S; pg. 92, Meet and Greet Mr. R; pg. 120, Meet and Greet Mr. Z; pg. 148, Meet and Greet Mr. I;</p> <p>G&M: pg. 8, Meet and Greet Ms. V; pg. 36, Meet and Greet Ms. L; pg. 64, Meet and Greet Ms. U; pg. 90, Meet and Greet Mr. Q; pg. 120, Meet and Greet Ms. J; pg. 146, Meet and Greet Mr. X</p>
<p>F.3.20 Identify two characters that interact in a story.</p>	<p>P&D: pg. 174, Share a Story, <i>The Rainbow Fish</i>; pg. 6, Share a Story, <i>Because of You</i>; pg. 174, Share a Story, <i>Good Night!</i>;</p> <p>C&Z: pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i></p>
<p>F.3.21 Recall if something truly happened.</p>	<p>H&S: pg. 18, Learning with Our Senses;</p> <p>P&D: pg. 122, Share a Story, <i>Pretend Soup</i>;</p> <p>G&M: pg. 105, Dinosaur Fiction and Nonfiction; pg. 128, Revisit a Science Big Book</p>

ENGLISH/LANGUAGE ARTS FOUNDATION 4

F.4 - WRITING: Writing Process

Organization and Focus

Various components of literacy, including writing, develop early in life in an interrelated manner. Children who see themselves as readers and writers engage in a variety of literacy-related behaviors. Early attempts and approximations at standard writing (often viewed as “just scribbles” by adults) are legitimate elements of literacy development. Children’s acquisition of writing typically follows general developmental stages, and individual children will become writers at different rates and through a variety of activities. Learning to write involves much more than learning to form alphabet letters. It involves understanding:

- *The level of speech alphabet letters represent.*
- *The ways in which print is organized on a page.*
- *The purposes for which writing is used.*
- *The various conventions associated with various purposes.*
- *That the writer must think about the reader’s reaction to the writing. (Schickedanz, 1999)*

Access to writing materials and adults who give encouragement and positive feedback are critical to children experimenting with and gaining facility in writing. Early writing experiences foster the development of key aspects of literacy such as print awareness, functions of print, and phonological awareness in young children.

F.4.1 Draw pictures and scribble to generate and express ideas.	<p>RSG: pgs. 14-15, Writing; pg. 42, ABC/Writing Center; pg. 55, pg. 73, Family Pictures;</p> <p>H&S: pg. 7, Start a Class Book; pg. 66, Finish a Class Book; pg. 93, Bernard’s House; pg. 175, Sharing Sentences;</p> <p>P&D: pg. 50, Make a Class Book; pg. 91, Up/Down Picture; pg. 147, Write Directions; pg. 175, How We Go to Sleep Class Book; pg. 188, Our Day at School Class Book;</p> <p>C&Z: pg. 37, Ms. T’s Trivia; pg. 75, Make a Class Pet Book pg. 91, Visit a Petting Zoo; pg. 119, A Trip to the Zoo; pg. 149, Our Favorite Insects;</p> <p>G&M: pg. 41, Revisit a Rebus; pg. 74, Class Measurement Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 129, Class Book of Sounds; pg. 165, Favorite Letter Person</p>
F.4.2 Follow dictated writing read by an adult.	<p>H&S: pg. 119, I Can See; pg. 122, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 185, We Share Class Book;</p> <p>P&D: pg. 7, Because of Us; pg. 50, Make a Class Book;</p> <p>C&Z: pg. 53, Friends</p>

<p>F.4.3 Associate writing with words.</p>	<p>H&S: pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 122, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel;</p> <p>P&D: pg. 10, We Are Kind Class book; pg. 23, Make a Park Mural; pg. 50, Make a Class Book; pg. 51, Family Story time; pg. 65, We Are Special Class book; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 42, Me- On the Go!; pg. 75, Make a Class Pet Book; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 21, Our Favorite Flowers Class Book; pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 129, Class Book of Sounds; pg. 134, Make a Senses Book; pg. 159, Picture This; pg. 165, Favorite Letter Person</p>
<p>F.4.4 Give writing to someone as a means of communicating.</p>	<p>H&S: pg. 77, Ms. P's Postcard; pg. 183, You Are My Friend; pg. 185, We Share Class Book;</p> <p>P&D: pg. 9, Family Kindness; pg. 10, Ms. K's Kindness Trophy; pg. 23, Make a Park Mural; pg. 51, Family Story time; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book</p>
<p>F.4.5 Draw at the top or bottom of the page, when requested.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg.. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>

<p>F.4.6 Position paper for writing.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
<p>F.4.7 Write from left to right.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>

<p>F.4.8 Write using pictures, letters, and words.</p>	<p>RSG: pgs. 14-15, Writing; pg. 42, ABC/Writing Center; pg. 55, pg. 73, Family Pictures; H&S: pg. 7, Start a Class Book; pg. 66, Finish a Class Book; pg. 93, Bernard's House; pg. 175, Sharing Sentences; P&D: pg. 50, Make a Class Book; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 91, Up/Down Picture; pg. 147, Write Directions; pg. 175, How We Go to Sleep Class Book; pg. 188, Our Day at School Class Book; C&Z: pg. 37, Ms. T's Trivia; pg. 42, Me- On the Go!; pg. 75, Make a Class Pet Book; pg. 91, Visit a Petting Zoo; pg. 119, A Trip to the Zoo; pg. 149, Our Favorite Insects; pg. 158, Class Insect Book; G&M: pg. 21, Our Favorite Flowers Class Book; pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 41, Revisit a Rebus; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 74, Class Measurement Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 129, Class Book of Sounds; pg. 134, Make a Senses Book; pg. 159, Picture This; pg. 165, Favorite Letter Person</p>
<p>F.4.9 Use writing or symbols to share an idea with someone.</p>	<p>H&S: pg. 17, "Me" Prints; pg. 119, I Can See; pg. 122, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 185, We Share Class Book P&D: pg. 10, We Are Kind Classbook; : pg. 23, Make a Park Mural; pg. 50, Make a Class Book; pg. 51, Family Story time; pg. 80, Picture Glossary; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book; G&M: pg. 42, Me- On the Go!; C&Z: pg. 21, Our Favorite Flowers Class Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 134, Make a Senses Book</p>
<p>F.4.10 Use known letters or approximations of letters to represent written language.</p>	<p>H&S: pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 122, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; P&D: pg. 10, We Are Kind Class book; pg. 23, Make a Park Mural; pg. 50, Make a Class Book; pg. 51, Family Story time; pg. 65, We Are Special Class book; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?; C&Z: pg. 42, Me- On the Go!; pg. 75, Make a Class Pet Book; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book; G&M: pg. 21, Our Favorite Flowers Class Book; pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 129, Class Book of Sounds; pg. 134, Make a Senses Book; pg. 159, Picture This; pg. 165, Favorite Letter Person</p>

<p>F.4.11 Read own writing (e.g., give meaning to own writing by “reading what it says”).</p>	<p>Opportunities through various writing activities, e.g.,</p> <p>RSG: pg. 80, Let’s Begin; pg. 92, Let’s Begin;</p> <p>H&S: pg. 24, Write Class Rules; pg. 39, Make a Class Weather Book; pg. 52, What We Wear; pg. 53, What We Need; pg. 63, Learn about Body Parts;</p> <p>P&D: pg. 9, Family Kindness; pg. 23, Make a Park Mural; pg. 41, Write a Direction; pg. 50, Make a Class Book; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book;</p> <p>C&Z: pg. 42, Me-On the Go!; pg. 48, Make a Safety Book; pg. 75, Make a Class Pet Book; pg. 91, Visit a Petting Zoo; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 21, Our Favorite Flowers Class Book; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 129, Class Book of Sounds; pg. 134, Make a Senses Book ;pg. 164, Summer Fun</p>
<p>F.4.12 Dictate something for an adult to write down.</p>	<p>RSG: pg. 80, Let’s Begin; pg. 92, Let’s Begin;</p> <p>H&S: pg. 24, Write Class Rules; pg. 39, Make a Class Weather Book; pg. 52, What We Wear; pg. 53, What We Need; pg. 63, Learn about Body Parts;</p> <p>P&D: pg. 9, Family Kindness; pg. 23, Make a Park Mural; pg. 41, Write a Direction; pg. 50, Make a Class Book; pg. 147, Write Directions;</p> <p>C&Z: pg. 42, Me-On the Go!; pg. 48, Make a Safety Book; pg. 75, Make a Class Pet Book; pg. 91, Visit a Petting Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 35, An Upside-Down Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 129, Class Book of Sounds; pg. 164, Summer Fun</p>

ENGLISH/LANGUAGE ARTS FOUNDATION 5

F.5 - WRITING: Writing Application

Different Types of Writing and Their Characteristics

Young children extend their acquisition of literacy into writing much as they did learning to talk: by seeing it used by the adults and older children in their lives and by using, initially, rudimentary forms of writing. Children need to experience the writing of oral language into symbols and the decoding of written language into speech in many different contexts and for many different purposes. They also need to see themselves and others engaging in this process in ordinary daily activities. Adults need to accept their early attempts as valid expressions.

F.5.1 Associate writing with words.	<p>RSG: pgs. 14-15, Writing; pg. 42, ABC/Writing Center; pg. 55, pg. 73, Family Pictures;</p> <p>H&S: pg. 7, Start a Class Book; pg. 66, Finish a Class Book; pg. 93, Bernard's House; pg. 175, Sharing Sentences;</p> <p>P&D: pg. 50, Make a Class Book; pg. 91, Up/Down Picture; pg. 147, Write Directions; pg. 175, How We Go to Sleep Class Book; pg. 188, Our Day at School Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 37, Ms. T's Trivia; pg. 42, Me- On the Go!; pg. 75, Make a Class Pet Book; pg. 91, Visit a Petting Zoo; pg. 119, A Trip to the Zoo; pg. 149, Our Favorite Insects; pg. 158, Class Insect Book;</p> <p>G&M: pg. 21, Our Favorite Flowers Class Book; pg. 22, Make Signs pg. 35, An Upside-Down Book; pg. 41, Revisit a Rebus; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 74, Class Measurement Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 129, Class Book of Sounds; pg. 134, Make a Senses Book; pg. 159, Picture This; pg. 165, Favorite Letter Person</p>
F.5.2 Add writing to a picture story.	<p>H&S: pg. 185, We Share Class Book</p> <p>C&Z: pg. 75, Make a Class Pet Book</p> <p>G&M: pg. 69, My Rainy-Day Book; pg. 129, Class Book of Sounds</p>
F.5.3 Use writing to label drawings.	<p>H&S: pg. 63, Learn About Body Parts; pg. 66, Finish a Class Book;</p> <p>P&D: pg. 23, Make a Park Mural; pg. 80, Picture Glossary;</p> <p>C&Z: pg. 42, Me- On the Go! ; pg. 158, Class Insect Book;</p> <p>G&M: pg. 21, Our Favorite Flowers Class Book; pg. 98, Class Book of Dinosaurs; pg. 164, Summer Fun</p>
F.5.4 Draw name or a message on a card or picture.	<p>RSG: pg. 107, Overhead Letters; pg. 77, Ms. P's Postcard;</p> <p>P&D: pg. 10, We Are Kind Classbook; pg. 23, Make a Park Mural; pg. 51, Family Story time; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 42, Me- On the Go!; pg. 53, Friends;</p> <p>G&M: pg. 21, Our Favorite Flowers Class Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 134, Make a Senses Book</p>

<p>F.5.5 Give writing to someone as a means of communication.</p>	<p>H&S: pg. 77, Ms. P's Postcard; pg. 183, You Are My Friend; pg. 185, We Share Class Book;</p> <p>P&D: pg. 9, Family Kindness; pg. 10, Ms. K's Kindness Trophy; pg. 23, Make a Park Mural; pg. 51, Family Story time; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book;</p>
<p>F.5.6 Scribble a message on a card or picture.</p>	<p>H&S: pg. 66, Finish a Class Book; pg. 51, Family Story time;</p>
<p>F.5.7 Use writing or symbols to share an idea with someone.</p>	<p>H&S: pg. 17, "Me" Prints; pg. 119, I Can See; pg. 122, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 185, We Share Class Book</p> <p>P&D: pg. 10, We Are Kind Classbook; : pg. 23, Make a Park Mural; pg. 50, Make a Class Book; pg. 51, Family Story time; pg. 80, Picture Glossary; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book;</p> <p>G&M: pg. 42, Me- On the Go!;</p> <p>C&Z: pg. 21, Our Favorite Flowers Class Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 134, Make a Senses Book</p>
<p>F.5.8 Write more than word correctly.</p>	<p>H&S: pg. 17, "Me" Prints; pg. 119, I Can See; pg. 122, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 185, We Share Class Book</p> <p>P&D: pg. 10, We Are Kind Classbook; : pg. 23, Make a Park Mural; pg. 50, Make a Class Book; pg. 51, Family Story time; pg. 80, Picture Glossary; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book;</p> <p>G&M: pg. 42, Me- On the Go!;</p> <p>C&Z: pg. 21, Our Favorite Flowers Class Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 134, Make a Senses Book</p>
<p>F.5.9 Represent action with drawing.</p>	<p>H&S: pg. 39, Make a Class Weather Book; pg. 119, I Can See; pg. 122, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 185, We Share Class Book;</p> <p>P&D: pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; : pg. 23, Make a Park Mural; pg. 50, Make a Class Book; pg. 65, We Are Special Classbook; pg. 147, Write Directions; pg. 175, How We Go To Sleep Class Book;</p> <p>C&Z: pg. 42, Me- On the Go!; pg. 47, Class Counting Book; pg. 53, Friends; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book; pg. 129, Class Book of Sounds; pg. 159, Picture This; pg. 164, Summer Fun</p>

<p>F.5.10 Follow printed words as a story is read or caption as a video is played.</p>	<p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
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ENGLISH/LANGUAGE ARTS FOUNDATION 6

F.6 - WRITING: Writing Conventions

Handwriting and Spelling

By using a knowledge of letter names and sounds and unconventional (invented spellings, young children develop an impressive appreciation of the phonemic structure of the English language. Children gain confidence in their growing ability to translate their communication into writing if the adults in their environment are more interested in what they are trying to say, than on their use of conventional letter formation and/or spellings. Observation may reveal that the child is actually representing what she hears adults saying. Children who are learning English or who have language delays need to have their early attempts accepted and encouraged. It is better to build confidence than correctness at this stage of writing.

<p>F.6.1 Write from left to right.</p>	<p><i>Modeled Writing and Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not... We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
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<p>F.6.2 Combine strokes and shapes to represent letters.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
<p>F.6.3 Copy a vertical line.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>

<p>F.6.4 Copy a horizontal line.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
<p>F.6.5 Copy a circle.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>

<p>F.6.6 Write letters in strings.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
<p>F.6.7 Write using phonetically spelled words.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>

<p>F.6.8 Use different combinations of letters to achieve sounds.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
<p>F.6.9 Write more than one word correctly.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>

<p>F.6.10 Use the correct grasp of writing tool.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
<p>F.6.11 Imitate drawing a cross.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>

<p>F.6.12 Copy a cross.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
<p>F.6.13 Copy an "X".</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>

<p>F.6.14 Copy a square.</p>	<p><i>Modeled Writing</i> and <i>Shared Writing</i> are taught throughout series during Whole Class and Small Group Activities where teacher explains the mechanics of writing as children observe and participate, e.g.,</p> <p>H&S: pg. 7, Start a Class Book; pg. 10, Finish a Class Book; pg. Learn About Body Parts; pg. 62, Let's Begin; pg. 66, Finish a Class Book; pg. 77, Ms. P's Postcard; pg. 119, I Can See; pg. 121, I Can Smell; pg. 126, I Can Taste; pg. 130, I can Hear; pg. 134, I Can Feel; pg. 183, You Are My Friend; pg. 186, Conflict Resolution</p> <p>P&D: pg. 7, Because of Us; pg. 9, Family Kindness; pg. 10, We Are Kind Classbook; pg. 41, Write a Direction; pg. 65, We Are Special Classbook; pg. 80, Picture Glossary; pg. 153, Write an Action Poem; pg. 175, How We Go To Sleep Class Book; pg. 190, Who Sleeps?;</p> <p>C&Z: pg. 11, Mr. G's House; pg. 24, Problems and Solutions; pg. 71, Our Class Pet; pg. 77, Pets Can Not...We Can!; pg. 119, A Trip to the Zoo; pg. 158, Class Insect Book;</p> <p>G&M: pg. 22, Make Signs; pg. 35, An Upside-Down Book; pg. 47, Class Counting Book; pg. 69, My Rainy-Day Book; pg. 98, Class Book of Dinosaurs; pg. 119, Mice Squeak Wall Story; pg. 159, Picture This; pg. 161, Wish Upon a Star; pg. 165, Favorite Letter Person</p>
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ENGLISH/LANGUAGE ARTS FOUNDATION 7

F.7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Comprehension

Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes. Talking makes children familiar with words and ideas that they need to enjoy and understand fiction and nonfiction books, including math, science, history, art, and other academic subjects that they will encounter later.

<p>F.7.1 Name sounds heard in the environment.</p>	<p>RSG: pg. 17, Science; pg. 70, What's That Sound?; pg. 73, What Do You Hear?;</p> <p>H&S: pg. 23, How Sound Gets to My Ears;</p> <p>G&M: pg. 78, Water Music; pg. 119, Making Sounds; pg. 129, Sounds Around the House; pg. 12, Graph Favorite Sounds; pg. 133, Sound Patterns</p>
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<p>F.7.2 Watch and listen to a story to completion for ten minutes or more.</p>	<p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.7.3 Stay with an adult-directed activity or story for 10-15 minutes.</p>	<p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.7.4 Follow one-step spoken directions without prompts (e.g., Get your shoe).</p>	<p>RSG: pg. 4, Language and Vocabulary; pg. 67, Stop the Music; pg. 102, Erase It!; pg. 102, Follow My Directions; pg. 110, Follow Me!;</p> <p>H&S: pg. 7, Start a Class Book, pg. 69, Bagel Faces, pg. 100, Eat Mr. H's Healthful Hats, pg. 137, Make Play Dough, pg. 161, Make Shape Pictures;</p> <p>P&D: pg. 23, Landscape Art, pg. 46, Make a Family Tree, pg. 69, Feet Painting, pg. 135, Make Bird Feeders;</p> <p>C&Z: pg. 7, Make a Playhouse, pg. 48, Make a Safety Book, pg. 62, Pet Masks, pg. 127, Fold-Over Zoo Animals;</p> <p>G&M: pg. 7, A Flower Garden, pg. 51, Lemonade, pg. 74, Upside-Down Cake, pg. 121, Make Instruments, pg. 153, Make a Rock</p>

<p>F.7.5 Ask and answer simple questions.</p>	<p>RSG: pg. 64, Share a Story, <i>Alphabet House</i>; pg. 103, Compare Alphabet Books; H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 46, What is the Weather?; pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 74, Read a Math Big Book; P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 18, What are Living Things; pg. 34, Share a Story, <i>Families</i>; pg. 42, Read a Big Math Book; pg. 62, Share a Story, <i>All Kinds of Children</i>; C&Z: pg. 10, Read a Science Big Book; pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 40, Read the Science Big Book; pg. 62, Share a Story, <i>My Dog Rosie</i>; G&M: pg. 10, Read About Seeds; pg. 34, Share a Story, <i>What the Sun See, What the Moon Sees</i>; pg. 40, Read a Big Math Book; pg. 50, Revisit a Story; pg. 62, Share a Story, <i>Listen to the Rain</i></p>
<p>F.7.6 Ask questions and make comments about a story being read.</p>	<p>RSG: pg. 64, Share a Story, <i>Alphabet House</i>; pg. 103, Compare Alphabet Books; H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 46, What is the Weather?; pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 74, Read a Math Big Book; P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 18, What are Living Things; pg. 34, Share a Story, <i>Families</i>; pg. 42, Read a Big Math Book; pg. 62, Share a Story, <i>All Kinds of Children</i>; C&Z: pg. 10, Read a Science Big Book; pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 40, Read the Science Big Book; pg. 62, Share a Story, <i>My Dog Rosie</i>; G&M: pg. 10, Read About Seeds; pg. 34, Share a Story, <i>What the Sun See, What the Moon Sees</i>; pg. 40, Read a Big Math Book; pg. 50, Revisit a Story; pg. 62, Share a Story, <i>Listen to the Rain</i></p>
<p>F.7.7 Classify categories of words.</p>	<p>RSG: pg. 16, Math, pgs. 44-45, Math and Science Center; H&S: pg. 13, Colorful Names; pg. 41, Weather Words; pg. 69, Pointy Patches Quilt; pg. 165, Shape Sorts; P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 91, Opposites Sort; pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; pg. 181, A Season of Laundry; pg. 185, Is It Yellow?; C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 104, Everybody on the Farm; pg. 121, What Sort of Animal?; pg. 161, Sort Us!; G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds</p>

<p>F.7.8 Identify attributes of objects.</p>	<p>P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 91, Opposites Sort; pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; pg. 181, A Season of Laundry; pg. 185, Is It Yellow?;</p> <p>C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 104, Everybody on the Farm; pg. 121, What Sort of Animal?; pg. 161, Sort Us!;</p> <p>G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds</p>
<p>F.7.9 Identify categories of objects in pictures (e.g., animals).</p>	<p>H&S: pg. 41, Weather Words; pg. 73, Ms. P's Pictures; pg. 73, The Growing Game</p> <p>P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort;</p> <p>C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets;</p> <p>G&M: pg. 93, Dino Look-Alikes</p>
<p>F.7.10 Use new vocabulary learned from experiences.</p>	<p>Each unit in <i>Let's Begin with the Letter People</i> contains a set of vocabulary words. Activities that encourage children to learn and use these words are an integral part of each unit, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.7.11 Follow commands containing two familiar attributes (e.g., Get the big, red sock).</p>	<p>RSG: pg. 4, Language and Vocabulary; pg. 67, Stop the Music; pg. 102, Erase It!; pg. 102, Follow My Directions; pg. 110, Follow Me!;</p> <p>H&S: pg. 7, Start a Class Book, pg. 69, Bagel Faces, pg. 100, Eat Mr. H's Healthful Hats, pg. 137, Make Play Dough, pg. 161, Make Shape Pictures;</p> <p>P&D: pg. 23, Landscape Art, pg. 46, Make a Family Tree, pg. 69, Feet Painting, pg. 135, Make Bird Feeders;</p> <p>C&Z: pg. 7, Make a Playhouse, pg. 48, Make a Safety Book, pg. 62, Pet Masks, pg. 127, Fold-Over Zoo Animals;</p> <p>G&M: pg. 7, A Flower Garden, pg. 51, Lemonade, pg. 74, Upside-Down Cake, pg. 121, Make Instruments, pg. 153, Make a Rock</p>

<p>F.7.12 Follow two-step spoken directions with prompts.</p>	<p>RSG: pg. 4, Language and Vocabulary; pg. 67, Stop the Music; pg. 102, Erase It!; pg. 102, Follow My Directions; pg. 110, Follow Me!;</p> <p>H&S: pg. 7, Start a Class Book, pg. 69, Bagel Faces, pg. 100, Eat Mr. H's Healthful Hats, pg. 137, Make Play Dough, pg. 161, Make Shape Pictures;</p> <p>P&D: pg. 23, Landscape Art, pg. 46, Make a Family Tree, pg. 69, Feet Painting, pg. 135, Make Bird Feeders;</p> <p>C&Z: pg. 7, Make a Playhouse, pg. 48, Make a Safety Book, pg. 62, Pet Masks, pg. 127, Fold-Over Zoo Animals;</p> <p>G&M: pg. 7, A Flower Garden, pg. 51, Lemonade, pg. 74, Upside-Down Cake, pg. 121, Make Instruments, pg. 153, Make a Rock</p>
<p>F.7.13 Use trial and error to solve a simple problem.</p>	<p><i>Small group, Meeting Circle and Center Choices</i> activities in each lesson of Teacher's Resource Book will aid student's abilities to interact with friends while learning ways to solve problems, e.g.,</p> <p>RSG: pg. 4, Social/Emotional Development</p> <p>H&S: pg. 164, Use Your Words; pg. 174, Rhyme Time; pg. 186, Taking Turns Story Card; pg. 186, Conflict Resolution, pg. 187, Sharing;</p> <p>P&D: pg. 7, Because of Us; pg. 9, Ms. K Is Kind to her Friends; pg. 10, We Are Kind Class Book; pg. 17, Kindness Necklace; pg. 25, What Can You Do?; pg. 46, How We Help Our Families;</p> <p>C&Z: pg. 24, More Problems and Solutions; pg. 134, Sharing;</p> <p>G&M: pg. 108, Manners, pg. 134, Listening Politely</p>
<p>F.7.14 Generalize a solution to a new situation.</p>	<p><i>Small group, Meeting Circle and Center Choices</i> activities in each lesson of Teacher's Resource Book will aid student's abilities to interact with friends while learning ways to find solutions, e.g.,</p> <p>RSG: pg. 4, Social/Emotional Development</p> <p>H&S: pg. 164, Use Your Words; pg. 174, Rhyme Time; pg. 186, Taking Turns Story Card; pg. 186, Conflict Resolution, pg. 187, Sharing;</p> <p>P&D: pg. 7, Because of Us; pg. 9, Ms. K Is Kind to her Friends; pg. 10, We Are Kind Class Book; pg. 17, Kindness Necklace; pg. 25, What Can You Do?; pg. 46, How We Help Our Families;</p> <p>C&Z: pg. 24, More Problems and Solutions; pg. 134, Sharing;</p> <p>G&M: pg. 108, Manners, pg. 134, Listening Politely</p>
<p>F.7.15 Express what might happen after the action in a picture.</p>	<p>H&S: pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 90, Share A Story <i>Bernard's Bath</i>;</p> <p>C&Z: pg. 118, Share A Story, <i>Goodnight, Gorilla</i>; pg. 130, Read Mr. 's Big Book;</p> <p>G&M : pg. 6, Share a Story, <i>Flower Garden</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i>; pg. 122, Read Ms. J's Big Book</p>

<p>F.7.16 Imitate a series of three numbers or unrelated words.</p>	<p>RSG: pg. 68, Count to 10; pg. 70, Count to 10 Again; pg. 74, The Alphabet Song; pg. 75, I Spy a Center; pg. 76, Alphabet Chant; pg. 79, I Spy a Center; pg. 80, Meet Mr. G, Mr. H, and Mr. I; pg. 83, I Spy a Center;</p> <p>H&S: pg. 9, Jack Be Nimble; pg. 11, Everyday Words Song; pg. 13, Rhyme Time; pg. 19, My Senses; pg. 23, The Sentence Game; pg. 36, Ms. W's Song; pg. 66, Sing Looby Loo;</p> <p>P&D: pg. 24, Love Your Friends; pg. 40, Everyday Words Song; pg. 43, Shake Your Shapes Out; pg. 68, Everyday Words Song; pg. 125, Who Took the Cookies?;</p> <p>C&Z: pg. 7, Transition; pg. 12, Mr. G's Word Play; pg. 15, Clean-Up Time; pg. 16, This Is My House; pg. 22, What Will You Do?;</p> <p>G&M: pg. 18, Ms. V's Word Play; pg. 22, This Is the Way I Read a Word; pg. 23, What a Seed Needs; pg. 24, A Planting Song; pg. 42, Let's Begin</p>
<p>F.7.17 Initiate turn taking in play.</p>	<p>RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers;</p> <p>H&S: pg. 175, Taking Turns; pg. 185, Practice Taking Turns; pg. 186, <i>Taking Turns</i> Story Card; pg. 190, Birthday Party;</p> <p>G&M: pg. 108, Manners</p>
<p><i>Oral Communication</i></p> <p><i>Young children use words to help adults and others to understand their needs, ask questions, express feelings, and solve problems. Children learn a lot when they talk out loud. In building a foundation for speaking for a variety of purposes, young children need many opportunities to formulate language rules and communicate their ideas to adults and children. Adults who care about the child's self-esteem and development of oral communication, respond to information, questions, or requests with respect, interest, and eye-contact.</i></p>	
<p>F.7.18 Name sounds heard in the environment.</p>	<p>RSG: pg. 17, Science; pg. 70, What's That Sound?; pg. 73, What Do You Hear?;</p> <p>H&S: pg. 23, How Sound Gets to My Ears;</p> <p>G&M: pg. 78, Water Music; pg. 119, Making Sounds; pg. 129, Sounds Around the House; pg. 12, Graph Favorite Sounds; pg. 133, Sound Patterns</p>
<p>F.7.19 Imitate simple rhymes.</p>	<p>RSG: pg. 5, Phonological Awareness; pg. 66, I'm a Big Preschooler; pg. 68, Count to 10; pg. 105, Nursery Rhymes; pg. 110, Which Words Rhyme?;</p> <p>H&S: pg. 13, Rhyme Time; pg. 35, Rhyme Time; pg. 72, Ms. P's Word Play; pg. 101, After My Bath;</p> <p>P&D: pg. 45, Diddle, Diddle, Mr. D; pg. 93, Open, Shut Them; pg. 152, Ms. E's Exercise Poem;</p> <p>C&Z: pg. 16, This Is My House; pg. 50, Can You Hear the Difference?, pg. 136, Let's Listen Game, pg. 165, Story Rhymes;</p> <p>G&M: pg. 12, Many-Colored Vegetables; pg. 75, Hear the Difference, pg. 78, Revisit a Rhyme, pg. 118, Share a Story</p>

<p>F.7.20 Repeat simple sentences as presented.</p>	<p>RSG: pg. 68, Count to 10; pg. 70, Count to 10 Again; pg. 74, The Alphabet Song; pg.75, I Spy a Center; pg. 76, Alphabet Chant; pg. 79, I Spy a Center; pg. 80, Meet Mr. G, Mr. H, and Mr. I; pg. 83, I Spy a Center;</p> <p>H&S: pg. 9, Jack Be Nimble; pg. 11, Everyday Words Song; pg. 13, Rhyme Time; pg. 19, My Senses; pg. 23, The Sentence Game; pg. 36, Ms. W's Song; pg. 66, Sing Looby Loo;</p> <p>P&D: pg. 24, Love Your Friends; pg. 40, Everyday Words Song; pg. 43, Shake Your Shapes Out; pg. 68, Everyday Words Song; pg. 125, Who Took the Cookies?;</p> <p>C&Z: pg. 7, Transition; pg. 12, Mr. G's Word Play; pg. 15, Clean-Up Time; pg. 16, This Is My House; pg. 22, What Will You Do?;</p> <p>G&M: pg. 18, Ms. V's Word Play; pg. 22, This Is the Way I Read a Word; pg. 23, What a Seed Needs; pg. 24, A Planting Song; pg. 42, Let's Begin</p>
<p>F.7.21 Engage in reciprocal conversations for two to three exchanges.</p>	<p>Opportunities through <i>Small Group</i> Activities found through out Teacher's Resource Book, e.g.,</p> <p>RSG: pg. 67, Name Telephone; pg. 69, Counting at Alphabet House; pg. 71, Word Telephone; pg. 73, Family Pictures; pg. 75, I Spy a Center;</p> <p>H&S: pg. 21, Our New Worlds; pg. 23, The Sentence Game; pg. 35, Rhyme Time; pg. 37, Read the Weather Graph; pg. 39, Make a Class Weather Book;</p> <p>P&D: pg. 34, What Is a Family?; pg. 37, What Color Is Mr. D's Hat?; pg. 39, Helping Hands Book; pg. 41, Write a Direction; pg. 43, Picnic Puzzles;</p> <p>C&Z: pg. 93, Animal Sound Patterns; pg. 94, Read a Rebus Book; pg. 97, Funny Farm-Animal Names; pg. 99, Living Things Change; pg. 101, Liquids, Gases, and Solids on Earth;</p> <p>G&M: pg. 119, Old MacDonald; pg. 121, Make Instruments; pg. 123, What Makes That Sound?; pg. 125, Calendar J's; pg. 129, Sound Bingo</p>
<p>F.7.21 Request permission.</p>	<p>RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers;</p> <p>H&S: pg. 24, Write Class Rules</p> <p>C&Z: pg. 128, Animal Tea Party; pg. 134, Getting Along;</p> <p>G&M: pg. 108, Manners</p>
<p>F.7.22 Use language instead of physical force to resolve conflicts, with assistance.</p>	<p>RSG: pg. 4, Social/Emotional Development</p> <p>H&S: pg. 164, Use Your Words; pg. 174, Rhyme Time; pg. 186, Taking Turns Story Card; pg. 186, Conflict Resolution, pg. 187, Sharing;</p> <p>P&D: pg. 7, Because of Us; pg. 9, Ms. K Is Kind to her Friends; pg. 10, We Are Kind Class Book; pg. 17, Kindness Necklace; pg. 25, What Can You Do?; pg. 46, How We Help Our Families;</p> <p>C&Z: pg. 24, More Problems and Solutions; pg. 134, Sharing;</p> <p>G&M: pg. 108, Manners, pg. 134, Listening Politely</p>

<p>F.7.23 Imitate four to five word sentences.</p>	<p>RSG: pg. 68, Count to 10; pg. 70, Count to 10 Again; pg. 74, The Alphabet Song; pg. 75, I Spy a Center; pg. 76, Alphabet Chant; pg. 79, I Spy a Center; pg. 80, Meet Mr. G, Mr. H, and Mr. I; pg. 83, I Spy a Center;</p> <p>H&S: pg. 9, Jack Be Nimble; pg. 11, Everyday Words Song; pg. 13, Rhyme Time; pg. 19, My Senses; pg. 23, The Sentence Game; pg. 36, Ms. W's Song; pg. 66, Sing Looby Loo;</p> <p>P&D: pg. 24, Love Your Friends; pg. 40, Everyday Words Song; pg. 43, Shake Your Shapes Out; pg. 68, Everyday Words Song; pg. 125, Who Took the Cookies?;</p> <p>C&Z: pg. 7, Transition; pg. 12, Mr. G's Word Play; pg. 15, Clean-Up Time; pg. 16, This Is My House; pg. 22, What Will You Do?;</p> <p>G&M: pg. 18, Ms. V's Word Play; pg. 22, This Is the Way I Read a Word; pg. 23, What a Seed Needs; pg. 24, A Planting Song; pg. 42, Let's Begin</p>
<p>F.7.24 Talk without repeating sounds and syllables in words.</p>	<p>Each unit in <i>Let's Begin with the Letter People</i> contains a set of vocabulary words: essential words, content words and wonderful words. Activities that encourage children to learn and use these words are an integral part of each unit, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>

<p>F.7.25 Use auxiliary verbs (e.g., am, is, are).</p>	<p>Each unit in <i>Let's Begin with the Letter People</i> contains a set of vocabulary words: essential words, content words and wonderful words. Activities that encourage children to learn and use these words are an integral part of each unit, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.7.26 Use nouns, plurals, prepositions, and verb forms frequently.</p>	<p>Each unit in <i>Let's Begin with the Letter People</i> contains a set of vocabulary words: essential words, content words and wonderful words. Activities that encourage children to learn and use these words are an integral part of each unit, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>

<p>F.7.27 Use pronouns correctly.</p>	<p>Each unit in <i>Let's Begin with the Letter People</i> contains a set of vocabulary words: essential words, content words and wonderful words. Activities that encourage children to learn and use these words are an integral part of each unit, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.7.28 Use six word vocalizations, signs, symbols, or gestures to communicate.</p>	<p>Opportunities through <i>Small Group Activities</i> found through out Teacher's Resource Book, e.g.,</p> <p>RSG: pg. 67, Name Telephone; pg. 69, Counting at Alphabet House; pg. 71, Word Telephone; pg. 73, Family Pictures; pg. 75, I Spy a Center;</p> <p>H&S: pg. 21, Our New Worlds; pg. 23, The Sentence Game; pg. 35, Rhyme Time; pg. 37, Read the Weather Graph; pg. 39, Make a Class Weather Book;</p> <p>P&D: pg. 34, What Is a Family?; pg. 37, What Color Is Mr. D's Hat?; pg. 39, Helping Hands Book; pg. 41, Write a Direction; pg. 43, Picnic Puzzles;</p> <p>C&Z: pg. 93, Animal Sound Patterns; pg. 94, Read a Rebus Book; pg. 97, Funny Farm-Animal Names; pg. 99, Living Things Change; pg. 101, Liquids, Gases, and Solids on Earth;</p> <p>G&M: pg. 119, Old MacDonald; pg. 121, Make Instruments; pg. 123, What Makes That Sound?; pg. 125, Calendar J's; pg. 129, Sound Bingo</p>

<p>F.7.29 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.</p>	<p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.7.30 Pick from two ideas to talk about.</p>	<p><i>Interest Center Choices</i> in each unit of the Teacher's Guides allow for children to work individually or in small groups to explore different topics or themes. And provide differentiation of the curriculum.</p>
<p><i>Speaking Applications</i> <i>Young children need an environment filled with rich language and many opportunities</i></p>	
<p>F.7.31 Understand and follow a one-step direction.</p>	<p>RSG: pg. 4, Language and Vocabulary; pg. 67, Stop the Music; pg. 102, Erase It!; pg. 102, Follow My Directions; pg. 110, Follow Me!;</p> <p>H&S: pg. 7, Start a Class Book, pg. 69, Bagel Faces, pg. 100, Eat Mr. H's Healthful Hats, pg. 137, Make Play Dough, pg. 161, Make Shape Pictures;</p> <p>P&D: pg. 23, Landscape Art, pg. 46, Make a Family Tree, pg. 69, Feet Painting, pg. 135, Make Bird Feeders;</p> <p>C&Z: pg. 7, Make a Playhouse, pg. 48, Make a Safety Book, pg. 62, Pet Masks, pg. 127, Fold-Over Zoo Animals;</p> <p>G&M: pg. 7, A Flower Garden, pg. 51, Lemonade, pg. 74, Upside-Down Cake, pg. 121, Make Instruments, pg. 153, Make a Rock</p>

<p>F.7.32 Use new vocabulary learned from experiences.</p>	<p>Each unit in <i>Let's Begin with the Letter People</i> contains a set of vocabulary words. Activities that encourage children to learn and use these words are an integral part of each unit, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.7.33 Talk about action pictures of family, pets, or self.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i></p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i> pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>
<p>F.7.34 Tell something that a favorite character does in a story.</p>	<p>H&S: pg. 91, Bernard's Bath; pg. 122, Revisit I Learn With My Senses; pg. 177, Retell a Story;</p> <p>P&D: pg. 16, Revisit <i>Because of You</i>; pg. 39, Revisit Families; pg. 80, Revisit <i>All Kinds of Children</i>; pg. 108, Revisit a Story; pg. 186, Read a Rebus Book;</p> <p>C&Z: pg. 18, Revisit <i>Castles, Caves and Honeycombs</i>; pg. 38, Share a Story; pg. 52, Revisit <i>D.W. Rides Again</i>; pg. 106, Revisit <i>Petting Zoo</i>; pg. 126, Revisit a Rebus; pg. 136, Revisit <i>Mr. Z's Big Book</i>;</p> <p>G&M: pg. 13, Revisit a Rebus; pg. 50, Revisit a Story, <i>What the Sun Sees, What the Moon Sees</i></p>
<p>F.7.35 Name objects from picture books.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 155, Read a Rebus Book, <i>I Like the Forest</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i>; pg. 74, Read a Rebus Book, <i>I See Rain</i>; pg. 95, Read a Rebus Book, <i>The Farm</i>; pg. 123, Read Mr. Z's Rebus Book, <i>I Like Zippers</i>; pg. 151, Read a Rebus Book, <i>I Measure</i>;</p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 66, Read a Rebus Book, <i>Up and Down</i>; pg. 95, Read a Dinosaur Rebus Book, <i>My Dinosaur</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>

<p>F.7.36 Tell simple stories from picture books.</p>	<p>P&D: pg. 123, Read a Rebus Book, <i>I Like to Munch</i>; pg. 155, Read a Rebus Book, <i>I Like the Forest</i>; pg. 186, Read a Rebus Book, <i>I Made a Face</i>;</p> <p>C&Z: pg. 7, Read a Rebus Book, <i>My House</i>; pg. 47, Read a Rebus Book, <i>Friends</i>; pg. 74, Read a Rebus Book, <i>I See Rain</i>; pg. 95, Read a Rebus Book, <i>The Farm</i>; pg. 123, Read Mr. Z's Rebus Book, <i>I Like Zippers</i>; pg. 151, Read a Rebus Book, <i>I Measure</i>;</p> <p>G&M: pg. 11, Role-Play a Rebus Story, <i>My Vest</i>; pg. 56, A Rebus "How-To" Book, <i>I See My Shadow</i>; pg. 66, Read a Rebus Book, <i>Up and Down</i>; pg. 95, Read a Dinosaur Rebus Book, <i>My Dinosaur</i>; pg. 126, Read a Rebus Book, <i>I See You and Me</i></p>
<p>F.7.37 Communicate recent experiences.</p>	<p>Opportunities throughout each unit of the Teacher's Guides are provided for children to talk about their experiences, e.g.,</p> <p>RSG: pg. 6, Early Literacy; pg. 53, Reading Room; pg. 64, Share a Story, <i>Alphabet House</i></p> <p>H&S: pg. 6, Share a Story, <i>From Anne to Zach</i>; pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 49, Read our Wonderful Words Book, pg. 62, Share a Story, <i>From Head to Toe</i>; pg. 90, Share a Story, <i>Bernard's Bath</i> pg. 150, Share a Story, <i>Lots of Feelings</i>; pg. 174, Share a Story, <i>The Rainbow Fish</i>;</p> <p>P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 15, Read a Class Book; pg. 34, Share a Story, <i>Families</i>; pg. 62, Share a Story, <i>All Kinds of Children</i>; pg. 65, Class Book, pg. 90, Share a Story, <i>Swing High, Swing Low</i>; pg. 118, Share a Story, <i>Let's Eat!</i>; pg. 146, Share a Story, <i>Clap Your Hands</i>;</p> <p>C&Z: pg. 10, Share a Story, <i>Our Earth</i>; pg. 19, Sort Books, pg. 38, Share a Story, <i>D.W. Rides Again</i>; pg. 62, Share a Story, <i>My Dog Rosie</i>; pg. 90, Share a Story, <i>Petting Zoo</i>; pg. 118, Share a Story, <i>Good Night, Gorilla</i>;</p> <p>G&M: pg. 6, Share a Story, <i>Flower Garden</i>; pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i>; pg. 62, Share a Story, <i>Listen to the Rain</i>; pg. 92, Share a Story, <i>My Big Dinosaur Book</i>; pg. 118, Share a Story, <i>Mice Squeak, We Speak</i></p>
<p>F.7.38 Sing the alphabet song.</p>	<p>RSG: pg. 65, The Alphabet Song; pg. 70, Sing the Alphabet; pg. 74, The Alphabet Song; pg. 78, The Alphabet Song;</p> <p>H&S: pg. 6, Share a Story, <i>Anne to Zach</i>;</p>
<p>F.7.39 Give name, age, and gender upon request.</p>	<p>N/A</p>
<p>F.7.40 Give address upon request.</p>	<p>N/A</p>
<p>F.7.41 Tell three events in chronological order.</p>	<p>H&S: pg. 91, Bernard's Bath; pg. 118, Share a Story; pg. 122, Revisit I Learn With My Senses;</p> <p>P&D: pg. 108, Revisit a Story; pg. 186, Read a Rebus Book;</p> <p>C&Z: pg. 18, Revisit a Story; pg. 38, Share a Story;</p> <p>G&M: pg. 50, Revisit a Story</p>

MATHEMATICS FOUNDATION 1

F.1 - NUMBER SENSE

Number Relationships

Children learn the meaning of numbers in the every day experiences the adult provides in the home, classroom, and nature. The child needs opportunities to watch, play, and interact with adults and other children to learn number vocabulary and to discover number relationships. Developing number sense means more than merely counting. It involves the ability to think and work with numbers easily, to understand their uses, and describe their relationships.

F.1.1 Sing and dance to a number song.	H&S: pg. 76, Math Exploration;
F.1.2 Count a number of objects up to three.	RSG: pg. 99, Concentration; H&S: pg. 76, Math Exploration; pg. 102, Match-Up Fun; pg. 103, Match-Up Fun Class Book; pg. 103, Class Clowns; pg. 104, Sponge Toss; pg. 105, Read a Class Book; pg. 106, Revisit a Math Big Book; pg. 108, Match-Up Fun Games; pg. 109, Number Line Fun; pg. 134, Mr. M's Match and Munch; P&D: pg. 15, Count with Ms. K; pg. 49, How Many Are Home?; pg. 73, Find It in the Sand!; C&Z: pg. 25, Match These Homes; pg. 69, One Pet, Two Pets; pg. 135, Count the Keys; G&M: pg. 51, How Many Sun Rays?
F.1.3 Count each object only once.	RSG: pg. 99, Concentration; H&S: pg. 76, Math Exploration; pg. 102, Match-Up Fun; pg. 103, Match-Up Fun Class Book; pg. 103, Class Clowns; pg. 104, Sponge Toss; pg. 105, Read a Class Book; pg. 106, Revisit a Math Big Book; pg. 108, Match-Up Fun Games; pg. 109, Number Line Fun; pg. 134, Mr. M's Match and Munch; P&D: pg. 15, Count with Ms. K; pg. 49, How Many Are Home?; pg. 73, Find It in the Sand!; C&Z: pg. 25, Match These Homes; pg. 69, One Pet, Two Pets; pg. 135, Count the Keys; G&M: pg. 51, How Many Sun Rays?
F.1.4 Imitate counting behavior using the names of large numbers.	N/A
F.1.5 Identify first and last.	RSG: pg. 78, First or Last?; H&S: pg. 15, Nifty N's; pg. 48, Dress-Up Relay; pg. 73, Ms. P's Pictures; pg. 78, Zoo Animal Number Train; P&D: pg. 105, Shape Patterns; pg. 127, Make Salad Dressing

<p>F.1.6 Use whole numbers up to five to describe objects and experiences.</p>	<p>RSG: pg. 16, Math; pg. 44, Math and Science Center; pg. 68, Count to 10; pg. 69, Counting at the <i>Alphabet House</i>; pg. 70, Count to 10 Again; pg. 83, Count the Letter People;</p> <p>H&S: pg. 16, We Like Numbers; pg. 65, Count Body Parts; pg. 25, Play 1-2-3 Zoo; pg. 25, Action Math; pg. 74, Count the Animals; pg. 76, Math Exploration; pg. 77, Clothespin Animal Count; pg. 78, How Many Are We?; pg. 78, Zoo Animal Number Train; pg. 191, How Many Buttons?;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 21, I Spy: Counting Clues Collage; pg. 158, Ms. E's Numeral Exercises; pg. 163, Let It Roll</p> <p>C&Z: pg. 17 How Many People Live in Your Home?; pg. 41 How Many Wheels?; pg. 51, How Many Toothbrushes; pg. 75, How Many Pets?; pg. 91, Cows in the Pasture; pg. 125, Pack It Up; pg. 129, Counting Animals; pg. 133, Countdown; pg. 135, Count the Keys; pg. 147, How Many Insects?</p> <p>G&M: pg. 17, Five Fine Flowers; pg. 40, How Many in All?, pg. 44, Learn about Adding; pg. 45, Count with Dominoes; pg. 46, Class Counting Book; pg. 51, How Many Sun Rays?; pg. 103, How Many Dinos in the Bed?; pg. 156, Blast Off!</p>
<p>F.1.7 Identify when objects are the same number, even if arrangement is changed.</p>	<p>H&S: pg. 74, Count the Animals; pg. 77, Counting at Home</p>
<p>F.1.8 Rote count to five.</p>	<p>RSG: pg. 16, Math; pg. 44, Math and Science Center; pg. 68, Count to 10; pg. 69, Counting at the <i>Alphabet House</i>; pg. 70, Count to 10 Again; pg. 83, Count the Letter People;</p> <p>H&S: pg. 16, We Like Numbers; pg. 65, Count Body Parts ;pg. 25, Play 1-2-3 Zoo; pg. 25, Action Math; pg. 74, Count the Animals; pg. 76, Math Exploration; pg. 77, Clothespin Animal Count; pg. 78, How Many Are We?; pg. 78, Zoo Animal Number Train; pg. 191, How Many Buttons?;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 21, I Spy: Counting Clues Collage; pg. 158, Ms. E's Numeral Exercises; pg. 163, Let It Roll</p> <p>C&Z: pg. 17 How Many People Live in Your Home?; pg. 41 How Many Wheels?; pg. 51, How Many Toothbrushes; pg. 75, How Many Pets?; pg. 91, Cows in the Pasture; pg. 125, Pack It Up; pg. 129, Counting Animals; pg. 133, Countdown; pg. 135, Count the Keys; pg. 147, How Many Insects?</p> <p>G&M: pg. 17, Five Fine Flowers; pg. 40, How Many in All?, pg. 44, Learn about Adding; pg. 45, Count with Dominoes; pg. 46, Class Counting Book; pg. 51, How Many Sun Rays?; pg. 103, How Many Dinos in the Bed?; pg. 156, Blast Off!</p>
<p>F.1.9 Draw pictures or symbols to represent a spoken number.</p>	<p>H&S: pg. 17, Make a Living Graph; pg. 37, Read the Weather Graph; pg. 50, Graph Favorite Seasons;</p> <p>P&D: pg. 15, Graph Kaboom Kicks; pg. 49, Make a Helping Graph; pg. 69, Graph Favorites; pg. 126, Graph Favorite Foods; pg. 148, Graph Favorite Exercises;</p> <p>C&Z: pg. 79, Complete a Pet Graph; pg. 132, Zipper Hunt</p> <p>G&M: pg. 160, If I Could Fly</p>

<p>F.1.10 Match number symbols with amounts 1-3.</p>	<p>RSG: pg. 68, Count to 10; pg. 69, Counting at the Alphabet House; pg. 70, Count to 10 Again, pg. 83; Count the Letter People;</p> <p>H&S: pg. 16, We Like Numbers!; pg. 17, Make a Living Graph; pg. 37, Read the Weather Graph; pg. 65, Count Body Parts; pg. 74, Count the Animals; pg. 75, 1-2-3 Zoo; pg. 76, Math Exploration; pg. 77, Counting at Home; pg. 78, Revisit a Math Big Book; pg. 104, Sponge Toss; pg. 119, I Can See; pg. 122, I Can Smell; pg. 128, Mr. M's Me Bag; pg. 130, I Can Hear; pg. 132, How Many?; pg. 161, Make Shape Pictures; pg. 181, Button Pick-up;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 49, How Many Are in Your Family?; pg. 73 Sort Shoes; pg. 126, Graph Favorite Foods; pg. 129, Counting Animals; pg. 163, Roll and Build;</p> <p>C&Z: pg. 41, How Many Wheels?; pg. 65, Feed the Pets; pg. 122, Revisit a Math Big Book; pg. 129, Counting Animals; pg. 133, Find the Right Cage; pg. 147, How Many Insects?; pg. 153, Counting with Big Book Science;</p> <p>G&M: pg. 45, Count with Dominos; pg. 71, Homes for Water Animals; pg. 101, Perfect Pancake Planning; pg. 163, Star Toss</p>
<p>F.1.11 Give "all" objects when asked.</p>	<p>H&S: pg. pg. 181, Button Pick-up;</p> <p>C&Z: pg. Feed the Pets</p>
<p>F.1.12 Identify the concept of "less."</p>	<p>G&M: pg. 94, What Is Subtraction?; pg. 96, Subtraction Action; pg. 99, How Many Dinos Stayed?; pg. 101, More or Fewer? pg. 103, Ten Dinos in the Bed; pg. 103, The Backwards Book; pg. 108, Dinosaur Subtraction</p>
<p>F.1.13 Count backward from five.</p>	<p>G&M: pg. 17, Five Fine Flowers; pg. 103, Dinosaur Eggs; pg. 103, The Backwards Book; pg. 156, Blast Off!</p>
<p>F.1.14 Give "some" and give "the rest" when asked.</p>	<p>G&M: pg. 44, Learn About Adding; pg. 47, Listen to Addition</p>
<p>F.1.15 Identify the concept of "none."</p>	<p>G&M: pg. 96, How Many Pancakes?; pg. 103, Dinosaur Eggs; pg. 103, The Backwards Book</p>
<p>F.1.16 Rote count to ten.</p>	<p>RSG: pg. 16, Math; pg. 44, Math and Science Center; pg. 68, Count to 10; pg. 69, Counting at the <i>Alphabet House</i>; pg. 70, Count to 10 Again; pg. 83, Count the Letter People;</p> <p>H&S: pg. 16, We Like Numbers; pg. 65, Count Body Parts ;pg. 25, Play 1-2-3 Zoo; pg. 25, Action Math; pg. 74, Count the Animals; pg. 76, Math Exploration; pg. 77, Clothespin Animal Count; pg. 78, How Many Are We?; pg. 78, Zoo Animal Number Train; pg. 191, How Many Buttons?;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 21, I Spy: Counting Clues Collage; C&Z: pg. 17, How Many People Live in Your Home?; pg. 41 How Many Wheels?; pg. 51, How Many Toothbrushes; pg. 75, How Many Pets?; pg. 91, Cows in the Pasture; pg. 125, Pack It Up; pg. 129, Counting Animals; pg. 133, Countdown; pg. 135, Count the Keys; pg. 147, How Many Insects?</p> <p>G&M: pg. 40, How Many in All?, pg. 44, Learn about Adding; pg. 45, Count with Dominoes; pg. 46, Class Counting Book; pg. 51, How Many Sun Rays?; pg. 103, How Many Dinos in the Bed?; pg. 156, Blast Off!</p>

<p>F.1.17 Match number symbols with amounts 0-5.</p>	<p>RSG: pg. 68, Count to 10; pg. 69, Counting at the Alphabet House; pg. 70, Count to 10 Again, pg. 83; Count the Letter People;</p> <p>H&S: pg. 16, We Like Numbers!; pg. 17, Make a Living Graph; pg. 37, Read the Weather Graph; pg. 65, Count Body Parts; pg. 74, Count the Animals; pg. 75, 1-2-3 Zoo; pg. 76, Math Exploration; pg. 77, Counting at Home; pg. 78, Revisit a Math Big Book; pg. 104, Sponge Toss; pg. 119, I Can See; pg. 122, I Can Smell; pg. 128, Mr. M's Me Bag; pg. 130, I Can Hear; pg. 132, How Many?; pg. 161, Make Shape Pictures; pg. 181, Button Pick-up;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 49, How Many Are in Your Family?; pg. 73 Sort Shoes; pg. 126, Graph Favorite Foods; pg. 129, Counting Animals; pg. 163, Roll and Build;</p> <p>C&Z: pg. 41, How Many Wheels?; pg. 65, Feed the Pets; pg. 122, Revisit a Math Big Book; pg. 129, Counting Animals; pg. 133, Find the Right Cage; pg. 147, How Many Insects?; pg. 153, Counting with Big Book Science;</p> <p>G&M: pg. 45, Count with Dominos; pg. 71, Homes for Water Animals; pg. 101, Perfect Pancake Planning; pg. 163, Star Toss</p>
<p>F.1.18 Apply one-to-one correspondence with objects and people.</p>	<p>RSG: pg. 99, Concentration;</p> <p>H&S: pg. 76, Math Exploration; pg. 102, Match-Up Fun; pg. 103, Match-Up Fun Class Book; pg. 103, Class Clowns; pg. 104, Sponge Toss; pg. 105, Read a Class Book; pg. 106, Revisit a Math Big Book; pg. 108, Match-Up Fun Games; pg. 109, Number Line Fun; pg. 134, Mr. M's Match and Munch;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 49, How Many Are Home?; pg. 73, Find It in the Sand!;</p> <p>C&Z: pg. 25, Match These Homes; pg. 69, One Pet, Two Pets; pg. 135, Count the Keys;</p> <p>G&M: pg. 51, How Many Sun Rays?</p>
<p>F.1.19 Identify the next number in a series of numbers up to ten.</p>	<p>RSG: pg. 16, Math; pg. 44, Math and Science Center; pg. 68, Count to 10; pg. 69, Counting at the <i>Alphabet House</i>; pg. 70, Count to 10 Again; pg. 83, Count the Letter People;</p> <p>H&S: pg. 16, We Like Numbers; pg. 65, Count Body Parts ;pg. 25, Play 1-2-3 Zoo; pg. 25, Action Math; pg. 74, Count the Animals; pg. 76, Math Exploration; pg. 77, Clothespin Animal Count; pg. 78, How Many Are We?; pg. 78, Zoo Animal Number Train; pg. 191, How Many Buttons?;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 21, I Spy: Counting Clues Collage; C&Z: pg. 17, How Many People Live in Your Home?; pg. 41 How Many Wheels?; pg. 51, How Many Toothbrushes; pg. 75, How Many Pets?; pg. 91, Cows in the Pasture; pg. 125, Pack It Up; pg. 129, Counting Animals; pg. 133, Countdown; pg. 135, Count the Keys; pg. 147, How Many Insects?</p> <p>G&M: pg. 40, How Many in All?, pg. 44, Learn about Adding; pg. 45, Count with Dominoes; pg. 46, Class Counting Book; pg. 51, How Many Sun Rays?; pg. 103, How Many Dinosaurs in the Bed?; pg. 156, Blast Off!</p>
<p>F.1.20 Count backward from ten.</p>	<p>G&M: pg. 108, Dinosaur Subtraction; pg. 156, Blast Off!</p>

<p>F.1.21 Pass out objects or food to people or characters.</p>	<p>RSG: pg. 43, Housekeeping Center; pgs. 50-51, Drama Center; H&S: pg. 25, At Home with Mr. N; pg. 105, Bath and Bedtime for the Letter People; pg. 125, A Meal for Mr. M's Munching Mouth; P&D: pg. 81, Cook Different Foods; pg. 127, Cook for Mr. C; pg. 131, Staying Healthy; pg. 137, A Winter Feast; pg. 179, Good Night, Letter People; pg. 183, How Do You Dress for Bed?; C&Z: pg. 73, Pet Sitting; pg. 93, Help Mr. R Deliver Roses; pg. 101, Mr. R Raises Roses; pg. 119; Be the Zookeeper; pg. 135, Sharing Toys; G&M: pg. 19, Plant a Pretend Garden; pg. 35, Turn on the Lights; pg. 77, We Need Water!; pg. 156, Blast Off!; pg. 157, Travel into Space</p>
<p>F.1.22 Name groups of objects.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; H&S: pg. 65, Count Body Parts; pg. 74, Count the Animals; pg. 76, Math Exploration; pg. 78, How Many Are We?; C&Z: pg. 49, Flossing Tall Teeth; pg. 72, Be a Graph!; pg. 76, Cats and Dogs; pg. 129, Counting Animals; G&M: pg. 17, Five Fine Flowers; pg. 40, How Many in All?; pg. 43, Our Own Beach; pg. 44, Learn About Adding; pg. 45, Count with Dominoes; pg. 94, What Is Subtraction?; pg. 96, Subtraction Action; pg. 99, How Many Dinos Stayed?; pg. 103, Ten Dinos in the Bed; pg. 103, The Backwards Book; pg. 108, Dinosaur Subtraction</p>
<p>F.1.23 Use a tally system.</p>	<p>H&S: pg. 17, Make a Living Graph; pg. 37, Read the Weather Graph; pg. 50, Graph Favorite Seasons; P&D: pg. 15, Graph Kaboom Kicks; pg. 49, Make a Helping Graph; pg. 69, Graph Favorites; pg. 126, Graph Favorite Foods; pg. 148, Graph Favorite Exercises; C&Z: pg. 79, Complete a Pet Graph; pg. 132, Zipper Hunt G&M: pg. 160, If I Could Fly</p>
<p>MATHEMATICS FOUNDATION 2</p>	
<p>F2 - COMPUTATION</p>	
<p><i>Counting, Sorting, Classifying, and Comparing Objects</i> <i>Learning to model, explain, and use addition and subtraction concepts in problem solving situations begins with the opportunity for young children to count, sort, compare objects, and describe their thinking and observations in everyday situations. In building the foundation for computation, children need opportunities to observe adults and peers applying mathematical concepts and using problem-solving techniques. Including these concepts in their play and in adult-supported activities, enhances children's understanding.</i></p>	
<p>F.2.1 Identify "first" and "last."</p>	<p>RSG: pg. 78, First or Last?; H&S: pg. 15, Nifty N's; pg. 48, Dress-Up Relay; pg. 73, Ms. P's Pictures; pg. 78, Zoo Animal Number Train; P&D: pg. 105, Shape Patterns; pg. 127, Make Salad Dressing</p>
<p>F.2.2 Trade several smaller items for a larger item.</p>	<p>N/A</p>

F.2.3 Count on fingers.	N/A
F.2.4 Identify and use the concepts of “one more” and “one less.”	G&M: pg. 40, How Many in All?; pg. 43, Our Own Beach; pg. 47, Listen to Addition; pg. 94, What Is Subtraction?; pg. 96, Subtraction Action; pg. 99, How Many Dinos Stayed?; pg. 101, More or Fewer? pg. 103, Ten Dinos in the Bed; pg. 103, The Backwards Book; pg. 108, Dinosaur Subtraction
F.2.5 Communicate that a snack is split in “half.”	N/A
F.2.6 Make a collection of items smaller by taking away items when asked.	G&M: pg. 94, What Is Subtraction?; pg. 96, Subtraction Action; pg. 99, How Many Dinos Stayed?; pg. 101, More or Fewer? pg. 103, Ten Dinos in the Bed; pg. 103, The Backwards Book; pg. 108, Dinosaur Subtraction
F.2.7 Make a collection of items larger by adding items when asked.	G&M: pg. 40, How Many in All?; pg. 43, Our Own Beach; pg. 45, Count with Dominoes; pg. 47, Listen to Addition
F.2.8 Describe addition situations for numbers less than three.	RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; H&S: pg. 65, Count Body Parts; pg. 74, Count the Animals; pg. 76, Math Exploration; pg. 78, How Many Are We?; P&D: pg. 15, Count with Ms. K; pg. 49, How Many Are in Your Family?; pg. 73 Sort Shoes; pg. 126, Graph Favorite Foods; pg. 129, Counting Animals; pg. 163, Roll and Build; C&Z: pg. 49, Flossing Tall Teeth; pg. 72, Be a Graph!; pg. 76, Cats and Dogs; pg. 129, Counting Animals; G&M: g. 17, Five Fine Flowers; pg. 40, How Many in All?; pg. 43, Our Own Beach; pg. 44, Learn About Adding; pg. 45, Count with Dominoes; pg. 46, Class Counting Book; pg. 46, Listen to Addition; pg. 94, What Is Subtraction?; pg. 96, Subtraction Action; pg. 99, How Many Dinos Stayed?; pg. 103, Ten Dinos in the Bed; pg. 103, The Backwards Book; pg. 108, Dinosaur Subtraction
F.2.9 Make guesses related to quantity.	H&S: pg. 191, How Many Buttons?
F.2.10 Describe subtraction situations for numbers less than three.	G&M: pg. 94, What Is Subtraction?; pg. 96, Subtraction Action; pg. 99, How Many Dinos Stayed?; pg. 103, Ten Dinos in the Bed; pg. 103, The Backwards Book; pg. 108, Dinosaur Subtraction
F.2.11 Describe addition situations for numbers less than five.	RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; H&S: pg. 65, Count Body Parts; pg. 74, Count the Animals; pg. 76, Math Exploration; pg. 78, How Many Are We?; P&D: pg. 15, Count with Ms. K; pg. 49, How Many Are in Your Family?; pg. 73 Sort Shoes; pg. 126, Graph Favorite Foods; pg. 129, Counting Animals; pg. 163, Roll and Build; C&Z: pg. 49, Flossing Tall Teeth; pg. 72, Be a Graph!; pg. 76, Cats and Dogs; pg. 129, Counting Animals; G&M: g. 17, Five Fine Flowers; pg. 40, How Many in All?; pg. 43, Our Own Beach; pg. 44, Learn About Adding; pg. 45, Count with Dominoes; pg. 46, Class Counting Book; pg. 46, Listen to Addition; pg. 94, What Is Subtraction?; pg. 96, Subtraction Action; pg. 99, How Many Dinos Stayed?; pg. 103, Ten Dinos in the Bed; pg. 103, The Backwards Book; pg. 108, Dinosaur Subtraction

F.2.12 Describe subtraction situations for numbers less than five.	G&M: pg. 94, What Is Subtraction?; pg. 96, Subtraction Action; pg. 99, How Many Dinos Stayed?; pg. 103, Ten Dinos in the Bed; pg. 103, The Backwards Book; pg. 108, Dinosaur Subtraction
F.2.13 Break apart a whole quantity of something into a set.	H&S: pg. 119, What Do You See?
F.2.14 Combine a whole quantity of something (e.g., pop beads).	G&M: pg. 40, How Many in All?; pg. 43, Our Own Beach; pg. 45, Count with Dominoes; pg. 47, Listen to Addition
F.2.15 Represent object/activity by drawing or selecting picture.	G&M: pg. 47, Class Counting Book; pg. 52, Where Is Ms. L?

MATHEMATICS FOUNDATION 3

F.3 - ALGEBRA AND FUNCTIONS

Finding Patterns and Relationships

Young children build the foundation for finding patterns and their relationships by exploring environments that are rich in shapes, sizes, colors, and textures. They learn to identify and describe patterns using mathematical language when there are opportunities to sort, classify, and label things in their environment. Children need hands-on activities to explore and describe patterns and relationships involving numbers, shapes, data, and graphs in problem-solving situations.

F.3.1 Follow along and imitate patterns of sounds and movement.	RSG: pg. 16, Math, pgs. 44-45, Math and Science Center; H&S: pg. 23, Make Noise with Mr. N; P&D: pg. 94, Learn About Patterns; pg. 101, Stamp a Pattern; pg. 104, Musical Patterns; pg. 107, Hey, Pattern Man!; C&Z: pg. 93, Animal Sound Patterns; pg. 93, More Animal Sound Patterns; G&M: pg. 44, A Growing, Laughing Pattern; pg. 103, Dinosaur Eggs; pg. 124, Rhythm Band
F.3.2 Reproduce patterns of sounds and movement.	RSG: pg. 16, Math, pgs. 44-45, Math and Science Center; H&S: pg. 23, Make Noise with Mr. N; P&D: pg. 94, Learn About Patterns; pg. 101, Stamp a Pattern; pg. 104, Musical Patterns; pg. 107, Hey, Pattern Man!; C&Z: pg. 93, Animal Sound Patterns; pg. 93, More Animal Sound Patterns; G&M: pg. 44, A Growing, Laughing Pattern; pg. 103, Dinosaur Eggs; pg. 124, Rhythm Band

F.3.3 Reproduce simple AB patterns of concrete objects.	<p>RSG: pg. 16, Math, pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 68, Pointy Patch Patterns;</p> <p>P&D: pg. 95, Living Patterns; pg. 95, Cube Patterns; pg. 95, String a Pattern; pg. 96, Exploring Patterns; pg. 99, Numeral Patterns; pg. 101, Stamp a Pattern; pg. 103, Cookie Patterns; pg. 105, Class Pattern Book; pg. 105, Shape Patterns; pg. 107, Letter Patterns; pg. 107, Button Patterns; pg. 109, Paint a Pattern; pg. 125, Cookie Patterns; pg. 157, Let's Sort Shapes;</p> <p>C&Z: pg. 121, Build Animal Cages; pg. 131, A Growing Pattern;</p> <p>G&M: pg. 15, Vegetable Patterns; pg. 35, Sun/Moon Patterns; pg. 71, Homes for Water Animals; pg. 93, Dino Look-Alikes; pg. 103, Dinosaur Eggs</p>
F.3.4 Represent objects/activities by drawing or selecting pictures.	G&M: pg. 47, Class Counting Book; pg. 52, Where Is Ms. L?
F.3.5 Predict what comes next when shown a simple AB pattern of concrete objects.	P&D: pg. 94, Learn About Patterns; pg. 95, Cube Patterns; pg. 99, Numeral Patterns; pg. 101, Stamp a Pattern; pg. 107, Hey, Pattern Man!; pg. 125, Cookie Patterns
F.3.6 Identify attributes of objects.	P&D: pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; C&Z: pg. 19, Letter People Sort; pg. 121, Build Animal Cages; pg. 129, Who Has a Tail?
F.3.7 Give reason of placement of objects.	C&Z: pg. 121, Build Animal Cages;
F.3.8 Draw pictures or symbols to represent a spoken number.	H&S: pg. 17, Make a Living Graph; pg. 37, Read the Weather Graph; pg. 50, Graph Favorite Seasons; P&D: pg. 15, Graph Kaboom Kicks; pg. 49, Make a Helping Graph; pg. 69, Graph Favorites; pg. 126, Graph Favorite Foods; pg. 148, Graph Favorite Exercises; C&Z: pg. 79, Complete a Pet Graph; pg. 132, Zipper Hunt G&M: pg. 160, If I Could Fly
F.3.9 Sort a group of objects by more than one way.	P&D: pg. 95, Living Patterns; pg. 95, Cube Patterns; pg. 95, String a Pattern; pg. 107, Button Patterns; pg. 125, Cookie Patterns; pg. 157, Let's Sort Shapes; C&Z: pg. 121, What Sort of Animal?; pg. 121, Build Animal Cages; G&M: pg. 15, Vegetable Patterns; pg. 35, Sun/Moon Patterns; pg. 71, Homes for Water Animals; pg. 93, Dino Look-Alikes
F.3.10 Name groups of objects.	RSG: pg. 16, Math, pgs. 44-45, Math and Science Center; H&S: pg. 13, Colorful Names; pg. 41, Weather Words; pg. 69, Pointy Patches Quilt; pg. 73, Ms. P's Pictures; pg. 73, The Growing Game; pg. 165, Shape Sorts; P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 91, Opposites Sort; pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; pg. 181, A Season of Laundry; pg. 185, Is It Yellow?; C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 104, Everybody on the Farm; pg. 121, What Sort of Animal?; pg. 161, Sort Us!; G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds
F.3.11 Divide a set of four objects into equal parts.	NA

F.3.12 Apply one to one correspondence with objects and people.	<p>RSG: pg. 99, Concentration;</p> <p>H&S: pg. 76, Math Exploration; pg. 102, Match-Up Fun; pg. 103, Match-Up Fun Class Book; pg. 103, Class Clowns; pg. 104, Sponge Toss; pg. 105, Read a Class Book; pg. 106, Revisit a Math Big Book; pg. 108, Match-Up Fun Games; pg. 109, Number Line Fun; pg. 134, Mr. M's Match and Munch;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 49, How Many Are Home?; pg. 73, Find It in the Sand!;</p> <p>C&Z: pg. 25, Match These Homes; pg. 69, One Pet, Two Pets; pg. 135, Count the Keys;</p> <p>G&M: pg. 51, How Many Sun Rays?</p>
F.3.13 Categorize familiar objects by function and class.	<p>RSG: pg. 16, Math, pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 13, Colorful Names; pg. 41, Weather Words; pg. 69, Pointy Patches Quilt; pg. 73, Ms. P's Pictures; pg. 73, The Growing Game; pg. 165, Shape Sorts;</p> <p>P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 91, Opposites Sort; pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; pg. 181, A Season of Laundry; pg. 185, Is It Yellow?;</p> <p>C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 104, Everybody on the Farm; pg. 121, What Sort of Animal?; pg. 161, Sort Us!;</p> <p>G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds</p>
MATHEMATICS FOUNDATION 4	
F.4 - GEOMETRY	
<p><i>Recognizing Common Geometric Shapes and Using Directional Words</i></p> <p><i>In building the foundation for recognizing shapes and using directional words, children need opportunities to explore the size, shape, position, and movement of objects within their physical environment. Spatial reasoning (describing the position, direction, and distance of objects in relation to the child) begins as children become aware of their bodies and personal space within their physical environment. Children learn to recognize, draw, and describe shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities.</i></p>	
F.4.1 Give clues for finding hidden objects.	N/A
F.4.2 Discriminate between object that is pulled apart and one that is put together.	H&S: pg. 119, What Do You See?
F.4.3 Identify the missing parts (e.g., the door of a car, nose of the dog).	P&D: pg. 50, What's Missing?
F.4.4 Copy a vertical and horizontal line.	Opportunities available daily through the <i>Writing Center, Math and Science Center, Paint and Project Corner</i> and <i>Sand and Water Table</i> activities.
F.4.5 Imitate drawing a cross.	Opportunities available daily through the <i>Writing Center, Math and Science Center, Paint and Project Corner</i> and <i>Sand and Water Table</i> activities.

<p>F.4.6 Sort by one attribute (e.g., size, shape, color).</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; H&S: pg. 13, Colorful Names; pg. 41, Weather Words; pg. 69, Pointy Patches Quilt; pg. 73, Ms. P's Pictures; pg. 73, The Growing Game; pg. 165, Shape Sorts; P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 91, Opposites Sort; pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; pg. 181, A Season of Laundry; pg. 185, Is It Yellow?; C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 104, Everybody on the Farm; pg. 121, What Sort of Animal?; pg. 161, Sort Us!; G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds</p>
<p>F.4.7 Sort a group of objects by more than one way.</p>	<p>P&D: pg. 95, Living Patterns; pg. 95, Cube Patterns; pg. 95, String a Pattern; pg. 107, Button Patterns; pg. 125, Cookie Patterns; pg. 157, Let's Sort Shapes; C&Z: pg. 121, What Sort of Animal?; pg. 121, Build Animal Cages; G&M: pg. 15, Vegetable Patterns; pg. 35, Sun/Moon Patterns; pg. 71, Homes for Water Animals; pg. 93, Dino Look-Alikes</p>
<p>F.4.8 Use "in" and "out" to indicate where things are in space.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; pg. 100, Where Is It?; pg. 101, Where Is It Now?; pg. 102, Follow My Directions; pg. 104, Simon Says; pg. 110, Follow Me; P&D: pg. 50, What's Missing?; pg. 104, Musical Patterns;; G&M: pg. 52, Where Is Ms. L?</p>
<p>F.4.9 Use "on" and "off " to indicate where things are in space.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; pg. 100, Where Is It?; pg. 101, Where Is It Now?; pg. 102, Follow My Directions; pg. 104, Simon Says; pg. 110, Follow Me; G&M: pg. 52, Where Is Ms. L?</p>
<p>F.4.10 Use the words "here" or "there" to indicate where things are in space.</p>	<p>P&D: pg. 104, Musical Patterns; G&M: pg. 52, Where Is Ms. L?</p>
<p>F.4.11 Follow instructions to place an object "here" or "there."</p>	<p>P&D: pg. 104, Musical Patterns; G&M: pg. 52, Where Is Ms. L?</p>
<p>F.4.12 Follow instructions to place an object "beside" or "next to" something.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; pg. 100, Where Is It?; pg. 101, Where Is It Now?; pg. 102, Follow My Directions; pg. 104, Simon Says; pg. 110, Follow Me; P&D: pg. 50, What's Missing?; G&M: pg. 52, Where Is Ms. L?</p>
<p>F.4.13 Follow instructions to place an object "between" two things.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; pg. 100, Where Is It?; pg. 101, Where Is It Now?; pg. 102, Follow My Directions; pg. 104, Simon Says; pg. 110, Follow Me; P&D: pg. 50, What's Missing?; G&M: pg. 52, Where Is Ms. L?</p>

F.4.14 Copy circles, squares, triangles, and rectangles.	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 155, Shape Rub; pg. 157, Make a Shape Book; pg. 157, Sand Shapes;</p> <p>P&D: pg. 11, Shape Park; pg. 105, Class Pattern Book; pg. 105, Shape Patterns; pg. 157, Make a Shape Collage; pg. 157, Let's Sort Shapes;</p> <p>C&Z: pg. 62, Pet Masks; pg. 65, Shape Pets;</p> <p>G&M: pg. 17, Shape Flowers; pg. 51, Rays of Sunshine</p>
F.4.15 Identify circles, squares, triangles, and rectangles.	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 154, Looking for Shapes; pg. 155, Shape Scavenger Hunt; pg. 155, Shape Mystery Bag; pg. 155, Catch a Shape; pg. 155, Shape Rub; pg. 157, Find a Shape; pg. 157, Make a Shape Book; pg. 157, Sand Shapes; pg. 159, A Feelings Caterpillar;</p> <p>P&D: pg. 9, Ms. K's Kaleidoscopes; pg. 11, Shape Park; pg. 77, Find It Fast!; pg. 105, Shape Patterns; pg. 105, Class Pattern Book; pg. 157, Let's Sort Shapes; pg. 157, Make a Shape Collage;</p> <p>C&Z: pg. 9, Make a Shape Home; pg. 9, My Own Shape Home; pg. 62, Pet Masks; pg. 65, Shape Pets; pg. 67, Pizza Pizzazz;</p> <p>G&M: pg. 17, Shape Flowers; pg. 38, A Shadow Show; pg. 51, Rays of Sunshine; pg. 147, Make a Starry Night</p>
F.4.16 Communicate when something does not belong or should not happen.	P&D: pg. 43, Picnic Puzzles
F.4.17 Identify ten body parts.	<p>RSG: pg. 18, Health and Physical Development;</p> <p>H&S: pg. 62, Share a Story, pg. 63, Learn about Body Parts; pg. 65, Revisit a Story; pg. 65, Count Body Parts; pg. 67, Make Body Parts; pg. 73, How Tall Am I?; pg. 73, The Growing Game; pg. 73, Make Sand Prints</p>
F.4.18 Identify attributes of objects.	<p>P&D: pg. 107, Button Patterns; pg. 157, Let's Sort Shapes;</p> <p>C&Z: pg. 19, Letter People Sort; pg. 121, Build Animal Cages; pg. 129, Who Has a Tail?</p>
F.4.19 Put objects into groups by attributes.	<p>RSG: pg. 16, Math, pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 13, Colorful Names; pg. 41, Weather Words; pg. 69, Pointy Patches Quilt; pg. 73, Ms. P's Pictures; pg. 73, The Growing Game; pg. 165, Shape Sorts;</p> <p>P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 91, Opposites Sort; pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; pg. 181, A Season of Laundry; pg. 185, Is It Yellow?;</p> <p>C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 104, Everybody on the Farm; pg. 121, What Sort of Animal?; pg. 161, Sort Us!;</p> <p>G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds</p>
F.4.20 Complete interlocking puzzle of 8-12	N/A

MATHEMATICS FOUNDATION 5

F.5 - MEASUREMENT

Time and Measurement Relationships

Children need many opportunities to explore and discover measurement and apply the results to real life situations in order to construct concepts of measurement. As children begin to use actual measurement instruments and explore measurement relationships, they develop a sense of measurement.

F.5.1 Follow a daily schedule.	<i>Let's Begin with the Letter People</i> follows a daily classroom routine that include Attendance, Pledge of Allegiance, Calendar/Weather Graph and Daily Message/Daily News in addition to Meeting Circles, Small Groups, Center Choices and Outdoor time.
F.5.2 Follow steps in a simple routine.	RSG: pg. 4, Language and Vocabulary; pg. 67, Stop the Music; pg. 102, Erase It!; pg. 102, Follow My Directions; pg. 110, Follow Me! H&S: pg. 7, Start a Class Book, pg. 69, Bagel Faces, pg. 100, Eat Mr. H's Healthful Hats, pg. 137, Make Play Dough, pg. 161, Make Shape Pictures; P&D: pg. 23, Landscape Art, pg. 46, Make a Family Tree, pg. 69, Feet Painting, pg. 135, Make Bird Feeders; C&Z: pg. 7, Make a Playhouse, pg. 48, Make a Safety Book, pg. 62, Pet Masks, pg. 127, Fold-Over Zoo Animals; G&M: pg. 7, A Flower Garden, pg. 51, Lemonade, pg. 74, Upside-Down Cake, pg. 121, Make Instruments, pg. 153, Make a Rock
F.5.3 Order three objects by size.	P&D: pg. 91, Tall and Short Towers; pg. 150, Let's Measure; pg. 151 Measure with String; pg. 156, More Measurement; pg. 156, Measure Me!; pg. 159, Measurement Mural C&Z: pg. 127, Zippers Short and Long; pg. 159, Inch by Inch; pg. 161, How Big Is a Whale? G&M: pg. 66, What Can you Measure?; pg. 74, Class Measurement Book; pg. 75, Measure with Cubes; pg. 100, Hunt for Dinosaurs
F.5.4 Use any descriptive word or gesture to express amount or size.	RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; P&D: pg. 11, Kaboom Kicking Contest; pg. 91, Tall and Short Towers; pg. 150, Let's Measure; pg. 151 Measure with String; pg. 156, More Measurement; pg. 156, Measure Me!; pg. 159, Measurement Mural; pg. 160, Measure Up!; C&Z: pg. 127, Zippers Short and Long; pg. 152, Mr. I's Word Play; pg. 154, Mr. I's Me Bag; pg. 159, Inch by Inch; pg. 161, How Big Is a Whale?; pg. 163, Measure with Blocks; G&M: pg. 66, What Can you Measure?; pg. 68, Revisit a Math Big Book; pg. 69, Measure Up!; pg. 74, Class Measurement Book; pg. 75, Measure with Cubes; pg. 93, Dinoprint Measure; pg. 100, Hunt for Dinosaurs

F.5.5 Use cups and tools in sand and water.	<p>H&S: pg. 125, Great Goop; pg. 155, Catch a Shape; pg. 157, Sand Shapes;</p> <p>P&D: pg. 53, It Takes Two; pt. 91, Opposites in the Sand; pg. 149, Exercise Your Arms and Hands;</p> <p>G&M: pg. 19, Plant a Pretend Garden; pg. 75, Measure Water; pg. 79, What Do You See?; Stars in the Water</p>
F.5.6 Use common measuring tools in correct context.	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>C&Z: pg. 152, Mr. I's Word Play; pg. 154, Mr. I's Me Bag; pg. 159, Measure Mr. I; pg. 159, Inch by Inch; pg. 161, How Big Is a Whale?;</p> <p>G&M: pg. 66, What Can you Measure?; pg. 68, Revisit a Math Big Book; pg. 69, Measure Up!</p>
F.5.7 Communicate the size of things relative to self (e.g., compared to size of finger, arms length).	C&Z: pg. Mr. I's Word Play
F.5.8 Identify when something is hot and cold.	<p>P&D: pg. 156, More Measurement; pg. 159, Measurement Mural</p> <p>G&M: pg. 67, How Hot?</p>
F.5.9 Communicate feelings of hot and cold.	<p>P&D: pg. 156, More Measurement; pg. 159, Measurement Mural</p> <p>G&M: pg. 67, How Hot?</p>
F.5.10 Sort objects into long and short.	<p>P&D: pg. 91, Tall and Short Towers; pg. 150, Let's Measure; pg. 151 Measure with String; pg. 156, More Measurement; pg. 156, Measure Me!; pg. 159, Measurement Mural</p> <p>C&Z: pg. 127, Zippers Short and Long; pg. 159, Inch by Inch;</p> <p>G&M: pg. 66, What Can you Measure?; pg. 74, Class Measurement Book; pg. 75, Measure with Cubes; pg. 100, Hunt for Dinosaurs</p>
F.5.11 Identify similarities and differences in objects.	<p>H&S: pg. 67, Alike and Different; pg. 73, How Tall Am I?;</p> <p>P&D: pg. 18, What are Living Things?; pg. 20, Scientific Discovery; pg. 62, Same on the Inside, pg. 74, Tell Me All About It; pg. 129, Who Has a Tail?;</p> <p>C&Z: pg. 13, Sing About Homes; pg. 18, Revisit a Story, pg. 41, How Many Wheels?, pg. 94, Changes All Around;</p> <p>G&M: pg. 18, Are All Seeds the Same?; pg. 150, Planets and Stars; pg. 158, Revisit a Science Big Book</p>
F.5.12 Ask why something is the same or different.	<p>H&S: pg. 37, Read the Weather Graph; pg. 48, Scientific Discovery; pg. 50, Report the Weather; pg. 67, Alike and Different; pg. 73, How Tall Am I?, pg. 133, Sound Alikes;</p> <p>P&D: pg. 18, What are Living Things?; pg. 20, Scientific Discovery; pg. 62, Same on the Inside, pg. 74, Tell Me All About It; pg. 129, Who Has a Tail?;</p> <p>C&Z: pg. 13, Sing About Homes; pg. 18, Revisit a Story, pg. 41, How Many Wheels?, pg. 94, Changes All Around;</p> <p>G&M: pg. 18, Are All Seeds the Same?; pg. 150, Planets and Stars; pg. 158, Revisit a Science Big Book</p>

F.5.13 Identify when something is too heavy to lift.	P&D: pg. 151, Which is Heavier?; G&M: pg. 74, Class Measurement Book
F.5.14 Relate time to events.	RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; P&D: pg. 178, Time of Day and Year, pg. 179, Action Math! And Ms. Y's Letter, pg. 181, Yesterday, Today, Tomorrow, pg. 184, Time Web, pg. 188, Time to Practice, pg. 192, In a Minute; G&M: pg. 34, Share a Story
F.5.15 Associate events with time-related concepts.	RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; P&D: pg. 178, Time of Day and Year, pg. 179, Action Math! And Ms. Y's Letter, pg. 181, Yesterday, Today, Tomorrow, pg. 184, Time Web, pg. 188, Time to Practice, pg. 192, In a Minute; G&M: pg. 34, Share a Story
F.5.16 Tell what comes before and after.	H&S: pg. 101, After My Bath; P&D: pg. 50, What's Missing?
F.5.17 Tell what activity comes first and what follows in sequence.	RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; P&D: pg. 178, Time of Day and Year, pg. 179, Action Math! And Ms. Y's Letter, pg. 181, Yesterday, Today, Tomorrow, pg. 184, Time Web, pg. 188, Time to Practice, pg. 192, In a Minute; G&M: pg. 34, Share a Story
F.5.18 Tells three events in chronological order.	H&S: pg. 91, Bernard's Bath; pg. 118, Share a Story; pg. 122, Revisit I Learn With My Senses; P&D: pg. 108, Revisit a Story; pg. 186, Read a Rebus Book; C&Z: pg. 18, Revisit a Story; pg. 38, Share a Story; G&M: pg. 50, Revisit a Story
F.5.19 Categorize familiar items by function and class.	RSG: pg. 16, Math, pgs. 44-45, Math and Science Center; H&S: pg. 13, Colorful Names; pg. 41, Weather Words; pg. 69, Pointy Patches Quilt; pg. 73, Ms. P's Pictures; pg. 73, The Growing Game; pg. 165, Shape Sorts; P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 91, Opposites Sort; pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; pg. 181, A Season of Laundry; pg. 185, Is It Yellow?; C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 104, Everybody on the Farm; pg. 121, What Sort of Animal?; pg. 161, Sort Us!; G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds

F.5.20 Choose an object based on function.	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>P&D: pg. 11, Kaboom Kicking Contest; pg. 91, Tall and Short Towers; pg. 150, Let's Measure; pg. 151 Measure with String; pg. 156, More Measurement; pg. 156, Measure Me!; pg. 159, Measurement Mural; pg. 160, Measure Up!;</p> <p>C&Z: pg. 127, Zippers Short and Long; pg. 152, Mr. I's Word Play; pg. 154, Mr. I's Me Bag; pg. 159, Measure Mr. I; pg. 159, Inch by Inch; pg. 161, How Big Is a Whale?; pg. 163, Measure with Blocks;</p> <p>G&M: pg. 66, What Can you Measure?; pg. 68, Revisit a Math Big Book; Pg. 74, Class Measurement Book; pg. 75, Measure with Cubes; pg. 93, Dinoprint Measure; pg. 100, Hunt for Dinosaurs</p>
F.5.21 Choose between two activities.	<i>Interest Center Choices</i> in each unit of the Teacher's Guides allow for children to work individually or in small groups to explore different topics, themes or activities and provide differentiation of the curriculum.
MATHEMATICS FOUNDATION 6	
F.6 - PROBLEM SOLVING	
<p><i>Ability to Reason, Predict, and Problem Solve Through Exploration</i></p> <p><i>When young children have experiences in collecting objects and information, as well as opportunities to organize, describe, and graphically represent these collections, they succeed in building a foundation for collecting and using data and thinking about issues of relationships in problem-solving situations. To build a foundation for solving problems, young children need opportunities to hear, use, and apply relevant vocabulary while formulating questions and possible solutions with others based on their observations and experiences.</i></p>	
F.6.1 Identify attributes of objects.	<p>P&D: pg. 19, Is It Alive?; pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 91, Opposites Sort; pg. 107, Button Patterns; pg. 157, Let's Sort Shapes; pg. 181, A Season of Laundry; pg. 185, Is It Yellow?;</p> <p>C&Z: pg. 71, Is This a Good Pet?; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 104, Everybody on the Farm; pg. 121, What Sort of Animal?; pg. 161, Sort Us!;</p> <p>G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds</p>
F.6.2 Identify the missing object.	P&D: pg. 50, What's Missing?
F.6.3 Give clues for finding hidden objects.	P&D: pg. 50, What's Missing?

F.6.4 Make simple cause/effect predictions.	<p>RSG: pg. 17, Science; pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 20, Take a Senses Walk; pg. 37, Why Do Water Pictures Disappear?; pg. 48, Scientific Discovery; pg. 53, Make the Wind Blow; pg. 79, How Do Penguins Keep Warm?; pg. 93, How to Stay Healthy; pg. 94, Germs Everywhere; pg. 135, Munch Popcorn!; pg. 191, How Many Buttons?;</p> <p>P&D: pg. 52, Shadow Shapes; pg. 62, Same on the Inside; pg. 149, Frozen Juice Cubes; pg. 185, Water Yo-Yo;</p> <p>C&Z: pg. 19, Balancing Act; pg. 94, Changes All Around; pg. 109, Where Does the Air Go?; pg. 150, From Caterpillar to Butterfly;</p> <p>G&M: pg. 7, Color Carnations; pg. 13, A Special Flower; pg. 16, The Needs of Seeds; pg. 35, Sun Power!; pg. 42, From Grapes to Raisins; pg. 45, Let It Shine!; pg. 63, What Dissolves?; pg. 75, Measure Water; pg. 153, Make a Rock</p>
F.6.5 Find an indirect way to obtain an object.	Students are given ample opportunities to obtain objects through <i>Interest Center Choices</i> found throughout each unit of the <i>Teacher's Guides</i> .
F.6.6 Discriminate between object that is pulled apart and one that is put together.	H&S: pg. 119, What Do You See?
F.6.7 Create a collection equal to objects in a collection already constructed.	<p>P&D: pg. 95, Living Patterns; pg. 95, Cube Patterns; pg. 95, String a Pattern; pg. 107, Button Patterns; pg. 125, Cookie Patterns; pg. 157, Let's Sort Shapes;</p> <p>C&Z: pg. 121, What Sort of Animal?; pg. 121, Build Animal Cages;</p> <p>G&M: pg. 15, Vegetable Patterns; pg. 35, Sun/Moon Patterns; pg. 71, Homes for Water Animals; pg. 93, Dino Look-Alikes</p>
F.6.8 Identify similarities and differences in objects.	<p>H&S: pg. 67, Alike and Different; pg. 73, How Tall Am I?;</p> <p>P&D: pg. 18, What are Living Things?; pg. 20, Scientific Discovery; pg. 62, Same on the Inside, pg. 74, Tell Me All About It; pg. 129, Who Has a Tail?;</p> <p>C&Z: pg. 13, Sing About Homes; pg. 18, Revisit a Story, pg. 41, How Many Wheels?, pg. 94, Changes All Around;</p> <p>G&M: pg. 18, Are All Seeds the Same?; pg. 150, Planets and Stars; pg. 158, Revisit a Science Big Book</p>
F.6.9 Identify the missing part.	P&D: pg. 50, What's Missing?;
F.6.10 Make guesses related to quantity.	H&S: pg. 191, How Many Buttons?
F.6.11 Give reason for placement of objects.	C&Z: pg. 121, Build Animal Cages
F.6.12 Communicate when something does not belong or should not happen.	P&D: pg. 43, Picnic Puzzles

<p>F.6.13 Use a tool in a new way.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; P&D: pg. 11, Kaboom Kicking Contest; pg. 91, Tall and Short Towers; pg. 150, Let's Measure; pg. 151 Measure with String; pg. 156, More Measurement; pg. 156, Measure Me!; pg. 159, Measurement Mural; pg. 160, Measure Up!; C&Z: pg. 127, Zippers Short and Long; pg. 152, Mr. I's Word Play; pg. 154, Mr. I's Me Bag; pg. 159, Measure Mr. I; pg. 159, Inch by Inch; pg. 161, How Big Is a Whale?; pg. 163, Measure with Blocks; G&M: pg. 66, What Can you Measure?; pg. 68, Revisit a Math Big Book; Pg. 74, Class Measurement Book; pg. 75, Measure with Cubes; pg. 93, Dinoprint Measure; pg. 100, Hunt for Dinosaurs</p>
<p>F.6.14 Use a secondary strategy when the first one fails.</p>	<p><i>Small group, Meeting Circle and Center Choices</i> activities in each lesson of Teacher's Resource Book will aid student's abilities to interact with friends while learning various ways to solve problems, e.g., RSG: pg. 4, Social/Emotional Development H&S: pg. 164, Use Your Words; pg. 174, Rhyme Time; pg. 186, Taking Turns Story Card; pg. 186, Conflict Resolution, pg. 187, Sharing; P&D: pg. 7, Because of Us; pg. 9, Ms. K Is Kind to her Friends; pg. 10, We Are Kind Class Book; pg. 17, Kindness Necklace; pg. 25, What Can You Do?; pg. 46, How We Help Our Families; C&Z: pg. 24, More Problems and Solutions; pg. 134, Sharing; G&M: pg. 108, Manners, pg. 134, Listening Politely</p>
<p>F.6.15 Use trial and error to solve problems.</p>	<p><i>Small group, Meeting Circle and Center Choices</i> activities in each lesson of Teacher's Resource Book will aid student's abilities to interact with friends while learning ways to solve problems, e.g., RSG: pg. 4, Social/Emotional Development H&S: pg. 164, Use Your Words; pg. 174, Rhyme Time; pg. 186, Taking Turns Story Card; pg. 186, Conflict Resolution, pg. 187, Sharing; P&D: pg. 7, Because of Us; pg. 9, Ms. K Is Kind to her Friends; pg. 10, We Are Kind Class Book; pg. 17, Kindness Necklace; pg. 25, What Can You Do?; pg. 46, How We Help Our Families; C&Z: pg. 24, More Problems and Solutions; pg. 134, Sharing; G&M: pg. 108, Manners, pg. 134, Listening Politely</p>

<p>F.6.16 Generalize a solution to a new situation.</p>	<p><i>Small group, Meeting Circle and Center Choices</i> activities in each lesson of Teacher's Resource Book will aid student's abilities to interact with friends while learning ways to find solutions, e.g.,</p> <p>RSG: pg. 4, Social/Emotional Development</p> <p>H&S: pg. 164, Use Your Words; pg. 174, Rhyme Time; pg. 186, Taking Turns Story Card; pg. 186, Conflict Resolution, pg. 187, Sharing;</p> <p>P&D: pg. 7, Because of Us; pg. 9, Ms. K Is Kind to her Friends; pg. 10, We Are Kind Class Book; pg. 17, Kindness Necklace; pg. 25, What Can You Do?; pg. 46, How We Help Our Families;</p> <p>C&Z: pg. 24, More Problems and Solutions; pg. 134, Sharing;</p> <p>G&M: pg. 108, Manners, pg. 134, Listening Politely</p>
<p>F.6.17 Identify parts of an object.</p>	<p>H&S: pg. 62, Share a Story, pg. 63, Learn about Body Parts; pg. 65, Revisit a Story; pg. 65, Count Body Parts; pg. 67, Make Body Parts; pg. 73, How Tall Am I?; pg. 73, The Growing Game; pg. 73, Make Sand Prints</p> <p>P&D: pg. 95, Living Patterns; pg. 95, Cube Patterns; pg. 95, String a Pattern; pg. 107, Button Patterns; pg. 125, Cookie Patterns; pg. 157, Let's Sort Shapes;</p> <p>C&Z: pg. 121, What Sort of Animal?; pg. 121, Build Animal Cages;</p> <p>G&M: pg. 15, Vegetable Patterns; pg. 35, Sun/Moon Patterns; pg. 71, Homes for Water Animals; pg. 93, Dino Look-Alikes</p>
<p>F.6.18 Imitate the use of an adult tool in play.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>C&Z: pg. 152, Mr. I's Word Play; pg. 154, Mr. I's Me Bag; pg. 159, Measure Mr. I; pg. 159, Inch by Inch; pg. 161, How Big Is a Whale?;</p> <p>G&M: pg. 66, What Can you Measure?; pg. 68, Revisit a Math Big Book; pg. 69, Measure Up!</p>
<p>F.6.19 See a simple task through to completion.</p>	<p>RSG: pg. 4, Language and Vocabulary; pg. 67, Stop the Music; pg. 102, Erase It!; pg. 102, Follow My Directions; pg. 110, Follow Me!;</p> <p>H&S: pg. 7, Start a Class Book, pg. 69, Bagel Faces, pg. 100, Eat Mr. H's Healthful Hats, pg. 137, Make Play Dough, pg. 161, Make Shape Pictures;</p> <p>P&D: pg. 23, Landscape Art, pg. 46, Make a Family Tree, pg. 69, Feet Painting, pg. 135, Make Bird Feeders;</p> <p>C&Z: pg. 7, Make a Playhouse, pg. 48, Make a Safety Book, pg. 62, Pet Masks, pg. 127, Fold-Over Zoo Animals;</p> <p>G&M: pg. 7, A Flower Garden, pg. 51, Lemonade, pg. 74, Upside-Down Cake, pg. 121, Make Instruments, pg. 153, Make a Rock</p>
<p>F.6.20 Recognize silly absurdities in song and play.</p>	<p>Teacher can teach skill through the many songs, chants, fingerplays, and movement activities found throughout each unit of the <i>Teacher's Guides</i>.</p>

SCIENCE FOUNDATION 1

F.1 - THE NATURE OF SCIENCE AND TECHNOLOGY

Scientific Inquiry and Process

Young children are natural scientists. When provided with opportunities to observe and investigate, they will ask questions and comment about their observations and discoveries. Parents, teachers, and caregivers who answer their questions and arouse their interest and curiosity about the world around them sow the seeds for these future scientists.

F.1.1 Choose an area with science materials as a place to work.	The <i>Math and Science Center</i> is a designated area of the classroom where children work individually or in small groups to explore the topic or theme of math. Interest Centers are used daily throughout the series.
F.1.2 Interact with and explore a variety of objects, books, and materials.	RSG: pg. 17, Science; pgs. 45-46, Math and Science Center; pg. 70, What's That Sound?; pg. 73, What Do You Hear? H&S: pg. 18, Read a Science Big Book; pg. 23, How Does Sound Get to my Ears?; pg. 46, What Is Weather?; pg. 49, How Does It Rain?; pg. 67, Alike and Different; pg. 94, Germs Everywhere; pg. 121, How DO You Use Your Senses? P&D: pg. 19, Is It Alive?; pg. 37, What Color is Mr. D's Hat?; pg. 74, Tell Me All About It; pg. 75, What's the Attraction?; pg. 119, Any Fat?; pg. 162, How Much Will It Hold?; pg. 185, Is It Yellow? C&Z: pg. 15, What Is Different?; pg. 41, How Many Wheels? pg. 99, What Can We Learn from Clay Play?; pg. 121, What Sort of Animal?; pg. 161, How Big Is a Whale? G&M: pg. 18, Are All Seeds the Same?; pg. 63, What Dissolves?; pg. 99, How Many Dinos Stayed?; pg. 155, What Would You Take?
F.1.3 Observe and describe properties of objects.	RSG: pg. 17, Science; P&D: pg. 18, What Are Living Things?; pg. 19, Is It Alive?; pg. 19, Action Science; pg. 20, Scientific Discovery; pg. 21, Ms. K's Riddles; pg. 23, Landscape Art; G&M: pg. 107, Fossil Prints

<p>F.1.4 Make selections from the science objects and materials available.</p>	<p>RSG: pg. 17, Science; pgs. 45-46, Math and Science Center; pg. 70, What's That Sound?; pg. 73, What Do You Hear?;</p> <p>H&S: pg. 18, Learning with Our Senses; pg. 19, What's the Sense?; pg. 19, What Your Nose Knows; pg. 20, Take a Senses Walk; pg. 23, How Sound Gets to My Ears; pg. 121, How Do You Use Your Senses?; pg. 129, Take a Taste Test; pg. 129, The Mystery Hand; pg. 132, pg. 133, Textured Dominoes; pg. 133, Sound-Alikes; pg. 135, Munch Popcorn!; pg. 135, The Feely Box;</p> <p>P&D: pg. 18, What are Living Things, pg. 21, Ms. K's Riddles; pg. 150, Let's Measure!, pg. 151, Which is Heavier?; pg. 185, Water Yo-Yo;</p> <p>C&Z: pg. 10, Explore Our Earth, pg. 13, Where On Earth Are We?; pg. 19, Balancing Act; pg. 40, Keeping Safe; pg. 119, Respecting Wild Animals; pg. 129, Who Has a Tail?; pg. 133, Farm or Zoo?; pg. 146, pg. 146, Learn About Insects; pg. 147, Observe Insects; pg. 149; Build an Insect; pg. 150, From Caterpillar to Butterfly; pg. 154, Butterfly Life Cycle; pg. 157, Catch Insects; pg. 158, Class Insect Book; pg. 162, Are Spiders Insects?;</p> <p>G&M: pg. 10, Read about Seeds; pg. 15, A Plant's Life Cycle; pg. 18, Are All Seeds the Same?; pg. 23, What a Seed Needs; pg. 93, Dinosaur Questions; pg. 98, Class Book of Dinosaurs; pg. 105, Dinosaur Exhibit; pg. 119, Making Sounds; pg. 121; pg. 129, Sounds Around the House; pg. 133, Sound Patterns; pg. 133, Look and Listen...Who's Talking?; pg. 150, Planets and Stars</p>
<p>F.1.5 Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.</p>	<p>RSG: pg. 17, Science;</p> <p>H&S: pg. 18, Learning with Our senses; pg. 19, My Senses; pg. 20, Take a Senses Walk; pg. 23, The Sentence Game; pg. 121, Revisit My Five Senses;</p> <p>G&M: pg. 121, What's the Sense?; pg. 128, revisit a Science Big Book; pg. 12, Graph Favorite Sounds; pg. 134, Make a Senses Book</p>

<p>F.1.6 Use a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.</p>	<p>RSG: pg. 17, Science; pgs. 45-46, Math and Science Center; pg. 70, What’s That Sound?; pg. 73, What Do You Hear?;</p> <p>H&S: pg. 18, Learning with Our Senses; pg. 19, What’s the Sense?; pg. 19, What Your Nose Knows; pg. 20, Take a Senses Walk; pg. 23, How Sound Gets to My Ears; pg. 121, How Do You Use Your Senses?; pg. 129, Take a Taste Test; pg. 129, The Mystery Hand; pg. 132, pg. 133, Textured Dominoes; pg. 133, Sound-Alikes; pg. 135, Munch Popcorn!; pg. 135, The Feely Box;</p> <p>P&D: pg. 18, What are Living Things, pg. 21, Ms. K’s Riddles; pg. 150, Let’s Measure!, pg. 151, Which is Heavier?; pg. 185, Water Yo-Yo;</p> <p>C&Z: pg. 10, Explore Our Earth, pg. 13, Where On Earth Are We?; pg. 19, Balancing Act; pg. 40, Keeping Safe; pg. 119, Respecting Wild Animals; pg. 129, Who Has a Tail?; pg. 133, Farm or Zoo?; pg. 146, pg. 146, Learn About Insects; pg. 147, Observe Insects; pg. 149; Build an Insect; pg. 150, From Caterpillar to Butterfly; pg. 154, Butterfly Life Cycle; pg. 157, Catch Insects; pg. 158, Class Insect Book; pg. 162, Are Spiders Insects?;</p> <p>G&M: pg. 10, Read about Seeds; pg. 15, A Plant’s Life Cycle; pg. 18, Are All Seeds the Same?; pg. 23, What a Seed Needs; pg. 93, Dinosaur Questions; pg. 98, Class Book of Dinosaurs; pg. 105, Dinosaur Exhibit; pg. 119, Making Sounds; pg. 121; pg. 129, Sounds Around the House; pg. 133, Sound Patterns; pg. 133, Look and Listen...Who’s Talking?; pg. 150, Planets and Stars</p>
<p>F.1.7 Use age appropriate scientific equipment (e.g., magnifying glasses, thermometer, scales) when participating in scientific experiences.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>C&Z: pg. 152, Mr. I’s Word Play; pg. 154, Mr. I’s Me Bag; pg. 159, Measure Mr. I; pg. 159, Inch by Inch; pg. 161, How Big Is a Whale?;</p> <p>G&M: pg. 66, What Can you Measure?; pg. 68, Revisit a Math Big Book; pg. 69, Measure Up!</p>
<p>F.1.8 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.</p>	<p>RSG: pg. 17, Science, pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 20, Scientific Discovery; pg. 37, Why Do Water Pictures Disappear?; pg. 40, Which Way Does the Wind Blow?; pg. 48, Scientific Discovery; pg. 49, How Does It Rain?; pg. 53, Make the Wind Blow; pg. 79, How Do Penguins Keep Warm?; pg. 125, Great Goop; pg. 129, Take a Taste Test; pg. 133, Sound-Alikes;</p> <p>P&D: pg. 18, What are Living Things?; pg. 19, Is It Alive?; pg. 20, Scientific Discovery; pg. 62, Same on the Inside; pg. 74, Tell Me All About It, pg. 79, Scientific Discovery; pg. 150, Let’s Measure!, pg. 151, Which is Heavier?;</p> <p>C&Z: pg. 14, Scientific Discovery; pg. 20, The Ocean Is Salty; pg. 41, Why Do We Wear Helmets?; pg. 100 Discover What Happens; pg. 109, Where Does the Air Go?; pg. 156, Butterfly Discovery;</p> <p>G&M: pg. 7, Color Carnations; pg. 13, A Special Flower; pg. 35, Sun Power!; pg. 42, From Grapes to Raisins; pg. 45, Let It Shine; pg. 63, What Dissolves?; pg. 153, Make a Rock</p>

<p>F.1.9 Ask and answer questions about his world.</p>	<p>RSG: pg. 17, Science, pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 20, Scientific Discovery; pg. 37, Why Do Water Pictures Disappear?; pg. 40, Which Way Does the Wind Blow?; pg. 48, Scientific Discovery; pg. 49, How Does It Rain?; pg. 50, Graph Favorite Seasons; pg. 53, Make the Wind Blow; pg. 79, How Do Penguins Keep Warm?; pg. 125, Great Goop; pg. 129, Take a Taste Test; pg. 133, Sound-Alikes;</p> <p>P&D: pg. 18, What are Living Things?; pg. 19, Is It Alive?; pg. 19, Living Things Bingo; pg. 20, Scientific Discovery; pg. 62, Same on the Inside; pg. 74, Tell Me All About It, pg. 79, Scientific Discovery; pg. 150, Let's Measure!, pg. 151, Which is Heavier?;</p> <p>C&Z: pg. 14, Scientific Discovery; pg. 20, The Ocean Is Salty; pg. 41, Why Do We Wear Helmets?; pg. 44, Discover Safety Equipment; pg. 94, Changes All Around; pg. 100 Discover What Happens; pg. 103, Make a Rainbow; pg. 109, Where Does the Air Go?; pg. 156, Butterfly Discovery;</p> <p>G&M: pg. 6, Color Carnations; pg. 10, Read about Seeds, pg. 13, pg. 16, The Needs of Seeds; A Special Flower; pg. 35, Sun Power!; pg. 38, A Shadow Show; pg. 42, From Grapes to Raisins; pg. 45, Let It Shine; pg. 49, Light or Dark?; pg. 49, Shadow Play; pg. 63, What Dissolves?; pg. 67, How Hot?; pg. 73, Invisible Painting; pg. 78 pg. 75, Measure Water; pg. 78, Water Music; pg. 79, What Do You See?; pg. 81, Water Makes a Difference; pg. 107, Fossil Prints; pg. 109, 3-D Dinosaurs; pg. 135, Explore Sounds; pg. 153, Make a Rock</p>
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SCIENCE FOUNDATION 2

F.2 - SCIENTIFIC THINKING

Computation and Estimation

Meaningful science learning experiences help young children investigate those preexisting ideas, such as shapes and patterns, while building a foundation for additional knowledge. These science learning experiences also provide opportunities for children to classify or sequence objects by an attribute (characteristic) and to develop an understanding of numbers.

<p>F.2.1 Participate in activities related to number sequencing and counting.</p>	<p>H&S: pg. 17, Make a Living Graph; pg. 37, Read the Weather Graph; pg. 50, Graph Favorite Seasons; pg. 67, Alike and Different; pg. 102, Match-Up Fun; pg. 104, Math Exploration;</p> <p>P&D: pg. 15, Graph Kaboom Kicks; pg. 49, Make a Helping Graph; pg. 69, Graph Favorites; pg. 101, Balancing Opposites; pg. 126, Graph Favorite Foods; pg. 148, Graph Favorite Exercises; pg. 162, How Much Will It Hold?;</p> <p>C&Z: pg. 79, Complete a Pet Graph; pg. 132, Zipper Hunt; pg. 161, How Big Is a Whale?;</p> <p>G&M: pg. 101, More or Fewer?; pg. 160, If I Could Fly</p>
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<p>F.2.2 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).</p>	<p>H&S: pg. 17, Make a Living Graph; pg. 37, Read the Weather Graph; pg. 50, Graph Favorite Seasons; pg. 67, Alike and Different; pg. 102, Match-Up Fun; pg. 104, Math Exploration;</p> <p>P&D: pg. 15, Graph Kaboom Kicks; pg. 49, Make a Helping Graph; pg. 69, Graph Favorites; pg. 101, Balancing Opposites; pg. 126, Graph Favorite Foods; pg. 148, Graph Favorite Exercises; pg. 162, How Much Will It Hold?;</p> <p>C&Z: pg. 79, Complete a Pet Graph; pg. 132, Zipper Hunt; pg. 161, How Big Is a Whale?;</p> <p>G&M: pg. 101, More or Fewer?; pg. 160, If I Could Fly</p>
<p>F.2.3 Classify objects by different attributes (characteristics).</p>	<p>P&D: pg. 107, Button Patterns; pg. 157, Let's Sort Shapes;</p> <p>C&Z: pg. 19, Letter People Sort; pg. 121, Build Animal Cages; pg. 129, Who Has a Tail?</p>
<p>F.2.4 Apply previously learned information to new situations.</p>	<p><i>Small Group</i> and <i>Center Choices</i> allow students to apply previously learned information to a variety of new situations.</p>
<p>F.2.5 Show a curiosity and independent interest in number related activities.</p>	<p>RSG: pg. 16, Math; pg. 44, Math and Science Center; pg. 68, Count to 10; pg. 69, Counting at the <i>Alphabet House</i>; pg. 70, Count to 10 Again; pg. 83, Count the Letter People;</p> <p>H&S: pg. 16, We Like Numbers; pg. 65, Count Body Parts ;pg. 25, Play 1-2-3 Zoo; pg. 25, Action Math; pg. 74, Count the Animals; pg. 76, Math Exploration; pg. 77, Clothespin Animal Count; pg. 78, How Many Are We?; pg. 78, Zoo Animal Number Train; pg. 191, How Many Buttons?;</p> <p>P&D: pg. 15, Count with Ms. K; pg. 21, I Spy: Counting Clues Collage; C&Z: pg. 17, How Many People Live in Your Home?; pg. 41 How Many Wheels?; pg. 51, How Many Toothbrushes; pg. 75, How Many Pets?; pg. 91, Cows in the Pasture; pg. 125, Pack It Up; pg. 129, Counting Animals; pg. 133, Countdown; pg. 135, Count the Keys; pg. 147, How Many Insects?</p> <p>G&M: pg. 40, How Many in All?, pg. 44, Learn about Adding; pg. 45, Count with Dominoes; pg. 46, Class Counting Book; pg. 51, How Many Sun Rays?; pg. 103, How Many Dinosaurs in the Bed?; pg. 156, Blast Off!</p>
<p>F.2.6 Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand)</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>P&D: pg. 11, Kaboom Kicking Contest; pg. 91, Tall and Short Towers; pg. 150, Let's Measure; pg. 151 Measure with String; pg. 156, More Measurement; pg. 156, Measure Me!; pg. 159, Measurement Mural; pg. 160, Measure Up!;</p> <p>C&Z: pg. 127, Zippers Short and Long; pg. 163, Measure with Blocks;</p> <p>G&M: pg. 66, What Can you Measure?; pg. 68, Revisit a Math Big Book; Pg. 74, Class Measurement Book; pg. 75, Measure with Cubes; pg. 93, Dinoprint Measure; pg. 100, Hunt for Dinosaurs</p>

Shapes and Symbolic Relationships

A fundamental skill for science endeavors is the ability to observe and reproduce patterns and shapes. Children are attracted to patterns and shapes from early months of life. This innate interest can be utilized to build a good foundation of observation, comparison, and discrimination skills that will enable the child to be a better scientist.

<p>F.2.7 Talk about the fact that everything has a shape.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 154, Looking for Shapes; pg. 155, Shape Scavenger Hunt; pg. 155, Shape Mystery Bag; pg. 155, Catch a Shape; pg. 155, Shape Rub; pg. 157, Find a Shape; pg. 157, Make a Shape Book; pg. 157, Sand Shapes; pg. 159, A Feelings Caterpillar;</p> <p>P&D: pg. 9, Ms. K's Kaleidoscopes; pg. 11, Shape Park; pg. 77, Find It Fast!; pg. 105, Shape Patterns; pg. 105, Class Pattern Book; pg. 157, Let's Sort Shapes; pg. 157, Make a Shape Collage;</p> <p>C&Z: pg. 9, Make a Shape Home; pg. 9; My Own Shape Home; pg. 62, Pet Masks; pg. 65, Shape Pets; pg. 67, Pizza Pizzazz;</p> <p>G&M: pg. 17, Shape Flowers; pg. 38, A Shadow Show; pg. 51, Rays of Sunshine; pg. 147, Make a Starry Night</p>
<p>F.2.8 Observe shapes and look for objects that are the same shape.</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 154, Looking for Shapes; pg. 155, Shape Scavenger Hunt; pg. 155, Shape Mystery Bag; pg. 155, Catch a Shape; pg. 155, Shape Rub; pg. 157, Find a Shape; pg. 157, Make a Shape Book; pg. 157, Sand Shapes; pg. 159, A Feelings Caterpillar;</p> <p>P&D: pg. 9, Ms. K's Kaleidoscopes; pg. 11, Shape Park; pg. 77, Find It Fast!; pg. 105, Shape Patterns; pg. 105, Class Pattern Book; pg. 157, Let's Sort Shapes; pg. 157, Make a Shape Collage;</p> <p>C&Z: pg. 9, Make a Shape Home; pg. 9; My Own Shape Home; pg. 62, Pet Masks; pg. 65, Shape Pets; pg. 67, Pizza Pizzazz;</p> <p>G&M: pg. 17, Shape Flowers; pg. 38, A Shadow Show; pg. 51, Rays of Sunshine; pg. 147, Make a Starry Night</p>

<p>F.2.9 Identify, copy, extend, and create patterns with objects and in drawings.</p>	<p>RSG: pg. 16, Math, pgs. 44-45, Math and Science Center; H&S: Make Noise with Mr. N; pg. 68, Pointy Patch Patterns; ; pg. 154, Looking for Shapes; pg. 155, Shape Scavenger Hunt; pg. 155, Shape Mystery Bag; pg. 155, Catch a Shape; pg. 155, Shape Rub; pg. 157, Let's Sort Shapes; P&D: pg. 94, Learn About Patterns; pg. 95, Living Patterns; pg. 95, Cube Patterns; pg. 95, String a Pattern; pg. 96, Exploring Patterns; pg. 99, Numeral Patterns; pg. 105, Class Pattern Book; pg. 105, Shape Patterns; pg. 107, Hey, Pattern Man!; pg. 107, Letter Patterns; pg. 107, Button Patterns; pg. 109, Paint a Pattern; pg. 125, Cookie Patterns; C&Z: pg. 9, Make a Shape Home; pg. 9; My Own Shape Home; pg. 62, Pet Masks; pg. 65, Shape Pets; pg. 67, Pizza Pizzazz; pg. 93, Animal Sound Patterns; pg. 93, More Animal Sound Patterns; pg. 121, Build Animal Cages; pg. 131, A Growing Pattern; G&M: pg. 15, Vegetable Patterns; pg. 35, Sun/Moon Patterns; pg. 44, A Growing, Laughing Pattern; pg. 71, Homes for Water Animals; pg. 93, Dino Look-Alikes; pg. 103, Dinosaur Eggs; pg. 124, Rhythm Band</p>
<p>F.2.10 Participate in activities using materials with a variety of shapes and patterns.</p>	<p>RSG: pg. 16, Math, pgs. 44-45, Math and Science Center; H&S: Make Noise with Mr. N; pg. 68, Pointy Patch Patterns; P&D: pg. 94, Learn About Patterns; pg. 95, Living Patterns; pg. 95, Cube Patterns; pg. 95, String a Pattern; pg. 96, Exploring Patterns; pg. 99, Numeral Patterns; pg. 101, Stamp a Pattern; pg. 103, Cookie Patterns; pg. 104, Musical Patterns; pg. 105, Class Pattern Book; pg. 105, Shape Patterns; pg. 107, Hey, Pattern Man!; pg. 107, Letter Patterns; pg. 107, Button Patterns; pg. 109, Paint a Pattern; pg. 125, Cookie Patterns; pg. 157, Let's Sort Shapes; C&Z: pg. 93, Animal Sound Patterns; pg. 93, More Animal Sound Patterns; pg. 121, Build Animal Cages; pg. 131, A Growing Pattern; G&M: pg. 15, Vegetable Patterns; pg. 35, Sun/Moon Patterns; pg. 44, A Growing, Laughing Pattern; pg. 71, Homes for Water Animals; pg. 93, Dino Look-Alikes; pg. 103, Dinosaur Eggs; pg. 124, Rhythm Band</p>

SCIENCE FOUNDATION 3	
F.3 - ENVIRONMENTS	
<i>The Physical Setting</i>	
<i>As natural scientists, young children need multi-sensory opportunities to learn about their environments. Having the opportunities and the time for free exploration of a variety of materials and objects as well as teacher guided explorations, young children can acquire scientific knowledge related to physical science.</i>	
F.3.1 Participate in activities using materials with a variety of properties (e.g., color, shape, size, name, type of material).	<p>RSG: pg. 17, Science, pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 18, Read a Science Big Book; pg. 19, What Your Nose Knows; pg. 20, Scientific Discovery; pg. 23, How Sound Gets to my Ears; pg. 37, Why Do Water Pictures Disappear?; pg. 47, Thermometer Time; pg. 48, Scientific Discovery; pg. 49, Make Observations; pg. 50, Report the Weather; pg. 51, See a Rainbow; pg. 53, Make the Wind Blow; pg. 79, How Do Penguins Keep Warm?; pg. 94, Germs Everywhere; pg. 119, What Do You See?; pg. 123, Paint Scents; pg. 125, Great Goop; pg. 129, Take a Taste Test; pg. 133, Textured Dominos;</p> <p>P&D: pg. 37, What Color is Mr. D's Hat?; pg. 62, Same on the Inside; pg. 74, Tell Me All About It; pg. 75, What's the Attraction?; pg. 79, Scientific Discovery; pg. 106, Opposites in Nature;</p> <p>C&Z: pg. 6, Share a Story; pg. 10, Explore Our Earth; pg. 11, This Is Our Earth; pg. 14, Science Discovery; pg. 20, Observe Soil; 20, The Ocean Is Salty; pg. 41, Why Do We Wear Helmets?; pg. 94, Changes All Around; pg. 99, Living Things Change; pg. 100, Discover What Happens; pg. 103, Make a Rainbow; pg. 119, A Trip to the Zoo; pg. 146, Share a Story; pg. 147, Observe Insects; pg. 149, Build an Insect; pg. 150, From Caterpillar to Butterfly ; pg. 157, Catch Insects;</p> <p>G&M: pg. 10, Read about Seeds; pg. 13, A Special Flower; pg. 15, A Plant's Life Cycle; pg. 18, Are All Seeds the Same?; pg. 19, Seeds to Eat; pg. 24, Spring Is for Planting; pg. 25, Leaf Rubbings; pg. 35, Sun Power!; pg. 45, Let It Shine!; pg. 49, Shadow Play; pg. 79, What Do You See?; pg. 80, Indoor Water Walk; pg. 81, Eyedropper Art; pg. 153, Make a Rock</p>
F.3.2 Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).	<p>RSG: pg. 17, Science;</p> <p>C&Z: pg. 10, Explore Our Earth; pg. 11, This Is Our Earth; pg. 13, Where On Earth Are We; pg. 101, Rain Dance; pg. Liquids, Gases, Solids on Earth; pg. 103, Make a Rainbow; pg. 109, Where Does the Air Go?</p>
F.3.3 Actively explore simple machines (e.g., pulleys, levers, wheels).	N/A

<p>F.3.4 Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.</p>	<p>RSG: pg. 17, Science; pgs. 45-46, Math and Science Center; pg. 96, Let's Begin; H&S: pg. 37, Read the Weather Graph; pg. 37, Why Do Water Pictures Disappear?; pg. 39, Make a Class Weather Book; pg. 40, Which Way Does the Wind Blow?; pg. 41, Weather Words; pg. 43, Talk About the Weather; pg. 46, What is Weather?; pg. 47, What's the Weather?; P&D: pg. 18, What are Living Things?; pg. 19, Is It Alive?; pg. 20, Scientific Discovery; pg. 21, Ms. K's Riddles; pg. 23, Landscape Art; pg. 134, Learn About Winter; pg. 163, Places Hot and Cold; pg. 178, Time of Day and Year; pg. 189, Circle of Seasons; G&M: pg. 24, Spring is for Planting; pg. 77, Rainy Day/Sunny Day Sort; pg. 107, Fossil Prints ;pg. 164, Lean About Summer</p>
<p>F.3.5 Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year, or things falling.</p>	<p>RSG: pg. 17, Science; pgs. 45-46, Math and Science Center; pg. 96, Let's Begin; H&S: pg. 37, Read the Weather Graph; pg. 37, Why Do Water Pictures Disappear?; pg. 39, Make a Class Weather Book; pg. 40, Which Way Does the Wind Blow?; pg. 41, Weather Words; pg. 43, Talk About the Weather; pg. 46, What is Weather?; pg. 47, What's the Weather?; P&D: pg. 134, Learn About Winter; pg. 163, Places Hot and Cold; pg. 178, Time of Day and Year; pg. 189, Circle of Seasons; G&M: pg. 24, Spring is for Planting; pg. 77, Rainy Day/Sunny Day Sort; pg. 164, Lean About Summer</p>
<p>F.3.6 Describe differences and similarities in various physical environments.</p>	<p>C&Z: pg. 10, Explore Our Earth; pg. 13, Where On Earth Are We?; pg. 16, This Is My House</p>
<p>F.3.7 Ask questions and/or make comments about the sun, stars, planets, and clouds.</p>	<p>G&M: pg. 35, Sun Power!; pg. 34, Share A Story, What the Sun Sees; pg. 35, Sun/Moon Patterns; ; pg. 53, What the Moon Sees; pg. 77, Rainy Day/Sunny Day Sort; pg. 148, Share A Story, Planet; pg. 150, Planets and Stars</p>
<p>F.3.8 Describe how the physical environment affects the living environment and vice versa.</p>	<p>RSG: pg. 17, Science; pgs. 45-46, Math and Science Center; pg. 96, Let's Begin; H&S: pg. 37, Read the Weather Graph; pg. 37, Why Do Water Pictures Disappear?; pg. 39, Make a Class Weather Book; pg. 40, Which Way Does the Wind Blow?; pg. 41, Weather Words; pg. 43, Talk About the Weather; pg. 46, What is Weather?; pg. 47, What's the Weather?; P&D: pg. 134, Learn About Winter; pg. 163, Places Hot and Cold; pg. 178, Time of Day and Year; pg. 189, Circle of Seasons; C&Z: pg. 10, Explore Our Earth; pg. 13, Where On Earth Are We?; pg. 16, This Is My House G&M: pg. 24, Spring is for Planting; pg. 77, Rainy Day/Sunny Day Sort; pg. 164, Lean About Summer</p>

The Living Environment

It will not surprise most people that children in the pre-school years are eager to learn more about their living environment. Animals and plants are some of the first things very young children recognize and show an interest in.

F.3.9 Observe and explore a variety of live plants and animals.	RSG: pg. 17, Science; H&S: pg. 73, Ms. P's Pictures; C&Z: pg. 99, Living Things Change; pg. 150, From Caterpillar to Butterfly; pg. 151, Action Science!; pg. 153, Counting with Big Book Science; pg. 154, Butterfly Life Cycle; pg. 156, Butterfly Discovery; pg. 160, Be Baby Butterflies; G&M: pg. 15, A Plant's Life Cycle; pg. 24, Spring Is for Planting;
F.3.10 Take care of familiar plants and animals.	RSG: pg. 43, Housekeeping Center; pg. 44, Math and Science Center; G&M: pg. 16, The Needs of Seeds; pg. 19, Plant a Pretend Garden
F.3.11 Identify plants and animals as living things.	RSG: pg. 17, Science; H&S: pg. 73, Ms. P's Pictures; C&Z: pg. 99, Living Things Change; pg. 150, From Caterpillar to Butterfly; pg. 151, Action Science!; pg. 153, Counting with Big Book Science; pg. 154, Butterfly Life Cycle; pg. 156, Butterfly Discovery; pg. 160, Be Baby Butterflies; G&M: pg. 15, A Plant's Life Cycle; pg. 24, Spring Is for Planting
F.3.12 Identify non-living things.	RSG: pg. 17, Science; P&D: pg. 18, What Are Living Things?; pg. 19, Is It Alive?; pg. 19, Action Science; pg. 20, Scientific Discovery; pg. 21, Ms. K's Riddles; pg. 23, Landscape Art; G&M: pg. 107, Fossil Prints
F.3.13 Sort things by attribute or characteristic.	RSG: pg. 17, Science; H&S: pg. 69, Favorite Animals; P&D: pg. 16, Picture Preview; pg. 18, What Are Living Things?; pg. 19, Is It Alive?; pg. 20, Scientific Discovery; C&Z: pg. 119, A Trip to the Zoo; pg. 119, Respecting Wild Animals; pg. 129, Who Has a Tail?; pg. 133, Farm or Zoo?; pg. 161, Sort Us! G&M: pg. 10, Read About Seeds; pg. 19, Seeds to Eat; pg. 71, Homes for Water Animals; pg. 92, Share a Story, <i>My Dinosaur Book</i> ; pg. 95, Clay Dinosaurs

<p>F.3.11 Compare characteristics of living things (e.g., Donkeys have shorter legs and longer ears than horses; a tulip looks like just a cup, but a daffodil looks like a cup and saucer).</p>	<p>RSG: pg. 17, Science; H&S: pg. 69, Favorite Animals; P&D: pg. 16, Picture Preview; pg. 18, What Are Living Things?; pg. 19, Is It Alive?; pg. 20, Scientific Discovery; C&Z: pg. 119, A Trip to the Zoo; pg. 119, Respecting Wild Animals; pg. 129, Who Has a Tail?; pg. 133, Farm or Zoo?; pg. 161, Sort Us!; G&M: pg. 10, Read About Seeds; pg. 19, Seeds to Eat; pg. 71, Homes for Water Animals; pg. 92, Share a Story, <i>My Dinosaur Book</i>; pg. 95, Clay Dinosaurs</p>
<p>F.3.12 Talk about different types of plants and animals that inhabit the earth.</p>	<p>RSG: pg. 17, Science; H&S: pg. 69, Favorite Animals; P&D: pg. 16, Picture Preview; pg. 18, What Are Living Things?; pg. 19, Is It Alive?; pg. 20, Scientific Discovery; C&Z: pg. 119, A Trip to the Zoo; pg. 119, Respecting Wild Animals; pg. 129, Who Has a Tail?; pg. 133, Farm or Zoo?; pg. 161, Sort Us!; G&M: pg. 10, Read About Seeds; pg. 19, Seeds to Eat; pg. 71, Homes for Water Animals; pg. 92, Share a Story, <i>My Dinosaur Book</i>; pg. 95, Clay Dinosaurs</p>
<p>F.3.13 Participate in activities related to preserving their environment.</p>	<p>RSG: pgs. 40-55, Interest Centers; C&Z: pg. 22, Recycling; pg. 22, What Will You Do?; pg. 23, I'll Recycle; pg. 23, Recycle Again; pg. 24, Problems and Solutions; pg. 25, Family Fun; G&M: pg. 13, A Special Flower; pg. 15, A Plant's Life Cycle; pg. 16, The Needs of Seeds; pg. 19, Plant a Pretend Garden; pg. 22, Respecting Nature; pg. 23, What a Seed Needs; pg. 24, Spring is for Planting</p>
<p>SCIENCE FOUNDATION 4</p>	
<p>F.4 - COMMUNICATION</p>	
<p><i>Sharing Observations and Discoveries</i> <i>As young children explore their world through materials and activities, they need opportunities to share their findings with others through discussions, charts, drawings, computer products, and/or self-published books.</i></p>	
<p>F.4.1 Use vocabulary that indicates understanding of scientific principles (e.g., sink, float, melt, solid, liquid).</p>	<p>P&D: pg. 42, Learn About Solid Shapes; pg. 48, Exploring Solid Shapes; pg. 185, Water Yo-Yo; C&Z: pg. 100, Discover what happens; pg. 101, Rain Dance; pg. 101, Liquids, Gases, Solids on Earth; pg. 109, Where Does the Air Go?</p>

<p>F.4.2 Identify attributes or characteristics for comparison (e.g., color, size, gender, shape).</p>	<p>RSB: pg. 17, Science, pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 18, Read a Science Big Book; pg. 19, What Your Nose Knows; pg. 20, Scientific Discovery; pg. 23, How Sound Gets to my Ears; pg. 37, Why Do Water Pictures Disappear?; pg. 47, Thermometer Time; pg. 48, Scientific Discovery; pg. 49, Make Observations; pg. 50, Report the Weather; pg. 51, See a Rainbow; pg. 53, Make the Wind Blow; pg. 79, How Do Penguins Keep Warm?; pg. 94, Germs Everywhere; pg. 119, What Do You See?; pg. 123, Paint Scents; pg. 125, Great Goop; pg. 129, Take a Taste Test; pg. 133, Textured Dominos;</p> <p>P&D: pg. 37, What Color is Mr. D's Hat?; pg. 62, Same on the Inside; pg. 74, Tell Me All About It; pg. 75, What's the Attraction?; pg. 79, Scientific Discovery; pg. 106, Opposites in Nature;</p> <p>C&Z: pg. 6, Share a Story; pg. 10, Explore Our Earth pg. 11, This Is Our Earth; pg. 14, Science Discovery; pg. 20, Observe Soil; 20, The Ocean Is Salty; pg. 41, Why Do We Wear Helmets?; pg. 94, Changes All Around; pg. 99, Living Things Change; pg. 100, Discover What Happens; pg. 103, Make a Rainbow; pg. 119, A Trip to the Zoo; pg. 146, Share a Story; pg. 147, Observe Insects; pg. 149, Build an Insect; pg. 150, From Caterpillar to Butterfly ; pg. 157, Catch Insects;</p> <p>G&M: pg. 10, Read about Seeds; pg. 13, A Special Flower; pg. 15, A Plant's Life Cycle; pg. 18, Are All Seeds the Same?; pg. 19, Seeds to Eat; pg. 24, Spring Is for Planting; pg. 25, Leaf Rubbings; pg. 35, Sun Power!; pg. 45, Let It Shine!; pg. 49, Shadow Play; pg. 79, What Do You See?; pg. 80, Indoor Water Walk; pg. 81, Eyedropper Art; pg. 153, Make a Rock</p>
<p>F.4.3 Classify objects by an attribute (characteristic) and share their thinking with another.</p>	<p>RSB: pg. 17, Science, pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 18, Read a Science Big Book; pg. 19, What Your Nose Knows; pg. 20, Scientific Discovery; pg. 23, How Sound Gets to my Ears; pg. 37, Why Do Water Pictures Disappear?; pg. 47, Thermometer Time; pg. 48, Scientific Discovery; pg. 49, Make Observations; pg. 50, Report the Weather; pg. 51, See a Rainbow; pg. 53, Make the Wind Blow; pg. 79, How Do Penguins Keep Warm?; pg. 94, Germs Everywhere; pg. 119, What Do You See?; pg. 123, Paint Scents; pg. 125, Great Goop; pg. 129, Take a Taste Test; pg. 133, Textured Dominos;</p> <p>P&D: pg. 37, What Color is Mr. D's Hat?; pg. 62, Same on the Inside; pg. 74, Tell Me All About It; pg. 75, What's the Attraction?; pg. 79, Scientific Discovery; pg. 106, Opposites in Nature;</p> <p>C&Z: pg. 6, Share a Story; pg. 10, Explore Our Earth pg. 11, This Is Our Earth; pg. 14, Science Discovery; pg. 20, Observe Soil; 20, The Ocean Is Salty; pg. 94, Changes All Around; pg. 99, Living Things Change; pg. 100, Discover What Happens; pg. 103, Make a Rainbow; pg. 119, A Trip to the Zoo; pg. 146, Share a Story; pg. 147, Observe Insects; pg. 149, Build an Insect; pg. 150, From Caterpillar to Butterfly ; pg. 157, Catch Insects;</p> <p>G&M: pg. 10, Read about Seeds; pg. 13, A Special Flower; pg. 15, A Plant's Life Cycle; pg. 18, Are All Seeds the Same?; pg. 19, Seeds to Eat; pg. 24, Spring Is for Planting; pg. 25, Leaf Rubbings; pg. 35, Sun Power!; pg. 45, Let It Shine!; pg. 49, Shadow Play; pg. 79, What Do You See?; pg. 80, Indoor Water Walk; pg. 81, Eyedropper Art; pg. 153, Make a Rock</p>

<p>F.4.4 Participate in discussions related to their findings.</p>	<p>RSG: pg. 17, Science, pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 20, Scientific Discovery; pg. 37, Read the Weather Graph; ?; pg. 50, Report the Weather; pg. 48, Scientific Discovery; pg. 67, Make Body Prints</p> <p>P&D: pg. 18, What are Living Things; pg. 20, Scientific Discovery, pg. 74, Tell Me All About It; pg. 75, What Makes It Float?; pg. 75, What's the Attraction?; pg. 75, What Did You Catch?; pg. 75, Can You Find It?;</p> <p>C&Z: pg. 10, Explore Our Earth; pg. 11, This Is Our Earth; pg. 13, Where On Earth Are We?; pg. 101, Rain Dance; pg. 103, Make a Rainbow; pg. 109, Where Does the Air Go?; pg. 119, Respecting Wild Animals; pg. 129, Who Has a Tail?; pg. 146, Learn About Insects;</p> <p>G&M: pg. 20, A Colorful Vegetable Chart; pg. 35, Sun/Moon Patterns; pg. 48, Lights Out!; pg. 49, Too Dark to See; pg. 53, What the Moon Sees; pg. 62, Share a Story; pg. 65, Share a Picture; pg. 150, Planets and Stars; pg. 151, A Space Picture; pg. 152, Rock-et Science; pg. 154, Who Travels in Space?; pg. 158, Revisit a Science Big Book</p>
<p>F.4.5 Use charts, drawings, and/or graphs to share their findings with others.</p>	<p>RSG: pg. 17, Science, pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 20, Scientific Discovery; pg. 37, Read the Weather Graph; pg. 48, Scientific Discovery; pg. 50, Report the Weather; pg. 50, Graph Favorite Seasons; pg. 131, Our Favorite Senses;</p> <p>P&D: pg. 15, Graph Kaboom Kicks; pg. 20, Scientific Discovery; pg. 69, Graph Favorites; pg. 126, Graph Favorite Foods; pg. 148, Graph Favorite Exercises; pg. 180, Do You Like to Take a Nap?;</p> <p>C&Z: pg. 17, How Many People Live in Your Home?; pg. 41, How Many Wheels?; pg. 79, Create a Pet Graph; pg. 129, Who Has a Tail?; pg. 132, Zipper Hunt;</p> <p>G&M: pg. 20, A Colorful Vegetable Chart; pg. 24, Vote for Your Favorite Vegetable; pg. 129, Class Book of Sounds; pg. 130, Graph Favorite Sounds; pg. 160, If I Could Fly</p>
<p>F.4.6 Use their findings to create self-published books and/or materials.</p>	<p>RSG: pg. 17, Science, pgs. 45-46, Math and Science Center;</p> <p>H&S: pg. 20, Scientific Discovery; pg. 37, Read the Weather Graph; pg. 48, Scientific Discovery; pg. 50, Report the Weather; pg. 50, Graph Favorite Seasons; pg. 131, Our Favorite Senses;</p> <p>P&D: pg. 15, Graph Kaboom Kicks; pg. 20, Scientific Discovery; pg. 69, Graph Favorites; pg. 126, Graph Favorite Foods; pg. 148, Graph Favorite Exercises; pg. 180, Do You Like to Take a Nap?;</p> <p>C&Z: pg. 17, How Many People Live in Your Home?; pg. 41, How Many Wheels?; pg. 79, Create a Pet Graph; pg. 129, Who Has a Tail?; pg. 132, Zipper Hunt;</p> <p>G&M: pg. 20, A Colorful Vegetable Chart; pg. 24, Vote for Your Favorite Vegetable; pg. 129, Class Book of Sounds; pg. 130, Graph Favorite Sounds; pg. 160, If I Could Fly</p>

<p>F.4.7 Dictate statements/draw pictures to share findings.</p>	<p>RSG: pg. 17, Science, pgs. 45-46, Math and Science Center; H&S: pg. 20, Scientific Discovery; pg. 37, Read the Weather Graph; ?; pg. 50, Report the Weather; pg. 48, Scientific Discovery; pg. 67, Make Body Prints; P&D: pg. 18, What are Living Things; pg. 20, Scientific Discovery, pg. 74, Tell Me All About It; pg. 75, What Makes It Float?; pg. 75, What's the Attraction?; pg. 75, What Did You Catch?; pg. 75, Can You Find It?; C&Z: pg. 10, Explore Our Earth; pg. 11, This Is Our Earth; pg. 13, Where On Earth Are We?; pg. 101, Rain Dance; pg. 103, Make a Rainbow; pg. 109, Where Does the Air Go?; pg. 119, Respecting Wild Animals; pg. 129, Who Has a Tail?; pg. 146, Learn About Insects; G&M: pg. 20, A Colorful Vegetable Chart; pg. 35, Sun/Moon Patterns; pg. 48, Lights Out!; pg. 49, Too Dark to See; pg. 53, What the Moon Sees; pg. 62, Share a Story; pg. 65, Share a Picture; pg. 150, Planets and Stars; pg. 151, A Space Picture; pg. 152, Rock-et Science; pg. 154, Who Travels in Space?; pg. 158, Revisit a Science Big Book</p>
<p>SOCIAL STUDIES FOUNDATION 1</p>	
<p>F.1 - HISTORY</p>	
<p><i>Chronological Thinking and Historical Knowledge</i> <i>Young children are not ready to conceptualize chronological history, as they are just beginning to be aware of time. It is very difficult to understand hours or days. The daily experiences that are recurring, sequential, and part of a regular routine are important for children to begin understanding time. Discussions about daily schedules and what happens first, second, and so on are very important at this stage. Many children show curiosity about things from the past before formal school, and this curiosity can be used to begin the foundation for historical understanding. There is a difference between learning dates and understanding how to order moments in time. Young children should have opportunities to hear and share stories about the past and visuals to help support the development of historical knowledge. These opportunities should include the child's own past as well as the stories and experiences of others. How people dress and what type of tools and technology they use are two clues young children may use to begin to understand history and the past.</i></p>	
<p>F.1.1 Sequence recurring events (e.g., "After I eat lunch, I take a rest.").</p>	<p>H&S: pg. 100, Healthful Habits; P&D: pg. 179, Good Night, Friends</p>
<p>F.1.2 Relate new experiences to past experiences.</p>	<p>H&S: pg. 34, Share a Story, <i>Bear Gets Dressed</i>; pg. 150, Share a Story. <i>Lots of Feelings</i>; P&D: pg. 6, Share a Story, <i>Because of You</i>; pg. 181, Yesterday, Today, Tomorrow; pg. 181, Class Time Book; C&Z: pg. 62, Share a Story, <i>My Dog Rosie</i>; G&M: pg. 37, Don't Laugh</p>
<p>F.1.3 Construct a sense of time.</p>	<p>P&D: pg. 181, Yesterday, Today, Tomorrow; pg. 181, Class Time Book</p>
<p>F.1.4 Use terms relative to time sequence (e.g., beginning/ending, before/after, early/late, night/day, first/next/last, morning/ afternoon/evening).</p>	<p>RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; P&D: pg. 178, Time of Day and Year; pg. 179, Action Math! And Ms. Y's Letter; pg. 181, Yesterday, Today, Tomorrow; pg. 181, Class Time Book; pg. 184, Time Web, pg. 188; Time to Practice; pg. 192, In a Minute; G&M: pg. 34, Share a Story, <i>What the Sun Sees, What the Moon Sees</i></p>

F.1.5 Put pictures in sequential order.	H&S: pg. 73, Ms. P's Pictures; pg. 73, The Growing Game
F.1.6 Show anticipation for regularly scheduled events.	RSG: pg. 16, Math; pgs. 44-45, Math and Science Center; P&D: pg. 178, Time of Day and Year, pg. 179, Action Math! And Ms. Y's Letter, pg. 181, Yesterday, Today, Tomorrow, pg. 184, Time Web, pg. 188, Time to Practice, pg. 192, In a Minute; G&M: pg. 34, Share a Story, <i>What the Sun Sees</i> , <i>What the Moon Sees</i>
F.1.7 Describe daily routine (e.g., home and/or school).	RSG: pg. 18, Health and Physical Development; H&S: pg. 34, Share a Story, <i>Bear Gets Dressed</i> ; pg. 93, How to Stay Healthy; pg. 94, Germs Everywhere; pg. 95, How We Get Clean; pg. 100, Healthful Habits; P&D: pg. 118, Let's Eat Healthful Food; pg. 128, Discover Healthful Foods; pg. 131, Staying Healthy; pg. 179, Good Night Friends; C&Z: pg. 34, Meet and Greet Ms. T; pg. 35, Show Your Smile; pg. 49, Flossing Tall Teeth; pg. 50, Ms. T's Big Book
F.1.8 Retell a story or event in sequential order.	H&S: pg. 91, Bernard's Bath; pg. 118, Share a Story, <i>My Five Senses</i> ; pg. 122, Revisit I Learn With My Senses; P&D: pg. 108, Revisit a Story; pg. 186, Read a Rebus Book; C&Z: pg. 18, Revisit a Story; pg. 38, Share a Story, <i>D.W. Rides Again</i> ; G&M: pg. 50, Revisit a Story
F.1.9 Distinguish between past, present, and future.	P&D: pg. 181, Yesterday, Today, Tomorrow; pg. 181, Class Time Book; G&M: pg. 92, <i>My Big Dinosaur Book</i> ; pg. 107, <i>Fossil Prints</i>
F.1.10 Verbalize the days of the week and names of the months.	Classroom routines include the use of a <i>Calendar/Weather Graph</i> that can be used to teach students the names of months and days of the week.
F.1.11 Gauge time using their own vocabulary (e.g., number of 'sleeps' instead of days).	N/A
F.1.12 Recall information about the immediate past.	N/A

SOCIAL STUDIES FOUNDATION 2

F.2 - CIVICS AND GOVERNMENT

Foundations and Functions of Government and Its Citizens

Young children's learning is dependent on their background experiences and what they see and hear. Young children can begin to understand that they are citizens of their school, community, and country and what it means to be a responsible, active citizen. Children should be exposed to symbols of the state and the nation including the flags.

Participating in a democracy involves making informed choices. Young children who have many opportunities to make choices in their own lives given alternatives are growing in this important process skill.

Understanding the need for and being able to follow rules is an important developmental step for young children. They can be very emphatic about following rules and the reasons why they are important.

F.2.1 Listen and talk about stories that illustrate the concept of being responsible.	H&S: pg. 34, Share a Story, <i>Bear Gets Dressed</i> ; P&D: pg. 118, Let's Eat Healthful Foods C&Z: pg. 38, Share a Story, <i>D.W. Rides Again</i>
F.2.2 Follow simple directions.	RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers H&S: pg. 24, Write Class Rules; pg. 100, Healthful Habits; pg. 105, Bath and Bedtime for the Letter People; pg. 135, Munch Popcorn!; pg. 175, Taking Turns P&D: pg. 52, Review Rules; pg. 93, A Visit from Mr. O; pg. 101, We're Opposites; pg. 124, Cooking with Mr. C C&Z: pg. 8, Meet and Greet Mr. G; pg. 15, Clean-Up Time; pg. 22, Recycling; pg. 22, What Will You Do? G&M: pg. 23, Respecting Nature; pg. 77, We Need Water!; pg. 108, Manners; pg. 134, Listening Politely
F.2.3 Complete basic responsibilities related to daily needs.	RSG: pg. 18, Health and Physical Development; H&S: pg. 34, Share a Story, <i>Bear Gets Dressed</i> ; pg. 93, How to Stay Healthy; pg. 94, Germs Everywhere; pg. 95, How We Get Clean; pg. 100, Healthful Habits; P&D: pg. 118, Let's Eat Healthful Food; pg. 128, Discover Healthful Foods; pg. 131, Staying Healthy; pg. 179, Good Night Friends; C&Z: pg. 34, Meet and Greet Ms. T; pg. 35, Show Your Smile; pg. 49, Flossing Tall Teeth; pg. 50, Ms. T's Big Book

<p>F.2.4 Respond positively to options rather than commands.</p>	<p>Opportunities through <i>Small Group Activities</i> found through out Teacher's Resource Book, e.g., RSG: pg. 67, Name Telephone; pg. 69, Counting at Alphabet House; pg. 71, Word Telephone; pg. 73, Family Pictures; pg. 75, I Spy a Center; H&S: pg. 21, Our New Worlds; pg. 23, The Sentence Game; pg. 35, Rhyme Time; pg. 37, Read the Weather Graph; pg. 39, Make a Class Weather Book; P&D: pg. 34, What Is a Family?; pg. 37, What Color Is Mr. D's Hat?; pg. 39, Helping Hands Book; pg. 41, Write a Direction; pg. 43, Picnic Puzzles; C&Z: pg. 93, Animal Sound Patterns; pg. 94, Read a Rebus Book; pg. 97, Funny Farm-Animal Names; pg. 99, Living Things Change; pg. 101, Liquids, Gases, and Solids on Earth; G&M: pg. 119, Old MacDonald; pg. 121, Make Instruments; pg. 123, What Makes That Sound?; pg. 125, Calendar J's; pg. 129, Sound Bingo</p>
<p>F.2.5 Talk about the importance and reason for rules.</p>	<p>RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers H&S: pg. 24, Write Class Rules; pg. 175, Taking Turns P&D: pg. 52, Review Rules; pg. 93, A Visit from Mr. O; pg. 101, We're Opposites; pg. 124, Cooking with Mr. C C&Z: pg. 8, Meet and Greet Mr. G; pg. 15, Clean-Up Time; G&M: pg. 108, Manners; pg. 134, Listening Politely</p>
<p>F.2.6 Tell the consequences of not following rules.</p>	<p>Teacher can expand upon activities that reinforce rules, e.g., RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers H&S: pg. 24, Write Class Rules; pg. 24, Review Rules ; P&D: pg. 52, Review Rules; pg. 124, Cooking with Mr. C; pg. 136, Healthful Habits; C&Z: pg. 8, Meet and Greet Mr. G; pg. 15, Clean-Up Time; G&M: pg. 108, Manners; pg. 134, Listening Politely</p>
<p>F.2.7 Participate in games and follow the rules.</p>	<p>Opportunities through <i>Small Group Activities</i> found through out Teacher's Resource Book, e.g., RSG: pg. 67, Name Telephone; pg. 69, Counting at Alphabet House; pg. 71, Word Telephone; pg. 73, Family Pictures; pg. 75, I Spy a Center; H&S: pg. 21, Our New Worlds; pg. 23, The Sentence Game; pg. 35, Rhyme Time; pg. 37, Read the Weather Graph; pg. 39, Make a Class Weather Book; P&D: pg. 34, What Is a Family?; pg. 37, What Color Is Mr. D's Hat?; pg. 39, Helping Hands Book; pg. 41, Write a Direction; pg. 43, Picnic Puzzles; C&Z: pg. 93, Animal Sound Patterns; pg. 94, Read a Rebus Book; pg. 97, Funny Farm-Animal Names; pg. 99, Living Things Change; pg. 101, Liquids, Gases, and Solids on Earth; G&M: pg. 119, Old MacDonald; pg. 121, Make Instruments; pg. 123, What Makes That Sound?; pg. 125, Calendar J's; pg. 129, Sound Bingo</p>

<p>F.2.8 Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).</p>	<p>Teacher can expand upon activities that reinforce rules, e.g., RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers H&S: pg. 24, Write Class Rules; pg. 24, Review Rules ; P&D: pg. 52, Review Rules; pg. 124, Cooking with Mr. C; pg. 136, Healthful Habits; C&Z: pg. 8, Meet and Greet Mr. G; pg. 15, Clean-Up Time; G&M: pg. 108, Manners; pg. 134, Listening Politely</p>
<p>F.2.9 Tell the consequences of behaviors and choices.</p>	<p>Teacher can expand upon activities that reinforce rules, e.g., RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers H&S: pg. 24, Write Class Rules; pg. 24, Review Rules ; P&D: pg. 52, Review Rules; pg. 124, Cooking with Mr. C; pg. 136, Healthful Habits; C&Z: pg. 8, Meet and Greet Mr. G; pg. 15, Clean-Up Time; G&M: pg. 108, Manners; pg. 134, Listening Politely</p>
<p>F.2.10 Set own consequences for some behaviors.</p>	<p>Teacher can expand upon activities that reinforce rules, e.g., RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers H&S: pg. 24, Write Class Rules; pg. 24, Review Rules ; P&D: pg. 52, Review Rules; pg. 124, Cooking with Mr. C; pg. 136, Healthful Habits; C&Z: pg. 8, Meet and Greet Mr. G; pg. 15, Clean-Up Time; G&M: pg. 108, Manners; pg. 134, Listening Politely</p>
<p>F.2.11 Identify and follow different rules in different places (e.g., school rules may be different from home).</p>	<p>H&S: pg. 24, Review Rules</p>
<p>F.2.12 Show self-control by following rules in different places.</p>	<p>Teacher can expand upon activities that reinforce rules, e.g., RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers H&S: pg. 24, Write Class Rules; pg. 24, Review Rules ; P&D: pg. 52, Review Rules; pg. 124, Cooking with Mr. C; pg. 136, Healthful Habits; C&Z: pg. 8, Meet and Greet Mr. G; pg. 15, Clean-Up Time; G&M: pg. 108, Manners; pg. 134, Listening Politely</p>

F.2.13 Start sharing some objects with others.	<p>Opportunities through <i>Small Group Activities</i> found through out Teacher's Resource Book, e.g.,</p> <p>RSG: pg. 67, Name Telephone; pg. 69, Counting at Alphabet House; pg. 71, Word Telephone; pg. 73, Family Pictures; pg. 75, I Spy a Center;</p> <p>H&S: pg. 21, Our New Worlds; pg. 23, The Sentence Game; pg. 35, Rhyme Time; pg. 37, Read the Weather Graph; pg. 39, Make a Class Weather Book;</p> <p>P&D: pg. 34, What Is a Family?; pg. 37, What Color Is Mr. D's Hat?; pg. 39, Helping Hands Book; pg. 41, Write a Direction; pg. 43, Picnic Puzzles;</p> <p>C&Z: pg. 93, Animal Sound Patterns; pg. 94, Read a Rebus Book; pg. 97, Funny Farm-Animal Names; pg. 99, Living Things Change; pg. 101, Liquids, Gases, and Solids on Earth;</p> <p>G&M: pg. 119, Old MacDonald; pg. 121, Make Instruments; pg. 123, What Makes That Sound?; pg. 125, Calendar J's; pg. 129, Sound Bingo</p>
F.2.14 By age four, compromise, share, and take turns.	<p>Opportunities through <i>Center Choices</i> Activities found through out Teacher's Resource Book, e.g.,</p> <p>RSG: pg. 75, Explore Interest Centers; pg. 77, Introduce the Block Corner; pg. 79, Explore Interest Centers; pg. 81, Introduce the Sand and Water Table; pg. 83, Explore Interest Centers;</p> <p>H&S: pg. 39, Button, Zip and Tie; pg. 41, Play Clothing Bingo; pg. 43, Talk about the Weather; pg. 47, Action Science!; pg. 51, See a Rainbow.; pg. 175, Taking Turns</p> <p>P&D: pg. 149, Exercise Your Arms and Hands; pg. 151, Action Math!; pg. 155, Ms. E's Weights; pg. 157, Make a Shape Collage; pg. 159, Match Fronts and Backs;</p> <p>C&Z: pg. 97, Farm Animal Lotto; pg. 99, More Clay Play; pg. 103, Paint a Rainbow; pg. 105, Read With Mr. R.; pg. 107, A Petting Zoo Wall Story;</p> <p>G&M: pg. 79, What Do You See?; pg. 81, Water Makes a Difference; pg. 91, The Question Game; pg. 93, Dino Look-Alikes; pg. 95, Clay Dinosaurs</p>
F.2.15 Show greater ability to control intense feelings (e.g., anger, frustration).	<p>RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers</p> <p>H&S: pg. 174, Rhyme Time; pg. 175, Taking Turns; pg. 186, Taking Turns Story Card; pg. 186, Conflict Resolution</p> <p>P&D: pg. 165, Ms. E's Extreme Clean-Up Day</p> <p>C&Z: pg. 24, Problems and Solutions; pg. 53, Friends; pg. 134, Sharing;</p> <p>G&M: pg. 126, Make Some Noise for the Word-Wall Reader; pg. 134; Listening Politely; pg. 137, Listen, Please</p>
F.2.16 Identify the U.S. and state flags.	The Pledge of Allegiance is said daily as part of the classroom routine.
F.2.17 Say the name of the current President.	N/A
F.2.18 Make choices after considering alternatives.	<i>Interest Center Choices</i> in each unit of the Teacher's Guides allow for children to work individually or in small groups to explore different topics, themes or activities and provide opportunities to make choices.

SOCIAL STUDIES FOUNDATION 3	
F.3 - GEOGRAPHY	
<p><i>Location (Spatial Awareness)</i></p> <p><i>Young children are geographers. They dig in the sand, pour water, watch rain fall, to try to find out about the nature of the world and their place in it. Location tells us exactly where objects are in our world. Young children learn that they relate to other people and physical things. The beginning of an understanding of location is an awareness of their own body and how much space it takes up. By age two, many children are able to distinguish between near and far and features of their environment. The more opportunities children have to run and move about, the greater their ability to become aware of position and location.</i></p>	
F.3.1 Name body parts and point to the location of each.	<p>RSG: pg. 18, Health and Physical Development;</p> <p>H&S: pg. 62, Share a Story, pg. 63, Learn about Body Parts; pg. 65, Revisit a Story; pg. 65, Count Body Parts; pg. 67, Make Body Parts; pg. 73, How Tall Am I?; pg. 73, The Growing Game; pg. 73, Make Sand Prints</p>
F.3.2 Ask questions about everything the child sees and finds.	<p><i>Let's Begin with the Letter People</i> encourages curiosity and questioning that comes naturally to preschoolers. This is promoted through various settings, especially the <i>Math and Science Center, Sand and Water Table, and Computer Corner.</i></p>
F.3.3 Move in directions on command (e.g., forward, backward, sideways).	RSG: pg. 102, Follow My Directions; pg. 104, Simon Says; pg. 110, Follow Me
F.3.4 Identify and locate familiar places (e.g., home, store, grandparent's house).	C&Z: pg. 10, Explore Our Earth; pg. 13, Where On Earth Are We?; pg. 15, What Is Different?; pg. 16, This is My House
F.3.5 Recognize that streets have signs and houses have numbers to help identify locations.	N/A
F.3.6 Point out and name various rooms in the house from the outside.	N/A
F.3.7 Pretend blocks represent buildings and make signs for the roads and buildings.	C&Z: pg. 7, Make a Different Kind of House, pg. 13, Let's Make Homes, pg. 21, Build With Boxes
F.3.8 Use a simple map (e.g., diagram of the house, street on which the child lives).	P&D: pg. 45, Where Are They?
F.3.9 Make roads for toy trucks and cars.	N/A
F.3.10 Recognize where the child is while traveling in the car.	N/A
<p><i>Places and Regions</i></p> <p><i>Young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. Every place has its own characteristics and no two are exactly alike. Helping young children learn about the weather, plants, roads, and buildings that make up their neighborhood and city, is the beginning of an awareness of how places differ.</i></p>	
F.3.11 Use words hard/soft, rough/smooth, and water/land when describing surfaces.	C&Z: pg. 14, Science Discovery
F.3.12 Identify various natural features.	C&Z: pg. 10, Explore Our Earth; pg. 13, Where On Earth Are We?; pg. 16, This Is My House
F.3.13 State the name of his city or town.	N/A
F.3.14 Give information about where she lives (e.g., street, telephone number, house description).	C&Z: pg. 43, Important Numbers

F.3.15 Identify common community symbols (e.g., signs, highway and street markers, lights).	C&Z: pg. 43, Traffic Light Treats; pg. 43, Make Safety Signs; pg 45. Stop and Go
F.3.16 Describe features of familiar places (e.g., buildings, stores).	C&Z: pg. 16, This Is My House
F.3.17 Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).	C&Z: pg. 7, Make a Different Kind of House, pg. 9, Make a Shape Home; pg. 9, My Own Shape Home; pg. 13, Let's Make Homes, pg. 21, Build With Boxes
F.3.18 Talk about how to get from one common place to another.	N/A
F.3.19 Discuss different types and modes of transportation to get from one location to another and why certain vehicles are more suitable.	C&Z: pg. 41, How Many Wheels?; pg. 48, Make a Safety Book
F.3.20 Match objects to the location they belong (e.g., bed in the bedroom, tree in the forest).	C&Z: pg. 7, Make a Playhouse
<i>Physical Systems</i>	
<i>Geography examines where people live, why they live there, and how they use the environment and resources. All people change something about the way they live in order to adapt to their environment. Young children become aware of how people and the earth interact. They begin to understand how the weather and climate affect their lives.</i>	
F.3.21 Determine what type of clothing to wear based on the weather.	RSG: pg. 17, Science; pgs. 45-46, Math and Science Center; pg. 96, Let's Begin; H&S: pg. 38, Share Ms. W's Big Book; pg. 41, Revisit How's the Weather; pg. 43, Talk About the Weather; pg. 46, What is Weather?; pg. 47, What's the Weather?; pg. 52, What to Wear in the Sun; P&D: pg. 134, Learn About Winter; pg. 178, Time of Day and Year; G&M: pg. 77, Rainy Day/Sunny Day Sort; pg. 164, Lean About Summer
F.3.22 Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).	RSG: pg. 17, Science; pgs. 45-46, Math and Science Center; pg. 96, Let's Begin; H&S: pg. 37, Read the Weather Graph; pg. 37, Why Do Water Pictures Disappear?; pg. 39, Make a Class Weather Book; pg. 41, Weather Words; pg. 43, Talk About the Weather; pg. 46, What is Weather?; pg. 47, What's the Weather?; P&D: pg. 134, Learn About Winter; pg. 163, Places Hot and Cold; pg. 178, Time of Day and Year; pg. 189, Circle of Seasons; G&M: pg. 24, Spring is for Planting; pg. 77, Rainy Day/Sunny Day Sort; pg. 164, Lean About Summer
F.3.23 Discuss negative and positive aspects of areas and why people might want to be there.	C&Z: pg. 6, Share a Story, <i>Castles, Cave, and Honeycombs</i>
F.3.24 Listen and respond to stories about other areas (e.g., deserts, mountains).	C&Z: pg. 6, Share a Story, <i>Castles, Cave, and Honeycombs</i> ; pg. 13, Where on Earth are We?; pg. 15, What is Different?
F.3.25 Draw pictures representing the seasonal changes.	H&S: pg. 39, Make a Class Weather Book; P&D: pg. 189, Circle of Seasons; G&M: pg. 164, Summer Fun

F.3.26 Recognize people live in different types of homes (e.g., apartments, houses).	C&Z: pg. 6, Share a Story, <i>Castles, Cave, and Honeycombs</i> ; pg. 7, Make a Different Kind of House; pg. 9, Everyone Needs a Home; pg. 9, Make a Shape Home;; pg. 13, Let's Make Homes; pg. 15, What is Different?; pg. 18, Revisit a Story; pg. 21, A Castle Is a Home
F.3.27 Identify and describe people who live in different places for different reasons (e.g., farms, cities, small towns).	C&Z: pg. 6, Share a Story, <i>Castles, Cave, and Honeycombs</i> ; pg. 15, What is Different?
<i>Human Systems</i>	
<i>Young children begin to first understand the system of the family. Through dramatic play and discussions, children actively explore the roles of family members. They may begin noticing similarities and differences with their family and friends' families.</i>	
F.3.28 Pretend to take care of a doll by feeding and other activities.	P&D: pg. 35, Act Like Helpers
F.3.29 Play the role of different family members through dramatic play.	H&S: pg. 25, At Home with Mr. N; pg. 65, Letter People Patchwork Quilt; P&D: pg. 35, Act Like Helpers; pg. 45, Family Dress-Up
F.3.30 Discuss members of the family and their roles.	RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers; pg. 73, Family Pictures; pg. 79, Find a Family Member; P&D: pg. 34, What is a Family?; pg. 41, Families are Alike; pg. 45, Family Dress-Up; pg. 46, Make a Family Tree, pg. 49, How Many Are in Your Family?; C&Z: pg. 17, How Many People Live in Your Home?; pg. 17, Visit Mr. G
F.3.31 Draw pictures of their family.	RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers; pg. 73, Family Pictures
F.3.32 Ask questions about families.	P&D: pg. 37, Listen to Me; pg. 46, How We Help Our Families; pg. 46, Make a Family Tree
F.3.33 Talk about how he is the same and/or different from other children.	RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers; pg. 73, Family Pictures; pg. 79, Find a Family Member; P&D: pg. 34, What is a Family?; pg. 45, Family Dress-Up; pg. 46, Make a Family Tree, pg. 49, How Many Are in Your Family?; C&Z: pg. 17, How Many People Live in Your Home?; pg. 17, Visit Mr. G
<i>Environment and Society</i>	
<i>All people change something about the way they live in order to adapt to their environment. By 4 and 5 years of age, children begin to learn what they can do to adjust and how people change earth to their own benefit. Young children express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment.</i>	
F.3.34 List things that do and do not belong in the environment (e.g., litter, smoke)	C&Z: pg. 24, Problems and Solutions
F.3.35 Discuss the need for a clean environment.	RSG: pgs. 40-55, Interest Centers; C&Z: pg. 22, Recycling; pg. 22, What Will You Do?; pg. 23, I'll Recycle; pg. 23, Recycle Again; pg. 24, Problems and Solutions; pg. 25, Family Fun; G&M: pg. 22, Respecting Nature; pg. 23 Respecting Nature

F.3.36 Help clean up after doing an activity.	<p>RSG: pgs. 40-55, Interest Centers</p> <p>H&S: pg. 7, Name Headbands, pg. 39, Button, Zip, and Tie, pg. 67, Make Body Prints, pg. 93, Make a Mr. M Stick Puppet;</p> <p>P&D: pg. 7, Build a Bridge, pg. 47, Gingerbread Families, pg. 65, Favorite Funny Feet, pg. 135, Make Bird Feeders;</p> <p>C&Z: pg. 15, Clean-Up Time; pg. 23, Good Garbage Sculptures, pg. 53, Toothbrush Painting, pg. 105, A Handprint Rainbow, pg. 127, Fold-Over Zoo Animals;</p> <p>G&M: pg. 25, Leaf Rubbings, pg. 46, Silhouettes, pg. 77, Water Paintings, pg. 81, Eyedropper Art</p>
F.3.37 Help with home and class routines that keep the house/classroom clean and safe.	<p>RSG: pgs. 40-55, Interest Centers</p> <p>H&S: pg. 7, Name Headbands, pg. 39, Button, Zip, and Tie, pg. 67, Make Body Prints, pg. 93, Make a Mr. M Stick Puppet;</p> <p>P&D: pg. 7, Build a Bridge, pg. 47, Gingerbread Families, pg. 65, Favorite Funny Feet, pg. 135, Make Bird Feeders;</p> <p>C&Z: pg. 15, Clean-Up Time; pg. 23, Good Garbage Sculptures, pg. 53, Toothbrush Painting, pg. 105, A Handprint Rainbow, pg. 127, Fold-Over Zoo Animals;</p> <p>G&M: pg. 25, Leaf Rubbings, pg. 46, Silhouettes, pg. 77, Water Paintings, pg. 81, Eyedropper Art</p>
F.3.38 Help parents/adults with recycling empty containers at home/school.	C&Z: pg. 22, Recycling; pg. 22, What Will You Do?; pg. 23, I'll Recycle; pg. 23, Recycle Again
F.3.39 Design posters for recycling and post in the home/school.	C&Z: pg. 24, Problems and Solutions
SOCIAL STUDIES FOUNDATION 4	
F.4 - ECONOMICS	
<p><i>Economics</i></p> <p><i>The concepts from economics that are relevant to young children revolve around how families and communities work together to meet their basic needs and wants. Children have a growing awareness of the role of money in purchasing and the connection between work and money. Adults have a significant role in drawing a child's attention to these processes and clarifying any misconceptions. While the interest and ability to grasp economic concepts varies widely from child to child, some of the following ideas can be introduced in the preschool years.</i></p> <p><i>Scarcity- The condition of not being able to have all the goods and services that we want.</i></p> <p><i>Choice- What someone must make when faced with two or more alternative uses for a resource.</i></p> <p><i>Goods- Objects that can be held or touched that can satisfy people's wants.</i></p> <p><i>Services- Activities that can satisfy people's wants.</i></p>	
F.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.	N/A

F.4.2 Role play different types of occupations.	<p>RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers;</p> <p>H&S: pg. 97, Keep Mr. H Healthy; pg. 107, Doctors and Nurses Keep Us Healthy;</p> <p>P&D: pg. 123, Doctor's Office; pg. 149, Ms. E Visits the Doctor; pg. 189m Ms. Y Visits the Doctor</p> <p>C&Z: pg. 35, Be a Dentist, pg. 39, Calling 911; pg. 63, Pet Helpers; pg. 93, Help Mr. R Deliver Roses; pg. 119, Be the Zookeeper</p> <p>G&M: pg. 19, Flower Fun</p>
F.4.3 Talk about what he wants to be when he grows up.	N/A
F.4.5 Recognize that things have to be paid for with money and that sometimes you can't buy what you want because you don't have enough money.	N/A
F.4.6 Are aware that adults work in order to earn enough money to buy the food, clothing, and housing that a family needs.	N/A
F.4.7 Save money for a future purpose.	N/A
SOCIAL STUDIES FOUNDATION 5	
F.5 - INDIVIDUALS, SOCIETY, and CULTURE	
<i>Cultural Diversity</i>	
<i>Three and four year olds are still quite egocentric and relate to their own experiences. They begin to notice similarities and differences between themselves and others.</i>	
F.5.1 Identify differences between people of different cultures, backgrounds, and abilities.	<p>H&S: pg. 67, Alike and Different;</p> <p>P&D: pg. 77, We Are All Different-and the Same!; pg. 78, Celebrate Differences Day;</p> <p>G&M: pg. 149, A Wall Story</p>
F.5.2 Attend to and comment on gender differences.	<p>H&S: pg. 67, Alike and Different;</p> <p>P&D: pg. 77, We Are All Different-and the Same!; pg. 78, Celebrate Differences Day;</p> <p>G&M: pg. 149, A Wall Story</p>
F.5.3 Ask questions about physical differences.	<p>H&S: pg. 67, Alike and Different;</p> <p>P&D: pg. 77, We Are All Different-and the Same!; pg. 78, Celebrate Differences Day;</p> <p>G&M: pg. 149, A Wall Story</p>
F.5.4 Notice people's skin and explore the differences.	<p>H&S: pg. 67, Alike and Different;</p> <p>P&D: pg. 77, We Are All Different-and the Same!; pg. 78, Celebrate Differences Day;</p> <p>G&M: pg. 149, A Wall Story</p>
F.5.5 Notice that some people speak differently than others.	<p>H&S: pg. 67, Alike and Different;</p> <p>P&D: pg. 77, We Are All Different-and the Same!; pg. 78, Celebrate Differences Day;</p> <p>G&M: pg. 149, A Wall Story</p>

F.5.6 Observe that different families live in different types of housing.	C&Z: pg. 6, Share a Story, <i>Castles, Cave, and Honeycombs</i> ; pg. 7, Make a Different Kind of House; pg. 9, Everyone Needs a Home; pg. 9, Make a Shape Home;; pg. 13, Let's Make Homes; pg. 15, What is Different?; pg. 18, Revisit a Story; pg. 21, A Castle Is a Home
F.5.7 Discuss how grandparents and older people look and act different from children.	RSG: pg. 79, Find a Family Member; P&D: pg. 34, What is a Family pg. 46, Make a Family Tree
F.5.8 Express enjoyment and pleasure when hearing poems, stories, and songs about a variety of people and cultures.	P&D: pg. 34, Share a Story, <i>Families</i> ; C&Z: pg. 6, Share a Story, <i>Castles, Cave, and Honeycombs</i>
F.5.9 Use interpersonal skills of sharing and taking turns in interactions with others.	RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers; H&S: pg. 175, Taking Turns; pg. 185, Practice Taking Turns; pg. 186, <i>Taking Turns</i> Story Card; pg. 190, Birthday Party; G&M: pg. 108, Manners

PHYSICAL EDUCATION AND HEALTH FOUNDATION 1

F.1 - GROSS/FINE MOTOR AND SENSORY DEVELOPMENT

Locomotor and Non-locomotor Skills

Young children begin to develop fundamental movements and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects.

F.1.1 Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).	RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; P&D: pg. 37, Dance with Mr. D; pg. 63, Funny Feet Hop; pg. 97, Opposites Obstacle Course; pg. 153, Reading Room Romp; C&Z: pg. 38, Pedal Your Bike; pg. 65, Silly Puppy; pg. 101, Rain Dance; pg. 104, Everybody on the Farm; G&M: pg. 17, Flower Dancing; pg. 23, What a Seed Needs; pg. 41, Me and My Shadow; pg. 49, Light or Dark?; pg. 97, Dinosaur Dance Steps; pg. 99, Be a Dinosaur
F.1.2 Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward).	RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay; pg. 62, Play Simon Says; pg. 99, Do the Hop; P&D: pg. 63, Funny Feet Hop; pg. 65, Outdoors; pg. 67, Outdoors; C&Z: pg. 43, Outdoors; pg. 101, Rain Dance; G&M: pg. 41, Me and My Shadow; pg. 97, Dinosaur Dance Steps

<p>F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 104, Sponge Toss; pg. 155, Catch a Shape; pg. 155, Outdoors; pg. 179, Outdoors; P&D: pg. 11, Kaboom Kicking Contest; pg. 15, Outdoors; pg. 97, Opposites Obstacle Course; pg. 156, Outdoors; pg. 187, Up and Down; C&Z: pg. 23, Outdoors; pg. 25, Outdoors; pg. 135, Outdoors; G&M: pg. 39, Outdoors; pg. 47, Outdoors, pg. 125, Outdoors, pg. 131, Outdoors</p>
<p>F.1.4 Perform basic rhythmical skills alone and/or with a partner. (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions).</p>	<p>RSG: pg. 19, Music; H&S: pg. 7, The Best Me; pg. 8, Mr. N's Song; pg. 36, Ms. W's Song; pg. 64, Ms. P's Song; pg. 91, Sing a Healthful Song; pg. 124, Everyday Words Song; pg. 127, Learn an Action Poem; P&D: pg. 64, Ms. F's Song; pg. 93, Open, Shut Them; pg. 124, I Can Grow; pg. 152, Ms. E's Exercise Poem; C&Z: p, 8, Mr. G's Song; pg. 63, Ring Around a Rosie; pg. 106, This Is The Way We Work on the Farm; pg. 127, Mr. Z's Word Play; G&M: pg. 9, This Is the Way; pg. 41, Ms. L's Song; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps; pg. 124, Rhythm Band</p>
<p>PHYSICAL EDUCATION AND HEALTH FOUNDATION 2</p>	
<p>F.2 - APPLICATION OF MOVEMENT CONCEPTS AND PRINCIPLES TO THE LEARNING AND DEVELOPMENT OF MOTOR SKILLS</p>	
<p><i>Identifying Movement Concepts and Applying to Motor Skills</i> <i>Young children begin to develop movement vocabulary and to use terminology accurately. The children apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).</i></p>	
<p>F.2.1 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult).</p>	<p>RSG: pg. 18, Health and Physical Development; pg. 102, Follow My Directions; pg. 104, Simon Says; pg. 110, Follow Me; G&M: pg. 52, Where Is Ms. L?</p>
<p>F.2.2 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; pg. 106, Musical Chairs; P&D: pg. 37, Dance with Mr. D; pg. 63, Funny Feet Hop; pg. 97, Opposites Obstacle Course; pg. 1563, Reading Room Romp; C&Z: pg. 38, Pedal Your Bike; pg. 65, Silly Puppy; pg. 101, Rain Dance; pg. 104, Everybody on the Farm; G&M: pg. 17, Flower Dancing; pg. 23, What a Seed Needs; pg. 41, Me and My Shadow; pg. 49, Light or Dark?; pg. 97, Dinosaur Dance Steps; pg. 99, Be a Dinosaur</p>

<p>F.2.3 Follow rules for simple games and activities.</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 24, Mr. N's Rules for Fire Safety; pg. 52, What to Wear in the Sun; P&D: pg. 9, Park and Playground Safety; pg. 52, Review Rules; : pg. 106, Mr. O Crosses Streets Safely; C&Z: pg. 36, Bike Safety Story Card; pg. 40, Keeping Safe; pg. 41, Why Do We Wear Helmets?; pg 43, Make Safety Signs; pg. 44, Discover Safety Equipment; pg. 45, Is It Safe?; pg. 45, Stop and Go; pg 48, Keep Me Safe; pg. 48, Make a Safety Book; pg. 52, A Safety Poem</p>
<p>F.2.4 Integrate a variety of educational concepts in games and rhythmic/fitness activities (e.g., child moves like a lion and roars as he/she moves).</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; P&D: pg. 37, Dance with Mr. D; pg. 63, Funny Feet Hop; pg. 97, Opposites Obstacle Course; pg. 1563, Reading Room Romp; C&Z: pg. 38, Pedal Your Bike; pg. 65, Silly Puppy; pg. 101, Rain Dance; pg. 104, Everybody on the Farm; G&M: pg. 17, Flower Dancing; pg. 23, What a Seed Needs; pg. 41, Me and My Shadow; pg. 49, Light or Dark?; pg. 97, Dinosaur Dance Steps; pg. 99, Be a Dinosaur</p>
<p>F.2.5 Identify and solve problems through active explorations.</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 24, Mr. N's Rules for Fire Safety; pg. 52, What to Wear in the Sun; P&D: pg. 9, Park and Playground Safety; pg. 52, Review Rules; pg. 106, Mr. O Crosses Streets Safely; C&Z: pg. 36, Bike Safety Story Card; pg. 40, Keeping Safe; pg. 41, Why Do We Wear Helmets?; pg. 44, Discover Safety Equipment; pg. 45, Is It Safe?; pg 48, Keep Me Safe; pg. 48, Make a Safety Book; pg. 52, A Safety Poem</p>

PHYSICAL EDUCATION AND HEALTH FOUNDATION 3

F.3 - ENJOYMENT OF MOTOR AND SENSORY EXPERIENCES

Exhibiting Self-Confidence

Young children seek out and enjoy challenging physical activities that support their growth in self-expression while encouraging and supporting social interactions with others.

<p>F.3.1 Exhibit self-confidence while participating in movement activities.</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; pg. 106, Musical Chairs; P&D: pg. 37, Dance with Mr. D; pg. 63, Funny Feet Hop; pg. 97, Opposites Obstacle Course; pg. 1563, Reading Room Romp; C&Z: pg. 38, Pedal Your Bike; pg. 65, Silly Puppy; pg. 101, Rain Dance; pg. 104, Everybody on the Farm; G&M: pg. 17, Flower Dancing; pg. 23, What a Seed Needs; pg. 41, Me and My Shadow; pg. 49, Light or Dark?; pg. 97, Dinosaur Dance Steps; pg. 99, Be a Dinosaur</p>
<p>F.3.2 Talk about enjoying movement activities.</p>	<p>Teacher can give opportunities for children to express emotion during group movement activities, e.g., H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; P&D: pg. 37, Dance with Mr. D; pg. 63, Funny Feet Hop; pg. 97, Opposites Obstacle Course; pg. 1563, Reading Room Romp; C&Z: pg. 38, Pedal Your Bike; pg. 65, Silly Puppy; pg. 101, Rain Dance; pg. 104, Everybody on the Farm; G&M: pg. 17, Flower Dancing; pg. 23, What a Seed Needs; pg. 41, Me and My Shadow; pg. 49, Light or Dark?; pg. 97, Dinosaur Dance Steps; pg. 99, Be a Dinosaur</p>
<p>F.3.3 Express both positive and negative feelings about participating in physical activities.</p>	<p>Teacher can give opportunities for children to express emotion during group movement activities, e.g., H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; pg. 106, Musical Chairs; P&D: pg. 37, Dance with Mr. D; pg. 63, Funny Feet Hop; pg. 97, Opposites Obstacle Course; pg. 1563, Reading Room Romp; C&Z: pg. 38, Pedal Your Bike; pg. 65, Silly Puppy; pg. 101, Rain Dance; pg. 104, Everybody on the Farm; G&M: pg. 17, Flower Dancing; pg. 23, What a Seed Needs; pg. 41, Me and My Shadow; pg. 49, Light or Dark?; pg. 97, Dinosaur Dance Steps; pg. 99, Be a Dinosaur</p>

<p>F.3.4 Participate in a variety of gross/fine motor and sensory activities.</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 17, Make a Picture Graph; pg. 23, Make Noisemakers; pg. 99, Happy Hair Hats; pg. 189, Giant Rainbow Fish; P&D: pg. 17, Kindness Necklaces; pg. 21, I Spy: Counting Clues Collage; pg. 37, A New Hat for Mr. D; pg. 39, Helping Hands Book; C&Z: pg. 11, Draw Mr. G's House; pg. 51, Safety Posters; pg. 62, Pet Masks; pg. 127, Fold-Over Zoo Animals; G&M: pg. 15, A Plant's Life Cycle; pg. 69, My Rainy-Day Book; pg. 77, Water Paintings; pg. 99, Dinosaur Headbands; pg. 119, Mice Squeak Wall Story; pg. 131, Two Words Equal One!</p>
<p>F.3.5 Attempt novel gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging).</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; P&D: pg. 37, Dance with Mr. D; pg. 63, Outdoors, pg. 97, Opposites Obstacle Course, pg. 156, Outdoors; C&Z: pg. 21, Outdoors, pg. 43, Outdoors, pg. 71, Outdoors, p, 105, Outdoors, pg. 131, Outdoors, pg. 160, Outdoors; G&M: pg. 39, Outdoors; pg. 47, Outdoors; pg. 99, Outdoors, pg. 123, Outdoors</p>
<p>F.3.6 Demonstrate a determination to develop skills through repetitive practice.</p>	<p><i>Let's Begin with the Letter People</i> promotes the development of motor skills during indoor and outdoor games, use of playground equipment, and with music/movement activities. Children participate in developing skills as part of the daily classroom routine.</p>
<p>PHYSICAL EDUCATION AND HEALTH FOUNDATION 4</p>	
<p>F.1 - RESPONSIBLE PERSONAL HEALTH AND SAFETY PRACTICES</p>	
<p><i>Developing an Awareness of and Respect for a Healthy Lifestyle</i> <i>While participating in physical activities, young children are beginning to form an awareness of health and safety practices that support the growth of a healthy lifestyle. Also through activities and experiences, they are guided and encouraged by the adult to develop greater interdependence for personal care and safety.</i></p>	
<p>F.4.1 Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</p>	<p>Can be assessed during activities involving gross motor movement, e.g., RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; pg. 106, Musical Chairs; P&D: pg. 37, Dance with Mr. D; pg. 63, Outdoors, pg. 97, Opposites Obstacle Course, pg. 156, Outdoors; C&Z: pg. 21, Outdoors, pg. 43, Outdoors, pg. 71, Outdoors, p, 105, Outdoors, pg. 131, Outdoors, pg. 160, Outdoors; G&M: pg. 39, Outdoors; pg. 47, Outdoors; pg. 99, Outdoors, pg. 123, Outdoors</p>

<p>F.4.2 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 93, How to Stay Healthy; pg. 94, Germs Everywhere; pg. 95, How We Get Clean; pg. 100, Healthful Habits; P&D: pg. 47, Gingerbread Families; pg. 70, Fix Fresh Fruit Snacks; pg. 131, Staying Healthy; pg. 136, Healthful Habits; C&Z: pg. 34, Meet and Greet Ms. T; pg. 35, Show Your Smile; pg. 49, Flossing Tall Teeth; pg. 50, Ms. T's Big Book; G&M: pg. 20, A Colorful Vegetable Chart; pg. A Healthy Schedule</p>
<p>F.4.3 Follow basic safety rules (e.g., fire and traffic/pedestrian safety).</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 24, Mr. N's Rules for Fire Safety; pg. 52, What to Wear in the Sun; pg. 136, Mr. M's Medicine Safety; P&D: pg. 9, Park and Playground Safety; pg. 52, Review Rules; pg. 106, Mr. O Crosses Streets Safely; C&Z: pg. 36, Bike Safety Story Card; pg. 40, Keeping Safe; pg. 41, Why Do We Wear Helmets?; pg. 44, Discover Safety Equipment; pg. 45, Is It Safe?; pg. 48, Keep Me Safe; pg. 48, Make a Safety Book; pg. 52, A Safety Poem</p>
<p>F.4.4 Avoid potentially harmful objects, substances, and activities.</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 24, Mr. N's Rules for Fire Safety; pg. 52, What to Wear in the Sun; pg. 136, Mr. M's Medicine Safety; P&D: pg. 9, Park and Playground Safety; pg. 52, Review Rules; pg. 106, Mr. O Crosses Streets Safely; C&Z: pg. 36, Bike Safety Story Card; pg. 40, Keeping Safe; pg. 41, Why Do We Wear Helmets?; pg. 44, Discover Safety Equipment; pg. 45, Is It Safe?; pg. 48, Keep Me Safe; pg. 48, Make a Safety Book; pg. 52, A Safety Poem</p>
<p>PHYSICAL EDUCATION AND HEALTH FOUNDATION 5</p>	
<p>F.5 - RESPECT FOR DIFFERENCES</p>	
<p><i>Using Positive Interpersonal Skills</i> <i>Young children begin to demonstrate an understanding and respect for differences among people in physical activity settings. Positive interpersonal skills such as cooperation, sharing, and courtesy toward others serve as a foundation for understanding and respecting differences.</i></p>	
<p>F.5.1 Take turns during physical activities.</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay; pg. 93, Outdoors; pg. 106, Musical Chairs; P&D: pg. 37, Dance with Mr. D; pg. 63, Funny Feet Hop; pg. 97, Opposites Obstacle Course; pg. 153, Reading Room Romp; C&Z: pg. 38, Pedal Your Bike; pg. 65, Silly Puppy; pg. 101, Rain Dance; pg. 104, Everybody on the Farm; G&M: pg. 17, Flower Dancing; pg. 23, What a Seed Needs; pg. 41, Me and My Shadow; pg. 49, Light or Dark?; pg. 97, Dinosaur Dance Steps; pg. 99, Be a Dinosaur</p>

<p>F.5.2 Help others during physical activities.</p>	<p>Opportunities during <i>Small Group</i> and <i>Outdoor</i> activities, e.g., RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; pg. 106, Musical Chairs; P&D: pg. 37, Dance with Mr. D; pg. 63, Outdoors, pg. 97, Opposites Obstacle Course, pg. 156, Outdoors; C&Z: pg. 21, Outdoors, pg. 43, Outdoors, pg. 71, Outdoors, p, 105, Outdoors, pg. 131, Outdoors, pg. 160, Outdoors; G&M: pg. 39, Outdoors; pg. 47, Outdoors; pg. 99, Outdoors, pg. 123, Outdoors</p>
<p>F.5.3 Work together as a team toward a common goal.</p>	<p>Opportunities during <i>Small Group</i> and <i>Outdoor</i> activities, e.g., RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; pg. 106, Musical Chairs; P&D: pg. 37, Dance with Mr. D; pg. 63, Outdoors, pg. 97, Opposites Obstacle Course, pg. 156, Outdoors; C&Z: pg. 21, Outdoors, pg. 43, Outdoors, pg. 71, Outdoors, p, 105, Outdoors, pg. 131, Outdoors, pg. 160, Outdoors; G&M: pg. 39, Outdoors; pg. 47, Outdoors; pg. 99, Outdoors, pg. 123, Outdoors</p>
<p>F.5.4 Play cooperatively with others during physical activities.</p>	<p>RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; P&D: pg. 37, Dance with Mr. D; pg. 63, Funny Feet Hop; pg. 97, Opposites Obstacle Course; pg. 153, Reading Room Romp; C&Z: pg. 38, Pedal Your Bike; pg. 65, Silly Puppy; pg. 101, Rain Dance; pg. 104, Everybody on the Farm; G&M: pg. 17, Flower Dancing; pg. 23, What a Seed Needs; pg. 41, Me and My Shadow; pg. 49, Light or Dark?; pg. 97, Dinosaur Dance Steps; pg. 99, Be a Dinosaur</p>
<p>F.5.5 Treat others with respect during physical activities.</p>	<p>Opportunities during <i>Small Group</i> and <i>Outdoor</i> activities, e.g., RSG: pg. 18, Health and Physical Development; H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; pg. 106, Musical Chairs; P&D: pg. 37, Dance with Mr. D; pg. 63, Outdoors, pg. 97, Opposites Obstacle Course, pg. 156, Outdoors; C&Z: pg. 21, Outdoors, pg. 43, Outdoors, pg. 71, Outdoors, p, 105, Outdoors, pg. 131, Outdoors, pg. 160, Outdoors; G&M: pg. 39, Outdoors; pg. 47, Outdoors; pg. 99, Outdoors, pg. 123, Outdoors</p>

<p>F.5.6 Resolve conflicts in socially accepted ways during physical activities.</p>	<p>Opportunities during <i>Small Group</i> and <i>Outdoor</i> activities, e.g.,</p> <p>RSG: pg. 18, Health and Physical Development;</p> <p>H&S: pg. 48, Dress-Up Relay, pg. 62, Play Simon Says; pg. 93, Outdoors; pg. 99, Do the Hop; pg. 106, Musical Chairs;</p> <p>P&D: pg. 37, Dance with Mr. D; pg. 63, Outdoors, pg. 97, Opposites Obstacle Course, pg. 156, Outdoors;</p> <p>C&Z: pg. 21, Outdoors, pg. 43, Outdoors, pg. 71, Outdoors, p, 105, Outdoors, pg. 131, Outdoors, pg. 160, Outdoors;</p> <p>G&M: pg. 39, Outdoors; pg. 47, Outdoors; pg. 99, Outdoors, pg. 123, Outdoors</p>
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MUSIC FOUNDATION 1

F.1 - MUSIC APPRECIATION

Children Show Enjoyment of Music Through Facial Expressions, Vocalizations, and Various Movements

Music naturally delights children. Young children are comfortable with music and movement. Music activities are fun for children and also benefit their development. Music brings a new dimension of beauty into their lives. As children grow in their appreciation of music and movement, they acquire a gift that will bring them pleasure throughout life.

<p>F.1.1 Smile or laugh when music is played.</p>	<p><i>Let's Begin with the Letter People</i> contains a variety of familiar and new songs, chants, fingerplays, and movement activities. Each Letter Person also has a unique and memorable song which represents many types of music from rock 'n' roll to rap to flamenco. Many opportunities are given for children to smile and laugh as music is played, e.g.,</p> <p>RSG: pg. 66, I'm a Big Preschooler; pg. 70, Sing the Alphabet; pg. 72, Meet, Ms. A, Mr. B, and Ms. C; . 74, The Alphabet Song; 76, Meet Mr. D, Ms. E, and Ms. F; pg. 80, Meet Mr. G, Mr. H, and Mr. I; pg. 92, Meet Ms. J, Ms. K, and Ms. L; pg. 96, Meet Mr. M, Mr. N, and Mr. O; pg. 100, Meet Ms. P, Mr., and Ms. S; pg. 104, Meet Ms. T, Ms. U, and Ms. W; pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 11, Everyday Words Song; pg. 36, Ms. W's Song; pg. 40, Everyday Words Song; pg. 64, Ms. P's Song; pg. 66, Sing Looby Loo; pg. 71, Ms. P's Song; pg. 76, Math Exploration; pg. 91, Sing a Healthful Song; pg. 97, Mr. H's Son;, pg. 128, Mr. M's Me Bag; pg. 164, Read a Thank-You Card; pg. 180, Everyday Words Song;</p> <p>P&D: pg. 68, Everyday Words Song; pg. 120, Mr. C's Song; pg. 176, Ms. Y's Song;</p> <p>C&Z: pg. 8, Mr. G's Song; pg. 34, Ms. T's Song; pg. 64, Ms. S's Song; pg. 77, Pet Songs; pg. 92, Mr. R's Song; pg. 106, This Is the Way We Work on the Farm; pg. 120, Mr. Z's Song; pg. 122, Let's Begin; pg. 148, Mr. I's Song;</p> <p>G&M: pg. 9, This Is the Way; pg. 41, Ms. L's Song; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps</p>
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<p>F.1.2 Verbally express enjoyment.</p>	<p><i>Let's Begin with the Letter People</i> contains a variety of familiar and new songs, chants, fingerplays, and movement activities. Each Letter Person also has a unique and memorable song which represents many types of music from rock 'n' roll to rap to flamenco. Many opportunities are given for children to express enjoyment, e.g.,</p> <p>RSG: pg. 66, I'm a Big Preschooler; pg. 70, Sing the Alphabet; pg. 72, Meet, Ms. A, Mr. B, and Ms. C; . 74, The Alphabet Song; 76, Meet Mr. D, Ms. E, and Ms. F; pg. 80, Meet Mr. G, Mr. H, and Mr. I; pg. 92, Meet Ms. J, Ms. K, and Ms. L; pg. 96, Meet Mr. M, Mr. N, and Mr. O; pg. 100, Meet Ms. P, Mr., and Ms. S; pg. 104, Meet Ms. T, Ms. U, and Ms. W; pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 11, Everyday Words Song; pg. 36, Ms. W's Song; pg. 40, Everyday Words Song; pg. 64, Ms. P's Song; pg. 66, Sing Looby Loo; pg. 71, Ms. P's Song; pg. 76, Math Exploration; pg. 91, Sing a Healthful Song; pg. 97, Mr. H's Son;, pg. 128, Mr. M's Me Bag; pg. 164, Read a Thank-You Card; pg. 180, Everyday Words Song;</p> <p>P&D: pg. 68, Everyday Words Song; pg. 120, Mr. C's Song; pg. 176, Ms. Y's Song;</p> <p>C&Z: pg. 8, Mr. G's Song; pg. 34, Ms. T's Song; pg. 64, Ms. S's Song; pg. 77, Pet Songs; pg. 92, Mr. R's Song; pg. 106, This Is the Way We Work on the Farm; pg. 120, Mr. Z's Song; pg. 122, Let's Begin; pg. 148, Mr. I's Song;</p> <p>G&M: pg. 9, This Is the Way; pg. 41, Ms. L's Song; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps</p>
<p>F.1.3 Sing along to familiar songs.</p>	<p>RSG: pg. 66, I'm a Big Preschooler; pg. 70, Sing the Alphabet; pg. 72, Meet, Ms. A, Mr. B, and Ms. C; . 74, The Alphabet Song; 76, Meet Mr. D, Ms. E, and Ms. F; pg. 80, Meet Mr. G, Mr. H, and Mr. I; pg. 92, Meet Ms. J, Ms. K, and Ms. L; pg. 96, Meet Mr. M, Mr. N, and Mr. O; pg. 100, Meet Ms. P, Mr., and Ms. S; pg. 104, Meet Ms. T, Ms. U, and Ms. W; pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 11, Everyday Words Song; pg. 36, Ms. W's Song; pg. 40, Everyday Words Song; pg. 64, Ms. P's Song; pg. 66, Sing Looby Loo; pg. 71, Ms. P's Song; pg. 76, Math Exploration; pg. 91, Sing a Healthful Song; pg. 97, Mr. H's Son;, pg. 128, Mr. M's Me Bag; pg. 164, Read a Thank-You Card; pg. 180, Everyday Words Song;</p> <p>P&D: pg. 68, Everyday Words Song; pg. 120, Mr. C's Song; pg. 176, Ms. Y's Song;</p> <p>C&Z: pg. 8, Mr. G's Song; pg. 34, Ms. T's Song; pg. 64, Ms. S's Song; pg. 77, Pet Songs; pg. 92, Mr. R's Song; pg. 106, This Is the Way We Work on the Farm; pg. 120, Mr. Z's Song; pg. 122, Let's Begin; pg. 148, Mr. I's Song;</p> <p>G&M: pg. 9, This Is the Way; pg. 41, Ms. L's Song; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps</p>

<p>F.1.4 Request certain songs/finger plays, etc.</p>	<p><i>Let's Begin with the Letter People</i> contains a variety of familiar and new songs, chants, fingerplays, and movement activities. Each Letter Person also has a unique and memorable song which represents many types of music from rock 'n' roll to rap to flamenco. Many opportunities are given for children to request certain songs during activities involving music, e.g.,</p> <p>RSG: pg. 66, I'm a Big Preschooler; pg. 70, Sing the Alphabet; pg. 72, Meet, Ms. A, Mr. B, and Ms. C; . 74, The Alphabet Song; 76, Meet Mr. D, Ms. E, and Ms. F; pg. 80, Meet Mr. G, Mr. H, and Mr. I; pg. 92, Meet Ms. J, Ms. K, and Ms. L; pg. 96, Meet Mr. M, Mr. N, and Mr. O; pg. 100, Meet Ms. P, Mr., and Ms. S; pg. 104, Meet Ms. T, Ms. U, and Ms. W; pg. 108, Meet Mr. X, Ms. Y and Mr. Z;</p> <p>H&S: pg. 11, Everyday Words Song; pg. 36, Ms. W's Song; pg. 40, Everyday Words Song; pg. 64, Ms. P's Song; pg. 66, Sing Looby Loo; pg. 71, Ms. P's Song; pg. 76, Math Exploration; pg. 91, Sing a Healthful Song; pg. 97, Mr. H's Son;, pg. 128, Mr. M's Me Bag; pg. 164, Read a Thank-You Card; pg. 180, Everyday Words Song;</p> <p>P&D: pg. 68, Everyday Words Song; pg. 120, Mr. C's Song; pg. 176, Ms. Y's Song;</p> <p>C&Z: pg. 8, Mr. G's Song; pg. 34, Ms. T's Song; pg. 64, Ms. S's Song; pg. 77, Pet Songs; pg. 92, Mr. R's Song; pg. 106, This Is the Way We Work on the Farm; pg. 120, Mr. Z's Song; pg. 122, Let's Begin; pg. 148, Mr. I's Song;</p> <p>G&M: pg. 9, This Is the Way; pg. 41, Ms. L's Song; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps</p>
<p>F.1.5 Clap hands in glee/begin to clap in rhythm.</p>	<p>G&M: pg. 124, Rhythm Band</p>
<p>F.1.6 Dance/sway/tap toes/jump/hop to music alone or with others.</p>	<p>RSG: pg. 19, Music;</p> <p>H&S: pg. 7, The Best Me; pg. 8, Mr. N's Song; pg. 36, Ms. W's Song; pg. 64, Ms. P's Song; pg. 91, Sing a Healthful Song; pg. 124, Everyday Words Song; pg. 127, Learn an Action Poem;</p> <p>P&D: pg. 64, Ms. F's Song; pg. 93, Open, Shut Them; pg. 124, I Can Grow; pg. 152, Ms. E's Exercise Poem;</p> <p>C&Z: pg. 8, Mr. G's Song; pg. 63, Ring Around a Rosie; pg. 106, This Is The Way We Work on the Farm; pg. 127, Mr. Z's Word Play;</p> <p>G&M: pg. 9, This Is the Way; pg. 41, Ms. L's Song; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps; pg. 124, Rhythm Band</p>
<p>F.1.7 Respond positively to transitions from desired to less desired activity when paired with music.</p>	<p>N/A</p>

MUSIC FOUNDATION 2

F.2 - PARTICIPATION/EXPLORATION/PRODUCTION

Children Produce Vocal/Instrumental Music and Rhythmic Movements Spontaneously and In Imitation

Throughout the early childhood years, children are learning to do new things with their bodies. Young children readily sing and perform to catchy music or commercials on the radio or television. Young children enjoy activities that have rhythm and repetition. They like to imitate actions such as playing the piano or guitar or singing.

F.2.1 Hum or sing familiar/original lullaby while rocking a doll.	N/A
F.2.2 Produce rhythmic patterns to familiar songs (e.g., <i>Jingle Bells</i>).	RSG: pg. 19, Music; H&S: pg. 7, The Best Me; pg. 8, Mr. N's Song; pg. 36, Ms. W's Song; pg. 64, Ms. P's Song; pg. 91, Sing a Healthful Song; pg. 124, Everyday Words Song; pg. 127, Learn an Action Poem, P&D: pg. 64, Ms. F's Song; pg. 93, Open, Shut Them; pg. 124, I Can Grow; pg. 152, Ms. E's Exercise Poem; C&Z: p, 8, Mr. G's Song; pg. 63, Ring Around a Rosie; pg. 106, This Is The Way We Work on the Farm; pg. 127, Mr. Z's Word Play; G&M: pg. 9, This Is the Way; pg. 41, Ms. L's Song; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps; pg. 124, Rhythm Band
F.2.3 Create own alternate pattern/action for a finger play to a familiar song.	RSG: pg. 19, Music; H&S: pg. 8, Mr. N's Song; pg. 36, Ms. W's Song; pg. 64, Ms. P's Song; pg. 91, Sing a Healthful Song; pg. 124, Everyday Words Song; pg. 127, Learn an Action Poem, P&D: pg. 64, Ms. F's Song; pg. 93, Open, Shut Them; pg. 124, I Can Grow; pg. 152, Ms. E's Exercise Poem; C&Z: p, 8, Mr. G's Song; pg. 63, Ring Around a Rosie; pg. 106, This Is The Way We Work on the Farm; pg. 127, Mr. Z's Word Play; G&M: pg. 9, This Is the Way; pg. 41, Ms. L's Song; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps; pg. 124, Rhythm Band
F.2.4 Spontaneously explore sounds produced by striking a variety of materials (e.g., pots and pans, wooden spoons, measuring cups, wooden blocks).	RSG: pg. 19, Music; pg. 70, What's That Sound?; H&S: pg. 23, Make Noise with Mr. N; P&D: pg. 104, Musical Patterns; G&M: pg. 78, Water Music; pg. 120, All That Jazz; pg. 121, Make Instruments; pg. 124, Rhythm Band; pg. 133, Sound Patterns

F.2.5 Hum or sing along to tune playing on radio, tape/CD player, or television.	<p>RSG: pg. 46, Listening Center;</p> <p>H&S: pg. 13, Mr. N's Song; pg. 30, Ms. W's Song; pg. 71, Ms. P's Song; pg. 97, Mr. H's Song; pg. 120, Mr. N's Song; Ms. A's Song; pg. 170, Mr. B's Song;</p> <p>P&D: pg. 11, Ms. K's Song; pg. 36, Mr. D's Song; pg. 64, Ms. F's Song; pg. 97, Mr. O's Song; pg. 130, Mr. C's Song; Ms. E's Song; pg. 176, Ms. Y's Song; pg. 191, Listen to Quiet Songs;</p> <p>C&Z: pg. 19, Mr. G's Song; pg. 37, Mr. T's Song; pg. 65, Mr. S's Song; pg. 93, Mr. R's Song; pg. 126, Mr. D's Song; pg. 149, Mr. I's Song;</p> <p>G&M: pg. 9, Ms. V's Song; pg. 41, Ms. L's Song; pg. 105, Mr. Q's Song; pg. 121, Listen to Jazz; pg. Mr. X's Song</p>
F.2.6 Sing songs from favorite movies or television shows from memory.	N/A
F.2.7 Follow repetitive patterns of movements.	<p>RSG: pg. 19, Music;</p> <p>H&S: pg. 7, The Best Me; pg. 64, Ms. P's Song; pg. 91, Sing a Healthful Song; pg. 127, Learn an Action Poem;</p> <p>P&D: pg. 93, Open, Shut Them; pg. 124, I Can Grow; pg. 152, Ms. E's Exercise Poem;</p> <p>C&Z: pg. 63, Ring Around a Rosie; pg. 106, This Is The Way We Work on the Farm; pg. 127, Mr. Z's Word Play;</p> <p>G&M: pg. 9, This Is the Way; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps; pg. 124, Rhythm Band</p>
F.2.8 Use words/concepts learned through music in non-musical activities.	<p><i>Let's Begin with the Letter People</i> contains a variety of familiar and new songs, chants, fingerplays, and movement activities. Each Letter Person also has a unique and memorable song which represents many types of music from rock 'n' roll to rap to flamenco.</p>
MUSIC FOUNDATION 3	
F.3 - ANALYSIS	
<p><i>Children Begin to Differentiate Variations in Tempo, Dynamics, and Types of Sounds Made by Different Classes of Instruments (Percussion, Wind, and String)</i></p> <p><i>Children enjoy real or improvised musical instruments. They like to keep time and hear others make music. They develop creativity and imagination by responding to problems in movement and music. Young children refine their listening skills by noticing changes in tempo or pitch.</i></p>	
F.3.1 Play classroom instruments.	<p>RSG: pg. 19, Music; pg. 70, What's That Sound?;</p> <p>H&S: pg. 23, Make Noise with Mr. N;</p> <p>P&D: pg. 104, Musical Patterns;</p> <p>G&M: pg. 78, Water Music; pg. 120, All That Jazz; pg. 121, Make Instruments; pg. 124, Rhythm Band; pg. 133, Sound Patterns</p>

F.3.2 Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.	<p>RSG: pg. 19, Music;</p> <p>H&S: pg. 7, The Best Me; pg. 64, Ms. P's Song; pg. 91, Sing a Healthful Song; pg. 124, Everyday Words Song; pg. 127, Learn an Action Poem;</p> <p>P&D: pg. 93, Open, Shut Them; pg. 124, I Can Grow; pg. 152, Ms. E's Exercise Poem;</p> <p>C&Z: pg. 63, Ring Around a Rosie; pg. 106, This Is The Way We Work on the Farm; pg. 127, Mr. Z's Word Play;</p> <p>G&M: pg. 9, This Is the Way; pg. 70, Five Little Ducks; pg. 97, Dinosaur Dance Steps; pg. 124, Rhythm Band</p>
F.3.3 Moderate vocalizations to tempo and dynamics of music.	<p>H&S: pg. pg. 91, Sing a Healthful Song; ; pg. 124, Everyday Words Song;</p> <p>P&D: pg . 124, I Can Grow;</p> <p>C&Z: pg. 63, Ring Around a Rosie; pg. 106, This Is The Way We Work on the Farm;</p> <p>G&M: pg. 9, This Is the Way; pg. 70, Five Little Ducks Band</p>
F.3.4 Choose real or improvised instruments to play along with instrument heard.	<p>RSG: pg. 19, Music; pg. 70, What's That Sound?;</p> <p>H&S: pg. 23, Make Noise with Mr. N;</p> <p>P&D: pg. 104, Musical Patterns;</p> <p>G&M: pg. 78, Water Music; pg. 120, All That Jazz; pg. 121, Make Instruments; pg. 124, Rhythm Band; pg. 133, Sound Patterns</p>
F.3.5 Distinguish among the sounds of several common instruments.	<p>RSG: pg. 19, Music; pg. 70, What's That Sound?;</p> <p>H&S: pg. 23, Make Noise with Mr. N;</p> <p>G&M: pg. 120, All That Jazz</p>
VISUAL ARTS FOUNDATION 1	
F.1 - ART APPRECIATION	
<i>Begins To Understand and Share Opinions About Artwork and Artistic Experiences (Their Own or Others)</i>	
<i>Young children will become aware that the world is richer because of art. They will become aware of different cultures, and that art is a way people express ideas and feelings. Different people have different reactions and opinions about works of art.</i>	
F.1.1 Imitate different cultures through art.	<p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 73, Family Pictures;</p> <p>P&D: pg. 65, We Are Special Classbook; pg. 77, We Are All Different-and the Same!;</p> <p>C&Z: pg. 9, My Own Shape Home;</p> <p>G&M: pg. 149, A Wall Story</p>
F.1.2 Examine art products from different world cultures.	N/A

<p>F.1.3 Reflect on differences and preferences as he/she encounters artwork.</p>	<p>RSG: pg. 19, Art; pg. 95, What Can You Draw?;</p> <p>H&S: pg. 17, "Me" Prints; pg. 39, Make a Class Weather Book; pg. 67, Make Body Prints; pg. 81, Exercise Dice; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes;</p> <p>P&D: pg. 9, Family Kindness; pg. 50, Make a Class Book; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers;</p> <p>C&Z: pg. 13, Let's Make Homes; pg. 21, Build With Boxes; pg. 23, Good Garbage Sculptures; pg 51, Safety Posters; pg. 63, Rosie's Quilt; pg. 67, Pizza Pizzazz;</p> <p>G&M: pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 53, What the Moon Sees; pg. 77, Water Paintings</p>
<p>F.1.4 Describe art work and interpret potential intentions of the artist.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to interpret works of art, e.g.,</p> <p>RSG: pg. 19, Art;</p> <p>H&S: pg. 93, Bernard's House; pg. 135, Magnificent Rubbings; pg. 161, Make Shape Pictures; pg. 175, Round and Square Scales; pg. 181, Make Big, Beautiful Buttons;</p> <p>P&D: pg. 21, I Spy: Counting Clues Collage; pg. 67, Fingerprint F/f's; pg. 59, Feet Painting; pg. 95, String a Pattern; pg. 109, Paint a Pattern;</p> <p>C&Z: pg. 9, My Own Shape Home; pg. 39, Tire Tracks Painting; pg. 67, Pizza Pizzazz; pg. 151, Painted Butterflies;</p> <p>G&M: pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 77, Water Paintings; pg. 105, Land of the Dinosaurs; pg. 109, Complete 3-D Dinos</p>
<p>F.1.5 Express feelings about art work.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to express feeling about works of art, e.g.,</p> <p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 101, Letter Collages; pg. 111, Again;</p> <p>H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints;</p> <p>P&D: pg. 10, We Are Kind Class Book; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 65, We Are Special Class Book; pg. 69, Feet Painting;</p> <p>C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 15, Glittery G's; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting;</p> <p>G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus</p>

<p>F.1.6 Wonder about or ask questions about works of art.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to wonder and ask questions about works of art, e.g.,</p> <p>RSG: pg. 19, Art; pg. 95, What Can You Draw?;</p> <p>H&S: pg. 17, "Me" Prints; pg. 39, Make a Class Weather Book; pg. 67, Make Body Prints; pg. 81, Exercise Dice; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes;</p> <p>P&D: pg. 9, Family Kindness; pg. 50, Make a Class Book; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers;</p> <p>C&Z: pg. 13, Let's Make Homes; pg. 21, Build With Boxes; pg. 23, Good Garbage Sculptures; pg 51, Safety Posters; pg. 63, Rosie's Quilt; pg. 67, Pizza Pizzazz;</p> <p>G&M: pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 53, What the Moon Sees; pg. 77, Water Paintings</p>
<p>F.1.7 Respond in various ways to the creative work of others (e.g., body language, facial expression, or oral language).</p>	<p>RSG: pg. 19, Art; pg. 95, What Can You Draw?;</p> <p>H&S: pg. 17, "Me" Prints; pg. 39, Make a Class Weather Book; pg. 67, Make Body Prints; pg. 81, Exercise Dice; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes;</p> <p>P&D: pg. 9, Family Kindness; pg. 50, Make a Class Book; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers;</p> <p>C&Z: pg. 13, Let's Make Homes; pg. 21, Build With Boxes; pg. 23, Good Garbage Sculptures; pg 51, Safety Posters; pg. 63, Rosie's Quilt; pg. 67, Pizza Pizzazz;</p> <p>G&M: pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 53, What the Moon Sees; pg. 77, Water Paintings</p>
<p>F.1.8 Role play imaginary events and characters in the media.</p>	<p>N/A</p>

VISUAL ARTS FOUNDATION 2

F.2 - CREATING ART: PROCESS AND PRODUCT

Expresses Personal Interests, Ideas, and Feelings Through Art

Children express how they feel, think, and view the world through their art. Through art, children can convey what they may not be able to say in words. Young children develop independence, confidence, pride, and self-expression through concrete, hands-on learning in an environment that stimulates creativity through art.

<p>F.2.1 Participate freely in dramatic play activities that become more extended and complex.</p>	<p>RSG: pg. 43, Housekeeping Center; pgs. 50-51, Drama Center; H&S: pg. 43, Talk about the Weather; pg. 95, Our Happy Hair Salon; pg. 125, A Meal for Mr. M's Munching Mouth; pg. 135, A Senses Play; pg. 149, Act Happy; P&D: pg. 7, Build a Bridge; pg. 15, A Day at the Park; pg. 25, Puppet Play; pg. 45, Family Dress-Up; pg. 63, Dress Differently; pg. 81, Cook Different Foods; pg. 127, Cook for Mr. C; pg. 137, A Winter Feast; pg. 179, Good Night, Letter People; C&Z: pg. 7, Make a Different Kind of House; pg. 17, Visit Mr. G; pg. 35, Be a Dentist; pg. 63, Pet Helpers; pg. 73, Pet Sitting; pg. 93, Help Mr. R Deliver Roses; pg. 101, Mr. R Raises Roses; pg. 119, Be the Zookeeper; pg. 135, Sharing Toys; G&M: pg. 19, Plant a Pretend Garden; pg. 35, Turn on the Lights; pg. 53, Act Out a Healthy Schedule; pg. 63, Watering the Garden; pg. 77, We Need Water!; pg. 99, Be a Dinosaur; pg. 105, Dinosaur Exhibit; pg. 129, Sounds around the House; pg. 157, Travel into Space; . 161, Ms. U's Space Tour</p>
<p>F.2.2 Express self in dramatic play through story telling, puppetry, and other language development activities.</p>	<p>RSG: pg. 43, Housekeeping Center; pgs. 50-51, Drama Center; P&D: pg. 93, A Visit from Mr. O; pg. 177, Act Out a Nursery Rhyme; G&M: pg. 79, Revisit and Role-Play a Rebus; pg. 137, Act It Out</p>
<p>F.2.3 Compare and contrast own creations and those of others.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to compare and contrast creations, e.g., RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 101, Letter Collages; pg. 111, Again; H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints; P&D: pg. 10, We Are Kind Class Book; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 15, Glittery G's; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting; G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus</p>

<p>F.2.4 Use various art forms such as dance, theater, and visual art as a vehicle for creative expression.</p>	<p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 73, Family Pictures; pg. 75, <i>Alphabet House Art</i>;</p> <p>H&S: pg. 7, The Best Me; pg. 8, Mr. N's Song; pg. 23, Make Noisemakers; pg. 67, Make Body Prints; pg. 99, Happy Hair Hats; pg. 124, Everyday Words Song; pg. 127, Learn an Action Poem, pg. 159, A Feelings Caterpillar;</p> <p>P&D: pg. 17, Kindness Necklaces; pg. 37, A New Hat for Mr. D; pg. 91, Up/Down Picture; pg. 123, Colossal Caps; pg. 124, I Can Grow; pg. 152, Ms. E's Exercise Poem;</p> <p>C&Z: pg. 9, My Own Shape Home; pg. 51, Safety Posters; pg. 63, Ring Around a Rosie ; pg. 65, Shape Pets; pg. 106, This Is The Way We Work on the Farm; pg. 127, Fold-Over Zoo Animals;</p> <p>G&M: pg. 9, This Is the Way; pg. 17, Shape Flowers; pg. 47, Ms. L Stick Puppet; pg. 70, Five Little Ducks; pg. 77, Water Paintings; pg. 97, Dinosaur Rubbings; pg. 124, Rhythm Band</p>
<p>F.2.5 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)</p>	<p>RSG: pg. 4, Social/Emotional Development; pgs. 40-55, Interest Centers;</p> <p>H&S: pg. 147, A Class Feelings Book;</p> <p>P&D: pg. 10, We Are Kind Class Book; pg. 17, Kindness Necklace;</p> <p>C&Z: pg. 128, Animal Tea Party</p>
<p>F.2.6 Use art media to channel frustration and anger in a socially acceptable way. (e.g., punching and pounding clay)</p>	<p>H&S: pg. 147, A Class Feelings Book;</p> <p>C&D: pg. 10, We Are Kind Class Book</p>
<p>F.2.7 Show individuality by actions such as drawing a pumpkin that differs in color and design from the traditional.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to show individuality, e.g.,</p> <p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 101, Letter Collages; pg. 111, Again;</p> <p>H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints;</p> <p>P&D: pg. 10, We Are Kind Class Book; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 65, We Are Special Class Book; pg. 69, Feet Painting;</p> <p>C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 15, Glittery G's; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting;</p> <p>G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus</p>

<p>F.2.8 Engage in cooperative pretend play with another child.</p>	<p>RSG: pg. 43, Housekeeping Center; pgs. 50-51, Drama Center;</p> <p>H&S: pg. 25, At Home with Mr. N; pg. 43, Talk about the Weather; pg. 95, Our Happy Hair Salon; pg. 97, Keep Mr. H Healthy; pg. 101, After My Bath; pg. 105, Bath and Bedtime for the Letter People; pg. 125, A Meal for Mr. M's Munching Mouth; pg. 135, A Senses Play; pg. 149, Act Happy;</p> <p>P&D: pg. 7, Build a Bridge; pg. 15, A Day at the Park; pg. 25, Puppet Play; pg. 35, Act Like Helpers; pg. 45, Family Dress-Up; pg. 63, Dress Differently; pg. 71, Appreciate Differences; pg. 81, Cook Different Foods; pg. 93, A Visit from Mr. O; pg. 101, We're Opposites; pg. 127, Cook for Mr. C; pg. 131, Staying Healthy; pg. 137, A Winter Feast; pg. 177, Act Out A Nursery Rhyme; pg. 179, Good Night, Letter People; pg. 183, How Do You Dress for Bed?;</p> <p>C&Z: pg. 7, Make a Different Kind of House; pg. 17, Visit Mr. G; pg. 35, Be a Dentist; pg. 36, More Bike Safety; pg. 63, Pet Helpers; pg. 73, Pet Sitting; pg. 93, Help Mr. R Deliver Roses; pg. 101, Mr. R Raises Roses; pg. 119, Be the Zookeeper; pg. 135, Sharing Toys; pg. 155, Ladybug, Ladybug, Fly Away Home;</p> <p>G&M: pg. 19, Plant a Pretend Garden; pg. 35, Turn on the Lights; pg. 53, Act Out a Healthy Schedule; pg. 63, Watering the Garden; pg. 77, We Need Water!; pg. 79, Revisit and Role-Play a Rebus; pg. 99, Be a Dinosaur; pg. 105, Dinosaur Exhibit; pg. 129, Sounds around the House; pg. 137, Act It Out; pg. 156, Blast Off!; pg. 157, Travel into Space; pg. 161, Ms. U's Space Tour</p>
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Uses Symbols, Elements Such As Shape, Line, Color, and Texture and Principles Such As Repetition In Art Experiences

The ability to use symbols to make one thing stand for another is an important milestone in cognitive development. Art enhances children's ability to interpret symbols. Working with art materials offers children opportunities to learn about color, shape, design, and texture. As children draw, paint, and make collages they experiment with color, line, shape, and size.

<p>F.2.9 Use different colors, surface textures, and shapes to create form and meaning.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to use a variety of materials, e.g.,</p> <p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 101, Letter Collages; pg. 111, Again;</p> <p>H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes; pg. 181, Make Big, Beautiful Buttons;</p> <p>P&D: pg. 10, We Are Kind Class Book; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers;</p> <p>C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G's; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting;</p> <p>G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus</p>
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<p>F.2.10 Use objects as symbols for other things. (e.g., a scarf to represent bird wings or a box to represent a car)</p>	<p>RSG: pg. 43, Housekeeping Center; C&Z: pg. 7, Make a Different Kind of House, pg. 9, Make a Shape Home; pg. 9, My Own Shape Home; pg. 13, Let's Make Homes, pg. 21, Build With Boxes</p>
<p>F.2.11 Pretend through role-playing.</p>	<p>RSG: pg. 43, Housekeeping Center; pgs. 50-51, Drama Center; H&S: pg. 25, At Home with Mr. N; pg. 43, Talk about the Weather; pg. 95, Our Happy Hair Salon; pg. 97, Keep Mr. H Healthy; pg. 101, After My Bath; pg. 105, Bath and Bedtime for the Letter People; pg. 125, A Meal for Mr. M's Munching Mouth; pg. 135, A Senses Play; pg. 149, Act Happy; P&D: pg. 7, Build a Bridge; pg. 15, A Day at the Park; pg. 25, Puppet Play; pg. 35, Act Like Helpers; pg. 45, Family Dress-Up; pg. 63, Dress Differently; pg. 71, Appreciate Differences; pg. 81, Cook Different Foods; pg. 93, A Visit from Mr. O; pg. 101, We're Opposites; pg. 127, Cook for Mr. C; pg. 131, Staying Healthy; pg. 137, A Winter Feast; pg. 177, Act Out A Nursery Rhyme; pg. 179, Good Night, Letter People; pg. 183, How Do You Dress for Bed?; C&Z: pg. 7, Make a Different Kind of House; pg. 17, Visit Mr. G; pg. 35, Be a Dentist; pg. 36, More Bike Safety; pg. 63, Pet Helpers; pg. 73, Pet Sitting; pg. 93, Help Mr. R Deliver Roses; pg. 101, Mr. R Raises Roses; pg. 119, Be the Zookeeper; pg. 135, Sharing Toys; pg. 155, Ladybug, Ladybug, Fly Away Home; G&M: pg. 19, Plant a Pretend Garden; pg. 35, Turn on the Lights; pg. 53, Act Out a Healthy Schedule; pg. 63, Watering the Garden; pg. 77, We Need Water!; pg. 79, Revisit and Role-Play a Rebus; pg. 99, Be a Dinosaur; pg. 105, Dinosaur Exhibit; pg. 129, Sounds around the House; pg. 137, Act It Out; pg. 156, Blast Off!; pg. 157, Travel into Space; pg. 161, Ms. U's Space Tour</p>
<p>F.2.12 Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to progress in abilities, e.g., RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 101, Letter Collages; pg. 111, Again; H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes; P&D: pg. 10, We Are Kind Class Book; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers; C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G;s; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting; G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus</p>

<p>F.2.13 Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on the paper.</p>	<p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 111, Again;</p> <p>H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints;</p> <p>P&D: pg. 10, We Are Kind Class Book; pg. 65, We Are Special Class Book; pg. 109, Paint a Pattern;</p> <p>C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G;s; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting;</p> <p>G&M: pg. 7, A Flower Garden; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus</p>
<p>F.2.14 Watch an activity before entering into it.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series during small group activities and center choices to watch teacher model and give directions before engaging in activity, e.g.,</p> <p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 101, Letter Collages; pg. 111, Again;</p> <p>H&S: pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 93, Bernard's House; pg. 135, Magnificent Rubbings; pg. 161, Make Shape Pictures; pg. 175, Round and Square Scales; pg. 181, Make Big, Beautiful Buttons;</p> <p>P&D: pg. 21, I Spy: Counting Clues Collage; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 67, Fingerprint F/f's; pg. 69, Feet Painting; pg. 95, String a Pattern; pg. 109, Paint a Pattern;</p> <p>C&Z: pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G;s; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting; pg. 67, Pizza Pizzazz; pg. 151, Painted Butterflies;</p> <p>G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 77, Water Paintings; pg. 105, Land of the Dinosaurs; pg. 109, Complete 3-D Dinosaurs</p>

<p>F.2.15 Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series, e.g.,</p> <p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 101, Letter Collages; pg. 111, Again;</p> <p>H&S: pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 93, Bernard's House; pg. 135, Magnificent Rubbings; pg. 161, Make Shape Pictures; pg. 175, Round and Square Scales; pg. 181, Make Big, Beautiful Buttons;</p> <p>P&D: pg. 21, I Spy: Counting Clues Collage; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 67, Fingerprint F/f's; pg. 69, Feet Painting; pg. 95, String a Pattern; pg. 109, Paint a Pattern;</p> <p>C&Z: pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G's; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting; pg. 67, Pizza Pizzazz; pg. 151, Painted Butterflies;</p> <p>G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 77, Water Paintings; pg. 105, Land of the Dinosaurs; pg. 109, Complete 3-D Dinosaurs</p>
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Uses Different Art Media and Materials In a Variety Of Ways For Creative Expression, Exploration, and Sensory Experience

The critical component of creative art is the process rather than the end result or product. Children learn from experiences that allow them to express their ideas and feelings. With the emphasis on academic achievement, parents and teachers can become too product or time conscious. The art process benefits all aspects of development. Children learn many skills, express themselves, appreciate beauty, and have fun through art.

<p>F.2.16 Demonstrate increasing skill in using different art materials. (e.g., paper, paint, clay, scraps, buttons)</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to use a variety of materials e.g.,</p> <p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 101, Letter Collages; pg. 111, Again;</p> <p>H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes; pg. 181, Make Big, Beautiful Buttons;</p> <p>P&D: pg. 10, We Are Kind Class Book; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers;</p> <p>C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G's; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting;</p> <p>G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus</p>
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<p>F.2.17 With various media, use shapes, lines and color.</p>	<p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 111, Again;</p> <p>H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints;</p> <p>P&D: pg. 10, We Are Kind Class Book; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 65, We Are Special Class Book; pg. 109, Paint a Pattern;</p> <p>C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G;s; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting;</p> <p>G&M: pg. 7, A Flower Garden; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus; pg. 77, Water Paintings; pg. 105, Land of the Dinosaurs; pg. 109, Complete 3-D Dinos</p>
<p>F.2.18 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series, e.g.,</p> <p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 101, Letter Collages; pg. 111, Again;</p> <p>H&S: pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 93, Bernard's House; pg. 135, Magnificent Rubbings; pg. 161, Make Shape Pictures; pg. 175, Round and Square Scales; pg. 181, Make Big, Beautiful Buttons;</p> <p>P&D: pg. 21, I Spy: Counting Clues Collage; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 67, Fingerprint F/f's; pg. 69, Feet Painting; pg. 95, String a Pattern; pg. 109, Paint a Pattern;</p> <p>C&Z: pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G;s; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting; pg. 67, Pizza Pizzazz; pg. 151, Painted Butterflies;</p> <p>G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 77, Water Paintings; pg. 105, Land of the Dinosaurs; pg. 109, Complete 3-D Dinos</p>

<p>F.2.19 Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.</p>	<p><i>Let's Begin with the Letter People</i> encourages creative art experiences in various settings, especially the <i>Paint and Project Corner</i>, the <i>Block Corner</i>, and the <i>Sand and Water Table</i>. Students have opportunities throughout series to use a variety of materials e.g.,</p> <p>RSG: pg. 19, Art; pg. 47, Paint and Project Corner; pg. 81, Mystery Letters; pg. 95, What Can You Draw?; pg. 101, Letter Collages; pg. 111, Again;</p> <p>H&S: pg. 7, Start a Class Book; pg. 13, Illustrate the News; pg. 17, Make a Picture Graph; pg. 17, "Me" Prints; pg. 25, Newspaper N/n's; pg. 67, Make Body Prints; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes;</p> <p>P&D: pg. 10, We Are Kind Class Book; pg. 23, Masking Tape K's; pg. 37, What Color Is Mr. D's Hat?; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers;</p> <p>C&Z: pg. 7, Make a Playhouse; pg. 9, My Own Shape Home; pg. 13, Let's Make Homes; pg. 15, Glittery G;s; pg. 23, Good Garden Sculptures; pg. 39, Tire Tracks Painting;</p> <p>G&M: pg. 7, A Flower Garden; pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 21, Our Favorite Flowers Class Book; pg. 41, Revisit a Rebus</p>
<p>VISUAL ARTS FOUNDATION 3</p>	
<p>F.3 - CAREERS AND COMMUNITY</p>	
<p><i>Experiences Art-Related Professionals Through Field Trips, Visiting Artists, and Museums</i></p> <p><i>Young children will become aware of art as a profession. They will become acquainted with local artists, museums and displays, and various professions that involve art such as painters, sculptors, clothing designers, animators, graphic arts designers, etc.</i></p>	
<p>F.3.1 Talk about different art professions.</p>	<p>N/A</p>
<p>F.3.2 Mimic art works and forms by various artists.</p>	<p>N/A</p>
<p>F.3.3 Recognize people in the community who are artists.</p>	<p>N/A</p>
<p>F.3.4 Learn to enjoy and respect the art work of others.</p>	<p>RSG: pg. 19, Art; pg. 95, What Can You Draw?;</p> <p>H&S: pg. 17, "Me" Prints; pg. 39, Make a Class Weather Book; pg. 67, Make Body Prints; pg. 81, Exercise Dice; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes;</p> <p>P&D: pg. 9, Family Kindness; pg. 50, Make a Class Book; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers;</p> <p>C&Z: pg. 13, Let's Make Homes; pg. 21, Build With Boxes; pg. 23, Good Garbage Sculptures; pg 51, Safety Posters; pg. 63, Rosie's Quilt; pg. 67, Pizza Pizzazz;</p> <p>G&M: pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 53, What the Moon Sees; pg. 77, Water Paintings</p>
<p>F.3.5 Visit and discuss works of art at various locations.</p>	<p>N/A</p>

F.3.6 Display interest in the artwork of others.	<p>RSG: pg. 19, Art; pg. 95, What Can You Draw?;</p> <p>H&S: pg. 17, "Me" Prints; pg. 39, Make a Class Weather Book; pg. 67, Make Body Prints; pg. 81, Exercise Dice; pg. 99, Make Healthful Mobiles; pg. 119, Telescopes;</p> <p>P&D: pg. 9, Family Kindness; pg. 50, Make a Class Book; pg. 65, We Are Special Class Book; pg. 69, Feet Painting; pg. 91, Tall and Short Towers;</p> <p>C&Z: pg. 13, Let's Make Homes; pg. 21, Build With Boxes; pg. 23, Good Garbage Sculptures; pg 51, Safety Posters; pg. 63, Rosie's Quilt; pg. 67, Pizza Pizzazz;</p> <p>G&M: pg. 15, Seed Collage; pg. 17, Shape Flowers; pg. 25, Leaf Rubbings; pg. 53, What the Moon Sees; pg. 77, Water Paintings</p>
<p><i>Makes Connections Between Art and Other Curriculum Areas</i></p> <p><i>Children will begin to make a connection between art and other subjects such as science, mathematics, language arts, social studies, physical education, and music. Skills and concepts taught in other content areas can be reinforced through art lessons and will make learning more meaningful.</i></p>	
F.3.7 Make patterns on their own.	<p>P&D: pg. 95, String a Pattern; pg. 101. Stamp a Pattern; pg. 103, O/o Paper Chains; pg. 105, Class Pattern Book; pg. 109, Paint a Pattern; pg. 125, Cookie Patterns;</p> <p>G&M: pg. 35, Sun/Moon Patterns; pg. 93, Dino Look-Alikes; pg. 103, Dinosaur Eggs</p>
F.3.8 Identify patterns in their environment.	<p>RSG: pg. 16, Math, pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 23, Make Noise with Mr. N;</p> <p>P&D: pg. 96, Exploring Patterns; pg. 99, Numeral Patterns; pg. 101, Stamp a Pattern; pg. 103, Cookie Patterns; pg. 104, Musical Patterns; pg. 105, Class Pattern Book; pg. 105, Shape Patterns; pg. 107, Hey, Pattern Man!; pg. 107, Letter Patterns; pg. 107, Button Patterns; pg. 109, Paint a Pattern; pg. 125, Cookie Patterns; pg. 157, Let's Sort Shapes;</p> <p>C&Z: pg. 93, Animal Sound Patterns; pg. 93, More Animal Sound Patterns; pg. 121, Build Animal Cages; pg. 131, A Growing Pattern;</p> <p>G&M: pg. 15, Vegetable Patterns; pg. 35, Sun/Moon Patterns; pg. 44, A Growing, Laughing Pattern; pg. 71, Homes for Water Animals; pg. 93, Dino Look-Alikes; pg. 103, Dinosaur Eggs; pg. 124, Rhythm Band</p>
F.3.9 Observe and discuss art forms during a nature walk.	G&M: pg. 25, Outdoors
F.3.10 Imitate art forms of illustrators after listening to a story.	N/A
F.3.11 Sort objects by texture, size, or color.	<p>RSG: pg. 16, Math, pgs. 44-45, Math and Science Center;</p> <p>H&S: pg. 13, Colorful Names; pg. 41, Weather Words; pg. 165, Shape Sorts; pg. 193, Button Match and Sort;</p> <p>P&D: pg. 19, Letter People Sort; pg. 73, Sort Shoes; pg. 107, Button Patterns;</p> <p>C&Z: pg. 13, Sing About Homes; pg. 75, How Many Pets?; pg. 76, Cats and Dogs; pg. 80, How Else Can We Show It?; pg. 96, Animal Sound-Off; pg. 121, What Sort of Animal?; pg. 161, Sort Us!;</p> <p>G&M: pg. 15, Seed Collage; pg. 77, Rainy Day/Sunny Day Sort; pg. 93, Dino Look Alikes; pg. 103, Dinosaur Eggs; pg. 135, Explore Sounds</p>

F.3.12 Measure ingredients for various recipes.	P&D: pg. 127, Make Salad Dressing; G&M: pg. 74, Upside-Down Cake
F.3.13 Use objects in nature to create a collage or art piece.	G&M: pg. 15, Seed Collage; pg. 25, Leaf Rubbings