



Georgia Early Learning and Development Standards

Correlation



DIG: Develop. Inspire. Grow.™

Correlated to the

Georgia

Early Learning and Development Standards

Please Note:

This correlation includes standards and indicators for three-year-olds (36–48 months) and four-year-olds (48–60 months). Indicator numbers designated .3 apply to three-year-olds. Indicator numbers designated .4 apply to four-year-olds.

Prepared by:



0915



PHYSICAL DEVELOPMENT AND MOTOR SKILLS

HEALTH AND WELL-BEING

PDM1 – The child will practice healthy and safe habits.

PDM1.3a: Stays awake except during nap time.

This can be observed daily. Rest time is part of the full-day schedule on p. 6 of all Teacher's Guides.

PDM1.4a: Stays awake and alert except during voluntary nap time.

PDM1.3b: Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.

T2TG pp. 147, 153
T4TG pp. 96, 109, 113, 114, 115, 119

PDM1.4b: Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.

T2TG pp. 147, 153
T4TG pp. 73, 96, 109, 113, 114, 115, 119, 120

PDM1.3c: Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.

T1TG pp. 67, 68, 80, 87
T2TG pp. 120, 121, 136, 146, 147, 154, 155
T5TG p. 87
T7TG p. 53
T8TG p. 87

PDM1.4c: Consistently follows basic safety rules and anticipates consequences of not following safety rules.

T1TG pp. 67, 68, 80, 85, 87
T2TG pp. 121, 146, 147, 154, 155
T5TG p. 87
T8TG p. 87

PDM1.3d: Communicates to peers and adults when dangerous situations are observed.

T1TG pp. 68, 85, 87
T2TG pp. 120, 136, 154
T7TG p. 53
T8TG p. 87

PDM1.4d: Communicates the importance of safety rules.

T1TG pp. 67, 68, 80, 85, 87
T2TG pp. 121, 146, 147, 154, 155
T5TG p. 87
T8TG p. 87

PDM1.3e: Attends to personal health routines and self-care needs independently.

T2TG pp. 67, 153, 155
T4TG pp. 27, 52, 129, 130, 135, 136, 146, 148, 154, 155
T5TG pp. 75, 121

PDM1.4e: Identifies the importance of and participates in activities related to health and self-care needs.

T2TG pp. 67, 153, 155
T4TG pp. 24, 27, 28, 33, 34, 45, 53, 121, 129, 130, 135, 136, 148, 154, 155
T5TG pp. 63, 75

PDM1.4f: Can name people who keep them safe and healthy.

T4TG pp. 18, 25, 33, 34, 52, 53, 135

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PDM2 – The child will participate in activities related to nutrition.	
PDM2.3a: Helps prepare nutritious snacks.	T4TG pp. 62, 67, 68, 80, 85, 89 T6TG p. 95
PDM2.4a: Helps prepare nutritious snacks and meals.	T7TG p. 33
PDM2.3b: Distinguishes healthy food choices from less-healthy food choices.	T2TG p. 112 T4TG pp. 46, 58, 62, 65, 67, 68, 74, 79, 85, 86, 87 T6TG pp. 95, 113
PDM2.4b: Sorts foods into food groups and communicates the benefits of healthy foods.	T4TG pp. 68, 74, 80, 86, 87 T6TG pp. 97, 113 T7TG p. 33
USE OF SENSES	
PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.	
PDM3.3a: Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.	T1TG p. 116 T2TG pp. 33, 64 T3TG pp. 46, 135 T4TG pp. 30, 31, 36, 37, 42, 80, 99, 105, 111, 117
PDM3.4a: Acts and moves with purpose and independently recognizes differences in direction, distance and location.	T5TG pp. 141, 143 T6TG pp. 27, 39, 85, 135 T7TG pp. 33, 153 T8TG p. 119
PDM3.3b: Demonstrates awareness of his/her own body in relation to others.	T1TG p. 51 T3TG p. 87 T5TG p. 154 T6TG pp. 39, 85 T7TG p. 33 T8TG p. 44
PDM3.4b: Demonstrates spatial awareness through play activities.	T1TG p. 51 T3TG p. 87 T8TG p. 119
PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.	
PDM4.3a: Uses senses purposefully to learn about objects.	T1TG p. 78 T2TG pp. 96, 101, 102, 112, 113, 114, 119, 120 T7TG p. 148
PDM4.4a: Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	T1TG p. 78 T2TG pp. 96, 99, 101, 102, 108, 119, 120 T7TG pp. 101, 148
PDM4.3b: Takes things apart and attempts to put them back together.	T5TG pp. 132, 133, 139, 145, 156 T6TG p. 102
PDM4.4b: Takes things apart and invents new structures using the parts.	T7TG pp. 58, 92, 144

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MOTOR SKILLS	
PDM5 – The child will demonstrate gross motor skills.	
PDM5.3a: Coordinates movements to perform a task.	T1TG pp. 54, 64, 116, 150, 151 T2TG pp. 30, 33, 36, 54, 82, 88 T3TG p. 101
PDM5.4a: Coordinates movements to perform more complex tasks.	T4TG pp. 27, 30, 31, 36, 37, 42, 80, 99, 105, 111, 117 T5TG pp. 27, 61, 143 T6TG pp. 27, 39, 85, 120, 135, 146, 154 T7TG pp. 33, 110, 153 T8TG p. 119
PDM5.3b: Demonstrates coordination and balance.	T1TG pp. 39, 73, 116, 150 T2TG pp. 33, 67, 121
PDM5.4b: Demonstrates coordination and balance in a variety of activities.	T3TG p. 51 T5TG pp. 78, 120
PDM6 – The child will demonstrate fine motor skills.	
PDM6.3a: Refines grasp to manipulate tools and objects.	T1TG pp. 138, 144 T3TG pp. 104, 116, 117, 122 T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 139, 145 T6TG p. 135 T7TG pp. 31, 65, 145 T8TG pp. 37, 71, 105, 139
PDM6.4a: Performs fine-motor tasks that require small-muscle strength and control.	T1TG pp. 138, 144 T2TG pp. 145, 157 T3TG pp. 65, 111, 116 T4TG pp. 30, 36, 42, 54, 64, 70, 88 T5TG pp. 71, 77, 105, 111, 139, 145 T6TG pp. 135, 146 T7TG pp. 31, 65, 145 T8TG pp. 37, 71, 105, 139
PDM6.3b: Uses hand-eye coordination to manipulate smaller objects with increasing control.	T1TG pp. 138, 144 T3TG p. 116
PDM6.4b: Uses hand-eye coordination to manipulate small objects with ease.	T7TG pp. 31, 65, 145
PDM6.4c: Able to perform more complex fine motor tasks with accuracy 50% of the time.	T1TG pp. 143, 155 T3TG pp. 122, 123 T5TG pp. 139, 145 T7TG pp. 31, 65, 145

SOCIAL AND EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

SED1 – The child will develop self-awareness.

SED1.3a: Recognizes self as a unique individual.

T2TG pp. 24, 25, 28, 39, 40, 46, 96
T7TG p. 147

SED1.4a: Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

T2TG pp. 45, 46, 62, 74, 80
T7TG p. 147

SED1.3b: Demonstrates knowledge of personal information.

T1TG pp. 141
T2TG pp. 28, 31, 39, 45, 46, 52
T3TG p. 129

SED1.4b: Identifies personal characteristics, preferences, thoughts and feelings.

T1TG pp. 141, 148
T2TG pp. 28, 31, 46, 52
T3TG p. 129

SED1.3c: Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.

T1TG p. 79
T2TG p. 46
T5TG p. 51
T6TG p. 121
T7TG p. 129

SED1.4c: Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.

SED1.3d: Shows emerging sense of independence in his/her own choices.

This activity happens each week in the Learning Centers.
T5TG pp. 40, 121
T7TG p. 121

SED1.4d: Shows independence in his/her own choices.

SED2 – The child will engage in self-expression.

SED2.3a: Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.

This activity happens each week in the Learning Centers.
T1TG pp. 27, 28, 51, 52, 61, 86, 95, 99, 102, 104, 120, 123, 129, 136, 154, 157

SED2.4a: Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

T2TG pp. 45, 52, 61, 86, 120, 121, 123, 142, 155, 157
T3TG pp. 27, 46, 52, 53, 61, 62, 89, 95, 96, 113, 123, 129, 130, 155, 157
T4TG pp. 46, 53, 55, 61, 70, 79, 85, 87, 89, 95, 97, 109, 120, 123, 130, 157
T5TG pp. 27, 47, 52, 55, 79, 86, 87, 89, 95, 115, 123, 129, 133, 147, 149, 157
T6TG pp. 40, 51, 52, 55, 61, 78, 87, 89, 123, 131, 143, 154, 155, 157
T7TG pp. 27, 29, 52, 55, 61, 74, 80, 87, 89, 95, 116, 123, 129, 130, 132, 136, 142, 148, 155, 157
T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 98, 102, 104, 121, 123, 129, 154, 155, 157

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SED2.3b: With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.	T1TG pp. 28, 51, 102, 119, 136, 157 T2TG pp. 53, 73 T3TG pp. 52, 53, 102, 121, 155 T4TG pp. 44, 52, 109
SED2.4b: With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.	T5TG pp. 109, 114 T6TG pp. 53, 78, 155, 157 T7TG pp. 87, 155 T8TG pp. 155
SED2.4c: Uses pretend-play to show emotions of self and others.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 114, 121, 130, 136, 146, 153, 154, 155 T2TG pp. 53, 73 T3TG pp. 53, 121, 153, 155 T4TG p. 44 T6TG pp. 53, 78, 146, 155 T7TG pp. 87, 155 T8TG pp. 155
SED2.4d: With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.	T1TG pp. 102, 120, 121, 136, 155 T2TG p. 53 T3TG p. 102 T4TG pp. 44, 52 T5TG p. 109 T6TG p. 146 T8TG p. 155
SELF-REGULATION	
SED3 – The child will begin to demonstrate self-control.	
SED3.3a: Remembers and follows simple group rules and displays appropriate social behavior.	T1TG pp. 27, 33, 39, 45, 62, 68, 74, 80, 86, 119, 146 T2TG pp. 121, 151 T3TG pp. 51, 133 T4TG p. 88 T6TG pp. 53, 155 T7TG pp. 53, 155 T8TG p. 51
SED3.4a: Independently follows rules and routines.	T1TG pp. 27, 33, 39, 45, 62, 68, 74, 80, 86, 119, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
SED3.3b: Regulates own emotions and behaviors with adult support when needed.	T1TG pp. 27, 33 T2TG pp. 64, 73, 121, 155 T4TG p. 88
SED3.4b: Regulates own emotions and behaviors, and seeks out adult support when needed.	T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33

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SED3.3c: Regulates impulses with adult guidance.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155
SED3.4c: Regulates a wide range of impulses.	T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
SED3.3d: Manages transitions and adapts to changes in schedules and routines with adult support.	T1TG p. 45 T5TG pp. 107, 112, 121
SED3.4d: Manages transitions and adapts to changes in schedules and routines independently.	T7TG p. 155 T8TG p. 155
DEVELOPING A SENSE OF SELF WITH OTHERS	
SED4 – The child will develop relationships and social skills with adults.	
SED4.3a: Shows signs of security and trust when separated from familiar adults.	T1TG p. 26 T4TG p. 53 T5TG p. 129
SED4.4a: Transitions well into new, unfamiliar settings.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T5TG pp. 107, 112, 121 T6TG p. 147 T7TG p. 155 T8TG pp. 33, 53, 155
SED4.3b: Uses a familiar adult’s facial expression to decide how to respond.	T1TG pp. 36, 48, 52, 64, 70, 76, 82, 86, 101, 102, 104, 110, 120, 121, 136, 138, 150, 155 T2TG pp. 53, 78, 87, 95, 129, 131 T3TG pp. 45, 102, 108, 109, 119, 150 T4TG pp. 33, 39, 44, 45, 73, 78, 101, 104, 122, 129, 137 T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150 T6TG pp. 35, 45, 81, 88, 102, 148, 154 T7TG pp. 27, 114 T8TG pp. 31, 52, 54, 73, 76, 85
SED4.4b: Uses a familiar adult’s suggestions to decide how to respond to a specific situation.	T1TG pp. 52, 102, 120, 121, 136, 155 T2TG pp. 53, 78, 87, 95, 129 T3TG p. 102 T4TG p. 44
SED4.3c: Shows affection to familiar adults by using words and actions.	T4TG p. 53
SED4.4c: Shows affection to familiar adults by using more complex words and actions.	
SED4.3d: Seeks out adult for help.	T1TG p. 70 T4TG p. 53
SED4.4d: Seeks out adults as a resource for help and assistance.	T5TG p. 138 T8TG pp. 53, 114, 151

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SED5 – The child will develop relationships and social skills with peers.	
SED5.3a: Initiates play with one or two other children.	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
SED5.4a: Develops and maintains friendships with other children.	T1TG pp. 46, 130, 154, 155
SED5.3b: Engages in mutual/cooperative play.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 61, 96, 130, 135, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87 T8TG p. 153
SED5.4b: Plays cooperatively with a few peers for a sustained period of time.	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 135 T2TG p. 95 T3TG p. 85 T4TG pp. 33, 101 T5TG p. 33 T6TG pp. 141, 153 T7TG pp. 107, 119 T8TG pp. 85, 107, 147, 153
SED5.3c: Seeks adult support to resolve some peer conflicts.	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44
SED5.4c: Attempts to resolve peer conflicts using appropriate strategies.	T1TG pp. 34, 52, 86, 96, 102, 107, 108, 121, 130, 154, 155 T2TG pp. 53, 78, 87, 95, 129, 141, 155 T3TG pp. 53, 96, 102, 114, 121 T4TG p. 44 T5TG pp. 53, 130, 155 T7TG pp. 53, 87
SED5.3d: Recognizes and names the feelings of peers.	T1TG pp. 120, 121, 136, 155 T2TG p. 53 T3TG p. 102
SED5.4d: Shows emerging empathy and understanding of peers by attempting to comfort and help.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
SED5.3e: Shows emerging respect for peers' personal space and belongings.	T1TG p. 51 T3TG pp. 44, 80
SED5.4e: Shows respect for peers' personal space and belongings.	T4TG p. 113

APPROACHES TO PLAY AND LEARNING

INITIATIVE AND EXPLORATION

APL1 – The child will demonstrate initiative and self-direction.

APL1.3a: Initiates new tasks by himself/herself.

T1TG pp. 39, 119
T4TG p. 79

APL1.4a: Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.

T5TG pp. 40, 51, 121
T6TG p. 51
T7TG p. 121

APL1.3b: Makes choices and completes some independent activities.

This activity happens each week in the Learning Centers.

T1TG pp. 41, 44, 47, 53
T2TG pp. 61, 73, 79, 148
T4TG p. 46

APL1.4b: Selects and carries out activities without adult prompting.

T5TG pp. 88, 138, 139, 145
T6TG p. 147
T8TG p. 53

APL1.3c: Makes plans and follows through on intentions.

T5TG pp. 133, 139, 145

APL1.4c: Sets goals and develops and follows through on plans.

T8TG p. 53

APL2 – The child will demonstrate interest and curiosity.

APL2.3a: Demonstrates an increased willingness to participate in both familiar and new experiences.

T1TG pp. 61, 62
T5TG p. 78
T7TG p. 110
T8TG p. 112

APL2.4a: Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.

T1TG pp. 61, 62, 131
T6TG pp. 28, 34
T7TG p. 108
T8TG pp. 130, 148

APL2.3b: Asks questions about unfamiliar objects, people and experiences.

T1TG pp. 40, 107, 141
T2TG p. 141
T3TG pp. 39, 73, 107, 141
T4TG pp. 39, 61, 73, 130, 141
T5TG pp. 39, 73, 107, 141
T6TG pp. 39, 73, 74, 107, 141
T7TG pp. 27, 39, 61, 107, 108, 141
T8TG pp. 39, 67, 73, 107, 141, 144

APL2.4b: Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

T1TG p. 75
T2TG p. 141
T3TG p. 39
T4TG pp. 61, 107, 130
T5TG p. 28
T6TG pp. 44, 74
T7TG pp. 61, 62, 73, 81, 86, 87, 108
T8TG p. 144

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APL2.3c: Explores and manipulates both familiar and unfamiliar objects in the environment.	T2TG p. 113 T6TG pp. 27, 51, 61, 63, 74, 95, 96, 102, 114, 131
APL2.4c: Increasingly seeks out and explores unfamiliar objects in the environment.	T7TG pp. 28, 34, 46, 62, 68, 80, 86, 95, 96, 102, 108, 112, 114, 130, 148
ATTENTIVENESS AND PERSISTENCE	
APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	
APL3.3a: Engages in an activity for sustained periods of time to achieve a goal.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 41, 47, 53, 63, 69, 75, 81
APL3.4a: Engages in independent activities and continues tasks over a period of time.	T2TG pp. 61, 73, 79, 148 T3TG pp. 108, 150 T4TG pp. 46, 53 T5TG pp. 88, 133, 138, 139, 145 T6TG p. 147 T8TG pp. 53, 96
APL3.3b: Wants to complete activities and do them well.	T1TG pp. 41, 44, 47, 53, 112 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138, 139, 145 T6TG p. 147 T8TG p. 44, 53
APL3.4b: Practices to improve skills that have been accomplished.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
APL3.3c: Begins to work cooperatively with others to achieve a goal or accomplish a task.	T1TG p. 135 T2TG p. 151
APL3.4c: Works cooperatively with others to successfully achieve a goal or accomplish a task.	T7TG p. 150 T8TG p. 153
APL3.3d: Keeps working on activity even after setbacks.	T1TG p. 112 T5TG pp. 139, 145
APL3.4d: Persists in trying to complete a task after previous attempts have failed.	T8TG p. 44
PLAY	
APL4 – The child will engage in a progression of imaginative play.	
APL4.3a: Uses imagination to create a variety of ideas, role-plays and fantasy situations.	T1TG pp. 44, 141, 147 T2TG p. 88
APL4.4a: Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.	T3TG pp. 44, 78, 102, 148 T4TG p. 112 T5TG pp. 67, 85, 108 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 95, 101, 141

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APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	
APL5.3a: Occasionally joins in cooperative play and learning in a group setting.	T1TG p. 135 T8TG pp. 132, 138, 153
APL5.4a: Willingly joins in sustained cooperative play and learning with others to complete a task.	T1TG p. 135 T3TG p. 78 T4TG p. 44 T6TG p. 78 T8TG p. 132, 138, 153
APL5.3b: Plans, initiates and completes cooperative activities with adult guidance.	T5TG pp. 133, 139, 145 T8TG p. 53
APL5.4b: Demonstrates flexibility in taking on various roles in a group setting.	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121
APL5.3c: Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.	T2TG pp. 30, 48, 76, 98 T5TG pp. 133, 139, 145
APL5.4c: Demonstrates inventiveness, imagination and creativity to solve a problem.	T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82
APL5.3d: Demonstrates emerging flexibility in his/her approach to play and learning.	T2TG p. 48 T3TG pp. 78, 148 T5TG p. 108
APL5.4d: Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.	T1TG p. 101 T2TG p. 48 T3TG pp. 78, 132, 148 T5TG pp. 108, 132, 133, 139, 145, 150, 157 T8TG p. 71, 76, 77
APL5.4e: Recovers quickly from setbacks and differences in opinion in a group setting.	T1TG pp. 52, 102, 112 T2TG pp. 78, 87, 95, 129 T4TG p. 44 T5TG pp. 139, 145 T8TG p. 44
COMMUNICATION, LANGUAGE AND LITERACY	
RECEPTIVE LANGUAGE	
CLL1 – The child will listen to conversations and demonstrate comprehension.	
CLL1.3a: Listens and responds to conversations and group discussions.	T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148
CLL1.4a: Listens and responds on topic to conversations and group discussions for an extended period.	T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145

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CLL1.3b: Listens to and follows multi-step directions with support.	T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157
CLL1.4b: Listens to and follows multi-step directions.	T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89
CLL1.3c: Responds to more complex questions with appropriate answers.	T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62, 86, 102, 108, 135 T4TG pp. 28, 61, 62, 95, 129, 130, 131, 135, 136, 150, 153 T5TG pp. 27, 33, 62, 120, 130, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 40, 62, 98, 144, 156 T8TG pp. 88, 89
CLL1.4c: Extends/expands thoughts or ideas expressed.	T1TG pp. 27, 28, 52, 61, 62, 86, 95, 99, 120, 123, 129, 136, 154 T2TG pp. 45, 52, 61, 86, 120, 121, 123, 142, 155, 157 T3TG pp. 27, 52, 53, 61, 89, 95, 96, 113, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 70, 87, 89, 95, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 79, 86, 89, 95, 123, 129, 133, 157 T6TG pp. 40, 51, 52, 55, 61, 87, 89, 123, 143, 154, 155, 157 T7TG pp. 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 155, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 98, 102, 121, 123, 129, 154, 155, 157
CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.	
CLL2.3a: Demonstrates understanding of vocabulary through everyday conversations.	T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156

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<p>CLL2.4a: Demonstrates understanding of more complex vocabulary through everyday conversations.</p>	<p>T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 73, 74, 79, 80, 85, 95, 101, 107, 113, 114, 119, 129, 135, 141, 143, 147, 148, 153, 154, 155</p> <p>T2TG pp. 27, 33, 34, 39, 40, 45, 51, 52, 69, 74, 86, 95, 101, 102, 107, 108, 109, 113, 119, 120, 123, 129, 135, 136, 137, 141, 142, 143, 146, 147, 153, 157</p> <p>T3TG pp. 33, 34, 39, 40, 45, 46, 51, 52, 61, 62, 67, 68, 69, 73, 95, 101, 107, 113, 115, 119, 120, 121, 129, 130, 135, 136, 141, 147, 153, 154</p> <p>T4TG pp. 27, 33, 39, 41, 45, 51, 52, 61, 62, 67, 68, 69, 73, 79, 85, 86, 95, 101, 102, 107, 108, 113, 114, 119, 129, 130, 135, 136, 141, 147, 153</p> <p>T5TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 120, 129, 135, 141, 142, 147, 153</p> <p>T6TG pp. 27, 33, 39, 40, 45, 46, 51, 52, 55, 61, 67, 73, 79, 80, 81, 85, 86, 89, 95, 96, 101, 107, 113, 119, 120, 123, 129, 135, 136, 141, 142, 147, 153, 157</p> <p>T7TG pp. 27, 33, 39, 45, 46, 51, 61, 62, 67, 73, 74, 79, 85, 86, 89, 95, 101, 107, 113, 119, 129, 135, 141, 142, 147, 150, 153, 154, 157</p> <p>T8TG pp. 27, 33, 34, 39, 45, 46, 51, 53, 61, 67, 73, 74, 79, 85, 86, 95, 101, 102, 107, 113, 114, 119, 120, 121, 129, 135, 141, 142, 147, 148, 153, 154</p>
<p>CLL2.3b: Listens and understands new vocabulary from activities, stories and books.</p>	<p>T1TG pp. 27, 30, 97, 122</p> <p>T2TG pp. 29, 41, 54, 62, 68, 74, 97, 103, 108, 109, 143, 144</p> <p>T3TG pp. 29, 34, 35, 41, 63, 75, 97, 103, 131</p> <p>T4TG pp. 28, 29, 34, 41, 62, 63, 70, 75, 88, 102, 109, 136, 148</p> <p>T5TG pp. 29, 30, 36, 40, 42, 52, 63, 68, 70, 76, 97, 102, 131, 136</p> <p>T6TG pp. 29, 30, 48, 63, 96, 97, 108, 130, 131, 136, 142</p> <p>T7TG pp. 29, 30, 34, 36, 40, 42, 64, 68, 70, 76, 88, 96, 97, 102, 122, 131, 137, 142, 148, 149</p> <p>T8TG pp. 36, 46, 122, 144</p>
<p>CLL2.4b: Connects new vocabulary from activities, stories and books with prior experiences and conversations.</p>	<p>T1TG pp. 27, 30, 48, 76, 97, 122, 149</p> <p>T2TG pp. 29, 41, 54, 62, 68, 74, 97, 103, 108, 109, 143, 144, 146, 150</p> <p>T3TG pp. 29, 34, 35, 41, 63, 75, 96, 97, 103, 131</p> <p>T4TG pp. 28, 29, 34, 41, 47, 62, 63, 70, 75, 88, 102, 109, 114, 136, 148</p> <p>T5TG pp. 29, 30, 36, 40, 42, 52, 63, 68, 70, 76, 97, 102, 116, 131, 136</p> <p>T6TG p. 28, 29, 30, 48, 53, 63, 96, 97, 108, 130, 131, 136, 142</p> <p>T7TG pp. 29, 30, 34, 36, 40, 42, 62, 64, 68, 70, 76, 88, 96, 97, 102, 122, 131, 137, 142, 148, 149</p> <p>T8TG p. 36, 46, 98, 122, 144</p>
EXPRESSIVE LANGUAGE	
CLL3 – The child will use nonverbal communication for a variety of purposes.	
<p>CLL3.3a: Uses gestures and actions to enhance verbal communication of needs and wants.</p>	<p>T1TG pp. 28, 87</p> <p>T2TG p. 142</p>
<p>CLL3.4a: Uses more complex gestures and actions to enhance verbal communication of needs and wants.</p>	<p>T4TG pp. 79, 85, 87, 109</p>

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CLL3.3b: Communicates feelings using nonverbal gestures and actions.	T1TG pp. 28, 81, 87 T2TG pp. 63, 68 T3TG p. 53
CLL3.4b: Communicates feelings using appropriate nonverbal gestures, body language and actions.	T4TG pp. 63, 74, 79, 85, 87, 131 T8TG p. 52
CLL4 – The child will use increasingly complex spoken language.	
CLL4.3a: Speaks clearly enough to be understood.	T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157
CLL4.4a: Uses spoken language that can be understood with ease.	T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157
CLL4.3b: Demonstrates use of expanded sentences and sentence structures.	T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 81, 82, 86, 108, 114, 142, 154 T4TG pp. 40, 52, 68, 74, 80, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 108, 122, 137, 144, 143 T6TG pp. 40, 62, 120, 142 T7TG pp. 88, 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141
CLL4.4b: Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 81, 82, 86, 96, 108, 114, 142, 154 T4TG pp. 40, 52, 68, 74, 80, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 108, 122, 137, 144, 143 T6TG pp. 40, 62, 120, 142 T7TG pp. 88, 130, 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141
CLL4.3c: Describes activities and experiences using details.	T1TG pp. 40, 41, 47, 53, 74, 95, 108, 121, 137, 142, 155 T2TG pp. 40, 53, 69, 87, 120 T3TG pp. 30, 53, 121, 142 T4TG p. 121
CLL4.4c: Describes activities, experiences and stories with more detail.	T5TG pp. 28, 30, 53, 64, 69, 74, 87, 108, 113, T5TG pp. 142, 155, 156 T6TG pp. 53, 74, 108, 120, 142, 143 T7TG pp. 29, 34, 35, 40, 53, 69, 74, 87, 103, 109, 121, 137, 142, 143 T8TG pp. 28, 29, 40, 53, 63, 69, 74, 97, 108, 131, 132, 142, 148

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<p>CLL4.3d: Uses expanded vocabulary in a variety of situations.</p>	<p>T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156</p>
<p>CLL4.4d: Uses new and expanded vocabulary in a variety of situations.</p>	<p>T1TG pp. 27, 33, 34, 39, 40, 45, 51, 61, 62, 67, 68, 73, 79, 85, 88, 95, 101, 107, 108, 113, 114, 119, 120, 123, 129, 130, 131, 135, 141, 142, 144, 147, 148, 153, 155, 157 T2TG pp. 27, 28, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 51, 61, 62, 63, 64, 67, 68, 70, 73, 74, 75, 76, 79, 80, 82, 85, 86, 88, 96, 98, 102, 103, 104, 105, 109, 110, 111, 115, 120, 121, 122, 123, 132, 136, 137, 138, 142, 143, 144, 146, 147, 149, 150, 151, 154, 155, 156, 157 T3TG pp. 27, 28, 33, 34, 35, 36, 39, 41, 45, 46, 48, 51, 61, 67, 68, 69, 71, 73, 74, 77, 79, 80, 81, 82, 83, 85, 86, 88, 89, 95, 101, 102, 103, 105, 107, 110, 113, 116, 119, 123, 129, 130, 132, 135, 141, 142, 147, 148, 149, 150, 151, 153, 154, 155, 157 T4TG pp. 27, 33, 34, 36, 39, 41, 45, 51, 53, 55, 61, 62, 67, 68, 73, 74, 75, 79, 81, 85, 86, 89, 95, 101, 102, 107, 108, 113, 114, 119, 129, 135, 141, 142, 147, 148, 153, 154, 157 T5TG pp. 27, 33, 34, 39, 40, 41, 44, 45, 51, 55, 61, 67, 71, 73, 75, 77, 78, 79, 85, 86, 95, 96, 101, 107, 108, 113, 119, 123, 129, 130, 135, 136, 141, 142, 147, 153, 154, 157 T6TG pp. 27, 28, 29, 33, 34, 35, 36, 39, 40, 41, 42, 45, 47, 51, 52, 55, 61, 67, 68, 69, 73, 74, 79, 80, 82, 83, 85, 89, 95, 96, 97, 101, 103, 107, 108, 109, 113, 114, 119, 122, 123, 129, 131, 132, 135, 136, 137, 141, 142, 147, 148, 149, 150, 153, 157 T7TG pp. 27, 33, 34, 39, 44, 45, 51, 52, 54, 55, 61, 62, 67, 73, 74, 75, 76, 77, 79, 82, 85, 86, 89, 95, 99, 101, 104, 105, 107, 108, 110, 113, 119, 120, 122, 123, 129, 132, 133, 135, 141, 142, 143, 147, 150, 153, 156, 157 T8TG pp. 27, 30, 33, 39, 40, 45, 46, 48, 51, 55, 61, 67, 73, 74, 79, 80, 81, 82, 85, 89, 95, 101, 102, 107, 108, 110, 113, 116, 119, 122, 123, 129, 130, 135, 136, 138, 141, 147, 149, 150, 153, 156, 157</p>
EARLY READING	
CLL5 – The child will acquire meaning from a variety of materials read to him/her.	
<p>CLL5.3a: Prior to reading, uses pictures to predict story content.</p>	<p>T1TG pp. 28, 74, 104, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 143, 149 T3TG pp. 28, 41, 53, 62, 83, 117, 155 T4TG pp. 28, 49, 62, 64, 81, 83, 96, 102, 117, 130, 136, 142, 148, 155 T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 114, 117, 143, 151 T6TG pp. 41, 44, 49, 62, 68, 75, 81, 83, 96, 104, 109, 114, 117, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 117, 130, 136, 151 T8TG pp. 34, 83, 98, 114, 117, 151, 154</p>

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CLL5.4a: Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	T1TG pp. 28, 34, 52, 74, 104, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 143, 149 T3TG pp. 28, 41, 53, 62, 81, 83, 117, 155 T4TG pp. 28, 49, 62, 64, 81, 83, 96, 102, 117, 130, 136, 142, 148, 155 T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 114, 117, 121, 143, 149, 151 T6TG pp. 41, 44, 49, 62, 68, 75, 81, 83, 96, 104, 109, 114, 117, 123, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 117, 121, 130, 136, 151 T8TG pp. 34, 83, 98, 114, 117, 151, 154
CLL5.3b: With prompting and support, retells a simple story using pictures.	T1TG pp. 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157
CLL5.4b: Retells familiar stories.	T4TG pp. 81, 115, 149, 151, 155 T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157
CLL5.3c: Answers questions about a story.	T1TG pp. 96, 97, 103, 130, 143, 151 T2TG pp. 28, 34, 35, 41, 47, 68, 69, 96, 103, 109, 130, 137, 143
CLL5.4c: Discusses books or stories read aloud and can identify characters and setting in a story.	T3TG pp. 28, 34, 35, 41, 62, 69, 75, 103, 109, 121, 130, 137, 143 T4TG pp. 28, 34, 35, 68, 69, 75, 96, 103, 109, 120, 137 T5TG pp. 49, 68, 69, 98, 103, 137, 157 T6TG pp. 28, 35, 41, 52, 62, 81, 103, 137, 143 T7TG pp. 35, 47, 68, 75, 81, 97, 103, 115, 131, 137, 143 T8TG pp. 28, 41, 52, 62, 68, 75, 86, 96, 109, 130
CLL5.4d: Makes real-world connections between stories and real-life experiences.	T1TG pp. 28, 34, 46, 52 T2TG pp. 34, 47, 86, 115, 136 T3TG pp. 34, 115, 136, 149, 154 T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155 T5TG pp. 34, 41, 49, 53, 75, 86, 87, 104, 109, 115, 136, 155 T6TG pp. 87, 117, 123, 136 T7TG pp. 86, 121, 151, 154 T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143
CLL5.4e: Develops an alternate ending for a story.	T4TG pp. 149, 151 T7TG p. 49
CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	
CLL6.3a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants.	T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115

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CLL6.4a: Listens and differentiates between sounds that are the same and different.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111, 145 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145 T4TG pp. 43, 77, 111, 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 43, 77, 111, 139, 145, 157 T7TG pp. 35, 37, 43, 51, 77, 85, 111 T8TG pp. 47, 81, 89
CLL6.3b: Identifies and produces rhyming words with adult guidance.	T2TG pp. 143, 157 T3TG p. 47
CLL6.4b: Identifies and produces rhyming words.	T4TG pp. 47, 115 T5TG pp. 47, 81, 115 T6TG pp. 105, 109, 121, 123 T7TG pp. 34, 71, 75, 89 T8TG p. 63
CLL6.3c: N/A	
CLL6.4c: Isolates the initial (beginning) sounds in words with adult guidance.	T1TG pp. 103, 137 T2TG pp. 69, 137 T3TG pp. 35, 69, 103, 137 T4TG pp. 35, 69, 137 T5TG pp. 35, 69, 79, 103, 105, 137, 139, 143, 157 T6TG pp. 35, 37, 41, 55, 69, 103, 137 T7TG pp. 35, 103
CLL6.3d: Segments sentences into individual words with adult guidance.	T1TG pp. 139, 143, 157 T2TG pp. 37, 41
CLL6.4d: Segments sentences into individual words.	
CLL6.3e: Segments words into syllables with adult guidance.	T1TG pp. 30, 36, 42 T4TG pp. 71, 75, 89
CLL6.4e: Segments words into syllables.	T5TG pp. 61, 153
CLL6.4f: Manipulates and blends sounds (phonemes) with adult guidance.	T7TG pp. 37, 41, 55, 105, 109, 123 T8TG pp. 41, 55, 75, 109, 143

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CLL7 – The child will demonstrate increasing knowledge of the alphabet.	
<p>CLL7.3a: With prompting and support, can identify some alphabet letter names.</p>	<p>T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157</p>
<p>CLL7.4a: With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.</p>	<p>T1TG pp. 41, 47, 85, 105, 139, 149 T2TG pp. 35, 47, 69, 71, 81, 97, 105, 115, 123, 131, 139, 149, 157 T3TG pp. 29, 37, 47, 63, 69, 71, 81, 89, 97, 105, 115, 139 T4TG pp. 29, 37, 63, 71, 105, 115, 139, 149 T5TG pp. 37, 71, 81, 105, 139 T6TG pp. 35, 47, 63, 81, 89, 97, 103, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 37, 71, 81, 89, 105, 115, 139, 149 T8TG pp. 29, 35, 43, 63, 69, 97, 103, 131, 137</p>
CLL8 – The child will demonstrate awareness of print concepts.	
<p>CLL8.3a: Shares self-selected familiar books and engages in pretend reading with others.</p>	<p><i>This activity happens each week in the Learning Centers.</i> T1TG p. 78 T5TG p. 78 T6TG p. 44 T8TG p. 78</p>
<p>CLL8.4a: Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.</p>	<p><i>This activity happens each week in the Learning Centers.</i> T1TG pp. 78, 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 78, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145 T8TG p. 78</p>
<p>CLL8.3b: Discriminates words from pictures independently.</p>	<p>T1TG pp. 35, 117, 137, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 117, 151 T4TG pp. 49, 83, 111, 151 T5TG pp. 49, 55, 83, 89, 115, 117, 149, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151</p>

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CLL8.4b: Understands that letters form words. Understands that words are separated by spaces in print.	T1TG pp. 35, 117, 137, 143, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 75, 83, 89, 109, 117, 123, 151 T4TG pp. 49, 83, 111, 143, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 89, 117, 123, 151 T8TG pp. 49, 83, 117, 151
CLL8.3c: Independently holds a book right side up and turns pages from right to left.	T1TG pp. 117, 123, 151 T2TG p. 49 T4TG p. 83 T6TG pp. 47, 55, 83, 89, 151, 157
CLL8.4c: With prompting and support, tracks words from left to right, top to bottom and page to page.	T1TG pp. 109, 117, 123, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 109, 117, 143, 151, 157 T4TG pp. 41, 75 T6TG pp. 41, 151 T7TG pp. 41, 49, 55, 75, 109, 151 T8TG pp. 49, 55, 83, 89
CLL8.3d: Recognizes environmental print.	T1TG pp. 117, 151 T2TG pp. 49, 117, 151 T5TG pp. 115, 117, 149 T6TG pp. 83, 117, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151
CLL8.4d: Recognizes and reads environmental print.	
CLL8.3e: With adult guidance, points to the title of familiar books or stories and where to begin reading a story.	T1TG pp. 117, 143, 151 T2TG pp. 49, 83, 117, 123, 151, 157 T3TG pp. 49, 83, 89 T4TG pp. 117, 123 T5TG pp. 115, 117, 149 T6TG pp. 83, 117, 123, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 123, 151
CLL8.4e: Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.	T1TG pp. 109, 117, 123, 143, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 49, 83, 89, 109, 117, 143, 151, 157 T4TG pp. 41, 75, 117, 123 T5TG pp. 115, 117, 149 T6TG pp. 41, 83, 117, 123, 151 T7TG pp. 41, 49, 55, 75, 83, 109, 117, 151 T8TG pp. 49, 55, 83, 89, 117, 123, 151
EARLY WRITING	
CLL9 – The child will use writing for a variety of purposes.	
CLL9.3a: Creates letter-like symbols. May use invented spelling to label drawings.	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150

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CLL9.4a: Draws pictures and copies letters and/or numbers to communicate.	T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 44, 63, 65, 80, 97, 105, 131, 137, 139, 145, 146 T3TG pp. 29, 37, 63, 71, 78, 95, 97, 105, 112, 131, 139 T4TG pp. 29, 37, 44, 63, 71, 97, 105, 111, 131, 139, 146 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 78, 86, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 52, 63, 71, 77, 78, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 86, 105, 111, 139, 145
CLL9.3b: Uses writing tools with adult guidance.	T1TG p. 146 T5TG p. 145
CLL9.4b: Uses writing tools.	T6TG p. 133 T8TG pp. 43, 77, 111, 145
CLL9.3c: Shows emerging awareness that writing can be used for a variety of purposes.	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146
CLL9.4c: Uses writing for a variety of purposes.	T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
CLL9.4d: Writes some letters of the alphabet.	T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: MATH	
NUMBER AND QUANTITY	
CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	
CD-MA1.3a: Recites numbers up to 10 in sequence.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138
CD-MA1.4a: Recites numbers up to 20 in sequence.	T6TG p. 150 T8TG p. 138
CD-MA1.3b: Recognizes numerals and quantities in the everyday environment.	T2TG pp. 24, 43, 144 T4TG pp. 24, 30, 36, 37, 49, 58, 92, 126, 156 T6TG pp. 24, 45, 58, 92, 126
CD-MA1.4b: Recognizes numerals and uses counting as part of play and as a means for determining quantity.	

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CD-MA1.3c: Matches numerals to sets of objects with the same number, 0–5.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99,
CD-MA1.4c: Matches numerals to sets of objects with the same number, 0–10.	104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
CD-MA1.3d: Identifies quantity and comparisons of quantity.	T1TG pp. 30, 36, 42, 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 49, 54, 64, 70, 71, 76, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 138, 151 T3TG pp. 116, 117, 145 T4TG pp. 27, 30, 36, 48, 64, 65, 67, 70, 71, 76, 77, 82, 83, 89, 98, 104, 110, 116, 122, 132, 138 T5TG pp. 98, 150 T6TG pp. 64, 77, 98, 116, 117, 139, 144, 145, 150, 151, 156, 157 T7TG pp. 98, 116, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139
CD-MA1.4d: Describes sets as having more, less, same as/equal.	T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG p. 82 T5TG p. 150 T6TG pp. 139, 151, 157 T8TG p. 143
CD-MA1.3e: Quickly recognizes and names how many items are in a set of up to three items.	T2TG pp. 82, 151 T4TG pp. 31, 37
CD-MA1.4e: Quickly recognizes and names how many items are in a set of up to four items.	T6TG pp. 116, 117, 138, 145, 150
CD-MA1.4f: Tells numbers that come before and after a given number up to 10.	T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122, 132 T3TG p. 133 T4TG pp. 36, 64, 70, 98, 104 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 101, 104, 116 T8TG pp. 138, 139
CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	
CD-MA2.3a: Matches two equal sets using one-to-one correspondence independently.	T2TG pp. 31, 37, 43, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123 T3TG p. 116 T6TG pp. 150, 157
CD-MA2.4a: Matches two equal sets using one-to-one correspondence and understands they are the same.	T2TG pp. 31, 37, 43, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151 T3TG p. 116 T4TG p. 82 T5TG p. 150 T6TG pp. 139, 150, 151, 157 T8TG p. 143

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CD-MA2.3b: Counts up to five objects using one-to-one correspondence with adult guidance.	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123
CD-MA2.4b: Counts at least 10 objects using one-to-one correspondence.	T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
CD-MA2.3c: Recognizes that objects or sets can be combined or separated.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157
CD-MA2.4c: Practices combining, separating and naming quantities.	T2TG pp. 76, 116 T4TG pp. 31, 37, 49, 55, 64, 71, 76, 77, 82, 83, 89, 99, 105, 111, 117, 123, 133, 139, 145, 151, 156, 157 T6TG pp. 30, 31, 36, 37, 42, 43, 48, 55, 64, 70, 77, 82, 83, 88, 89, 99, 123, 138, 157 T7TG p. 49 T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157
CD-MA2.3d: Participates in creating and using real and pictorial graphs or other simple representations of data.	T3TG pp. 98, 110 T5TG p. 112 T7TG pp. 102, 116, 117, 120 T8TG pp. 41, 75, 80
CD-MA2.4d: Describes data from classroom graphs using numerical math language.	T7TG pp. 102, 116, 117, 120 T8TG p. 80
CD-MA2.4e: With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	T1TG pp. 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 117, 122, 138, 150 T3TG p. 39 T4TG pp. 37, 42 T5TG p. 151 T6TG pp. 88, 105, 111, 116, 132, 144, 145, 150, 151, 156 T7TG pp. 117, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 70, 71, 76, 88, 98, 123, 138, 139, 143
MEASUREMENT AND COMPARISON	
CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	
CD-MA3.3a: Labels objects using size words.	T3TG pp. 43, 77, 98, 122 T6TG p. 79
CD-MA3.4a: Uses mathematical terms to describe experiences involving measurement.	T3TG pp. 30, 36, 37, 42, 43, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 122, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG pp. 67, 79

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CD-MA3.3b: Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.	T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157
CD-MA3.4b: Compares objects using two or more attributes, such as length, weight and size.	T5TG pp. 48, 49, 82, 83 T6TG p. 67
CD-MA3.3c: Uses a variety of standard and non-standard tools to measure object attributes with assistance.	T3TG pp. 110, 122, 138, 139, 144, 145, 157
CD-MA3.4c: Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.	T4TG pp. 150, 151
CD-MA3.3d: Predicts upcoming events from prior knowledge.	T8TG pp. 68, 155
CD-MA3.4d: Associates and describes the passage of time with actual events.	T4TG p. 121, 141 T5TG pp. 67, 85 T6TG p. 53
CD-MA4 – The child will sort, seriate, classify and create patterns.	
CD-MA4.3a: Independently orders objects using one characteristic.	T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157
CD-MA4.4a: Independently orders objects using one characteristic and describes the criteria used.	
CD-MA4.3b: Sorts objects by one attribute, such as color, shape or size.	T1TG pp. 76, 82, 111, 123, 139 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144
CD-MA4.4b: Sorts and classifies objects using one or more attributes or relationships.	T1TG pp. 30, 36, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 43, 82, 83 T5TG pp. 30, 31, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144
CD-MA4.3c: Identifies and duplicates simple, repeating patterns.	T1TG pp. 54, 64, 70, 99, 105, 110, 116, 122, 123, 138, 139, 150, 151, 157 T2TG p. 49 T3TG pp. 48, 49 T5TG pp. 116, 117
CD-MA4.4c: Creates and extends simple, repeating patterns.	T1TG pp. 64, 70, 88, 98, 104, 110, 111, 113, 116, 117, 123, 132, 133, 138, 144, 145, 150, 151, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 88, 116, 117 T7TG p. 82 T8TG pp. 132, 133

GEOMETRY AND SPATIAL THINKING

CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.

CD-MA5.3a: Follows simple directions which demonstrates an understanding of directionality, order and position of objects.

T1TG p. 79
T5TG pp. 132, 133, 138, 139, 141, 144, 145, 157
T7TG pp. 41, 110
T8TG p. 135

CD-MA5.4a: Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

CD-MA5.3b: Begins using more deliberate manipulation to fit objects together.

T7TG pp. 132, 133, 138, 139, 144, 145, 146

CD-MA5.4b: Uses deliberate manipulation and describes process for fitting objects together.

CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.

CD-MA6.3a: Recognizes basic, two-dimensional shapes in the environment independently.

T3TG pp. 41, 47
T5TG pp. 55, 76, 98, 99, 104, 110
T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157
T8TG pp. 48, 49, 82, 83, 144, 145

CD-MA6.4a: Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

T3TG pp. 41, 47
T5TG pp. 36, 42, 48, 54, 55, 70, 76, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 139, 145, 151, 156
T6TG pp. 48, 82, 83
T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157
T8TG pp. 48, 49, 82, 83, 144, 145

CD-MA6.4b: Combines simple shapes to form new shapes.

T7TG pp. 132, 133, 138, 139, 144, 145, 146

MATHEMATICAL REASONING

CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

CD-MA7.3a: Practices estimating using mathematical terms and numbers with adult guidance.

T2TG p. 31, 37, 43
T3TG pp. 43, 54, 88
T6TG pp. 67, 79, 81

CD-MA7.4a: Estimates using mathematical terms and understands how to check the estimate.

CD-MA7.3b: Shows interest in solving mathematical problems.

This activity happens routinely in the Learning Centers and during Math Circle and Math Small Groups.

CD-MA7.4b: Uses simple strategies to solve mathematical problems and communicates how he/she solved it.

T2TG pp. 64, 71, 150
T3TG p. 156
T6TG pp. 30, 31, 36, 37, 43, 48, 54, 55, 70, 76, 77, 82, 89, 98, 99, 104, 105, 110, 111, 123
T7TG pp. 48, 49
T8TG pp. 36, 37, 42, 48, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 123

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CD-MA7.3c: Uses emerging reasoning skills to determine a solution to a mathematical problem.	T1TG pp. 151, 156 T2TG pp. 64, 70, 110, 116
CD-MA7.4c: Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	T3TG pp. 55, 88, 99 T4TG pp. 49, 138, 156 T5TG pp. 30, 54, 98 T6TG pp. 36, 37, 42, 43, 54, 55, 122, 138 T7TG pp. 36, 42, 64, 70 T8TG pp. 42, 54, 71, 76, 139, 150, 156, 157
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: SOCIAL STUDIES	
FAMILY	
CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.	
CD-SS1.3a: Identifies self in relationship to his/her family unit.	T2TG pp. 62, 68, 74, 80, 86, 96
CD-SS1.4a: Describes his/her family structure and family roles.	T6TG p. 53
CD-SS1.3b: Identifies similarities and differences between self and others.	T2TG pp. 40, 80 T3TG pp. 129, 137
CD-SS1.4b: Describes similarities and differences between self and others.	T4TG p. 78 T5TG p. 61 T7TG pp. 131, 147
PEOPLE AND COMMUNITY	
CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.	
CD-SS2.3a: Remembers rules of the classroom community and displays appropriate social behavior.	T1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 142, 146 T2TG pp. 119, 129, 151
CD-SS2.4a: Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
CD-SS2.3b: Explains traditions and cultural celebrations of his/her own family.	T3TG pp. 130, 136
CD-SS2.4b: Explains diverse customs and cultural celebrations within the home, classroom and community.	T3TG pp. 130, 136, 142, 148, 155
CD-SS2.3c: Asks simple questions about others' cultures.	T3TG pp. 136, 142, 148, 155
CD-SS2.4c: Recognizes similarities and differences between own culture and that of others.	T3TG pp. 130, 136, 142, 148, 155
CD-SS3 – The child will demonstrate awareness of the geography in his/her community.	
CD-SS3.3a: Identifies locations of people and objects.	T3TG pp. 24, 28, 34, 46, 52, 141 T5TG p. 73 T8TG pp. 96, 108

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CD-SS3.4a: Creates simple representations of home, school and community.	T3TG p. 44, 46 T8TG p. 107	
CD-SS3.3b: Identifies and describes some aspects of his/her community.	T5TG pp. 62, 73	
CD-SS3.4b: Identifies and describes aspects of his/her community.	T8TG pp. 102, 108, 114, 120	
CD-SS4 – The child will demonstrate an awareness of economics in his/her community.		
CD-SS4.3a: Completes jobs to contribute to his/her community.	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155	
CD-SS4.4a: Completes jobs to contribute to his/her community and communicates why it is important.	T7TG p. 121 T8TG p. 146	
CD-SS4.3b: Recognizes a variety of occupations and work associated with him/her.	T3TG pp. 62, 68, 79, 85, 86, 87, 108	
CD-SS4.4b: Describes the roles and responsibilities of a variety of occupations.	T8TG p. 153	
CD-SS4.3c: Recognizes that people work to earn a living.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153	
CD-SS4.4c: Describes how people interact economically and the exchange of goods and services.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 130, 135, 136, 142, 147, 148, 153, 154	
CD-SS4.3d: Explores the uses of technology.	<i>This activity happens each week in the Learning Centers.</i>	
CD-SS4.4d: Explores the uses of technology and understands its role in the environment.		
HISTORY AND EVENTS		
CD-SS5 – The child will understand the passage of time and how events are related.		
CD-SS5.3a: Recognizes and describes sequence of events.	T4TG p. 121 T6TG p. 53	
CD-SS5.4a: Recognizes and describes sequence of events with accuracy.	T4TG p. 141 T5TG pp. 67, 85	
CD-SS5.4b: Differentiates between past, present and future.	T4TG p. 121 T6TG p. 53	

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: SCIENCE

SCIENTIFIC SKILLS AND METHODS

CD-SC1 – The child will demonstrate scientific inquiry skills.

CD-SC1.3a: Uses senses to observe and experience objects and environment.

T1TG p. 78
T2TG pp. 96, 99, 102, 108, 112, 113, 119, 120

CD-SC1.4a: Uses senses to observe, classify and learn about objects and environment.

T7TG p. 101, 148

CD-SC1.3b: Uses simple tools to experiment and observe.

T5TG pp. 102, 121

CD-SC1.4b: Uses simple tools correctly to experiment, observe and increase understanding.

T7TG pp. 51, 67

CD-SC1.3c: Records observations through drawings or dictations with adult guidance.

T5TG pp. 96, 102, 108, 114, 120

CD-SC1.4c: Records observations through dictating to an adult and drawing pictures or using other forms of writing.

T6TG pp. 102, 114, 120
T7TG pp. 80, 96, 102, 120, 133, 142

CD-SC1.3d: Participates in simple experiments and discusses scientific properties.

T5TG pp. 101

CD-SC1.4d: Experiments, compares and formulates hypotheses related to scientific properties.

T7TG pp. 80, 102, 148, 154

EARTH AND SPACE

CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

CD-SC2.3a: Investigates and asks questions about the properties of water using adult- and child-directed activities.

T7TG pp. 114, 130, 136, 147, 148, 154

CD-SC2.4a: Describes properties of water, including changes to the states of water.

CD-SC2.3b: Investigates properties of rocks, sand, soil and mud using adult- and child-directed activities.

T5TG pp. 28, 39, 80

CD-SC2.4b: Explores and begins to describe properties of rocks, sand, soil and mud.

CD-SC2.3c: Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.

T5TG p. 113

CD-SC2.4c: Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.

T7TG pp. 45, 46, 47

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CD-SC2.3d: Observes and discusses changes in weather from day to day.	T1TG p. 143 T4TG p. 51
CD-SC2.4d: Uses appropriate vocabulary to discuss climate and changes in weather.	T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
LIVING THINGS	
CD-SC3 – The child will demonstrate knowledge of living things and their environments.	
CD-SC3.3a: Observes and explores a variety of plants and animals, and their environments and life cycles.	T3TG pp. 141, 143 T5TG p. 62, 68, 73, 80, 86, 87, 119
CD-SC3.4a: Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles.	T6TG pp. 28, 40, 51, 79, 80, 102, 107, 108, 119, 120, 129, 130, 133, 136, 142, 147, 148, 154 T7TG pp. 67, 73, 117
CD-SC3.3b: Identifies the physical properties of some living and non-living things.	T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86
CD-SC3.4b: Discriminates between living and non-living things.	
CD-SC3.3c: Identifies and describes the functions of a few body parts.	T6TG pp. 97, 99, 102, 108, 109, 120
CD-SC3.4c: Identifies and describes the functions of many body parts.	
PHYSICAL SCIENCE	
CD-SC4 – The child will demonstrate knowledge related to physical science.	
CD-SC4.3a: Independently investigates objects and toys that require positioning and movement.	T7TG pp. 53, 96, 102, 108, 114, 119, 120, 142
CD-SC4.4a: Explores and describes position and movement of objects and toys.	
CD-SC4.3b: Investigates different types or speeds of motion.	T7TG pp. 53, 108, 120, 142
CD-SC4.4b: Investigates and describes different types or speeds of motion.	
CD-SC4.3c: Explores and identifies physical properties and states of matter of common classroom objects.	T7TG pp. 95, 96, 101, 114, 130, 136, 146, 147, 148, 153, 154
CD-SC4.4c: Describes materials by their physical properties and states of matter.	
CD-SC4.3d: Uses classroom objects that function as simple machines.	T7TG pp. 96, 119, 120 T8TG p. 78
CD-SC4.4d: Uses classroom objects to function as simple machines to enhance child directed play.	

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INTERACTION WITH ENVIRONMENT	
CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.	
CD-SC5.3a: Participates in efforts to protect the environment.	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
CD-SC5.4a: Understands that people have an impact on the environment and participates in efforts to protect the environment.	T5TG pp. 27, 28, 34, 39, 45, 46, 51, 52, 53, 62, 69, 80, 130, 135, 136, 142, 146, 148, 153, 154, 155
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CREATIVE DEVELOPMENT	
CREATIVE MOVEMENT AND DANCE	
CD-CR1 – The child will participate in dance to express creativity.	
CD-CR1.3a: Repeats choreographed movements and begins to express creativity in movements.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155
CD-CR1.4a: Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
VISUAL ARTS	
CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	
CD-CR2.3a: Uses a variety of tools and art media to express individual creativity.	T4TG p. 146 T5TG pp. 133, 139, 145, 156 T6TG p. 112 T7TG p. 44 T8TG p. 146
CD-CR2.4a: Uses materials to create original work for self-expression and to express individual creativity.	T3TG p. 78 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145, 156 T6TG pp. 78, 112 T7TG p. 44 T8TG p. 146
CD-CR2.3b: Observes and discusses visual art forms.	
CD-CR2.4b: Observes and discusses visual art forms and compares their similarities and differences.	T5TG pp. 34, 156
CD-CR2.3c: Shares ideas about personal creative work.	T5TG pp. 44, 156 T8TG p. 78
CD-CR2.4c: Shows appreciation for different types of art and the creative work of others.	T5TG p. 156

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MUSIC	
CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.	
CD-CR3.3a: Participates in classroom activities with musical instruments and singing to express creativity.	T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 97, 101, 103, 107, 109, 113, 119, 129, 131, 135, 137, 147, 153
CD-CR3.4a: Uses familiar rhymes, songs or chants, and musical instruments to express creativity.	T2TG pp. 29, 35, 61, 63, 67, 69, 73, 79, 85, 95, 97, 101, 107, 113, 119, 121, 129, 131, 135, 137, 141, 146, 147, 153, 155 T3TG pp. 27, 29, 33, 35, 39, 45, 51, 61, 63, 67, 69, 73, 79, 85, 95, 97, 101, 103, 113, 119, 129, 131, 135, 137, 141, 147, 153 T4TG pp. 27, 29, 33, 45, 51, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 129, 131, 135, 141, 147, 153 T5TG pp. 27, 29, 33, 35, 41, 45, 51, 53, 61, 63, 67, 69, 73, 75, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 131, 135, 137, 141, 147, 153, 155 T6TG pp. 27, 29, 33, 35, 39, 41, 45, 51, 53, 61, 67, 69, 79, 85, 87, 95, 97, 101, 107, 113, 119, 121, 137, 155 T7TG pp. 27, 29, 30, 33, 35, 36, 39, 42, 45, 46, 51, 54, 61, 63, 67, 69, 70, 73, 79, 88, 95, 97, 101, 103, 107, 109, 110, 113, 119, 121, 122, 129, 135, 131, 137, 141, 147, 153 T8TG pp. 27, 29, 33, 35, 41, 45, 51, 53, 61, 63, 67, 69, 73, 79, 81, 85, 87, 95, 97, 101, 103, 107, 113, 115, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155
DRAMA	
CD-CR4 – The child will use dramatic play to express creativity.	
CD-CR4.3a: Participates in dramatic play presentations with adult guidance.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102
CD-CR4.4a: Participates in dramatic play presentations.	T5TG p. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
CD-CR4.3b: Re-creates a familiar story using action and objects (props) individually or cooperatively.	T1TG p. 52, 114 T5TG p. 155 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149
CD-CR4.4b: Uses dialogue, actions, objects and imagination to tell a creative story.	T1TG pp. 52, 114, 141, 147 T3TG p. 44 T4TG p. 112 T5TG p. 155 T6TG p. 119 T7TG p. 78, 146 T8TG pp. 81, 95, 115, 141, 149
CD-CR4.3c: Creates various voice inflections and facial expressions in play.	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112
CD-CR4.4c: Represents a character by using voice inflections and facial expressions.	T7TG p. 78 T8TG pp. 95, 141

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CD-CR4.3d: Identifies real and make-believe situations through dramatic play.	T6TG p. 112
CD-CR4.4d: Participates in dramatic play to express thoughts, feelings and creativity.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101, 149
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: COGNITIVE PROCESSES	
THINKING SKILLS	
CD-CP1 – The child will demonstrate awareness of cause and effect.	
CD-CP1.3a: Intentionally carries out an action with an understanding of the effect it will cause.	T1TG p. 103 T3TG p. 96
CD-CP1.4a: Recognizes cause-and-effect relationships.	T4TG pp. 96, 114, 120, 154 T5TG pp. 52, 108, 142 T7TG p. 129 T8TG p. 34
CD-CP1.3b: Expresses beginning understanding of reasoning skills.	T2TG pp. 48, 76 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82
CD-CP1.4b: Explains why simple events occur using reasoning skills.	T2TG pp. 48, 76 T3TG p. 132 T5TG pp. 132, 133, 139, 145, 150, 157 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 71, 76, 77, 78, 82
CD-CP1.4c: Draws conclusions based on facts and evidence.	T1TG pp. 122, 136 T2TG pp. 102, 120, 154 T4TG p. 143 T5TG pp. 46, 83, 109, 130, 136, 137 T6TG pp. 34, 68, 75, 120, 136, 151, 154, 157 T7TG pp. 49, 52, 62, 68, 75, 108, 109, 114 T8TG pp. 34, 49, 83, 102, 117, 136, 151
CD-CP2 – The child will use prior knowledge to build new knowledge.	
CD-CP2.3a: Uses objects as intended in new activities.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 76, 82, 109 T2TG pp. 64, 82, 104, 119 T4TG p. 78 T5TG p. 44 T6TG p. 44, T7TG pp. 44, 107, 112

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CD-CP2.4a: Explains how to use objects in new situations.	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 48 T2TG pp. 107, 110 T3TG pp. 30, 54 T4TG pp. 76, 78 T5TG pp. 37, 44, 139, 141, 146 T6TG pp. 44, 107 T7TG pp. 44, 96, 102, 113, 119, 120 T8TG pp. 44, 78
CD-CP2.3b: Uses observation and imitation to acquire knowledge.	T1TG p. 70 T3TG p. 42 T2TG pp. 95, 112 T5TG pp. 31, 39 T6TG pp. 30, 45, 102 T7TG pp. 45, 48
CD-CP2.4b: Uses observation and imitation to transfer knowledge to new experiences.	T1TG p. 67 T2TG pp. 48, 142 T3TG p. 76 T5TG pp. 31, 39 T6TG pp. 30, 45, 102 T7TG pp. 45, 48
CD-CP2.3c: Identifies familiar objects and people in new situations.	T2TG p. 136, 146, 147 T3TG pp. 36, 51 T4TG pp. 40, 74, 80, 108 T5TG pp. 30, 36, 42, 147 T6TG pp. 28, 40, 51 T7TG pp. 39, 45, 73, 98 T8TG p. 68
CD-CP2.4c: Uses information gained about familiar objects and people and can apply to a new situation.	T1TG p. 86 T2TG pp. 109, 114, 146 T3TG pp. 28, 44, 46, 78, 86 T4TG pp. 40, 36, 74, 80, 108 T5TG pp. 30, 36, 42, 147 T6TG pp. 28, 40, 51 T7TG pp. 39, 45, 73 T8TG p. 68
CD-CP2.3d: Uses clues and sequence of events to infer and predict what will happen next.	T3TG pp. 34, 87 T5TG pp. 28, 151 T6TG pp. 104, 108 T7TG pp. 112, 114 T8TG p. 28
CD-CP2.4d: Makes, checks and verifies predictions.	T2TG p. 42 T4TG p. 96 T5TG pp. 28, 53, 151 T6TG pp. 104, 108 T7TG pp. 112, 114 T8TG p. 28

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CD-CP2.3e: Discusses how new learning related to concrete objects is based on prior knowledge.	T2TG p. 148 T4TG pp. 62, 80, 87 T5TG pp. 27, 36 T6TG pp. 46, 48, 101, 108 T7TG pp. 40, 54, 116 T8TG pp. 34, 64
CD-CP2.4e: Explains how an activity is built on or uses past knowledge.	T2TG p. 53 T4TG pp. 62, 80, 87 T5TG pp. 27, 36, 53 T6TG pp. 46, 48, 101, 108 T7TG pp. 40, 54, 116 T8TG pp. 34, 64
PROBLEM SOLVING	
CD-CP3 – The child will demonstrate problem-solving skills.	
CD-CP3.3a: Demonstrates multiple uses for objects to solve problems.	T6TG pp. 31, 36, 42 T8TG pp. 30, 31, 42, 43
CD-CP3.4a: Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	T1TG p. 104 T3TG pp. 46, 62 T4TG p. 46 T5TG pp. 87, 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104
CD-CP3.3b: Tests different possibilities to determine the best solution to a problem.	T3TG p. 132 T5TG pp. 132, 133, 139, 145, 150, 157 T8TG pp. 71, 76, 77
CD-CP3.4b: Uses both familiar and new strategies to solve a problem.	T6TG pp. 31, 36, 42 T8TG pp. 30, 31, 42, 43
CD-CP3.4c: With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.	T6TG pp. 96, 98, 102, 105 T7TG pp. 130, 132, 136, 137 T8TG pp. 30, 36, 54, 76, 77



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