

Correlation of:

Let's Begin with the Letter People[®]

to the

**Pennsylvania Learning Standards for
Early Childhood**

Pre-Kindergarten



Austin, CT
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Pennsylvania Learning Standards for Early Childhood	Let's Begin with the Letter People
Approaches To Learning Through Play	
Constructing, Organizing, and Applying Knowledge	
Standard 15.1: Constructing and Gathering Knowledge	
15.1.1 Curiosity and Initiative <ul style="list-style-type: none"> Show interest in a growing range of topics, ideas and tasks Utilize all available senses to explore and learn from the environment Ask questions for clarification and to seek meaningful information Show interest and interact with others about their work or actions 	<ul style="list-style-type: none"> Ready, Set, Go: 100 At Home: 7, 46 In the Garden: 49 At the Museum: 150 Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153 At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum: 94, 150 At Home: 97, 107 At School: 136 At the Doctor's Office: 123, 164 In the Community: 63 At the Zoo: 106 At the Museum: 154
15.1.2 Risk Taking <ul style="list-style-type: none"> Demonstrate an increased willingness to participate in both familiar and new experiences Differentiate between appropriate and inappropriate methods for learning information 	<ul style="list-style-type: none"> Ready, Set, Go: 107, At Home: 8, 48 At School: 133, 135, 159, 175, 185, 187 At the Park: 81 In the Community: 7, 17, 21 At the Zoo: 107, 123, 137 In the Garden: 7, 67, 73
15.1.3 Stages of Play <ul style="list-style-type: none"> Engage in simple games with rules Use materials and objects to represent other objects Engage in complex play sequences that may be continued over several days 	<ul style="list-style-type: none"> Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102 At Home: 91, 105 At the Park: 37 At the Museum: 121, 124 At Home: 95, 97, 105, 107 At School: 125, 149, 177, 187 At the Park: 15, 23, 35, 45, 63, 71, 81 At the Doctor's Office: 123, 137, 149, 177 In the Community: 7, 17, 73 At the Zoo: 93, 135 In the Garden: 35, 53, 63, 79 At the Museum: 99, 105, 129, 155, 156, 161
Standard 15.2: Organizing and understanding information	
15.2.1 Engagement, Attention and Persistence <ul style="list-style-type: none"> Attend and follow through on adults' one or two step directions Initiate and extend 	<ul style="list-style-type: none"> Ready, Set, Go: 66, 67, 110 At Home: 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 At School: 121, 134, 147, 179, 185 At the Park: 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 At the Doctor's Office: 135, 148, 160, 165, 183, 185, 190 In the Community: 7, 11, 15, 38, 43, 62, 65, 78 At the Zoo: 104, 127, 130, 151, 157, 161 In the Garden: 7,

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<ul style="list-style-type: none"> activities • Complete short tasks, activities, projects and experiences from beginning to end independently • Work towards completing task despite interruptions or classroom disruptions 	<p>37, 41, 46, 51, 52, 74 At the Museum: 97, 109, 163</p> <ul style="list-style-type: none"> • Ready, Set, Go: 107, At Home: 8, 48 At School: 133, 135, 159, 175, 185, 187 At the Park: 81 In the Community: 7, 17, 21 At the Zoo: 107, 123, 137 In the Garden: 7, 67, 73 • Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 11, 23, 34, 39, 66, 80, 90, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, At the Zoo: 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108
<p>15.2.2 Task Analysis</p> <ul style="list-style-type: none"> • Test objects to determine their purpose • Explain a routine sequence to another • Break simple tasks into steps and complete them one at a time 	<ul style="list-style-type: none"> • At Home: 7, 23, 49, 51, 79, 94 At School: 129, 135, 153 At the Park: 9 At the Doctor's Office: 119 In the Community: 20 At the Zoo: 100, 109, 156 In the Garden: 7, 42, 45, 49, 65, 67 At the Museum: 153 • Ready, Set, Go: 66, 67, 110 At Home: 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 At School: 121, 134, 147, 179, 185 At the Park: 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 At the Doctor's Office: 135, 148, 160, 165, 183, 185, 190 In the Community: 7, 11, 15, 38, 43, 62, 65, 78 At the Zoo: 104, 127, 130, 151, 157, 161 In the Garden: 7, 37, 41, 46, 51, 52, 74 At the Museum: 97, 109, 163
<p>15.2.4 Reasoning and Problem Solving</p> <ul style="list-style-type: none"> • Try different ways to complete a task • Attempt to accomplish a difficult task on own 	<ul style="list-style-type: none"> • In the Garden: 73 • Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 11, 23, 34, 39, 66, 80, 90, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, At the Zoo: 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108
<p>Standard 15.3: Applying Knowledge</p>	
<p>15.3.1 Creativity, Flexibility and Invention</p> <ul style="list-style-type: none"> • Use both observation and imitation to understand information • Use music, art and stories to express ideas and feeling • Use materials in unique ways to represent other things • Try several ways to 	<ul style="list-style-type: none"> • At Home: 7, 23, 49, 51, 79, 94 At School: 129, 135, 153 At the Park: 9 At the Doctor's Office: 119 In the Community: 20 At the Zoo: 100, 109, 156 In the Garden: 7, 42, 45, 49, 65, 67 At the Museum: 153 • At Home: 95, 97, 105, 107 At School: 125, 149, 177, 187 At the Park: 15, 23, 35, 45, 63, 71, 81 At the Doctor's Office: 123, 137, 149, 177 In the Community: 7, 17, 73 At the Zoo: 93, 135 In the Garden: 35, 53, 63, 79 At the Museum: 99, 105, 129, 155, 156, 161 • At Home: 91, 105 At the Park: 37 At the Museum: 121, 124 • Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110

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<ul style="list-style-type: none"> complete a task • Produce and explain the purpose for a new creation 	<p>At Home: 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 11, 23, 34, 39, 66, 80, 90, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, At the Zoo: 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108</p> <ul style="list-style-type: none"> •
Standard 15.4: Learning Through Experience	
15.4.1 Home-School Identity <ul style="list-style-type: none"> • Demonstrate culture and home experiences during play • Relate home or outside-learned knowledge to school experiences • Understand that appropriate activities and events may differ from home to school 	<ul style="list-style-type: none"> • Ready, Set, Go: 75 At Home: 80 At the Park: 34, 45, 62, 72, 78, 80 At the Doctor's Office: 179 In the Community: 6 At the Zoo: 157 In the Garden: 6, At the Museum: 147 • At Home: 38, At School: 121, 150, 185 At the Park: 7, 16, 34, 41, 46, 80 At the Doctor's Office: 118, 175 In the Community: 6, 62 In the Garden: 34 At the Museum: 158 • At the Park: 39
15.4.2 Resilience <ul style="list-style-type: none"> • Understand how behavior may impact others' response to action • Understand who or where there is help when needed • Attempt problem solving activities to achieve a positive outcome 	<ul style="list-style-type: none"> • • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 • In the Garden: 73
15.4.3 Culture <ul style="list-style-type: none"> • Show pride in belonging to a family unit • Show understanding that family structures may differ from one family to another • Explore unusual materials that represent other cultures • Demonstrate awareness of some physical differences among children 	<ul style="list-style-type: none"> • • Ready, Set, Go: 75 At Home: 80 At the Park: 34, 45, 62, 72, 78, 80 At the Doctor's Office: 179 In the Community: 6 At the Zoo: 157 In the Garden: 6, At the Museum: 147 • • At Home: 67, 73 At the Park: 64 At the Museum: 146, 147, 149, 157
Creative Thinking and Expression	
Communicating Through the Arts	
Standard 9.1a: Production and Performance: Music and Movement	
9.1a.1 Aesthetic Response <ul style="list-style-type: none"> • Respond to different forms 	<ul style="list-style-type: none"> • At Home: 99, 101 At School: 134, 146, 176 At the Park: 64, 70 In the Garden: 8, 9, 17 At the Museum: 120, 124

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<ul style="list-style-type: none"> of music and dance through participation and discussion • Practice rhythms in different forms of music and dance 	<ul style="list-style-type: none"> • <i>At Home:</i> 99, 101 <i>At School:</i> 134, 146, 176 <i>At the Park:</i> 64, 70 <i>In the Garden:</i> 8, 9, 17 <i>At the Museum:</i> 120, 124
9.1a.2 Exploration <ul style="list-style-type: none"> • Use instruments to accompany music or songs 	<ul style="list-style-type: none"> • <i>At Home:</i> 91, 105 <i>At the Park:</i> 37 <i>At the Museum:</i> 121, 124
9.1a.3 Creation <ul style="list-style-type: none"> • Use imagination and creativity or express self through music and dance • Use body to represent form in space 	<ul style="list-style-type: none"> • <i>At the Park:</i> 81 <i>At the Doctor's Office:</i> 132 <i>In the Community:</i> 48, 80 <i>At the Zoo:</i> 91, 165 • <i>At Home:</i> 99, 101 <i>At School:</i> 134, 146, 176 <i>At the Park:</i> 64, 70 <i>In the Garden:</i> 8, 9, 17 <i>At the Museum:</i> 120, 124
Standard 9.1b: Production and Performance: Dramatic and Performance Play	
9.1b.1 Dramatic Expression <ul style="list-style-type: none"> • Use nonconforming objects to create representations of real life objects or activities • Represent fantasy and real-life experiences through pretend play • Repeat similar play scenarios • Use pretend play to represent known or anticipated situations 	<ul style="list-style-type: none"> • <i>At Home:</i> 95, 97, 105, 107 <i>At School:</i> 125, 149, 177, 187 <i>At the Park:</i> 15, 23, 35, 45, 63, 71, 81 <i>At the Doctor's Office:</i> 123, 137, 149, 177 <i>In the Community:</i> 7, 17, 73 <i>At the Zoo:</i> 93, 135 <i>In the Garden:</i> 35, 53, 63, 79 <i>At the Museum:</i> 99, 105, 129, 155, 156, 161 • <i>At Home:</i> 95, 97, 105, 107 <i>At School:</i> 125, 149, 177, 187 <i>At the Park:</i> 15, 23, 35, 45, 63, 71, 81 <i>At the Doctor's Office:</i> 123, 137, 149, 177 <i>In the Community:</i> 7, 17, 73 <i>At the Zoo:</i> 93, 135 <i>In the Garden:</i> 35, 53, 63, 79 <i>At the Museum:</i> 99, 105, 129, 155, 156, 161 • <i>At the Park:</i> 37, 93, 101
9.1b.2 Performance <ul style="list-style-type: none"> • Create various voice inflections and facial expressions in play • Recreate dramatic play experiences for an audience 	<ul style="list-style-type: none"> • <i>At the Park:</i> 81 <i>At the Doctor's Office:</i> 132 <i>In the Community:</i> 48, 80 <i>At the Zoo:</i> 91, 165 • <i>At Home:</i> 95, 97, 105, 107 <i>At School:</i> 125, 149, 177, 187 <i>At the Park:</i> 15, 23, 35, 45, 63, 71, 81 <i>At the Doctor's Office:</i> 123, 137, 149, 177 <i>In the Community:</i> 7, 17, 73 <i>At the Zoo:</i> 93, 135 <i>In the Garden:</i> 35, 53, 63, 79 <i>At the Museum:</i> 99, 105, 129, 155, 156, 161
Standard 9.1c: Production and Performance: Visual Arts	
9.1c.1 Representation <ul style="list-style-type: none"> • Represent experiences, thoughts and ideas through visual arts 	<ul style="list-style-type: none"> • <i>At Home:</i> 95, 97, 105, 107 <i>At School:</i> 125, 149, 177, 187 <i>At the Park:</i> 15, 23, 35, 45, 63, 71, 81 <i>At the Doctor's Office:</i> 123, 137, 149, 177 <i>In the Community:</i> 7, 17, 73 <i>At the Zoo:</i> 93, 135 <i>In the Garden:</i> 35, 53, 63, 79 <i>At the Museum:</i> 99, 105, 129, 155, 156, 161
9.1c.2 Construction <ul style="list-style-type: none"> • Combine a variety of materials to create new products 	<ul style="list-style-type: none"> • •
9.1c.3 Personal Connections	

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<ul style="list-style-type: none"> Share how artwork is connected to own personal experience 	
Standard 9.2: Historical and Cultural Context of Works in the Arts	
9.2.1 Patterns and Themes <ul style="list-style-type: none"> Identify cultures represented by various art forms 	•
Standard 9.3: Critical Response to Works of Art	
9.3.1 Critical Response <ul style="list-style-type: none"> Share an opinion about others' art products 	<ul style="list-style-type: none"> <i>At the Park:</i> 37 <i>In the Community:</i> 19, 65, 37, 77 <i>In the Garden:</i> 8, 17, 64 <i>At the Museum:</i> 120, 121, 124, 153
9.3.2 Identification <ul style="list-style-type: none"> Recognize and name a variety of art forms 	•
Standard 9.4: Aesthetic Response to Works in the Arts	
9.4.1 Emotional Response <ul style="list-style-type: none"> Demonstrate emotional response to viewing or creating various art works 	•
9.4.2 Identification <ul style="list-style-type: none"> Recognize and name a variety of art forms 	•
Mathematical Thinking and Technology	
Exploring, Processing and Problem Solving	
Standard 2.1: Numbers, Number Systems and Number Relationships	
2.1.1 Count and Compare Numbers <ul style="list-style-type: none"> Use counting and numbers as part of play and as a means for determining quantity Rote count to 20 Count up to 10 objects using one to one correspondence Name numerals to 10 Use vocabulary to compare numbers of objects with teacher support 	<ul style="list-style-type: none"> <i>Ready, Set, Go:</i> 69, 70 <i>At Home:</i> 6, 16, 17, 74, 80 <i>At the Park:</i> 15, 20, 49, 53, 63, 65, 70, 73 <i>At the Doctor's Office:</i> 121, 153, 163, 181, 187 <i>In the Community:</i> 13, 35, 50, 75 <i>At the Zoo:</i> 120, 121, 125, 127, 133 <i>In the Garden:</i> 40, 45, 51, 71 <i>At the Museum:</i> 100, 103, 104, 108 <i>Ready, Set, Go:</i> 69, 70 <i>At Home:</i> 6, 16, 17, 74, 80 <i>At the Park:</i> 15, 20, 49, 53, 63, 65, 70, 73 <i>At the Doctor's Office:</i> 121, 153, 163, 181, 187 <i>In the Community:</i> 13, 35, 50, 75 <i>At the Zoo:</i> 120, 121, 125, 127, 133 <i>In the Garden:</i> 40, 45, 51, 71 <i>At the Museum:</i> 100, 103, 104, 108 <i>At Home:</i> 75, 76, 77, 79, 81 <i>At the Doctor's Office:</i> 158, 163 <i>At the Zoo:</i> 91, 93, 122, 123 <i>In the Garden:</i> 51 <i>At the Museum:</i> 156 <i>At Home:</i> 73, 101, 104 <i>At School:</i> 131 <i>At the Park:</i> 69, 73, 101 <i>At the Doctor's Office:</i> 126, 180 <i>In the Community:</i> 41 <i>At the Zoo:</i> 161 <i>At the Museum:</i> 97, 160

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2.1.2 Represent Numbers in Equivalent Forms <ul style="list-style-type: none"> • Understand number concepts, vocabulary, quantities and written numerals in meaningful ways • Differentiate numerals from letters 	<ul style="list-style-type: none"> • Ready, Set, Go: 68, 69, 99 At Home: 74, 76, 77, 101, 102, 104, 106, 108, 109 At School: 134, 175, 181, 191 At the Park: 15, 49, 73: In the Community: 25, 69 At the Zoo: 91, 125, 135 In the Garden: 51 • At Home: 75, 76, 77, 79, 81 At the Doctor's Office: 158, 163 At the Zoo: 91, 93, 122, 123 In the Garden: 51 At the Museum: 156
2.1.3 Concepts of Numbers and Relationships <ul style="list-style-type: none"> • Practice combining, separating and naming quantities • Match a numeral to a set 0 to 5 • Use ordinal number words to describe the position of objects (first, second, last) 	<ul style="list-style-type: none"> • At Home: 74 At the Park: 53 In the Community: 49 At the Zoo: 147 • At Home: 74 At the Park: 53 In the Community: 49 At the Zoo: 147 • Ready, Set, Go: 74, 78 At Home: 78, 109 At the Doctor's Office: 127 In the Community: 17, 41 In the Garden: 15
2.1.6 Concepts and Applications of Operations <ul style="list-style-type: none"> • Solve oral word problems using concrete objects with assistance • Visually quantify one to three objects • Sort objects by two or more attributes • Identify properties of numbers • Apply strategies of "counting on" 	<ul style="list-style-type: none"> • • At Home: 65, 74, 75 At School: 131 In the Garden: 45 • At Home: 17, 20, 21, 69, 72 At School: 133, 134, 165, 193 At the Park: 19, 73, 74, 107 At the Doctor's Office: 129, 136, 153, 157, 181, 185 In the Community: 71, 75 At the Zoo: 96, 103, 121, 133, 136 In the Garden: 15, 43, 74, 75, 77 At the Museum: 93, 103, 135, 152 • •
Standard 2.2: Computation and Estimation	
2.2.1 Fluency in Basics <ul style="list-style-type: none"> • Observe adult reading number sentences created with manipulatives 	<ul style="list-style-type: none"> •
2.2.2 Computation <ul style="list-style-type: none"> • Solve problems using manipulatives to correspond to given number 1 to 6 	<ul style="list-style-type: none"> • At Home: 65, 74, 75 At School: 131 In the Garden: 40, 45 At the Museum: 94
2.2.4 Numerical Estimation <ul style="list-style-type: none"> • Make estimates of a set of objects up to 6 • Practice checking estimates 	<ul style="list-style-type: none"> • At Home: 74 At the Park: 53 In the Community: 49 At the Zoo: 147 •
Standard 2.3: Measurement and Estimation	
2.3.1 Concepts of Measurement <ul style="list-style-type: none"> • Practice measuring by 	<ul style="list-style-type: none"> • At Home: 73 At the Park: 11 At the Doctor's Office: 149, 150, 156, 159, 162, 163 In the Community: 13, 19

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<ul style="list-style-type: none"> attributes • Engage in number conservation experiences 	<ul style="list-style-type: none"> • <i>In the Garden:</i> 68, 74 <i>At the Museum:</i> 100
2.3.2 Units and Tools of Measurement <ul style="list-style-type: none"> • Practice using standard and nonstandard measures in everyday situations 	<ul style="list-style-type: none"> • <i>At School:</i> 137, 153, 179 <i>At the Doctor's Office:</i> 127, 149, 151, 162 <i>At the Zoo:</i> 148, 154, 159, 161, 163 <i>In the Garden:</i> 74, 75 <i>At the Museum:</i> 93, 153
2.3.4 Conversions <ul style="list-style-type: none"> • Group objects according to common properties • Develop an awareness of seriation through comparison of attributes 	<ul style="list-style-type: none"> • <i>At Home:</i> 17, 20, 21, 69, 72 <i>At School:</i> 133, 134, 165, 193 <i>At the Park:</i> 19, 73, 74, 107 <i>At the Doctor's Office:</i> 129, 136, 153, 157, 181, 185 <i>In the Community:</i> 71, 75 <i>At the Zoo:</i> 96, 103, 121, 133, 136 <i>In the Garden:</i> 15, 43, 74, 75, 77 <i>At the Museum:</i> 93, 103, 135, 152
2.3.6 Measurement and Estimation <ul style="list-style-type: none"> • Practice using measurement vocabulary with adult support • Practice estimating distance with adult assistance 	<ul style="list-style-type: none"> • <i>At Home:</i> 48, 73 •
STANDARD 2.4: Mathematical Reasoning and Connections	
2.4.1 Reasoning <ul style="list-style-type: none"> • Predict and verify use of environmental objects 	<ul style="list-style-type: none"> • <i>At Home:</i> 65, 74, 75 <i>At School:</i> 131 <i>In the Garden:</i> 40, 45 <i>At the Museum:</i> 94
Standard 2.5: Mathematical Problem Solving and Communication	
2.5.1 Problem Solving <ul style="list-style-type: none"> • Use both familiar and new strategies for solving problems • Recognize objects, places and ideas by symbols 	<ul style="list-style-type: none"> • <i>At Home:</i> 65, 74, 75 <i>At School:</i> 131 <i>In the Garden:</i> 40, 45 <i>At the Museum:</i> 94 • <i>At Home:</i> 65, 74, 75 <i>At School:</i> 131 <i>In the Garden:</i> 40, 45 <i>At the Museum:</i> 94
2.5.2 Communication <ul style="list-style-type: none"> • Communicate the findings from the problem solving process using math vocabulary • Use pictures to replicate a process 	<ul style="list-style-type: none"> • <i>At Home:</i> 65, 74, 75 <i>At School:</i> 131 <i>In the Garden:</i> 40, 45 <i>At the Museum:</i> 94 • <i>At Home:</i> 65, 74, 75 <i>At School:</i> 131 <i>In the Garden:</i> 40, 45 <i>At the Museum:</i> 94
Standard 2.6: Statistics and Data Analysis	
2.6.1 Collection of Data <ul style="list-style-type: none"> • Use environmental objects for data collection purposes • Create graphs cooperatively with an adult and /or other child 	<ul style="list-style-type: none"> • <i>Ready, Set, Go:</i> 96, 100, 104, 108 <i>At Home:</i> 17, 21, 37, 49, 50 <i>At School:</i> 152 <i>At the Park:</i> 14, 15, 18, 22, 34, 38, 42, 46, 49, 50, 62, 66, 69, 70, 74, 78, 90, 94, 98, 102, 106 <i>At the Doctor's Office:</i> 118, 122, 126, 130, 134, 146, 148, 150, 158, 162, 174, 178, 180, 182, 186, 190 <i>In the Community:</i> 10, 14, 17, 18, 22, 34, 38, 41, 42, 46, 50, 62, 64, 66, 67, 70, 72, 74, 78, 79 <i>At the Zoo:</i> 90, 94, 98, 192,

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	<p>106, 118, 122, 126, 130, 132, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 160, 162</p> <ul style="list-style-type: none"> • <i>Ready, Set, Go:</i> 96, 100, 104, 108 <i>At Home:</i> 17, 21, 37, 49, 50 <i>At School:</i> 152 <i>At the Park:</i> 14, 15, 18, 22, 34, 38, 42, 46, 49, 50, 62, 66, 69, 70, 74, 78, 90, 94, 98, 102, 106 <i>At the Doctor's Office:</i> 118, 122, 126, 130, 134, 146, 148, 150, 158, 162, 174, 178, 180, 182, 186, 190 <i>In the Community:</i> 10, 14, 17, 18, 22, 34, 38, 41, 42, 46, 50, 62, 64, 66, 67, 70, 72, 74, 78, 79 <i>At the Zoo:</i> 90, 94, 98, 192, 106, 118, 122, 126, 130, 132, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 160, 162
<p>2.6.2 Organization and Display of Data</p> <ul style="list-style-type: none"> • Organize and display objects by one attribute 	<ul style="list-style-type: none"> • <i>At Home:</i> 17, 20, 21, 69, 72 <i>At School:</i> 133, 134, 165, 193 <i>At the Park:</i> 19, 73, 74, 107 <i>At the Doctor's Office:</i> 129, 136, 153, 157, 181, 185 <i>In the Community:</i> 71, 75 <i>At the Zoo:</i> 96, 103, 121, 133, 136 <i>In the Garden:</i> 15, 43, 74, 75, 77 <i>At the Museum:</i> 93, 103, 135, 152
<p>2.6.3 Numerical Summaries</p> <ul style="list-style-type: none"> • Compare groups of one to five objects 	<ul style="list-style-type: none"> • <i>At Home:</i> 73, 101, 104 <i>At School:</i> 131 <i>At the Park:</i> 69, 73, 101 <i>At the Doctor's Office:</i> 126, 180 <i>In the Community:</i> 41 <i>At the Zoo:</i> 161 <i>At the Museum:</i> 97, 160
<p>2.6.5 Interpretation of Data</p> <ul style="list-style-type: none"> • Draw conclusions with adult guidance and questioning 	<ul style="list-style-type: none"> • <i>At Home:</i> 7, 23, 49, 51, 79, 94 <i>At School:</i> 129, 135, 153 <i>At the Park:</i> 9 <i>At the Doctor's Office:</i> 119 <i>In the Community:</i> 20 <i>At the Zoo:</i> 100, 109, 156 <i>In the Garden:</i> 7, 42, 45, 49, 65, 67 <i>At the Museum:</i> 153
Standard 2.7: Probability and Predictions	
<p>2.7.1 Calculate Probabilities</p> <ul style="list-style-type: none"> • Predict the probability of an event occurring based on observation and prior knowledge with scaffolding 	<ul style="list-style-type: none"> • <i>At the Park:</i> 94, 95, 96, 98, 99, 101, 102 <i>At the Doctor's Office:</i> 125
<p>2.7.3 Representations of Probabilities</p> <ul style="list-style-type: none"> • Complete a simple yes/no graph to make a selection with assistance 	<ul style="list-style-type: none"> • <i>Ready, Set, Go:</i> 96, 100, 104, 108 <i>At Home:</i> 17, 21, 37, 49, 50 <i>At School:</i> 152 <i>At the Park:</i> 14, 15, 18, 22, 34, 38, 42, 46, 49, 50, 62, 66, 69, 70, 74, 78, 90, 94, 98, 102, 106 <i>At the Doctor's Office:</i> 118, 122, 126, 130, 134, 146, 148, 150, 158, 162, 174, 178, 180, 182, 186, 190 <i>In the Community:</i> 10, 14, 17, 18, 22, 34, 38, 41, 42, 46, 50, 62, 64, 66, 67, 70, 72, 74, 78, 79 <i>At the Zoo:</i> 90, 94, 98, 192, 106, 118, 122, 126, 130, 132, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 160, 162
Standard 2.8: Algebra and Functions	
<p>2.8.1 Algebraic Properties</p> <ul style="list-style-type: none"> • Compare quantities of concrete objects 	<ul style="list-style-type: none"> • <i>At Home:</i> 73, 101, 104 <i>At School:</i> 131 <i>At the Park:</i> 69, 73, 101 <i>At the Doctor's Office:</i> 126, 180 <i>In the Community:</i> 41 <i>At the Zoo:</i> 161 <i>At the Museum:</i> 97, 160

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2.8.2 Algebraic Manipulations <ul style="list-style-type: none"> • Practice and count using numbers as a means of determining quantity • Practice using concrete objects to portray simple story 	<ul style="list-style-type: none"> • Ready, Set, Go: 69, 70 At Home: 6, 16, 17, 74, 80 At the Park: 15, 20, 49, 53, 63, 65, 70, 73 At the Doctor's Office: 121, 153, 163, 181, 187 In the Community: 13, 35, 50, 75 At the Zoo: 120, 121, 125, 127, 133 In the Garden: 40, 45, 51, 71 At the Museum: 100, 103, 104, 108 •
2.8.3 Patterns <ul style="list-style-type: none"> • Identify and describe patterns • Recognize and extend simple patterns 	<ul style="list-style-type: none"> • In the Garden: 65, 71 • At Home: 6, 68, 69 At School: 193 At the Park: 94, 95, 96, 98, 99, 101, 103, 104, 105, 107, 109 At the Doctor's Office: 125, 129, 137, 157 In the Community: 75, 81 At the Zoo: 121, 130, 160, 164 In the Garden: 15, 35, 44 At the Museum: 93, 97, 103, 133
Standard 2.9: Geometry	
2.9.1 Definitions, Properties and Relations <ul style="list-style-type: none"> • Identify and name simple three dimensional shapes • Replicate simple three-dimensional shapes • Determine the attributes of basic shapes 	<ul style="list-style-type: none"> • At the Park: 42, 43, 49, 51, 52, 77, 95 At the Museum: 151 • • At Home: 13 At School: 154, 156, 160, 161 At the Park: 42, 43, 44, 48, 49
2.9.2 Transformations and Symmetry <ul style="list-style-type: none"> • Observe symmetry • Create a symmetrical design from a model 	<ul style="list-style-type: none"> • •
2.9.3 Coordinate Geometry <ul style="list-style-type: none"> • Practice using directionality and appropriate vocabulary with assistance • Demonstrate an understanding of directionality, order and positions of objects 	<ul style="list-style-type: none"> • •
Scientific Thinking and Technology	
Exploring, Inquiry and Discovery	
Standard 3.1a: Biological Sciences: Living and Non-Living Organisms	
3.1a.1 Common Characteristics of Life <ul style="list-style-type: none"> • Recognize the difference between living and non living things • Categorize common living things into plants and animals. • State that living things 	<ul style="list-style-type: none"> • At the Park: 16, 19, 20, 21 • At the Park: 16, 19, 20, 21 • At the Park: 16, 19, 20, 21 In the Garden: 62, 71

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need air, food and water to survive	
3.1a.3 Life Cycles <ul style="list-style-type: none"> Identify that plants and animals have life cycles 	<ul style="list-style-type: none"> At the Zoo: 150, 151, 153, 154, 155, 156, 160 In the Garden: 10, 15
3.1a.5 Form and Function <ul style="list-style-type: none"> Identify parts of living things 	<ul style="list-style-type: none"> Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153
3.1a.8 Unifying Themes <ul style="list-style-type: none"> Identify that plants and animals have different kinds of parts 	<ul style="list-style-type: none"> Ready, Set, Go: 70 At the Park: 62, 69, 77 At the Zoo: 162 In the Garden: 15
3.1a.9 Science as Inquiry <ul style="list-style-type: none"> Use the five senses as tools with which to observe, classify, collect information and describe observations 	<ul style="list-style-type: none"> Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153
Standard 3.1b: Biological Sciences: Genetics	
3.1b.1 Heredity <ul style="list-style-type: none"> Identify similar characteristics of own family such as hair color, eye color and height 	<ul style="list-style-type: none"> Ready, Set, Go: 75 At Home: 80 At the Park: 34, 45, 62, 72, 78, 80 At the Doctor's Office: 179 In the Community: 6 At the Zoo: 157 In the Garden: 6, At the Museum: 147
3.1b.2 Reproduction <ul style="list-style-type: none"> Describe that seeds grow into plants, eggs hatch and babies grow into adults 	<ul style="list-style-type: none"> At Home: 73, At the Zoo: 146, 156
3.1b.5 Unifying Themes <ul style="list-style-type: none"> Describe observable patterns in objects 	<ul style="list-style-type: none"> In the Garden: 65, 71
Standard 3.1c: Biological Sciences: Evolution	
3.1c.2 Adaptations <ul style="list-style-type: none"> Match types of clothing to seasonal weather conditions Identify changes that occur in animals during the seasons 	<ul style="list-style-type: none"> At the Doctor's Office: 134, 136, 163 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At Home: 6, 34, 37, 44, 50, At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162, 164 At Home: 34, 38, 46, 79 At the Park: 23 At the Zoo: 118, 119, 146, 155 In the Garden: 62
3.1c.3 Unifying Themes <ul style="list-style-type: none"> Describe change in home and school environments 	<ul style="list-style-type: none"> At Home: 34, 38, 46, 79 At the Park: 23 At the Zoo: 118, 119, 146, 155 In the Garden: 62
3.1c.4 Science as Inquiry <ul style="list-style-type: none"> Discuss observations and discoveries 	<ul style="list-style-type: none"> Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden:

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	13, 35, 42, 45, 49, 69, 73, 79 <i>At the Museum:</i> 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153
Standard 3.2a: Physical Sciences: Chemistry	
3.2a.1 Properties of Matter <ul style="list-style-type: none"> • Describe objects according to size, shape, color or properties of matter 	<ul style="list-style-type: none"> • <i>Ready, Set, Go:</i> 70 <i>At the Park:</i> 62, 69, 77 <i>At the Zoo:</i> 162 <i>In the Garden:</i> 15
3.2a.2 Structure of Matter <ul style="list-style-type: none"> • Recognize the different types of matter 	<ul style="list-style-type: none"> • <i>At Home:</i> 37 <i>At the Zoo:</i> 100, 101
3.2a.4 Reactions Experiment with changes in matter <ul style="list-style-type: none"> • Experiment with changes in substances when combined 	<ul style="list-style-type: none"> • <i>At Home:</i> 7 <i>At School:</i> 123 <i>At the Park:</i> 37 <i>In the Garden:</i> 7 <i>At the Zoo:</i> 94
Standard 3.2b: Physical Sciences: Physics	
3.2b.1 Force and Motion of Particles and Rigid Bodies <ul style="list-style-type: none"> • Explore and describe motion of toys and objects 	<ul style="list-style-type: none"> • <i>At Home:</i> 44, 45 <i>At the Museum:</i> 160
3.2b.2 Energy Storage and Transformations: Conservation Laws <ul style="list-style-type: none"> • Observe demonstrations and make predictions about basic energy types and sources 	<ul style="list-style-type: none"> • <i>At Home:</i> 47, <i>At the Zoo:</i> 103 <i>In the Garden:</i> 34, 35, 38, 41, 45, 48
3.2b.4 Electrical and Magnetic Energy <ul style="list-style-type: none"> • Use magnets to explore and sort materials 	<ul style="list-style-type: none"> • <i>At the Park:</i> 74, 75, 78 <i>At the Zoo:</i> 157
3.2b.5 Nature of Waves and Sound <ul style="list-style-type: none"> • Categorize and create sounds based on different attributes 	<ul style="list-style-type: none"> • <i>At the Museum:</i> 119, 128, 129
3.2b.6 Unifying Themes <ul style="list-style-type: none"> • Predict a reaction based on previous experiences 	<ul style="list-style-type: none"> • <i>At Home:</i> 20, 48, 53, 79 <i>At School:</i> 153 <i>At the Park:</i> 14, 52, 62 <i>At the Doctor's Office:</i> 185 <i>In the Community:</i> 19 <i>At the Zoo:</i> 109 <i>In the Garden:</i> 7, 13, 16, 35 <i>In the Garden:</i> 42, 63 <i>At the Museum:</i> 153
3.2b.7 Science as Inquiry <ul style="list-style-type: none"> • Participate in scientific investigations 	<ul style="list-style-type: none"> • <i>At Home:</i> 7, 23, 49, 51, 79, 94 <i>At School:</i> 129, 135, 153 <i>At the Park:</i> 9 <i>At the Doctor's Office:</i> 119 <i>In the Community:</i> 20 <i>At the Zoo:</i> 100, 109, 156 <i>In the Garden:</i> 7, 42, 45, 49, 65, 67 <i>At the Museum:</i> 153
Standard 3.3a Earth and Space Sciences: Earth Structure, Processes and Cycles	
3.3a.1 Earth Features and the Processes That Change It <ul style="list-style-type: none"> • Identify earth forms in pictures 	<ul style="list-style-type: none"> • <i>In the Community:</i> 13, 14, 20, 24 <i>At the Zoo:</i> 101 <i>In the Garden:</i> 13, 72

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3.3a.2 Earth's Resources and Minerals <ul style="list-style-type: none"> Sort different types of earth 	<ul style="list-style-type: none"> <i>In the Community:</i> 13, 14, 20, 24 <i>At the Zoo:</i> 101 <i>In the Garden:</i> 13, 72
3.3a.4 Water <ul style="list-style-type: none"> Observe and explore water in solid and liquid states Identify a variety of uses for water 	<ul style="list-style-type: none"> <i>In the Garden:</i> 62, 63, 65, 72, 73, 75, 77. 78, 79, 80
3.3a.5 Weather and Climate <ul style="list-style-type: none"> Identify season that corresponds with observable conditions Identify how weather affects daily life Identify different types of precipitation Identify a thermometer as a tool for measuring temperature 	<ul style="list-style-type: none"> <i>At the Doctor's Office:</i> 134, 136, 163 <i>In the Community:</i> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <i>At Home:</i> 6, 34, 37, 44, 50, <i>At the Zoo:</i> 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162, 164 <i>At School:</i> 137, 153, 179 <i>At the Doctor's Office:</i> 127, 149, 151, 162 <i>At the Zoo:</i> 148, 154, 159, 161, 163 <i>In the Garden:</i> 74, 75 <i>At the Museum:</i> 93, 153
3.3a.6 Unifying Themes <ul style="list-style-type: none"> Examine change through simple observation 	<ul style="list-style-type: none"> <i>At the Doctor's Office:</i> 134, 136, 163 <i>In the Community:</i> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <i>At Home:</i> 6, 34, 37, 44, 50, <i>At the Zoo:</i> 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162, 164
Standard 3.3b: Earth and Space Sciences: Origin and Evolution of the Universe	
3.3b.1 Composition and Structure <ul style="list-style-type: none"> Identify the characteristics of the sun, moon, stars and clouds 	<ul style="list-style-type: none"> <i>In the Garden:</i> 34, 35, 53 <i>At the Museum:</i> 147, 148, 149, 150, 151, 152, 154, 155, 156, 157, 158, 159, 161, 162, 163, 164
STANDARD 3.4a: Scope of Technology	
3.4a.1 Characteristics of Technology <ul style="list-style-type: none"> Identify examples of technology 	<ul style="list-style-type: none"> <i>At Home:</i> 97 <i>At the Park:</i> 74, 75, 79 <i>At the Museum:</i> 150, 154, 155, 160
3.4a.3 Technology Connections <ul style="list-style-type: none"> Identify the function of simple technological objects Identify the appropriate technology to complete a task 	<ul style="list-style-type: none">
STANDARD 3.4c: Technology and Engineering Design	
3.4c.1 Attributes <ul style="list-style-type: none"> Use simple tools and materials 	<ul style="list-style-type: none"> <i>Ready, Set, Go:</i> 73, 75, 95, 101, 105, 107 <i>At Home:</i> 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 <i>At School:</i> 127, 137, 157, 159, 181, 188, 189 <i>At the Park:</i> 10, 11, 15, 23,

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	35, 46, 49, 50, 102 <i>In the Community:</i> 63, 71, 80 <i>At the Zoo:</i> 97, 129, 163 <i>In the Garden:</i> 7, 11, 35, 37, 39, 77 <i>At the Museum:</i> 91, 97 109, 147, 149, 154
STANDARD 3.4e: Technology: the Design World	
3.4e.1 Medical Technologies <ul style="list-style-type: none"> • Practice using medical equipment and materials 	•
3.4e.3 Energy and Power Technologies <ul style="list-style-type: none"> • Explore wind power 	•
3.4e.4 Information and Communication Technologies <ul style="list-style-type: none"> • Identify communication devices in the home • Identify parts of a computer • Use a computer to run specific software independently 	<ul style="list-style-type: none"> • • <i>Ready, Set, Go:</i> 109, 111 <i>At Home:</i> 7, 9, 10, 15, 35, 71, 101 <i>At School:</i> 127, 159, 179, 185 <i>At the Park:</i> 13, 69, 75, 77, 95, 103 <i>At the Doctor's Office:</i> 119, 131, 151, 159, 183 <i>In the Community:</i> 19, 41, 51, 67, 79 <i>At the Zoo:</i> 107, 127, 151 <i>In the Garden:</i> 11, 37, 39 <i>At the Museum:</i> 95, 151 • <i>Ready, Set, Go:</i> 109 <i>At the Park:</i> 19, 47, 69, 75, 95 <i>At the Doctor's Office:</i> 119, 151 <i>In the Community:</i> 12, 51 <i>In the Community:</i> 67 <i>At the Zoo:</i> 123, 151 <i>In the Garden:</i> 11, 43 <i>At the Museum:</i> 95
3.4e.5 Transportation Technologies <ul style="list-style-type: none"> • Classify types and uses of transportation vehicles 	<ul style="list-style-type: none"> • <i>In the Community:</i> 38, 39, 41,
3.4e.7 Construction Technologies <ul style="list-style-type: none"> • Identify construction vehicles, simple tools and materials • Build structures using a variety of block types 	<ul style="list-style-type: none"> • •
STANDARD 4.1: Environment and Ecology	
4.1 Watersheds and Wetlands <ul style="list-style-type: none"> • Identify bodies of water 	<ul style="list-style-type: none"> • <i>In the Community:</i> 13, 14, 20, 24 <i>At the Zoo:</i> 101 <i>In the Garden:</i> 13, 72
4.2 Renewable and Non-renewable Resources <ul style="list-style-type: none"> • Identify objects that can be recycled • Discuss the purpose of recycling 	<ul style="list-style-type: none"> • <i>In the Community:</i> 22, 23
4.3 Environmental Health <ul style="list-style-type: none"> • Identify how litter can have a negative impact on animals and the environment 	<ul style="list-style-type: none"> • <i>In the Community:</i> 11 <i>In the Garden:</i> 22, 24
4.4 Agriculture and Society <ul style="list-style-type: none"> • Describe the purpose of a farm • Identify the products that are produced on a farm 	<ul style="list-style-type: none"> • <i>At the Zoo:</i> 91, 95, 96, 106, 109 • <i>At the Zoo:</i> 91, 95, 96, 106, 109 • <i>At the Zoo:</i> 91, 95, 96, 106, 109

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<ul style="list-style-type: none"> Describe the people, animals and equipment that are found on a farm 	
4.6 Ecosystems and Their Interactions <ul style="list-style-type: none"> Observe events that occur in a cycle 	<ul style="list-style-type: none"> <i>At the Zoo:</i> 150, 151, 153, 154, 155, 156, 160 <i>In the Garden:</i> 10, 15
4.7 Threatened, Endangered and Extinct Species <ul style="list-style-type: none"> Identify some species that are extinct 	<ul style="list-style-type: none">
4.8 Humans and the Environment <ul style="list-style-type: none"> Identify types of shelters that humans use 	<ul style="list-style-type: none"> <i>In the Community:</i> 9, 13, 18, 21
4.9 Environmental Laws and Regulations <ul style="list-style-type: none"> Discuss rules that protect the environment 	<ul style="list-style-type: none"> <i>At Home:</i> 34, 38, 46, 79 <i>At the Park:</i> 23 <i>At the Zoo:</i> 118, 119, 146, 155 <i>In the Garden:</i> 62
Social Studies Thinking	
Connecting to Communities	
Standard 5.1: Principles and Documents of Government	
5.1.1 Sources, Purpose and Functions of Government <ul style="list-style-type: none"> State rules and some consequences 	<ul style="list-style-type: none"> <i>At the Park:</i> 23, 39
Standard 5.2: Rights and Responsibilities of Citizenship	
5.2.1 Civic Rights, Responsibilities and Duties <ul style="list-style-type: none"> Display awareness of role as a member of a group Explain how community workers keep us healthy and safe 	<ul style="list-style-type: none"> <i>At Home:</i> 97, 107 <i>At School:</i> 136 <i>At the Doctor's Office:</i> 123, 164 <i>In the Community:</i> 63 <i>At the Zoo:</i> 106 <i>At the Museum:</i> 154 <i>At Home:</i> 97, 107 <i>At School:</i> 136 <i>At the Doctor's Office:</i> 123, 164 <i>In the Community:</i> 63 <i>At the Zoo:</i> 106 <i>At the Museum:</i> 154
5.2.2 Sources and Resolution of Conflict <ul style="list-style-type: none"> Identify one or two solutions to a conflict or a problem Attempt to independently solve a conflict with a peer 	<ul style="list-style-type: none"> <i>At School:</i> 164, 186 <i>In the Community:</i> 24 <i>At the Zoo:</i> 134, 135 <i>At the Museum:</i> 134
5.2.3 Political Leadership and Public Service <ul style="list-style-type: none"> Show interest in leadership opportunities 	<ul style="list-style-type: none">
Standard 6.1: Economic Systems	
6.1.2 Traditional Command and Market Economy <ul style="list-style-type: none"> Recognize equal distribution 	<ul style="list-style-type: none">
6.1.3 Measures of Economics	<ul style="list-style-type: none"> <i>At Home:</i> 97, 107 <i>At School:</i> 136 <i>At the Doctor's</i>

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<ul style="list-style-type: none"> Demonstrate knowledge about community workers and their roles 	Office: 123, 164 In the Community: 63 At the Zoo: 106 At the Museum: 154
Standard 6.2: Markets and the Functions of Government	
6.2.3 Function of Money <ul style="list-style-type: none"> Demonstrate an awareness of the uses of money 	•
6.2.5 Changes in Supply and Demand <ul style="list-style-type: none"> Identify where some products originate 	•
Standard 6.3: Scarcity and Choice	
6.3.1 Scarcity of Limited Resources <ul style="list-style-type: none"> Understand that some resources and money are limited Notice when materials are gone 	• •
6.3.3 Allocation of Resources <ul style="list-style-type: none"> Share or offer items to others 	<ul style="list-style-type: none"> Ready, Set, Go: 67, 68 At Home: 10, 19, 43, 66 At School: 125, 174, 181, 183, 185, 186, 187, 189 At the Park: 51, 53 At the Doctor's Office: 127 At the Zoo: 128, 134 At the Museum: 126
Standard 6.5: Work and Earnings	
6.5.1 Factors Influencing Wages <ul style="list-style-type: none"> Understand that one earns money from working 	<ul style="list-style-type: none"> At Home: 97, 107 At School: 136 At the Doctor's Office: 123, 164 In the Community: 63 At the Zoo: 106 At the Museum: 154
6.5.3 Types of Businesses <ul style="list-style-type: none"> Name businesses and their corresponding goods and services 	<ul style="list-style-type: none"> At Home: 97, 107 At School: 136 At the Doctor's Office: 123, 164 In the Community: 63 At the Zoo: 106 At the Museum: 154
6.5.7 Costs and Benefits of Saving <ul style="list-style-type: none"> Practice saving money or tokens 	•
Standard 7.1: Basic Geographic Literacy	
7.1.1 Geographic Tools <ul style="list-style-type: none"> Demonstrate a beginning understanding of maps as actual representations of places 	<ul style="list-style-type: none"> At the Park: 45 In the Community: 11
7.1.2 Places and Regions <ul style="list-style-type: none"> Describe the characteristics of his/her home and frequently visited locations 	•
Standard 7.2: Physical Characteristics of Places and Regions	

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7.2.1 Physical Characteristics <ul style="list-style-type: none"> Describe the location of items/areas in the classroom and areas at home 	•
Standard 7.3: Human Characteristics of Places and Regions	
7.3.1 Human Characteristics <ul style="list-style-type: none"> Identify some similarities and differences of physical and personal characteristics Demonstrate an appreciation of one's own characteristics and those of others and others' cultures 	<ul style="list-style-type: none"> <i>At Home:</i> 67, 73 <i>At the Park:</i> 64 <i>At the Museum:</i> 146, 147, 149, 157 <i>At Home:</i> 67, 73 <i>At the Park:</i> 64 <i>At the Museum:</i> 146, 147, 149, 157
Standard 7.4: Interactions Between People and the Environment	
7.4.1 Impact of Physical Systems on People <ul style="list-style-type: none"> Recognize that environmental changes can impact what people do 	<ul style="list-style-type: none"> <i>At Home:</i> 34, 38, 46, 79 <i>At the Park:</i> 23 <i>At the Zoo:</i> 118, 119, 146, 155 <i>In the Garden:</i> 62
7.4.2 Impact of People on Physical Systems <ul style="list-style-type: none"> Understand how to make simple technology work 	<ul style="list-style-type: none"> <i>At Home:</i> 97 <i>At the Park:</i> 74, 75, 79 <i>At the Museum:</i> 150, 154, 155, 160
Standard 8.1: Historical Analysis and Skills Development	
8.1.1 Continuity and Change Over Time <ul style="list-style-type: none"> Demonstrate understanding of a sequence of events Use words to describe time (yesterday, today, tomorrow) 	<ul style="list-style-type: none"> <i>At Home:</i> 73, <i>At the Doctor's Office:</i> 188 <i>At Home:</i> 48, 73
8.1.2 Historical Comprehension and Interpretation <ul style="list-style-type: none"> Understand how things, people and places change over time 	<ul style="list-style-type: none"> <i>At Home:</i> 73, <i>At the Zoo:</i> 146, 156
8.1.3 Research <ul style="list-style-type: none"> Understand that information comes from many sources, such as books, computer, or newspapers 	<ul style="list-style-type: none"> <i>Ready, Set, Go:</i> 109 <i>At the Park:</i> 19, 47, 69, 75, 95 <i>At the Doctor's Office:</i> 119, 151 <i>In the Community:</i> 12, 51 <i>In the Community:</i> 67 <i>At the Zoo:</i> 123, 151 <i>In the Garden:</i> 11, 43 <i>At the Museum:</i> 95
Health, Wellness and Physical Development	
Learning About My Body	

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Standard 10.1-3.1 Fundamentals of Good Health	
10.1-3.1 Fundamentals of Good Health <ul style="list-style-type: none"> • Practice basic hygiene routines with adult reminders • Identify medicine and know that is it used to stay healthy • Identify fundamental practices for good health • Identify how people keep us healthy 	<ul style="list-style-type: none"> • At Home: 93, 94, 100, 101, 105 At School: 162 In the Community: 35 In the Garden: 53 • • At Home: 69, 100 At School: 129 At the Park: 70 At the Doctor's Office: 118, 120, 121, 128, 137 • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128
10.1-3.2 Body Awareness <ul style="list-style-type: none"> • Identify and locate body parts • Identify specific practices that support body development and function 	<ul style="list-style-type: none"> • At Home: 62, 63, 66, 67, 69, 71, 101 At School: 118 • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128
10.1-3.3 Safe Practices <ul style="list-style-type: none"> • Identify and follow basic safety rules • Identify how people help to keep us safe • Identify the consequence of unsafe behavior 	<ul style="list-style-type: none"> • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 • At Home: 97, 107 At School: 136 At the Doctor's Office: 123, 164 In the Community: 63 At the Zoo: 106 At the Museum: 154 • At the Park: 23
10.1-3.4 Nutrition <ul style="list-style-type: none"> • Name foods that keep us healthy • Classify foods by their food group 	<ul style="list-style-type: none"> • At Home: 69, 100 At School: 129 At the Park: 70 At the Doctor's Office: 118, 120, 121, 128, 137 •
Standard 10.4: Physical Activity: Gross Motor Coordination	
10.4.1 Control and Coordination <ul style="list-style-type: none"> • Combine large motor movements with the use of equipment • Demonstrate coordination of body movements in active play • Move and stop with control • Perform a variety of movement skills along side and with a partner 	<ul style="list-style-type: none"> • At School: 155, 179, 184 At the Park: 11, 41, 51, 97, 109, 153, 159 At the Doctor's Office: 187 In the Community: 65 At the Museum: 97 • Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102 • Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102 • Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102

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	36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102
10.4.3 Balance and Strength <ul style="list-style-type: none"> Exhibit balance while moving on large motor equipment Show enthusiasm for mastery of gross motor movements through repetitive practice 	<ul style="list-style-type: none"> At School: 155, 179, 184 At the Park: 11, 41, 51, 97, 109, 153, 159 At the Doctor's Office: 187 In the Community: 65 At the Museum: 97
Standard 10.5: Concepts, Principles and Strategies of Movement: Fine Motor Development	
10.5.1 Strength, Coordination and Muscle Control <ul style="list-style-type: none"> Use hands, fingers and wrists to manipulate objects Practice manual self help skills 	<ul style="list-style-type: none"> Ready, Set, Go: 77 At Home: 107, 111 At School: 181, 184 At the Park: 11, 17, 23, 53, 67, 91, 95 At the Doctor's Office: 133, 135, 149, 155, 158, 159, 161, 183, 189, 191 In the Community: 9, 49, 77 At the Zoo: 91, 99, 127, 133, 163 In the Garden: 7, 15, 37, 51, 69 At the Museum: 91, 97 109, 147 At Home: 39 At School: 181 At the Zoo: 137
10.5.2 Eye/Hand Coordination <ul style="list-style-type: none"> Coordinate eye and hand movements to perform a task 	<ul style="list-style-type: none"> Ready, Set, Go: 73, 75, 95, 101, 107 At Home: 104 At the Park: 10, 11, 15, 23, 35, 46, 49, 50, 102 In the Community: 63, 71, 80 At the Zoo: 97, 129, 163 In the Garden: 7, 11, 35, 37, 39
10.5.3 Use of Tools <ul style="list-style-type: none"> Use writing and drawing implements with correct grip to make pictures Use classroom and household tools independently to accomplish a purpose 	<ul style="list-style-type: none"> Ready, Set, Go: 73, 75, 95, 101, 105, 107 At Home: 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 At School: 127, 137, 157, 159, 181, 188, 189 At the Park: 10, 11, 15, 23, 35, 46, 49, 50, 102 In the Community: 63, 71, 80 At the Zoo: 97, 129, 163 In the Garden: 7, 11, 35, 37, 39, 77 At the Museum: 91, 97 109, 147, 149, 154 Ready, Set, Go: 73, 75, 95, 101, 105, 107 At Home: 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 At School: 127, 137, 157, 159, 181, 188, 189 At the Park: 10, 11, 15, 23, 35, 46, 49, 50, 102 In the Community: 63, 71, 80 At the Zoo: 97, 129, 163 In the Garden: 7, 11, 35, 37, 39, 77 At the Museum: 91, 97 109, 147, 149, 154
Language and Literacy Development	
Early Literacy Foundations; Reading, Writing, Speaking and Listening	
Standard 1.1: Learning to Read Independently	
1.1.1 Purposes For Reading <ul style="list-style-type: none"> Use a variety of text during play Select a variety of genre during play 	<ul style="list-style-type: none"> At Home: 95, 97, 105, 107 At School: 125, 149, 177, 187 At the Park: 15, 23, 35, 45, 63, 71, 81 At the Doctor's Office: 123, 137, 149, 177 In the Community: 7, 17, 73 At the Zoo: 93, 135 In the Garden: 35, 53, 63, 79 At the Museum: 99, 105, 129, 155, 156, 161 At Home: 95, 97, 105, 107 At School: 125, 149, 177, 187 At the Park: 15, 23, 35, 45, 63, 71, 81 At the Doctor's

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	<p>Office: 123, 137, 149, 177 In the Community: 7, 17, 73 At the Zoo: 93, 135 In the Garden: 35, 53, 63, 79 At the Museum: 99, 105, 129, 155, 156, 161</p>
<p>1.1.2 Word Recognition Skills</p> <ul style="list-style-type: none"> • Identify upper case letters • Associate some names of letters with their shapes and sounds • Differentiate words and letters • Continue teacher-initiated word patterns • Identify familiar words and environmental print 	<ul style="list-style-type: none"> • Ready, Set, Go: 69, 77, 82, 92, 97, 98, 107, 108, 110, 111 At Home: 8, 9, 10, 12, 14, 35, 37, 42, 43, 45, 70, 71, 97 At School: 120, 121, 127, 128, 131, 146, 153, 157, 158, 176, 177, 182, 188 At the Park: 9, 11, 13, 14, 20, 22, 36, 41, 64, 71, 76, 95, 98, 103, 107 At the Doctor's Office: 120, 127, 130, 132, 135, 148, 153, 154, 158, 159, 160, 161, 163, 176, 182, 186, 187, 192 In the Community: 8, 15, 34, 46, 47, 48, 50, 64, 72, 78 At the Zoo: 92, 98, 120, 126, 127, 132, 135, 148, 153, 160 In the Garden: 8, 9, 36, 37, 43, 46, 67, 76 At the Museum: 91, 98, 107, 120, 125, 146, 156, 157 • At Home: 14, 15, 53, 64, 70, 71, 72, 81, 101, 108 At School: 188, 189, 193 At the Park: 14, 67, 98 At the Doctor's Office: 120, 130 In the Community: 48, 78 At the Zoo: 126 At the Museum: 167 • At School: 123, 124, 147, 157 At the Park: 12, 14, 22, 36, 38, 71, 108 At the Doctor's Office: 124, 129, 130, 131, 153, 160, 182, 186, 187 In the Community: 8, 23, 39, 63, 74, 77 At the Zoo: 91, 93, 102, 149, 153 In the Garden: 13, 71 At the Museum: 100, 123, 125, 126, 131, 136, 162 • Ready, Set, Go: 95
<p>1.1.3 Vocabulary Development</p> <ul style="list-style-type: none"> • Describe pictures in books using detail • Practice new vocabulary with teacher assistance • Match vocabulary to picture clues • Use new vocabulary when speaking 	<ul style="list-style-type: none"> • In the Community: 67, 68 At the Zoo: 96, 124, 152 In the Garden: 12, 42, 81 At the Museum: 124 • Ready, Set, Go: 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 At Home: 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 At School: 127, 129, 131, 136, 149, 150, 151, 156 At the Park: 8, 19, 22, 44, 51, 93 At the Doctor's Office: 121 In the Community: 67, At the Zoo: 125, 146, 156, 162 In the Garden: 44 At the Museum: 158 • At the Park: 13 At the Zoo: 136, 163 In the Garden: 73, 75 At the Museum: 107, 127 • Ready, Set, Go: 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 At Home: 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 At School: 127, 129, 131, 136, 149, 150, 151, 156 At the Park: 8, 19, 22, 44, 51, 93 At the Doctor's Office: 121 In the Community: 67, At the Zoo: 125, 146, 156, 162 In the Garden: 44 At the Museum: 158
<p>1.1.4 Comprehension and Interpretation</p> <ul style="list-style-type: none"> • Respond appropriately to directions and stories • Use verbs to describe illustrations showing action • Retell a simple story in sequence with picture support • Identify story details through questioning • Draw connections between 	<ul style="list-style-type: none"> • Ready, Set, Go: 66, 67, 110 At Home: 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 At School: 121, 134, 147, 179, 185 At the Park: 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 At the Doctor's Office: 135, 148, 160, 165, 183, 185, 190 In the Community: 7, 11, 15, 38, 43, 62, 65, 78 At the Zoo: 104, 127, 130, 151, 157, 161 In the Garden: 7, 37, 41, 46, 51, 52, 74 At the Museum: 97, 109, 163 • At Home: 91, At School: 177 At the Doctor's Office: 127 In the Community: 63 At the Zoo: 137 In the Garden: 11

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story events and personal experiences	
1.1.5 Fluency <ul style="list-style-type: none"> • Recite rhymes, songs, and familiar text while using tracking • Apply knowledge of letters, words, and sounds to read simple sentences 	<ul style="list-style-type: none"> • Ready, Set, Go: 70, 76, 78, 80, 92, 96, 100 At Home: 7, 16, 21, 35, 38, 40, 44, 50, 66, 68, 70, 75, 91, 95, 96, 98, 98 At School: 123, 127, 148, 157, 180, 181, 192 At the Park: 12, 14, 35, 68, 90 At the Doctor's Office: 123, 125, 174, 184 In the Community: 6, 13, 15, 50, 67 At the Zoo: 94, 123, 164 In the Garden: 6, 11, 39, 52, 66 At the Museum: 95, 118, 146, 151 • At the Museum: 95,
Standard 1.2: Reading, Analyzing and Interpreting Text	
1.2.1 Text Analysis and Evaluation <ul style="list-style-type: none"> • Identify title and author of story • Identify characters in story • Discuss events in book or story • Explain reasons for liking or disliking a book or story with prompting 	<ul style="list-style-type: none"> • At Home: 6, 8, 10, 38, 49, 62, 74, 90 At the Park: 6, 42, 62 At the Doctor's Office: 162 In the Community: 62, 66 At the Zoo: 90, 151 In the Garden: 50 At the Museum: 92, 158 • At the Doctor's Office: 155 In the Garden: 39, 40, 79 • At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum: 94, 150
1.2.2 Text Organization <ul style="list-style-type: none"> • Practice book handling skills • Identify beginning and end of a story • Practice tracking from top to bottom and left to right with scaffolding 	<ul style="list-style-type: none"> • At Home: 91 At School: 125 At the Park: 99 At the Doctor's Office: 119, 151, 193 In the Community: 39, 69 At the Zoo: 105 • Ready, Set, Go: 96 At Home: 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 At School: 119, 122, 174 At the Park: 16, 24, 45, 63, 108 At the Doctor's Office: 177, 182, 183, 187, 190 In the Community: 18, 53 At the Zoo: 102, 124 In the Garden: 50, 65, 79 At the Museum: 118 • At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162
1.2.3 Fact and Opinion <ul style="list-style-type: none"> • Differentiate between real and make believe • State at least one important fact from informational text 	<ul style="list-style-type: none"> • At the Museum: 105, 128 • Ready, Set, Go: 92, 96 At School: 126, 132 At the Doctor's Office: 122, 127, 149
1.2.5 Inferences <ul style="list-style-type: none"> • Use illustration clues and story sequence to infer and predict what happens next in a story 	<ul style="list-style-type: none"> • At Home: 34, 38, 90 At School: 162 At the Park: 8, 14, 93 In the Community: 38, 62 At the Zoo: 118, 130 In the Garden: 6 At the Museum: 118, 122 •

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<ul style="list-style-type: none"> Decide if predications were confirmed 	
Standard 1.3: Reading, Analyzing and Interpreting Literature	
1.3.1 Analysis and Evaluation <ul style="list-style-type: none"> Select favorite book from many by same author 	<ul style="list-style-type: none">
1.3.2 Literary Genres <ul style="list-style-type: none"> Identify a variety of literary genre with teacher support 	<ul style="list-style-type: none"> <i>At the Museum:</i> 105, 128
1.3.3 Literary Elements <ul style="list-style-type: none"> Respond to questions about main characters, setting and events during a read aloud 	<ul style="list-style-type: none"> <i>At the Doctor's Office:</i> 155 <i>In the Garden:</i> 39, 40, 79
1.3.4 Literary Devices <ul style="list-style-type: none"> Recognize rhyming words in works of literature with teacher support 	<ul style="list-style-type: none"> <i>Ready, Set, Go:</i> 98, 105, 109, 110 <i>At Home:</i> 9, 13, 35, 39, 43 <i>At School:</i> 125, 131, 164, 174, 178, 188 <i>At the Park:</i> 11, 13, 45, 51, 63, 76, 78, 79, 90, 93, 99 <i>At the Doctor's Office:</i> 124, 152, 192 <i>In the Community:</i> 15, 16, 18, 52, 67 <i>At the Zoo:</i> 104, 121, 128, 132, 152, 155, 160, 165 <i>In the Garden:</i> 12, 48, 62, 76, 78 <i>At the Museum:</i> 94, 96, 104, 106, 122, 146, 158
Standard 1.4: Types of Writing	
1.4.1 Narrative <ul style="list-style-type: none"> Create illustration and write about it 	<ul style="list-style-type: none"> <i>At Home:</i> 17, 39, 41, 42 <i>At the Park:</i> 9 <i>At the Doctor's Office:</i> 158, 181 <i>In the Community:</i> 42, 65, 75 <i>At the Zoo:</i> 91, 97, 106 <i>In the Garden:</i> 35 <i>At the Museum:</i> 129
1.4.2 Informational <ul style="list-style-type: none"> Share information through pictures and dictated words 	<ul style="list-style-type: none"> <i>Ready, Set, Go:</i> 80, 92, 95 <i>At Home:</i> 17, 39, 41, 42 <i>At the Park:</i> 9 <i>At the Doctor's Office:</i> 158, 181 <i>In the Community:</i> 42, 65, 75 <i>At the Zoo:</i> 91, 97, 106 <i>In the Garden:</i> 35 <i>At the Museum:</i> 129
Standard 1.5: Quality of Writing	
1.5.1 Focus <ul style="list-style-type: none"> Illustrate and /or tell about a specific topic 	<ul style="list-style-type: none"> <i>Ready, Set, Go:</i> 106 <i>At School:</i> 152, 184, 185 <i>At the Park:</i> 16, 44, 72, 100 <i>At the Doctor's Office:</i> 126, 131, 152 <i>In the Community:</i> 13, 68 <i>At the Zoo:</i> 124, 152 <i>In the Garden:</i> 12, 42, 70 <i>At the Museum:</i> 100
1.5.2 Content <ul style="list-style-type: none"> Generate ideas for a picture, story or shared writing Identify and/or create illustrations that depict story detail 	<ul style="list-style-type: none"> Shared writing activities are available throughout the program. For example, see: <i>At Home:</i> 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <i>At School:</i> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <i>At the Park:</i> 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 <i>At the Doctor's Office:</i> 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 <i>In the Community:</i> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <i>At the Zoo:</i> 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162
1.5.3 Organization	<ul style="list-style-type: none"> <i>At Home:</i> 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <i>At</i>

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<ul style="list-style-type: none"> Write symbols, words or simple phrases that communicate an idea 	<p>School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p>
<p>1.5.6 Convention</p> <ul style="list-style-type: none"> Experiment with a variety of writing tools and surfaces Create letter forms using various materials Print letters in name using letter-like forms or conventional print 	<ul style="list-style-type: none"> In the Garden: 37, 39 At the Museum: 106 In the Garden: 37, 39 At the Museum: 106 Ready, Set, Go: 73 At Home: 7 At the Zoo: 149 At the Museum: 103
Standard 1.6: Speaking and Listening	
<p>1.6.1 Discussion</p> <ul style="list-style-type: none"> Listen and respond attentively to conversations Ask and answer relevant questions Follow two-step directions 	<ul style="list-style-type: none"> Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 72 At the Doctor's Office: 131, 152, 156, 164, 174, 180 In the Community: 45, 69, 73 At the Zoo: 120, 125, 146, 156 In the Garden: 36, 42, 64, 77 At the Museum: 147 Ready, Set, Go: 66, 67, 110 At Home: 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 At School: 121, 134, 147, 179, 185 At the Park: 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 At the Doctor's Office: 135, 148, 160, 165, 183, 185, 190 In the Community: 7, 11, 15, 38, 43, 62, 65, 78 At the Zoo: 104, 127, 130, 151, 157, 161 In the Garden: 7, 37, 41, 46, 51, 52, 74 At the Museum: 97, 109, 163
<p>1.6.2 Listening Skills</p> <ul style="list-style-type: none"> Share experience when asked Speak in simple sentences Recite rhymes, songs and familiar text in a group Answer questions 	<ul style="list-style-type: none"> Ready, Set, Go: 106 At School: 152, 184, 185 At the Park: 16, 44, 72, 100 At the Doctor's Office: 126, 131, 152 In the Community: 13, 68 At the Zoo: 124, 152 In the Garden: 12, 42, 70 At the Museum: 100 Ready, Set, Go: 80, 82 At Home: 66 At the Park: 41, 44 In the Community: 67, 68 At the Zoo: 96, 152 In the Garden: 12, 42
<p>1.6.3. Discussion</p> <ul style="list-style-type: none"> Communicate using detail when relating personal experiences Pose questions and listen to ideas of others Contribute to class discussion 	<ul style="list-style-type: none"> Ready, Set, Go: 106 At School: 152, 184, 185 At the Park: 16, 44, 72, 100 At the Doctor's Office: 126, 131, 152 In the Community: 13, 68 At the Zoo: 124, 152 In the Garden: 12, 42, 70 At the Museum: 100 Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 72 At the Doctor's Office: 131, 152, 156, 164, 174, 180 In the Community: 45, 69, 73 At the Zoo: 120, 125, 146, 156 In the Garden: 36, 42, 64, 77 At the Museum: 147

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	<ul style="list-style-type: none"> • Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 72 At the Doctor's Office: 131, 152, 156, 164, 174, 180 In the Community: 45, 69, 73 At the Zoo: 120, 125, 146, 156 In the Garden: 36, 42, 64, 77 At the Museum: 147
1.6.4 Presentation <ul style="list-style-type: none"> • Share information about an item of interest 	<ul style="list-style-type: none"> • Ready, Set, Go: 106 At School: 152, 184, 185 At the Park: 16, 44, 72, 100 At the Doctor's Office: 126, 131, 152 In the Community: 13, 68 At the Zoo: 124, 152 In the Garden: 12, 42, 70 At the Museum: 100
Standard 1.7: Characteristics and Functions of the English Language	
1.7.1 Communicating in More Than One Language <ul style="list-style-type: none"> • Use verbal and nonverbal language to communicate for a variety of purposes • Repeat a few words in a language other than native language 	<ul style="list-style-type: none"> • Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 72 At the Doctor's Office: 131, 152, 156, 164, 174, 180 In the Community: 45, 69, 73 At the Zoo: 120, 125, 146, 156 In the Garden: 36, 42, 64, 77 At the Museum: 147 •
Standard 1.8: Research	
1.8.1 Inquiry Based Process <ul style="list-style-type: none"> • Ask questions about topics of personal interest to gain information 	<ul style="list-style-type: none"> • At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum: 94, 150
1.8.2 Location of Information and Citing Sources <ul style="list-style-type: none"> • Locate information on identified topics using resources provided by teacher 	<ul style="list-style-type: none"> • Ready, Set, Go: 109 At the Park: 19, 47, 69, 75, 95 At the Doctor's Office: 119, 151 In the Community: 12, 51 In the Community: 67 At the Zoo: 123, 151 In the Garden: 11, 43 At the Museum: 95
1.8.3 Organization and Production of Final Product <ul style="list-style-type: none"> • Produce a simple project based on research with assistance 	<ul style="list-style-type: none"> •
Standard 1.9: Information, Communication And Technology Literacy	
1.9.1 Media and Technology Resources <ul style="list-style-type: none"> • Identify technology that can be used to gain information • Use age appropriate computer program after training 	<ul style="list-style-type: none"> • Ready, Set, Go: 109, 111 At Home: 7, 9, 10, 15, 35, 71, 101 At School: 127, 159, 179, 185 At the Park: 13, 69, 75, 77, 95, 103 At the Doctor's Office: 119, 131, 151, 159, 183 In the Community: 19, 41, 51, 67, 79 At the Zoo: 107, 127, 151 In the Garden: 11, 37, 39 At the Museum: 95, 151 • Ready, Set, Go: 109 At the Park: 19, 47, 69, 75, 95 At the Doctor's Office: 119, 151 In the Community: 12, 51 In the Community: 67 At the Zoo: 123, 151 In the Garden: 11, 43 At the Museum: 95
Partnerships for Learning	
Families, Learning Environments and Communities	
Standard 20.1: Connections:	

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Shared Understanding of Family and School Values, Philosophies and Cultures	
20.1.1 Information Exchange <ul style="list-style-type: none"> • Offer an on-site enrollment meeting where family can meet school personnel and observe the classroom where the child will be attending • Share families' and school routines and discuss any needed accommodations • Provide and regularly review a Parent Handbook that outlines program expectations and operating details • Offer parent-teacher school events that provide updates and give families opportunities to participate in school life • Identify home culture, language, and routines and how they might impact a child's adjustment to school • Discuss schedules, events or past experiences that may impact a child's school experience • Share instructional philosophies that help families understand the school structure 	<ul style="list-style-type: none"> • • • • • • •
Standard 20.1: Connections: Shared Understanding of Family and School Values, Philosophies and Cultures Standard Statement	
20.1.2 Home to School Connections <ul style="list-style-type: none"> • Identify family practices and traditions that should be included within the classroom • Work with families to identify books, songs and finger plays, dances, foods, and toys that should be included in the classroom or school 	<ul style="list-style-type: none"> • • • • •

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<p>environment; ask for donations</p> <ul style="list-style-type: none"> • Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly • Invite family members into the classroom to discuss cultural information with the children, to participate in classroom life, or to identify community locations or businesses that can be visited • Work with families to determine child's best classroom placement including when to transition from one to the next, personality types 	
<p>20.1.3 School to Home Connections</p> <ul style="list-style-type: none"> • Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, and culture barriers • Regularly send home information about the child's growth and progress and adjustment to the school setting • Discuss the program and classroom operational procedures such as absences, snow delays, payment, etc and learn if there are potential challenges for families, making accommodations as appropriate • Make available voluntary "at home" activities that families can complete with child, being sensitive to family structure and culture • Create an "open-classroom" policy where family members can visit or volunteer in the 	<ul style="list-style-type: none"> • • • • • •

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classroom or school <ul style="list-style-type: none"> • Where appropriate, complete home visit with family • Support families' efforts to build the child-child or family-family connection 	
Standard 20.2: Family Engagement	
20.2.1 Shared Governance or Decision-Making <ul style="list-style-type: none"> • Implement a family-school annual review of program operation • Develop and update annually a Parent Manual that details operational procedures • Establish conflict resolution policies that identify procedures for complaints or suggestions • Post regulations and program requirements in strategic locations within the school so family members can review it regularly • Offer training to Advisory or Board on shared governance 	<ul style="list-style-type: none"> • • • • •
20.2.2 Special Events and Activities <ul style="list-style-type: none"> • Learn families' interest and capacity for participation in specific events such as a holiday party, and graduation event • Offer family education events such as parenting classes, sign language, health and safety that reflect families' interests and needs • Incorporate unique cultural events or beliefs into classroom life 	<ul style="list-style-type: none"> • • •
Standard 20.3: Supporting Children's Learning	
20.3.1 Screening And Assessment <ul style="list-style-type: none"> • Identify screening, assessment and referral processes that include 	<ul style="list-style-type: none"> • • • •

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<ul style="list-style-type: none"> families' involvement • Utilize screening and assessment instruments that are aligned with the early learning standards • Assure that children are screened for health, mental health, dental, social-emotional, and cognitive development and the results are shared with families • Be familiar with community agencies that provide additional screenings or assessments upon referral • Provide information on child development and parenting that identifies age-appropriate skill development • Conduct age appropriate baseline and ongoing authentic assessments to identify strengths and areas of focus for future learning and development that are culturally-sensitive, delivered in the language requested by the family and whenever possible, incorporate family feedback • Utilize multiple sources of evidence to understand individual children's growth and development, including parent report, observations, and standardized checklists 	<ul style="list-style-type: none"> • • •
<p>20.3.2 Goal Development</p> <ul style="list-style-type: none"> • Use assessment results to lay the framework for understanding individual children's strengths and areas of need • Share with parents information about each child, including stages of development, interests and 	<ul style="list-style-type: none"> • • • •

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<p>assessed skill levels, identifying those that are on track and those that could use additional attention</p> <ul style="list-style-type: none"> • Meet periodically to discuss previously determined goals, identify any strengths or improvements and make new decisions about learning goals and activities • Periodically assess the learning environment and provided activities for age, linguistic and cultural appropriateness and modify if needed 	
Standard 20.3: Supporting Children's Learning	
<p>20.3.3 Ongoing Progress Review</p> <ul style="list-style-type: none"> • Classroom adults and families should work as a team to review children's goals and progress regularly and to develop new strategies that promote children's successful growth and development • Classroom staff and families should participate in a minimum of two face to face conferences to discuss children's developmental progress and other pertinent updates • Offer informal opportunities for family members to converse with classroom adults as needed about children's progress • Schools should offer a wide variety of materials and ideas that link home and school learning environments, offer information on child development and parenting and support 	<ul style="list-style-type: none"> • • • •

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parents' interest and participation in the child's learning process	
20.3.4 Community Supports <ul style="list-style-type: none"> • Identify and understand the services that are provided within the community and identify contacts within each to facilitate collaborative work • Develop ongoing information-sharing processes with other agencies who work with families • Create information-sharing processes with other educational or youth activity programs such as the local fitness center, or library • Develop and honor confidentiality policies regarding information exchange • Utilize community agency's suggestions to enhance classroom experiences for all children 	<ul style="list-style-type: none"> • • • • •
Standard 20.4: Transition	
20.4.1 Program Entry <ul style="list-style-type: none"> • Create processes and procedures for welcoming incoming families through enrollment meetings, sharing of expectations and values, parent handbooks and discussion of sensitive issues that may impact school success • Identify welcome strategies that excite children and families about their upcoming, new experience • Establish processes for information-sharing with sending schools • Develop strategies for communicating with community agencies with which incoming 	<ul style="list-style-type: none"> • • • •

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families have been involved for information exchange as well as parent interest in continuing	
<p>Standard 20.4: Transition</p> <ul style="list-style-type: none"> • Develop policies and procedures for transferring information about child's program participation to the next school location • Help family understand the expectations and schedules of the receiving school, mapping out strategies for success whenever possible • Work with receiving school to facilitate pen pals, visits, or other activities where the children can become familiar with the new school and stay in touch with the old school • Set up information-sharing processes with receiving school to discuss child's goals, progress, and interests 	<ul style="list-style-type: none"> • • • •
<p>20.4.3 Community Connections</p> <ul style="list-style-type: none"> • Identify and include child's participation in other schools or programs on information that is sent to receiving school –in transition • Develop relationship with local Early Intervention agencies, birth to three and three to five, and create process for information and referral exchange • Participate in the county Community Engagement Group and other community-collaborative agencies that advocate for early childhood locally and statewide early • Assure the program's representation at county or 	<ul style="list-style-type: none"> • • • • • • • •

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<p>community days</p> <ul style="list-style-type: none"> • Produce regularly-updated program brochures or promotional materials and distribute throughout the community • Arrange for information-sharing sessions with local school districts to develop shared expectations for entry and exit into the programs • Offer early childhood professional development to other community agencies • Invite community agencies to provide special seminars or workshops for families 	
Social and Emotional Development	
Learning About Myself And Others	
Standard 25.1: Self Concept (Identity)	
25.1.1 Self Awareness <ul style="list-style-type: none"> • Demonstrate awareness of self and one's own preferences • Know and state independent thoughts and feelings 	<ul style="list-style-type: none"> • Develops positive self-image and identifies personal characteristics; shows realistic appraisal of abilities and limitations: <i>Ready, Set, Go:</i> 92 <i>At Home:</i> 63, 66 <i>At School:</i> 147, 151, 180 <i>At the Park:</i> 16, 44, 63, 65, 72, 100 <i>At the Doctor's Office:</i> 126, 152, 180 <i>In the Community:</i> 12 <i>At the Zoo:</i> 106, 124, 152 <i>In the Garden:</i> 12, 42, 46, 70 <i>At the Museum:</i> 100 • <i>At School:</i> 147, 148, 150, 164 <i>At the Park:</i> 8 <i>In the Garden:</i> 37 <i>At the Museum:</i> 134
25.1.2 Understanding Emotions <ul style="list-style-type: none"> • Use socially-accepted ways to express emotions • Recognize and label basic feelings • Express feelings that are appropriate to the situation 	<ul style="list-style-type: none"> • <i>At School:</i> 148, 150, 151, 159, 164 <i>At the Park:</i> 10, 17 <i>In the Garden:</i> 39 • <i>At School:</i> 147, 148, 150, 164 <i>At the Park:</i> 8 <i>In the Garden:</i> 37 <i>At the Museum:</i> 134 • <i>At School:</i> 148, 150, 151, 159, 164 <i>At the Park:</i> 10, 17 <i>In the Garden:</i> 39
25.1.3 Competence <ul style="list-style-type: none"> • Show pride in own accomplishments • Choose materials and activities independently • Participate in new experiences with confidence and independence 	<ul style="list-style-type: none"> • • •
Standard 25.2: Self Regulation	

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25.2.1 Emotional Regulation <ul style="list-style-type: none"> • Ask for and accept offers of help when needed or appropriate • Know when to withhold expression of feelings in certain situations • Adjust to changes in routines and activities with guidance • Begin to understand the consequences of own behavior 	<ul style="list-style-type: none"> • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 • At School: 147, 148, 150, 164 At the Park: 8 In the Garden: 37 At the Museum: 134 • • At the Park: 23
25.2.2 Behavioral Regulation <ul style="list-style-type: none"> • Demonstrate increased self reliance in self-care activities • Follow the rules and routines in classroom and other settings with reminders • Use materials with purpose, safety and respect • Understand and follow simple classroom rules • Make transitions between activities after warning • Wait for teacher approval before acting in required situations • Recognize unsafe situations and tell an adult • Clean up or put away materials on own with teacher direction 	<ul style="list-style-type: none"> • At Home: 93, 94, 100, 101, 105 At School: 162 In the Community: 35 In the Garden: 53 • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 • • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 •
Standard 25.3: Pro-Social Relationships With Adults	
25.3.1 Trust <ul style="list-style-type: none"> • Seek help from familiar adults when needed • Respond to familiar adults' questions and directions • Engage in reciprocal conversation with familiar adults 	<ul style="list-style-type: none"> • Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 • Ready, Set, Go: 79, 92, 107 At Home: 37 At School: 147, 149, 160, 176, 178 At the Park: 6 At the Doctor's Office: 174 At the Museum: 90, 91, 93, 97, 105, 106, 109, 150 • Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 72 At the Doctor's Office: 131,

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	152, 156, 164, 174, 180 <i>In the Community:</i> 45, 69, 73 <i>At the Zoo:</i> 120, 125, 146, 156 <i>In the Garden:</i> 36, 42, 64, 77 <i>At the Museum:</i> 147
25.3.2. Attachment <ul style="list-style-type: none"> • Demonstrate affection for familiar adults through hugs, kisses or making gifts • Separate from familiar adults in a familiar setting with minimal distress • Show preference for one adult over another when more than one is present 	<ul style="list-style-type: none"> • • •
Standard 25.4: Pro-Social Relationships With Peers	
25.4.1 Social Identity <ul style="list-style-type: none"> • Imitate others' actions using social play or dramatic play situations • Initiate play with 1 or 2 peers • Play cooperatively with a few peers for sustained period of time • Cooperate in both large and small group activities that are facilitated by adults 	<ul style="list-style-type: none"> • <i>At Home:</i> 95, 97, 105, 107 <i>At School:</i> 125, 149, 177, 187 <i>At the Park:</i> 15, 23, 35, 45, 63, 71, 81 <i>At the Doctor's Office:</i> 123, 137, 149, 177 <i>In the Community:</i> 7, 17, 73 <i>At the Zoo:</i> 93, 135 <i>In the Garden:</i> 35, 53, 63, 79 <i>At the Museum:</i> 99, 105, 129, 155, 156, 161 • <i>Ready, Set, Go:</i> 67, 68 <i>At Home:</i> 10, 19, 43, 66 <i>At School:</i> 125, 174, 181, 183, 185, 186, 187, 189 <i>At the Park:</i> 51, 53 <i>At the Doctor's Office:</i> 127 <i>At the Zoo:</i> 128, 134 <i>At the Museum:</i> 126 • <i>Ready, Set, Go:</i> 107, <i>At Home:</i> 8, 48 <i>At School:</i> 133, 135, 159, 175, 185, 187 <i>At the Park:</i> 81 <i>In the Community:</i> 7, 17, 21 <i>At the Zoo:</i> 107, 123, 137 <i>In the Garden:</i> 7, 67, 73 • <i>Ready, Set, Go:</i> 107, <i>At Home:</i> 8, 48 <i>At School:</i> 133, 135, 159, 175, 185, 187 <i>At the Park:</i> 81 <i>In the Community:</i> 7, 17, 21 <i>At the Zoo:</i> 107, 123, 137 <i>In the Garden:</i> 7, 67, 73
25.4.2 Respect And Empathy <ul style="list-style-type: none"> • Respond with empathy to others who are upset • Seek help from peers • Share and take turns with adult guidance • Respect feelings and belongings of peers • Solve simple conflicts with peers with independence • Demonstrate polite and respectful interactions • Demonstrate respect for children's differences 	<ul style="list-style-type: none"> • <i>At School:</i> 148, 150, 151, 159, 164 <i>At the Park:</i> 10, 17 <i>In the Garden:</i> 39 • <i>Ready, Set, Go:</i> 67, 68 <i>At Home:</i> 10, 19, 43, 66 <i>At School:</i> 125, 174, 181, 183, 185, 186, 187, 189 <i>At the Park:</i> 51, 53 <i>At the Doctor's Office:</i> 127 <i>At the Zoo:</i> 128, 134 <i>At the Museum:</i> 126 • <i>Ready, Set, Go:</i> 67, 68 <i>At Home:</i> 10, 19, 43, 66 <i>At School:</i> 125, 174, 181, 183, 185, 186, 187, 189 <i>At the Park:</i> 51, 53 <i>At the Doctor's Office:</i> 127 <i>At the Zoo:</i> 128, 134 <i>At the Museum:</i> 126 • <i>At School:</i> 148, 150, 151, 159, 164 <i>At the Park:</i> 10, 17 <i>In the Garden:</i> 39 • <i>At School:</i> 160, 162, 164 <i>At the Park:</i> 93 <i>At the Museum:</i> 108 • <i>Ready, Set, Go:</i> 75 <i>At Home:</i> 80 <i>At the Park:</i> 34, 45, 62, 72, 78, 80 <i>At the Doctor's Office:</i> 179 <i>In the Community:</i> 6 <i>At the Zoo:</i> 157 <i>In the Garden:</i> 6, <i>At the Museum:</i> 147

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