

Correlation of:
Let's Begin with the Letter People[®]

to

**Michigan Early Childhood Standards
of Quality for Prekindergarten**



**Austin, TX
800-227-9120
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**Abrams Let's Begin with the Letter People Correlated to
Michigan Early Childhood Standards of Quality for Prekindergarten**

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| Approaches to Learning | |
| 1. Early Learning Expectation: Children show increasing initiative and curiosity about their work and play in all areas of the curriculum. [HSCOF-ATL 6.1.3, 7.1.1, 7.1.2, 7.1.3, 7.1.4] | |
| Children typically: | |
| 1. Choose to participate in an increasing variety of tasks and activities using all five senses. | 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 |
| 2. Make choices and value decisions as they solve the problems in their work and play. | In the Garden: 73 At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 At the Museum: 134 |
| 3. Become more comfortable with taking risks and with generating their own ideas. | 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 |
| 4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence. | At Home: 8, 50 At the Park: 17, 63, 81 |
| 5. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. | 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 |
| 6. Demonstrate comfort with open-ended questions and problems. | At Home: 18, 22, 35, 37, 74, 75, 90 At the Park: 6, 22, 62, 74, 91, 95 In the Community: 80 At the Zoo: 94 At the Museum: 148, 150 |
| 7. Value the uniqueness of their own work. | At the Park: 37 In the Community: 19, 65, 37, 77 In the Garden: 8, 17, 64 At the Museum: 120, 121, 124, 153 |
| 2. Early Learning Expectation: Children show increasing engagement and persistence in their work and play in all areas of the curriculum. [HSCOF-ATL 5.2.3, 6.1.2, 7.2.1, 7.2.2, 7.2.3, 7.3.1, 7.3.2] | |
| Children typically: | |
| 1. Grow in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. | 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 |
| 2. Demonstrate increasing ability to set goals and develop and follow through on plans. | Provides opportunities: 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 |
| 3. Show growing capacity to maintain concentration in spite of distractions and interruptions. | Ready, Set, Go: 96, 100, 104 At Home: 37, 95 At School: 131, 132 At the Park: 9 In the Garden: 7, 42, 45, 49, 65, 81 |
| 4. Begin to demonstrate the ability to follow a sequence of | Ready, Set, Go: 66, 67, 110 At Home: 7, 15, 23, 43, 48, |

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| steps to create a finished project. | 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 |
| 5. Grow in the ability to plan individually, in small groups, and with the whole class. | 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 |
| 3. Early Learning Expectation: Children show increasing invention and imagination in their work and play in all areas of the curriculum. [HSCOF-ATL 7.3.1, 7.3.2] | |
| Children typically: | |
| 1. Experiment, explore, and ask questions freely. | 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 |
| 2. Try new things and take risks. | At the Museum: 95 At School: 156, 161 In the Garden: 67 |
| 3. Problem solve using a variety of strategies. | In the Garden: 73 At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 At the Museum: 134 |
| 4. Grow in their ability to elaborate on their original ideas. | In the Community: 67, 68 At the Zoo: 96, 124, 152 In the Garden: 12, 42, 81 At the Museum: 124 |
| 5. Increasingly show originality and flexibility in their work. | At the Park: 81 At the Doctor's Office: 132 In the Community: 48, 80 At the Zoo: 91, 165 |
| 6. Use more and more complex scenarios in play. | At Home: 91, At School: 177 At the Doctor's Office: 127 In the Community: 63 At the Zoo: 137 In the Garden: 11 |
| 7. Explore movement, music, and a variety of artistic modes. | 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 |
| Intellectual Development | |
| 1. Early Learning Expectation: Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment. [HSCOF-ID 7.3.3] | |
| Children typically: | |
| 1. Explore and identify the characteristics of objects, including their similarities and differences. | Ready, Set, Go: 70 At the Park: 62, 69, 77 At the Zoo: 162 In the Garden: 15 |
| 2. Progress from categorizing objects and events using one attribute to categorize the same set of objects or events in multiple ways. | 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 |
| 3. Can provide reasons for grouping objects in particular ways. | Provides opportunities: 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 |
| 4. Can classify objects and events by identifying sets of large groups; e.g., all horses and all dogs are animals, all houses are buildings. | Ready, Set, Go: 96, 100, 104, 108 At Home: 17, 21, 37, 49, 50 At School: 152 At the Park: 14, 15, 18, 22, 34, 38, 42, 46, 49, 50, 62, 66, 69, 70, 74, 78, 90, 94, 98, 102, |

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| | 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 |
| 5. Can progress from sequencing objects and events by using one attribute to sequencing the same set of objects or events in multiple ways, providing reasons for sequencing in particular ways. | Provides opportunities: Ready, Set, Go : 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 |
| 2. Early Learning Expectation: Children represent what they understand about the world through actions, objects, and words. | |
| Children typically: | |
| 1. Recognize symbols in the environment; e.g., traffic signals, signs. | Provides opportunities: Ready, Set, Go : 105 <i>At Home</i> : 24, 52, 93 <i>At School</i> : 130, 136, 162, 190 <i>At the Park</i> : 9, 52, 106 <i>At the Doctor's Office</i> : 124 <i>In the Community</i> : 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 <i>At the Museum</i> : 128 |
| 2. Use symbols to represent their thoughts and ideas through play and expressive language. | <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 |
| 3. Early Learning Expectation: Children gain, organize, and use information in increasingly complex ways. [HSCOF-ID 4.1.5] | |
| Children typically: | |
| 1. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know. | <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 |
| 2. Share through words or actions the acquisition of increasingly complex concepts. | <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, 42, 63 <i>At the Museum</i> : 153 |
| 4. Early Learning Expectation: Children move from solving problems through trial and error to | |

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| beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions. [HSCOF-ID 4.2.4] | |
| Children typically: | |
| 1. Demonstrate problem-solving skills in their hands-on activities. | 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 |
| 2. Increase their ability to observe attentively. | 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. Increase their ability to ask questions appropriate to the circumstance. | 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 |
| 4. Increase their ability to predict outcomes by checking out and evaluating their predictions. | At Home: 20, 48, 53, 79 At School: 153 At the Park: 14, 52, 62 At the Doctor's Office: 185 In the Community: 19 At the Zoo: 109 In the Garden: 7, 13, 16, 35, 42, 63 At the Museum: 153 |
| 5. Try a variety of ways of solving problems. | At Home: 78 In the Garden: 40, 43, 44, 47, 73 At the Museum: 94, 96, 101, 104, 108 |
| 6. Demonstrate enjoyment in solving their own problems. | At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 At the Museum: 134 |
| Social and Emotional Development | |
| 1. Early Learning Expectation: Children develop and exhibit a healthy sense of self. [HSCOF-SED 6.1.1, 6.5.1] | |
| Children typically: | |
| 1. Develop greater self awareness. | At School: 148, 150, 151, 159, 164 At the Park: 10, 17 In the Garden: 39 |
| 2. Continue to develop personal preferences. | Ready, Set, Go: 92 At Home: 63, 66 At School: 147, 151, 180 At the Park: 16, 44, 63, 65, 72, 100 At the Doctor's Office: 126, 152, 180 In the Community: 12 At the Zoo: 106, 124, 152 In the Garden: 12, 42, 46, 70 At the Museum: 100 |
| 3. Demonstrate growing confidence in expressing their feelings, needs and opinions. | At School: 147, 148, 150, 164 At the Park: 8 In the Garden: 37 At the Museum: 134 |
| 4. Become increasingly more independent. | At Home: 8, 50 At the Park: 17, 63, 81 |
| 5. Recognize and have positive feelings about their own gender, family, race, culture and language. | Provides opportunities: Ready, Set, Go: 92 At Home: 63, 66 At School: 147, 151, 180 At the Park: 16, 44, 63, 65, 72, 100 At the Doctor's Office: 126, 152, 180 In the Community: 12 At the Zoo: 106, 124, 152 In the Garden: 12, 42, 46, 70 At the Museum: 100 |
| 6. Identify a variety of feelings and moods (in themselves and others). | At School: 147, 148, 150, 164 At the Park: 8 In the Garden: 37 At the Museum: 134 |
| 2. Early Learning Expectation: Children show increasing ability to regulate how they express their emotions. [HSCOF-SED 6.2.3] | |
| Children typically: | |
| 1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions. | At Home: 22 |
| 2. Grow in their ability to follow simple, clear, and consistent directions and rules. | 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, |

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| | 185 <i>At the Park:</i> 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 <i>At the Doctor's Office:</i> 135, 148, 160, 165, 183, 185, 190 <i>In the Community:</i> 7, 11, 15, 38, 43, 62, 65, 78 <i>At the Zoo:</i> 104, 127, 130, 151, 157, 161 <i>In the Garden:</i> 7, 37, 41, 46, 51, 52, 74 <i>At the Museum:</i> 97, 109, 163 |
| 3. Use materials purposefully, safely, and respectfully more and more of the time. | <i>At Home:</i> 91 <i>At School:</i> 125 <i>At the Park:</i> 99 <i>At the Doctor's Office:</i> 119, 151, 193 <i>In the Community:</i> 39, 69 <i>At the Zoo:</i> 105 |
| 4. Begin to know when and how to seek help from an adult or peer. | <i>Ready, Set, Go:</i> 105 <i>At Home:</i> 24, 52, 93 <i>At School:</i> 130, 136, 162, 190 <i>At the Park:</i> 9, 52, 106 <i>At the Doctor's Office:</i> 124 <i>In the Community:</i> 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 <i>At the Museum:</i> 128 |
| 5. Manage transitions and follow routines most of the time. | Children have the opportunity to meet this expectation throughout the transitions each day. |
| 6. Can adapt to different environments. | Provides opportunities: <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 |
| 3. Early Learning Expectation: Children develop healthy relationships with other children and adults. [HSCOF-SED 6.2.1, 6.2.2, 6.3.1, 6.3.2, 6.3.3, 6.4.1, 6.4.2, 6.4.3] | |
| Children typically: | |
| 1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults. | <i>Ready, Set, Go:</i> 106, 107 <i>At Home:</i> 10, 37, 53, 66, <i>At School:</i> 135, 146, 148, 149, 176, 187 <i>At the Park:</i> 9, 16, 20, 23, 25, 34, 37, 39, 72 <i>At the Doctor's Office:</i> 131, 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 |
| 2. Begin to develop and practice the use of problem-solving and conflict resolution skills. | <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 |
| 3. Recognize similarities and differences in people (gender, family, race, culture, language). | Provides opportunities: <i>At Home:</i> 67, 73 <i>At the Park:</i> 64 <i>At the Museum:</i> 146, 147, 149, 157 |
| 4. Increase their capacity to take another's perspective. | <i>At School:</i> 148, 150, 151, 159, 164 <i>At the Park:</i> 10, 17 <i>In the Garden:</i> 39 |
| 5. Show increasing respect for the rights of others. | Provides opportunities: <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 |
| 6. Show progress in developing and keeping friendships. | <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 |
| 7. Participate successfully as a group member. | <i>Ready, Set, Go:</i> 106, 107 <i>At Home:</i> 10, 37, 53, 66, <i>At School:</i> 135, 146, 148, 149, 176, 187 <i>At the Park:</i> 9, 16, 20, 23, 25, 34, 37, 39, 72 <i>At the Doctor's Office:</i> 131, 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 |
| 8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community. | <i>At the Park:</i> 15, 39, 51 <i>In the Garden:</i> 6 |
| Language and Early Literacy Development | |
| 1. Early Learning Expectation: Children begin to understand written language read to them from a variety of meaningful materials, use reading-like | |

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| behaviors, and make progress towards becoming conventional readers. | |
| Children typically: | |
| A. In comprehension strategies: [HSCOF-LD 1.1.3, L 2.2.1, 2.2.2] [GLCER. WS.00.11 -.12 ; R.NT.00.01-.05; R.IT.00.01-.04; R.CM.01-.06; RP.00.01-.03] | |
| 1. Retell a few important events and ideas they have heard from written materials; e.g., in stories and in books about things and events. | 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 |
| 2. Enlarge their vocabularies with words from conversation, instructional materials and activities with peers and adults. | 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 |
| 3. Use different strategies for understanding written materials; e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions. | 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 |
| 4. Demonstrate reading-like behaviors with familiar written materials; i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time . . ."); using patterns and vocabulary that occur in printed material to making use of printed text; e.g., trying out what one is learning about words and sounds. | At Home: 8, 34, 100, 103, At School: 122, 186 At the Park: 6, 16, 24, 93 At the Doctor's Office: 175, 192, 193 In the Community: 36, 64, 71 At the Zoo: 108, 118, 130, 164 In the Garden: 7, 52, 65 At the Museum: 126, 151 |
| 5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy). | Provides opportunities: At Home: 91 At School: 125 At the Park: 66, 73 In the Community: 21, 69 At the Zoo: 105 |
| B. In print and alphabetic knowledge: [HSCOF-L 2.1.3, 2.1.5, 2.3.5, 2.5.1, 2.5.2, 2.5.3, 2.5.4] [GLCE-R.WS.00.03-.09; R.FL.00.01] | |
| 1. Show progress in identifying and associating letters with their names and sounds. | 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 |
| 2. Recognize a few personally meaningful words including their own name, "mom," "dad," signs, and other print in their environment. | Ready, Set, Go: 93, 97 At Home: 7, 11, 21, 40, 73, 78, 96, 97, 108 At School: 124, 146, 156, 180, 192 At the Park: 12, 40, 68 At the Doctor's Office: 123, 153, 154, 155, 184 In the Community: 6, 7, 46, 74 At the Zoo: 94, 95, 98, 122, 123, 151 In the Garden: 11, 39, 66, 71, 79 At the Museum: 95, 98, 100, 126, 147, 151, 157, 158 |
| 3. Participate in play activities with sounds; e.g., rhyming games, finger plays. | Ready, Set, Go: 98, 105, 109, 110 At Home: 9, 13, 35, 39, 43 At Home: 95, 101 At School: 125, 131, 164, 174, 178, 188 At the Park: 11, 13, 45, 51, 63, 76, 78, 79, 90, 93, 99 At the Doctor's Office: 124, 152, 192 In the Community: 15, 16, 18, 52, 67 At the Zoo: 104, 121, 128, 132, 152, 155, 160, 165 In the Garden: 12, 48, 62, 76, 78 At the Museum: 94, 96, 104, 106, 122, 146, 158 |
| C. In concepts about reading: [HSCOF-L 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.3.4] [GLCE-R.MT.01-.04; R.CS.00.01; R.AT.00.01-.02] | |
| 1. Understand that ideas can be written and then read by others. | Ready, Set, Go: 80 |

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| <p>2. Understand print and book handling concepts including directionality, title, etc.</p> | <p>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</p> |
| <p>3. Understand that people read for many purposes; e.g., enjoyment, information, to understand directions.</p> | <p>Provides opportunities: 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</p> |
| <p>4. Understand that printed materials have various forms and functions; e.g., signs, labels, notes, letters, types.</p> | <p>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</p> |
| <p>5. Develop an understanding of the roles of authors and illustrators.</p> | <p>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</p> |
| <p>2. Early Learning Expectation: Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes. [HSCOF-L 2.4.1, 2.4.2, 2.4.3, 2.4.4] [GLCER. GM.00.01-.04; R.PR.00.01-.04; R.PS.00.01; R.SP.00.01-.02; R.HW.00.01-.03; R.AT.00.01]</p> | |
| <p>Children typically:</p> | |
| <p>1. Begin to understand that their ideas can be written and then read by themselves or others.</p> | <p>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</p> |
| <p>2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.</p> | <p>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,</p> |

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| | 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162 |
| 3. Begin to develop an understanding of purposes for writing; e.g., lists, directions, stories, invitations, labels. | Ready, Set, Go: 80 At Home: 77 |
| 4. Represent their own or imaginary experiences through writing (with/without illustrations). | Provides opportunities: At the Park: 81 At the Doctor's Office: 132 In the Community: 48, 80 At the Zoo: 91, 165 |
| 5. Begin to write familiar words such as their own name. | Ready, Set, Go: 73 At Home: 7 At the Zoo: 149 At the Museum: 103 |
| 6. Attempt to read or pretend to read what they have written to friends, family members, and others. | At the Museum: 95 |
| 7. Show beginnings of a sense of the need to look over and modify their writings and drawings; e.g., adding to picture or writing. | |
| 8. Develop greater control over the physical skills needed to write letters and numbers. | 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: 11, 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 |
| 3. Early Learning Expectation: Children develop abilities to express themselves clearly and communicate ideas to others. [HSCOFD 1.2.1, 1.2.2, 1.2.3, 1.2.4; L 2.1.1, 2.1.2, 2.1.4, 2.2.3] [GLCER. WS.00.01-.02, .10; R.CN.00.01-.04; R.DS.00.01-.04] | |
| Children typically: | |
| 1. Use spoken language for a variety of purposes; e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others. | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100 |
| 2. Show increasing comfort and confidence when speaking to adults and peers. | 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 |
| 3. Experiment and play with sounds; e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness. | Ready, Set, Go: 98, 105, 109, 110 At Home: 9, 13, 35, 39, 43 At Home: 95, 101 At School: 125, 131, 164, 174, 178, 188 At the Park: 11, 13, 45, 51, 63, 76, 78, 79, 90, 93, 99 At the Doctor's Office: 124, 152, 192 In the Community: 15, 16, 18, 52, 67 At the Zoo: 104, 121, 128, 132, 152, 155, 160, 165 In the Garden: 12, 48, 62, 76, 78 At the Museum: 94, 96, 104, 106, 122, 146, 158 |
| 4. Continue to develop vocabulary by using words learned from stories and other sources in conversations. | 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 |
| 5. Speak in increasingly more complex combinations of words and in sentences. | 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 |
| 6. Understand the roles of the participants in conversation; e.g., taking turns in conversation and | Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, |

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| relating their own comments to what is being talked about; asking relevant questions. | 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 |
| 7. Take part in different kinds of roles as a speaker; e.g., part of a group discussion, role-playing, fantasy play, storytelling and retelling. | 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 |
| 8. Use nonverbal expressions and gestures to match and reinforce spoken expression. | At Home: 71, At School: 176, 187 At the Park: 15, At the Doctor's Office: 131 In the Community: 36 At the Zoo: 135 In the Garden: 47 At the Museum: 157 |
| 9. Show progress in speaking both their home language and English (if non-English-speaking children). | Provides opportunities: 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 |
| 10. If appropriate, show progress in learning alternative communication strategies such as sign language. | 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 |
| 4. Early Learning Expectation: Children grow in their capacity to use effective listening skills and understand what is said to them. [HSCOF-LD 1.1.1, 1.1.2, 1.1.4] [GLCE-R.CN.00.01-.05] | |
| Children typically: | |
| 1. Gain information from listening; e.g., to conversations, stories, songs, poems. | 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 |
| 2. Show progress in listening to and following spoken directions. | 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 |
| 3. Show progress in listening attentively, avoiding interrupting others. | 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 |

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| 4. Respond with understanding to speech directed at them. | 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 |
| 5. Understand the concept and role of an audience; e.g., being part of an audience, being quiet, being considerate, looking at the speaker. | Provides opportunities: At the Park: 37 In the Community: 19, 65, 37, 77 In the Garden: 8, 17, 64 At the Museum: 120, 121, 124, 153 |
| 6. Understand and respond appropriately to non-verbal expressions and gestures. | Provides opportunities: 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 |
| 7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children). | 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 |
| 5. Early Learning Expectation: Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically. | |
| Children typically: | |
| 1. View multimedia materials for a variety of purposes; e.g., to gain information, for pleasure, to add to their understanding of written materials. | Ready, Set, Go: 109 At Home: 35, 107 At the Park: 47, 69 At the Zoo: 151 In the Garden: 11, 43 At the Museum: 95, 99, 123, 131 |
| 2. Use different strategies for understanding multimedia; e.g., making predictions using what they already know, using the structure of the media, linking themselves and their experiences to the content of the media, asking relevant questions. | 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 |
| 3. Begin to compare information across sources, question the content and producer's choices, and discriminate between fantasy and reality (critical viewing). | |
| 6. Early Learning Expectation: Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners. | |
| Children typically: | |
| 1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity. | 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 |
| 7. Early Learning Expectation: Children begin to understand that communication is diverse and that people communicate in a variety of ways. | |
| Children typically: | |
| 1. Understand that some people communicate in different | Adaptations for ELL children can be found in every |

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| languages and other forms of English. | teaching unit. |
| 2. Become aware of the value of the language used in their homes. | |
| 3. Become aware of alternate forms of communication; e.g., Braille, sign language, lip reading. | |
| 4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication. | |
| Creative Development | |
| 1. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through experiences in the visual arts. [HSCOF-CD 5.2.1, 5.2.2] | |
| Children typically: | |
| 1. Can use their own ideas to draw, paint, mold, and build with a variety of art materials; e.g., paint, clay, wood, materials from nature such as leaves. | At the Park: 81 At the Doctor's Office: 132 In the Community: 48, 80 At the Zoo: 91, 165 |
| 2. Begin to plan and carry out projects with increasing persistence. | Provides opportunities: 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 |
| 3. Begin to show growing awareness and use of artistic elements; e.g., line, shape, color, texture, form. | 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 |
| 4. Create representations that contain increasing detail. | |
| 2. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences. [HSCOF-CD 5.1.1, 5.1.2] | |
| Children typically: | |
| 1. Participate in musical activities; e.g., listening, singing, finger plays, singing games, and simple performances with others. | 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 |
| 2. Begin to understand that music comes in a variety of musical styles. | |
| 3. Begin to understand and demonstrate the components of music; e.g., tone, pitch, beat, rhythm, melody. | |
| 4. Become more familiar with and experiment with a variety of musical instruments. | At Home: 91, 105 At the Park: 37 At the Museum: 121, 124 |
| 3. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through movement experiences. [HSCOF-CD 5.3.1, 5.3.2] | |
| Children typically: | |
| 1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement. | |
| 2. Begin to show awareness of contrast through use of dance elements; e.g., time: fast/slow; space: high/middle/low; energy: hard/soft. | 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 |
| 3. Begin to identify and create movement in place and through space. | |
| 4. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through dramatic play. [HSCOF-CD 5.4.1, 5.4.2] | |
| Children typically: | |

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| 1. Grow in the ability to pretend and to use objects as symbols for other things. | The entire program is organized around dramatic play settings. Children have the opportunity to pretend and use dramatic play to learn each day. Selected examples include: 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 |
| 2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings. | |
| 3. Begin to understand components of dramatic play; e.g., body, voice. | |
| 4. Contribute ideas and offer suggestions to build the dramatic play theme. | |
| 5. Begin to differentiate between fantasy and reality. | |
| 5. Early Learning Expectation: Children develop rich and rewarding aesthetic lives. [HSCOF-CD 5.2.4] | |
| Children typically: | |
| 1. Develop healthy self-concepts through creative arts experiences. | At the Park: 81 At the Doctor's Office: 132 In the Community: 48, 80 At the Zoo: 91, 165 |
| 2. Show eagerness and pleasure when approaching learning through the creative arts. | Provides opportunities: 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 |
| 3. Show growing satisfaction with their own creative work and growing respect for the creative work of others. | At the Park: 37 In the Community: 19, 65, 37, 77 In the Garden: 8, 17, 64 At the Museum: 120, 121, 124, 153 |
| 4. Can use alternative forms of art to express themselves depending on the avenues available to them; e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired. | 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 |
| 5. Are comfortable sharing their ideas and work with others. | Provides opportunities: At the Park: 37 In the Community: 19, 65, 37, 77 In the Garden: 8, 17, 64 At the Museum: 120, 121, 124, 153 |
| 6. Use the creative arts to express their view of the world. | At the Park: 81 At the Doctor's Office: 132 In the Community: 48, 80 At the Zoo: 91, 165 |
| 7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art. | |
| 8. Begin to appreciate their artistic heritage and that of other cultures. | |
| 9. Can talk about their creations with peers and adults. | |
| 10. Begin to develop creative arts vocabulary. | |
| Physical Development and Health | |
| 1. Early Learning Expectation: Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health. [HSCOF-PDH 8.3.2] | |
| Children typically: | |
| 1. Begin to recognize and learn the names of body parts and their locations. | At Home: 62, 63, 66, 67, 69, 71, 101 At School: 118 |
| 2. Begin to understand spatial awareness for themselves, others, and their environment. | In the Community: 21, 77 At the Museum: 105 |
| 3. Participate actively and on a regular basis, in games, outdoor play, and other forms of exercise that enhance physical fitness. | 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 |
| 2. Early Learning Expectation: Children experience growth in gross motor development and use large | |

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| muscles to improve a variety of gross motor skills in both structured and unstructured settings. [HSCOF-PDH 8.2.1, 8.2.2, 8.3.1] | |
| Children typically: | |
| 1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | 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 |
| 2. Show their ability to use different body parts in a rhythmic pattern. | 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 |
| 3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina. | 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 |
| 3. Early Learning Expectation: Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings. [HSCOF-PDH 8.1.1, 8.1.2, 8.1.3] | |
| Children typically: | |
| 1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools; e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology. | 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 |
| 2. Use fine motor skills they are learning in daily activities; e.g., dressing themselves. | At Home: 39 At School: 181 At the Zoo: 137 |
| 4. Early Learning Expectation: Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition. | |
| Children typically: | |
| 1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others. | 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 |
| 2. Take pride in their own abilities and increase self-motivation. | Ready, Set, Go: 92 At Home: 63, 66 At School: 147, 151, 180 At the Park: 16, 44, 63, 65, 72, 100 At the Doctor's Office: 126, 152, 180 In the Community: 12 At the Zoo: 106, 124, 152 In the Garden: 12, 42, 46, 70 At the Museum: 100 |
| 3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others. | At Home: 67, 73 At the Park: 64 At the Museum: 146, 147, 149, 157 |
| 5. Early Learning Expectation: Children begin to have knowledge about and make age-appropriate healthy choices in daily life. [HSCOF-PDH 8.3.3, 8.3.4] | |
| Children typically: | |
| 1. Show growing independence in keeping themselves clean and in their personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting. | At Home: 93, 94, 100, 101, 105 At School: 162 In the Community: 35 In the Garden: 53 |
| 2. Grow in understanding of the importance of good health and its relationship to physical activity. | Provides opportunities: At Home: 69, 100 At School: 129 At the Park: 70 At the Doctor's Office: 118, 120, 121, 128, 137 |

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| 3. Talk about ways to prevent spreading germs and diseases to other people. | Provides opportunities: At Home: 93, 94, 100, 101, 105 At School: 162 In the Community: 35 In the Garden: 53 |
| 4. Develop an understanding of basic oral hygiene. | At Home: 93, 94, 100, 101, 105 At School: 162 In the Community: 35 In the Garden: 53 |
| 5. Begin to be able to recognize activities that contribute to the spread of communicable diseases; e.g., sharing of cups, eating utensils, hats, clothing, foods. | |
| 6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a "sore neck") and common instruments used in diagnosing disease; e.g., thermometer, x-ray machines. | |
| 7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health (e.g., smoking, poisonous materials, edible, non-edible items such as plants/berries), and appropriate use of medication. | 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 |
| 6. Early Learning Expectation: Children recognize that they have a role in preventing accidents or potential emergencies. Children typically: | |
| 1. Begin to learn appropriate safety procedures; e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water. | |
| 2. Identify persons to whom they can turn for help in an emergency situation. | |
| 3. Begin to know important facts about themselves; e.g., their full name, address, phone number, parent's name. | 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 |
| 4. Become aware of issues relative to personal safety; e.g., inappropriate touching, good and bad secrets, learning how to say 'No' to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation. | |
| 5. Begin to learn the correct procedure for self-protection in emergency situations; e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of others' blood and vomit. | |
| 7. Early Learning Expectation: Children become aware of and begin to develop nutritional habits that contribute to good health. | |
| Children typically: | |
| 1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals. | At Home: 69, 100 At School: 129 At the Park: 70 At the Doctor's Office: 118, 120, 121, 128, 137 |
| 2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults. | At the Doctor's Office: 118, 120, 121, 128 |
| 3. Use age/developmentally-appropriate eating utensils safely and correctly. | |
| 4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions. | All cooking activities in the program include caution notes regarding allergies, food restrictions, and choking hazards. |
| Early Learning in Mathematics | |
| 1. Early Learning Expectation: Children begin to develop processes and strategies for solving mathematical problems. [HSCOF-M 3.1.1, 3.1.2] | |
| Children typically: | |

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| 1. Try to solve problems in their daily lives using mathematics; e.g., how many napkins are needed. | At Home: 74, 78 At the Park: 53 In the Community: 49 At the Zoo: 147 In the Garden: 40, 43, 44, 47 At the Museum: 94, 96, 101, 104, 108 |
| 2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them; e.g., distribute crackers. | At Home: 65, 74, 75 At School: 131 In the Garden: 45 73 |
| 3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences. | At Home: 78 In the Garden: 40, 43, 44, 47 At the Museum: 94, 96, 101, 104, 108 |
| 4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations. | At Home: 73, 101, 104 At School: 131 At the Park: 69, 73, 101 At the Doctor's Office: 126, 180 In the Community: 41 At the Zoo: 161 At the Museum: 97, 160 |
| 2. Early Learning Expectation: Children begin to develop skills of comparing and classifying objects, relationships and events in their environment. [HSCOFM 3.2.4, 3.2.1, 3.3.2, 3.3.3] | |
| Children typically: | |
| 1. Can describe, match, and sort. | 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 |
| 2. Identify likenesses and differences. | At Home: 67, 73 At the Park: 64 At the Museum: 146, 147, 149, 157 |
| 3. Can place objects or events in order, according to a given criterion; e.g., color, shape, size, time. | At School: 179 At the Doctor's Office: 150, 164, 178, 179, 181, 188, 190, 192 In the Community: 19 At the Zoo: 152, 159 In the Garden: 34, 66, 68 At the Museum: 125 |
| 4. Recognize that the same group can be sorted and classified in more than one way. | Provides opportunities: 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 |
| 5. Can describe why they group or sequence in a particular way. | Provides opportunities: In the Community: 75 In the Garden: 71 At the Museum: 164 |
| 3. Early Learning Expectation: Children begin to develop the ability to seek out and to recognize patterns in everyday life. | |
| Children typically: | |
| 1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures. | 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 |
| 2. Identify patterns in their environment. | In the Garden: 65, 71 |
| 3. Investigate patterns and describe relationships. | At the Park: 94, 95, 96, 98, 99, 101, 102 At the Doctor's Office: 125 |
| 4. Recognize patterns in various formats; e.g., things that can be seen, heard, felt. | Provides opportunities: In the Garden: 65, 71 |
| 4. Early Learning Expectation: Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems. | |
| Children typically: | |
| 1. Can generate problems that involve predicting, | Ready, Set, Go: 96, 100, 104, 108 At Home: 17, 21, 37, |

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| collecting, and analyzing information. | 49, 50 At School: 152 At the Park: 14, 15, 18, 22, 34, 38, 42, 46, 49, 50, 62, 66, 69, 70, 74, 78, 90, 94, 98, 102, 106 At the Doctor's Office: 118, 122, 126, 130, 134, 146, 148, 150, 158, 162, 174, 178, 180, 182, 186, 190 In the Community: 10, 14, 17, 18, 22, 34, 38, 41, 42, 46, 50, 62, 64, 66, 67, 70, 72, 74, 78, 79 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 132, 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, 160, 162 |
| 2. Use simple estimation to make better guesses. | Provides opportunities: In the Garden: 40, 94 |
| 5. Early Learning Expectation: Children explore and discover simple ways to measure. [HSCOF-3.3.4, 4.2.3] [GLCE-M.UN.00.01-.05] | |
| Children typically: | |
| 1. Show an awareness that things in their environment can be measured. | At School: 137, 153, 179 At the Doctor's Office: 127, 149, 151, 162 At the Zoo: 148, 154, 159, 161, 163 In the Garden: 74, 75 At the Museum: 93, 153 |
| 2. Begin to understand concepts of weight. | At School: 179 At the Doctor's Office: 150, 164, 178, 179, 181, 188, 190, 192 In the Community: 19 At the Zoo: 152, 159 In the Garden: 34, 66, 68 At the Museum: 125 |
| 3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events. | |
| 4. Recognize personal time as it relates to their daily life; e.g., breakfast, snack. | |
| 5. Show an awareness of temperature as it affects their daily lives. | At Home: 46, 47, 49, 52, 55 |
| 6. Use beginning skills of estimation in solving every day measurement problems; e.g., about how many cookies are needed for a small group of children. | Provides opportunities: In the Garden: 40, 94 |
| 7. Begin to use non-standard (e.g., length of hand) measures for length and area of objects. | At School: 137, 153, 179 At the Doctor's Office: 127, 149, 151, 162 At the Zoo: 148, 154, 159, 161, 163 In the Garden: 74, 75 At the Museum: 93, 153 |
| 8. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts. | |
| 6. Early Learning Expectation: Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening. [HSCOF-M 4.1.2] | |
| Children typically: | |
| 1. Participate regularly in informal conversations about mathematical concepts and relationships. | At Home: 74 At the Park: 53 In the Community: 49 At the Zoo: 147 |
| 2. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words. | At Home: 65, 74, 75 At School: 131 In the Garden: 45 |
| 3. Show growth in understanding that number words and numerals represent quantities. | At Home: 74 At the Zoo: 125 |
| 4. Begin to use symbols to represent real objects and quantities. | 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 |
| 5. Make progress from matching and recognizing number symbols to reading and writing numerals. | 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 |
| 6. Recognize that information comes in many forms and can be organized and displayed in different ways. | Ready, Set, Go: 96, 100, 104, 108 At Home: 17, 21, 37, 49, 50 At School: 152 At the Park: 14, 15, 18, 22, 34, 38, 42, 46, 49, 50, 62, 66, 69, 70, 74, 78, 90, 94, 98, 102, |

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| | 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 |
| 7. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number symbols. | <i>At Home</i> : 78 <i>In the Garden</i> : 40, 43, 44, 47 <i>At the Museum</i> : 94, 96, 101, 104, 108 |
| 8. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information. | <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 |
| 7. Early Learning Expectation: Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials. [HSCOF-M 3.1.3, 3.1.4, 3.1.5, 3.1.6] [GLCE-N.ME.00.01-.10] | |
| Children typically: | |
| 1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems. | <i>At Home</i> : 65, 74, 75, 78 <i>At School</i> : 131 <i>In the Garden</i> : 40, 43, 44, 45, 47 <i>At the Museum</i> : 94, 96, 101, 104, 108 |
| 2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives. | <i>Ready, Set, Go</i> : 68, 72, 76, 80, 96, 100, 104, 108 <i>At Home</i> : 6, 10, 18 <i>At the Park</i> : 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78, 90, 94, 98, 102, 106 <i>At the Doctor's Office</i> : 118, 122, 126, 130, 134, 146, 150, 158, 162, 174, 178, 182, 186, 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, 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 |
| 3. Make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence). | <i>Ready, Set, Go</i> : 68, 69, 99 <i>At Home</i> : 74, 76, 77, 101, 102, 104, 106, 108, 109 <i>At School</i> : 134, 175, 181, 191 <i>At the Park</i> : 15, 49, 73: <i>In the Community</i> : 25, 69 <i>At the Zoo</i> : 91, 125, 135 <i>In the Garden</i> : 51 |
| 4. Recognize and match number symbols for small amounts with the appropriate amounts. | <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 |
| 5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways. | <i>At Home</i> : 74 <i>At the Zoo</i> : 125 |
| 6. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life. | <i>Ready, Set, Go</i> : 74, 78 <i>At Home</i> : 78, 109 <i>At the Doctor's Office</i> : 127 <i>In the Community</i> : 17, 41 <i>In the Garden</i> : 15 |
| 7. Understand how numbers can be used to label various | |

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| aspects of their lives; e.g., house number, phone number, ages of classmates. | |
| 8. Develop an increasing ability to count in sequence up to ten and beyond. | 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 |
| 9. Begin to describe comparative relationships; e.g., more/less/same number of objects or quantities. | At Home: 73, 101, 104 At School: 131 At the Park: 69, 73, 101 At the Doctor's Office: 126, 180 In the Community: 41 At the Zoo: 161 At the Museum: 97, 160 |
| 10. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials. | At Home: 65, 74, 75, 78 At School: 131 In the Garden: 40, 43, 44, 45, 47 At the Museum: 94, 96, 101, 104, 108 |
| 8. Early Learning Expectation: Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods. [GLCE-G.GS.00.01-.03] | |
| Children typically: | |
| 1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms. | At School: 154, 155, 156, 157, 160, 161, 175, 190 At the Park: 9, 11, 77 At the Doctor's Office: 129, 157, 177, 181, 190 In the Community: 9, 65, 67 At the Zoo: 121 In the Garden: 17, 38, 51 At the Museum: 101, 147, 151 |
| 2. Investigate and begin to predict the results of combining, subdividing, and changing shapes. | At School: 156, 161 In the Garden: 67 |
| 3. Begin to recognize and appreciate geometric shapes in their environment. | Provides opportunities: At the Park: 42, 43, 49, 51, 52, 77, 95 At the Museum: 151 |
| 4. Begin to build an understanding of directionality, order, and positions of objects through the use of words; e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind. | Ready, Set, Go: 100, 101, 102, 104 At the Park: 50, 95, 104, 110 |
| Early Learning in Science | |
| 1. Early Learning Expectation: Children develop positive attitudes and gain knowledge about science through observation and active play. [HSCOF-S 4.1.1, 4.1.3, 4.1.4] | |
| Children typically: | |
| 1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science. | Ready, Set, Go: 100 At Home: 7, 46 In the Garden: 49 At the Museum: 150 |
| 2. Ask questions related to their own interest and observations. | Ready, Set, Go: 100 At Home: 7, 46 In the Garden: 49 At the Museum: 150 |
| 3. Talk about their own predictions, explanations and generalizations based on past and current experiences. | At Home: 20, 48, 53, 79 At School: 153 At the Park: 14, 52, 62 At the Doctor's Office: 185 In the Community: 19 At the Zoo: 109 In the Garden: 7, 13, 16, 35, 42, 63 At the Museum: 153 |
| 4. Expand their observational skills; e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources. | 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 |
| 5. Begin to participate in simple investigations; e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to | 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 |

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| determine why things happen. | Garden: 7, 42, 45, 49, 65, 67 At the Museum: 153 |
| 2. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to living and nonliving things. [HSCOF-4.2.1, 4.2.2] | |
| Children typically: | |
| 1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things; e.g., through discussions, drawings. | Ready, Set, Go: 96, 100, 104, 108 At Home: 17, 21, 37, 49, 50 At School: 152 At the Park: 14, 15, 18, 22, 34, 38, 42, 46, 49, 50, 62, 66, 69, 70, 74, 78, 90, 94, 98, 102, 106 At the Doctor's Office: 118, 122, 126, 130, 134, 146, 148, 150, 158, 162, 174, 178, 180, 182, 186, 190 In the Community: 10, 14, 17, 18, 22, 34, 38, 41, 42, 46, 50, 62, 64, 66, 67, 70, 72, 74, 78, 79 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 132, 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, 160, 162 |
| 2. Begin to categorize living and nonliving things in their environment based on characteristics they can observe; e.g., texture, color, size, shape, temperature, usefulness, weight. | At the Park: 16, 19, 20, 21 In the Community: 13, 14, 20, 24 At the Zoo: 101 In the Garden: 13, 72 |
| 3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs; e.g., air, food, light, rest. | At the Zoo: 150, 151, 153, 154, 155, 156, 160 In the Garden: 10, 15 |
| 4. Begin to describe relationships among familiar plants and animals; e.g., caterpillars eat leaves. | At Home: 34, 38, 46, 79 At the Park: 23 At the Zoo: 118, 119, 146, 155 In the Garden: 62 |
| 5. Begin to describe the places in which familiar plants and animals in their neighborhood live; e.g., city, drainage ponds, parks, fields, forests. | Provides opportunities: In the Community: 67, 68 At the Zoo: 96, 124, 152 In the Garden: 12, 42, 81 At the Museum: 124 |
| 6. Demonstrate greater knowledge and respect for their bodies; e.g., describe visible parts of the human body and their functions. | At Home: 62, 63, 66, 67, 69, 71, 101 At School: 118 |
| 7. Observe and can describe and compare the motions of common objects in terms of speed and direction; e.g., faster, slowest, up, down. | At Home: 44, 45 At the Museum: 160 |
| 8. Understand the way simple tools work through their play with common toys; e.g., wheels, pulleys, gears, screws. | Provides opportunities: In the Garden: 37, 39 At the Museum: 106 |
| 3. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to the earth. | |
| Children typically: | |
| 1. Can talk about observable characteristics of different seasons. | 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 |
| 2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms. | In the Community: 13, 14, 20, 24 At the Zoo: 101 In the Garden: 13, 72 |
| 3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit. | In the Community: 10, 14 In the Garden: 72 |

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| 4. Begin to describe weather and its changing conditions; e.g., wind, rain, snow, clouds. | 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 |
| 5. Talk about ways to be safe during bad weather. | |
| Early Learning in the Social Studies | |
| 1. Early Learning Expectation: Children begin to understand and interpret their relationship and place within their own environment. [HSCOF-SS 6.5.4] | |
| Children typically: | |
| 1. Include representations of various physical features (e.g., roads, bodies of water, buildings) in their play. | Provides opportunities: 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 |
| 2. Use and understand words to indicate size. | At School: 119, 133 At the Park: 74, 75, 76 At the Zoo: 104 |
| 3. Use and understand words for location and direction. | At Home: 44, 45 At the Museum: 160 |
| 2. Early Learning Expectation: Children begin to recognize that many different influences shape people's thinking and behavior. [HSCOF-SS 6.5.2] | |
| Children typically: | |
| 1. Can talk about personal information; e.g., name; family members; and by four, knowledge of personal traits, address, telephone number. | Ready, Set, Go: 92 At Home: 63, 66 At School: 147, 151, 180 At the Park: 16, 44, 63, 65, 72, 100 At the Doctor's Office: 126, 152, 180 In the Community: 12 At the Zoo: 106, 124, 152 In the Garden: 12, 42, 46, 70 At the Museum: 100 |
| 2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others. | At Home: 67, 73 At the Park: 64 At the Museum: 146, 147, 149, 157 |
| 3. Show an understanding of family and how families are alike and different. | At the Park: 15, 39, 51 In the Garden: 6 |
| 4. Talk about ways members of a family can work together to help one another. | At the Park: 15, 39, 51 In the Garden: 6 |
| 5. Begin to recognize that people celebrate events in a variety of ways. | 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 |
| 6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society. | |
| 7. Participate in creating their own classroom celebrations. | |
| 3. Early Learning Expectation: Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past. | |
| Children typically: | |
| 1. Use words to describe time; e.g., yesterday, today, tomorrow. | At Home: 48, 73 |
| 2. Can talk about recent and past events. | At Home: 73, At the Doctor's Office: 188 At the Museum: 92, 93 |
| 4. Early Learning Expectation: Children begin to learn about the reasons for rules and laws, the | |

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| importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community. | |
| Children typically: | |
| 1. Grow in their understanding of the need for rules for their learning environment. | 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 |
| 2. Begin to understand consequences of following and breaking (disobeying) rules. | At the Park: 23 |
| 3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs; e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules. | At the Park: 15, 39, 51 In the Garden: 6 |
| 5. Early Learning Expectation: Children increase their understanding about how basic economic concepts relate to their lives. [HSCOFSS 6.5.3] | |
| Children typically: | |
| 1. Can talk about some of the workers and services in their community. | 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 |
| 2. Can talk about some of the ways people earn a living. | |
| 3. Begin to understand that people pay for things with a representation of money; e.g., currency, checks, debit cards, credit cards. | |
| 4. Make simple choices about how to spend money. | |
| 6. Early Learning Expectation: Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment. | |
| Children typically: | |
| 1. Begin to identify what families need to thrive; e.g., food, shelter, clothing, love. | At the Park: 20 In the Garden: 62, 71 |
| 2. Can participate in improving their environment; e.g., pick up litter; recycle; plant trees and flowers; conserve lights, water, and paper. | In the Community: 22, 23 |
| Early Skills in Using Technology | |
| 1. Early Learning Expectation: Children explore and use various types of technology tools. | |
| Children typically: | |
| 1. Can describe and creatively use a variety of technological tools independently or with peer or adult help. | 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 |
| 2. Understand that technology tools can be used throughout the day. | |
| 3. Follow simple directions to use computers and other technology tools. | |
| 2. Early Learning Expectation: Children can name various components of computer systems and use various input devices. | |
| Children typically: | |
| 1. Can name components; e.g., screen, printer, mouse, disks, CD, keyboard. | Ready, Set, Go: 109 At Home: 15, 71 |
| 2. Use adaptive devices to operate a software program as necessary. | 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, |

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| | 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 |
| 3. Early Learning Expectation: Children work cooperatively with others while using technology tools. | |
| Children typically: | |
| 1. Talk, ask questions, solve problems, and share ideas with peers and adults, when using computers and other technology tools. | 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 |
| 2. Work cooperatively when other children are present at the computer. | |
| 3. Begin to state and follow rules for using the computer and other technology tools. | |
| 4. Early Learning Expectation: Children demonstrate responsible handling of technology equipment. | |
| Children typically: | |
| 1. Can keep foreign materials (e.g., play dough, water, paint, crayons, chalk, and small toys) away from equipment surfaces and openings. | Provides opportunities: 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 |
| 2. Can learn to handle equipment gently and avoid dropping items. | |
| 3. Can learn to avoid turning computers off during operation. | |