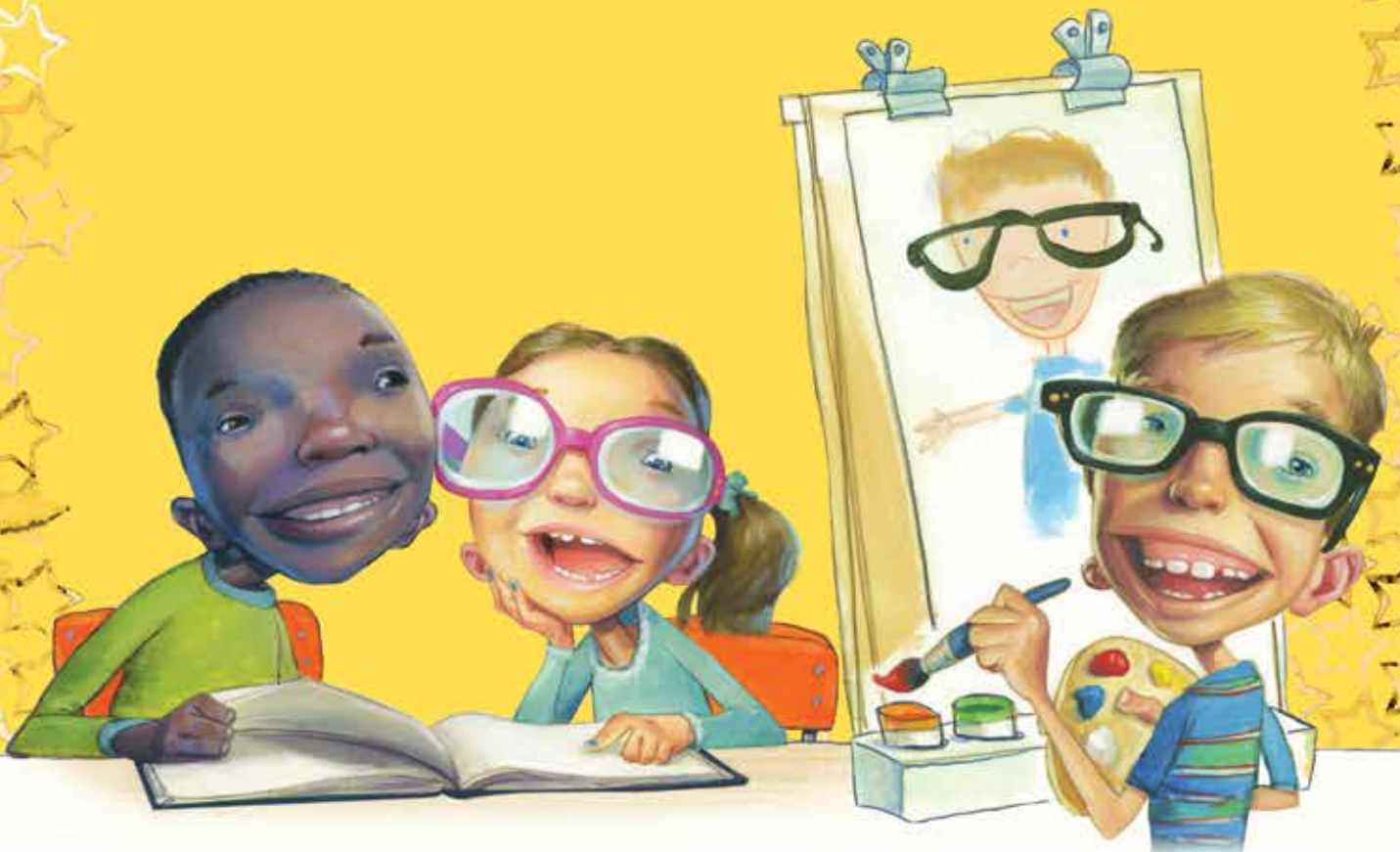




Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds

Correlation



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Correlated to the

Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds

Prepared by:



0416



VIRGINIA STANDARDS FOR LITERACY

Virginia Literacy Foundation Block 1: Oral Language: The child will develop listening and speaking skills by communicating experiences and ideas orally

Oral Language Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as listen to, adults and peers. These opportunities must occur frequently throughout the day as children begin to read and write.

<p>a) Listen with increasing attention to spoken language, conversations, and texts read aloud.</p>	<p>T1TG pp. 28, 148, 137 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 39, 34, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 156, 135 T8TG pp. 149, 151</p>
<p>b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.</p>	<p>T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 131, 137, 143 T8TG pp. 52, 75</p>
<p>c) Make predictions about what might happen in a story.</p>	<p>T1TG p. 104 T2TG p. 143 T3TG pp. 41, 62, 83, 117 T4TG pp. 49, 64, 83, 117 T5TG pp. 28, 83, 114, 109, 117, 151 T6TG pp. 83, 96, 114, 117 T7TG pp. 28, 117, 151 T8TG pp. 83, 98, 114, 117, 151</p>
<p>d) Use complete sentences to ask and answer questions about experiences or about what has been read.</p>	<p>T1TG pp. 28, 34, 46, 52, 96, 130 T2TG pp. 34, 47, 86, 115, 136, 137, 143 T3TG pp. 34, 115, 136, 149, 154 T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155 T5TG pp. 34, 41, 53, 49, 75, 86, 87, 104, 109, 115, 136, 155, 157 T6TG pp. 87, 117, 123, 136, 137, 143 T7TG pp. 86, 121, 151, 154 T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143</p>
<p>e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.</p>	<p>T1TG pp. 33, 39, 51, 68, 67, 73, 85, 107, 113, 119, 141, 147, 153 T2TG pp. 39, 45, 51, 73, 79, 85, 95, 101, 107, 113, 119, 120, 129, 141, 147, 153, 154 T3TG pp. 33, 39, 45, 51, 73, 79, 85, 107, 113, 119, 141, 147, 153 T4TG pp. 27, 39, 45, 51, 34, 52, 61, 68, 73, 79, 85, 97, 107, 113, 119, 131, 141, 147, 153, 155 T5TG pp. 39, 45, 51, 73, 79, 80, 85, 107, 113, 119, 141, 147, 153 T6TG pp. 27, 39, 40, 45, 51, 73, 79, 85, 107, 113, 119, 130, 141, 147, 153 T7TG pp. 39, 45, 47, 51, 53, 73, 79, 85, 107, 113, 119, 141, 145, 147, 153 T8TG pp. 39, 45, 51, 73, 79, 85, 96, 107, 113, 119, 141, 147, 153</p>

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f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.	T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 67, 73, 79, 85, 62, 80, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 96, 130, 142, 148 T4TG pp. 33, 40, 45, 46, 80, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130, 148 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
g) Listen attentively to stories in a whole class setting.	T1TG pp. 28, 148, 137 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 39, 34, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 156, 135 T8TG pp. 149, 151
h) Follow simple one- and two-step oral directions.	T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 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, 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89
Virginia Literacy Foundation Block 2: Vocabulary: The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.	
Vocabulary The more children know about the world around them, the easier it is for them to express new information, ideas, and vocabulary to communicate this knowledge. Helping children to relate experiences to new ideas and concepts also assists in the development of vocabulary and related skills.	
a) Use size, shape, color, and spatial words to describe people, places, and things.	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 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
b) Listen with increasing understanding to conversations and directions.	T1TG pp. 39, 61, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 148, 157 T3TG pp. 28, 31, 45, 65, 96, 99, 113, 133, 148, 156 T4TG pp. 31, 33, 65, 78, 80, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 96, 110, 122, 133, 135, 147, 148 T6TG pp. 31, 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89
c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.	T1TG p. 109 T2TG pp. 120, 121 T4TG p. 88 T5TG pp. 121, 155 T6TG pp. 53, 155 T7TG pp. 109, 121, 155

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d) Participate in a wide variety of active sensory experiences to build vocabulary.	T1TG p. 78 T2TG pp. 112, 113, 114, 119 T5TG pp. 95, 96, 102, 114, 119 T6TG pp. 61, 102, 114, 133 T7TG pp. 101, 148
Virginia Literacy Foundation Block 3: Phonological Awareness: The child will manipulate the various units of speech sounds in words.	
Phonological Awareness Phonological awareness is a broad term that includes phonemic awareness. Phonological awareness is highly predictive of a young child's success in beginning to read. It is the term used to describe a child's understanding that spoken words consist of sounds. Children who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at the word, syllable, and phoneme (individual sound) levels. Phonological awareness typically progresses in this developmental continuum: rhyming, alliteration, sentence blending and segmenting, syllable splitting [onset and rime], and phoneme blending, and segmenting. Research has proven that how quickly children learn to read often depends on how much phonological awareness they have prior to, and in conjunction with, formal reading instruction.	
a) Identify words that rhyme and generate simple rhymes.	T2TG pp. 143, 157 T3TG p. 47 T4TG pp. 47, 115 T5TG pp. 47, 81, 115 T6TG pp. 105, 109, 121, 123 T7TG pp. 34, 71, 75, 89 T8TG p. 63
b) Identify words within spoken sentences.	T1TG pp. 139, 143, 157 T2TG pp. 37, 41
c) Begin to produce consonant letter sounds in isolation.	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
d) Successfully detect beginning sounds in words.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145 T4TG p. 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 43, 157 T7TG pp. 77, 111 T8TG pp. 47, 81, 89
e) Begin to isolate or produce syllables within multisyllable words.	T1TG pp. 30, 36, 42 T4TG pp. 71, 75, 89 T5TG pp. 61, 153

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Virginia Literacy Foundation Block 4: Letter Knowledge and Early Word Recognition: The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words.	
Letter Knowledge and Early Word Recognition Letter knowledge is an essential component to beginning reading and writing. Functions of letters in writing and their connection to sounds are critical components in children's success in learning to read. In combination with phonological awareness, letter knowledge is the critical indicator to children's understanding of the alphabetic principle and the beginning connection to printed words. Classroom alphabets should be placed at the child's level of sight.	
a) Identify and name uppercase and lowercase letters in random order.	T5TG pp. 115, 123, 149, 157 T6TG pp. 123, 149, 157 T7TG pp. 115, 123, 149, 157 T8TG pp. 55, 89, 123, 157
b) Identify the letter that represents a spoken sound.	T1TG pp. 103, 107, 111, 137, 149 T2TG pp. 35, 37, 43, 47, 71, 79, 103, 105, 115, 137, 139, 149, 157 T3TG pp. 37, 43, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157 T4TG pp. 37, 43, 47, 55, 71, 77, 102, 111, 115, 123, 129, 137, 139, 143, 145, 149 T5TG pp. 35, 43, 69, 71, 103, 111, 137, 139 T6TG pp. 37, 55, 71, 77, 81, 103, 105, 111, 137, 139, 145, 149 T7TG pp. 35, 37, 43, 71, 77, 103, 111, 135, 137, 145, 149 T8TG pp. 39, 101, 129
c) Provide the most common sound for the majority of letters.	T1TG pp. 109, 123, 157 T2TG pp. 45, 123, 157 T3TG pp. 89, 123, 157 T4TG pp. 55, 89, 123, 157 T5TG p. 55 T6TG p. 55 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 89, 123, 153
d) Begin to match uppercase and lowercase letters.	T5TG pp. 115, 123, 149, 157 T6TG pp. 123, 149, 157 T7TG pp. 115, 123, 149, 157 T8TG pp. 55, 89, 123, 157
e) Read simple/familiar high-frequency words, including child's name.	T1TG pp. 47, 69, 75, 81, 115
f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.	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

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Virginia Literacy Foundation Block 5: Print and Book Awareness: The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word.	
Print and Book Awareness The ability to match spoken words to print involves developing a child's concept of words. Instruction may include modeling how print is organized, pointing to words on a page as they are read, and having children "finger-point read" memorized text. Through daily experiences with reading and writing, young children develop their emerging concept of words. They learn that print conveys meaning and accompanying images or illustrations help them comprehend print. An understanding that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems is developed as young children consistently explore books and engage with print.	
a) Identify the front and back covers of a book.	T1TG p. 143 T2TG pp. 83, 117, 123, 151, 157 T3TG pp. 49, 83, 89 T4TG pp. 117, 123 T6TG pp. 117, 123 T8TG pp. 117, 123
b) Identify the location of the title and title page of a book.	T1TG p. 151 T2TG p. 49 T6TG pp. 55
c) Identify where reading begins on a page (first word).	T2TG p. 109 T4TG pp. 41, 75 T6TG pp. 41, 151
d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.	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
e) Distinguish print from pictures.	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157
f) Turn pages one at a time from the front to the back of a book.	T1TG pp. 117, 123, 151 T2TG p. 49 T4TG p. 83 T6TG pp. 47, 55, 83, 89, 151, 157
Virginia Literacy Foundation Block 6: Writing: The child will write using a variety of materials and technology to convey thoughts, ideas and experiences.	
Writing Through early writing experiences, young children develop understandings about the functions of written language. Children develop an awareness that words can be written. They begin to generate ideas about how written language works and explore its uses. Young children's attempts to write through scribbling, drawing, letter approximations, and phonetic spellings help them to understand writing as a means to communicate ideas and information. Over time, attempts at early writing will more closely align to conventional writing.	
a) Distinguish print from images or illustrations.	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, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151
b) Demonstrate use of print to convey meaning.	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157

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c) Copy or write letters and numbers using various materials.	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
d) Print first name independently.	T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133
e) Begin to use correct manuscript letter and number formation.	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150
f) Copy various words associated with people or objects within the child's environment.	T1TG pp. 34, 68 T2TG pp. 34, 52, 78, 112 T3TG pp. 28, 34, 86 T4TG pp. 52, 86, 112 T5TG pp. 68, 96, 102 T6TG p. 62 T7TG p. 34 T8TG pp. 120, 136
g) Use phonetically spelled words to convey messages or tell a story.	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
h) Understands that writing proceeds left to right and top to bottom.	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

VIRGINIA STANDARDS FOR MATH

Virginia Mathematics Foundation Block 1: Number and Number Sense: The child will count with understanding and use numbers to tell how many, describe order, and compare.

Number and Number Sense Young children enter preschool with a foundation of experiences with numbers. To develop an understanding of numbers and number sense, children must have daily experiences where they compare numbers and count in ways that are personally meaningful and challenging.

<p>a) Count forward to 20 or more. Count backward from 5.</p>	<p>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 pp. 101, 150 T7TG p. 107 T8TG p. 138</p>
<p>b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).</p>	<p>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 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</p>
<p>c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”</p>	<p>T1TG pp. 30, 36, 42, 76, 82 T2TG pp. 49, 54, 64, 70, 76, 77, 83, 88, 98, 99, 104, 105, 111, 122, 138 T3TG pp. 116, 117, 145 T4TG pp. 27, 30, 36, 48, 64, 65, 67, 70, 71, 76, 77, 83, 89, 98, 104, 110, 116, 122, 132, 138 T5TG pp. 98, 150 T6TG pp. 64, 77, 98, 116, 117, 144, 145, 150, 151, 156 T7TG pp. 98, 116, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139</p>
<p>d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.</p>	<p>T2TG pp. 30, 36, 42, 54, 77, 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 151 T4TG pp. 48, 82 T5TG p. 150 T6TG pp. 139, 150, 151, 157 T8TG pp. 109, 143 T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157 T3TG pp. 150, 151</p>
<p>e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.</p>	<p>T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157 T3TG pp. 150, 151</p>

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Virginia Mathematics Foundation Block 2: Computation: The child will recognize change in groups (sets/collections) when objects are both added to and taken away from the groups (sets/collections).	
Computation Young children notice the effects of increasing or decreasing the items in a collection of objects. To develop an understanding of computation, children need many opportunities to match and count objects. This will allow children to find out more dependably which quantity is more and to use counting to describe changes in a set.	
a) Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).	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. 110, 111, 116, 117, 122, 150, 151, 156, 157
b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away).	T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
Virginia Mathematics Foundation Block 3: Measurement: The child will identify and compare the attributes of length, capacity, weight, time, and temperature.	
Measurement Children naturally make comparisons. From a very young age, children compare who is taller and who has more. Comparison is the first step in developing an understanding of measurement. Young children should be immersed in activities that allow them to use their senses to make direct comparisons. They should also experience, informally, tools that are used for measurement.	
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.	T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67
b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).	T5TG pp. 133, 139, 145
c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.	T7TG pp. 130, 136, 153
d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.	T4TG p. 121 T6TG p. 53
Virginia Mathematics Foundation Block 4: Geometry: The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects.	
Geometry Geometry for young children involves observing and describing the shapes found everywhere in their environment. Children naturally use geometric shapes and spatial comparisons as they begin to express themselves through drawing and constructions. This familiarity is a foundation for learning experiences involving shape, position, and orientation in space.	
a) Match and sort shapes (circle, triangle, rectangle, and square).	T1TG pp. 48, 76 T3TG pp. 41, 87 T5TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 105, 111, 117, 122, 123 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145

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b) Describe how shapes are similar and different.	T3TG p. 41 T5TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 105, 111, 117, 122, 123 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145
c) Recognize and name shapes (circle, triangle, rectangle, and square).	T3TG pp. 41, 47 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
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144 T8TG p. 135
Virginia Mathematics Foundation Block 5: Data Collection and Statistics: The child will participate in the data gathering process in order to answer questions of interest.	
Data Collection and Statistics Children are naturally inquisitive; they start exploring their world, asking questions, and developing opinions from a young age. To build upon this strength, children need to be encouraged to ask questions, collect answers, and then talk about what they found out. Analyzing data is a key step in making sense of information and the world around us.	
a) Collect information to answer questions of interest to children.	T5TG p. 112 T7TG pp. 102, 120 T8TG pp. 41, 75, 80
b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.	T3TG pp. 98, 110 T7TG pp. 102, 116, 117, 120 T8TG p. 80
Virginia Mathematics Foundation Block 6: Patterns and Relationships: The child will identify simple patterns of concrete objects and use them to recognize relationships.	
Patterns and Relationships Algebra begins with a search for patterns. Being able to identify patterns allows young children to make generalizations and predictions beyond the information directly available. The recognition and analysis of patterns are important components of a child's intellectual development. Children should have many opportunities to engage in pattern related activities and recognize patterns in their everyday environment.	
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).	T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.	T1TG pp. 48, 54, 64, 70, 88, 99, 104, 122, 132, 138 T3TG p. 49
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.	T1TG pp. 48, 54, 64, 70, 88, 98, 105, 110, 111, 116, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 116, 117 T7TG p. 82 T8TG pp. 132, 133

VIRGINIA STANDARDS FOR SCIENCE

Virginia Science Foundation Block 1: Scientific Investigation, Reasoning, and Logic: The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations.

Scientific Investigation, Reasoning, and Logic Young children have been observing the world around them since birth. This block will help children develop language to describe their observations. It will teach them to make careful observations, sometimes with the aid of tools, and to notice patterns within their observations. It should be noted that while some activities may be done to develop scientific processes and practices alone, they are best used in conjunction with other big ideas. For example, observations of leaves provide ample opportunities to tie in discussions about color, shape, and living things.

a) Use the five senses to explore and investigate the natural world.	T1TG p. 78 T2TG pp. 112, 113, 114, 119 T5TG pp. 95, 96, 102, 114, 119 T7TG pp. 101, 148
b) Use simple tools and technology safely to observe and explore different objects and environments.	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
c) Ask questions about the natural world related to observations.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148
d) Make predictions about what will happen next based on previous experiences.	T5TG pp. 101, 120 T6TG p. 96 T7TG pp. 80, 96, 102, 114, 136, 148, 154
e) Conduct simple scientific investigations.	T5TG p. 102 T7TG pp. 51, 67

Virginia Science Foundation Block 2: Force, Motion and Energy: The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work.

Force, Motion, and Energy Children can deepen their understanding of basic physics by describing the motion of various objects and how those objects are used in our daily lives. They can use purposeful play with objects such as a ball, a toy car, or a block of wood to observe and compare how each moves and changes position (speed and direction), and how that motion might change if the surface on which it moves is changed. They can compare the effects of common forces on the objects such as pushes and pulls. Exploration with magnets expands the study of the movement of objects by adding a unique cause of motion. Children can also explore how simple tools use motion to help us work, such as a hammer, a wheel, or a screwdriver.

a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.	T7TG pp. 53, 108, 120, 142
b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.	T7TG pp. 96, 102, 114, 119, 120, 142
c) Describe the effects magnets have on other objects.	T7TG pp. 96, 102, 114, 119, 120, 142
d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.	T3TG p. 87 T8TG p. 146

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Virginia Science Foundation Block 3: Matter/Physical Properties: The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.	
Matter/Physical Properties Children can use their five senses to identify and describe objects by their physical properties. A variety of objects should be provided for them to sort, group, and classify in meaningful ways based on one or more of the identified properties. Children should specifically have the opportunity to experiment with water in different forms and to experiment with objects sinking or floating when put into water. This block also offers the opportunity for children to develop vocabulary that describes the physical properties of objects. For example, a child might describe a rough piece of sandpaper as "sticky" (meaning that it catches his/her hand as it passes over the sandpaper) because he/she lacks the vocabulary to properly describe it.	
a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).	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
b) Recognize water in its solid and liquid forms.	T7TG pp. 114, 130, 136, 147, 148, 154
c) Describe the differences between solid and liquid objects.	T7TG pp. 114, 130, 136, 147, 148, 154
d) Sort objects based on whether they sink or float in water.	T3TG pp. 43, 77, 98, 122 T6TG p. 79
Virginia Science Foundation Block 4: Matter/Simple Physical and Chemical Reactions: The child will conduct simple science experiments to examine changes in matter when substances are combined.	
Matter/Simple Physical and Chemical Reactions Through simple experiments with familiar objects, children are able to see how combining substances sometimes changes the substances and sometimes does not. Children should make predictions about what might happen before the experiment is conducted and should analyze the actual outcome from the experiment at the conclusion. Children should be encouraged to ask questions about what they see or think might happen. This block allows children the opportunity to be "laboratory scientists" and to see how a science experiment is conducted. Expand vocabulary by promoting the use of scientific words such as "predict," "observe," "experiment," "explore," "compare," and "record."	
a) Predict changes to matter when various substances are to be combined.	T7TG pp. 130, 136, 153
b) Observe and conduct simple experiments that explore what will happen when substances are combined.	T7TG pp. 108, 130, 148, 154
c) Observe and record the experiment results and describe what is seen.	T5TG p. 146 T6TG pp. 27, 51, 61, 63, 74, 96, 114 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
Virginia Science Foundation Block 5: Life Processes: The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and basic life processes of each.	
Life Processes Preschool children understand that they are growing and becoming bigger, and can begin to see that other animals and plants also grow and become bigger. Babies, puppies, chicks, calves, etc., fascinate young children. Use this curiosity to teach them how some young animals and adult animals are alike. Plants, too, start as seedlings and grow. Both plants and animals need food, water, and air to live. Plants and animals can make new plants and animals.	
a) Describe what living things need to live and grow (food, water, and air).	T4TG p. 108 T5TG pp. 39, 80 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120
b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).	T6TG pp. 97, 99, 102, 108, 109, 120
c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.	T6TG pp. 33, 46, 52, 120, 142

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Virginia Science Foundation Block 6: Interrelationships in Earth/Space Systems: The child will be able to observe and explore major features of the natural world around him/her, both on Earth and in the sky.	
Interrelationships in Earth/Space Systems Young learners have a natural interest in and curiosity about the world around them and the sky above them. Children should be offered numerous opportunities to explore the natural world outside the classroom. Children can make collections of items found outside such as rocks, leaves, moss, etc., and use those items to sort and classify. They should also explore what they see in the sky (clouds and sun) during the day, and should have “homework” to explore what they see in the night sky (moon and stars).	
a) Use vocabulary to describe major features of Earth and the sky.	T5TG pp. 28, 39, 80
b) Identify objects in the sky – moon, stars, sun, and clouds.	T5TG p. 113 T7TG pp. 45, 46, 47
c) Classify things seen in the night sky and those seen in the day sky.	T5TG p. 113 T7TG pp. 45, 46, 47
d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).	T5TG pp. 28, 39, 80
Virginia Science Foundation Block 7: Earth Patterns, Cycles, and Change: The child will identify simple patterns in his/her daily life and identify things that change over time.	
Earth Patterns, Cycles, and Change Children and their parents naturally make daily weather observations when deciding what to wear and whether to carry an umbrella or bring a hat. They recognize routines of daily activities and know if they have brushed their teeth or had snack time. They are beginning to recognize patterns in the natural world as well.	
a) Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
b) Identify how weather affects daily life.	T5TG pp. 102, 108, 113, 120, 121
c) Describe basic weather safety rules.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 130, 135, 136, 142, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.	T5TG pp. 28, 39, 80
f) Compare a variety of living things to determine how they change over time (life cycles).	T5TG p. 119 T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 147, 148, 154 T7TG p. 147
g) Describe home and school routines.	T1TG pp. 45, 62, 120

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Virginia Science Foundation Block 8: Resources: The child will practice reusing, recycling, and conserving energy on a daily basis.	
Resources The best way to learn resource conservation is to practice conservation in the classroom, such as teaching children to turn off the water in the sink when it is not being used and to turn off the classroom lights when the class leaves the room. Reusing and recycling for young children involves teaching children what they can do to help. Children can learn that some things can be reused, such as the back of paper that has something on the front, but nothing on the back. The best way to learn about recycling is to have children do it. Some children may already practice recycling at home.	
a) Identify ways that some things can be conserved.	T5TG pp. 27, 28, 34, 39, 45, 46, 51, 52, 80
b) Recognize that some things can be reused.	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
c) Recognize that some things can be recycled.	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
d) Understand and use vocabulary such as conserve, recycle, and reuse.	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
VIRGINIA STANDARDS FOR HISTORY AND SOCIAL SCIENCE	
Virginia History and Social Science Foundation Block 1: History: The child will identify ways in which people are alike and different.	
Similarities and Differences History makes links between the child and home, between school and the wider community, between past and present. It links reasoning and imagination and begins with the child's self awareness and awareness of others.	
a) Recognize ways in which people are alike and different.	T2TG pp. 5 T3TG pp. 130, 153, 154, 155 T7TG p. 143
b) Describe his/her own unique characteristics and those of others.	T2TG pp. 28, 40, 46 T3TG p. 53 T7TG p. 143
c) Make the connection that he/she is both a member of a family and a member of a classroom community.	T1TG pp. 36, 42 T2TG pp. 45, 62, 68, 74, 80, 86 T6TG p. 53
d) Engage in pretend play to understand self and others.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG p. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
e) Participate in activities and traditions associated with different cultural heritages.	T2TG pp. 46, 96 T3TG pp. 52, 130, 136, 142, 148, 155 T7TG p. 147
Virginia History and Social Science Foundation Block 2: History/Change Over Time: The child will develop an awareness of change over time.	
Change Over Time Young children become aware of time through events specific to themselves and to people in their immediate surroundings. Begin the focus with the child's own history, then when grandparents were children, and then to periods beyond living memory.	
a) Describe ways children have changed since they were babies.	T4TG p. 121 T6TG p. 53
b) Express the difference between past and present using words such as before, after, now, and then.	T8TG pp. 62, 65, 67, 68, 80, 86, 136

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c) Order/sequence events and objects.	T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136 T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157
d) Ask questions about artifacts from everyday life in the past.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
e) Recount episodes from stories about the past.	T4TG p. 121 T6TG p. 53
f) Take on a role from a specific time, use symbols and props, and act out a story/narrative.	T1TG p. 114 T5TG p. 155
g) Describe past times based on stories, pictures, visits, songs, and music.	T1TG p. 52 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149 T1TG p. 114 T5TG p. 155
Virginia History and Social Science Foundation Block 3: Geography/Location: The child will develop an increased awareness of the physical relationship between and among people and places.	
Location The energy, curiosity, and imagination of young children lead them to action and interaction with their environment. Being egocentric, they view their world from a narrow, limited perspective. Children grow in their understanding as they become more aware of themselves in the social settings of their daily experiences – home, school, neighborhood, and community.	
a) Identify and describe prominent features of the classroom, school, neighborhood, and community.	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG p. 96
b) Engage in play where one item represents another (miniature vehicles, people, and blocks).	T1TG p. 114 T5TG p. 155
c) Make and walk on paths between objects, e.g., from the door to the window.	T1TG p. 73 T2TG p. 33
d) Represent objects in the order in which they occur in the environment.	T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157
e) Experience seeing things from different elevations.	T5TG p. 141 T8TG p. 135
Virginia History and Social Science Foundation Block 4: Geography/Descriptive Words: The child will use words to indicate the relative location of objects and people including direction words, comparison words, and attribute words.	
Descriptive Words As children learn more about their world, they use more words to express the new ideas and information needed to share what they know. Verbalizing helps children to solidify spatial concepts. Exposing children to a wide variety of experiences, helps build vocabulary. Children need to experience direction through movement and senses in order to describe their movements with words.	
a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144
c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).	T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67

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d) Use attribute words (hard, soft, rough, and smooth).	T1TG p. 78 T2TG p. 119 T7TG p. 148
e) Use labels and symbols for what the child has seen.	T1TG pp. 40, 103, 108, 142, 143, 144 T2TG pp. 40, 41, 74, 81, 102, 108, 115, 130, 136, 150 T3TG pp. 69, 74, 75, 76, 98, 103, 104, 99, 105, 110, 111, 123, 132, 137, 138, 143, , 144, 150, 151, 156, 157 T4TG pp. 28, 35, 46, 69, 74, 75, 81, 142 T5TG pp. 35, 40, 65, 69, 74, 103, 108, 123 T6TG pp. 41, 74, 149 T7TG pp. 40, 45, 82, 98, 104, 111, 122, 130, 144 T8TG pp. 40, 41, 47, 48, 49, 54, 75, 82, 83, 107, 108, 109, 115, 122, 142, 143, 149
Virginia History and Social Science Foundation Block 5: Economics/World of Work: The child will develop an increased awareness of the types of work people do and the variety of tools people use in their jobs.	
World of Work The principles of economics influence everyday routines of life. Concepts and understandings develop when young children explore individual interests and build on their own experiences and what they already know. Their interest in the work people do and the tools they use provides a strong foundation for economic basics.	
a) Identify pictures of work and name the jobs people do.	T3TG pp. 85, 108 T8TG p. 153
b) Describe what people do in their community job.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
c) Match tools to jobs.	T3TG p. 87 T8TG p. 146
d) Match job sites to work done.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
e) Role play the jobs of workers.	T8TG p. 146
Virginia History and Social Science Foundation Block 6: Economics/Making Choices and Earning Money: The child will recognize that people make choices because they cannot have everything they want and that people work to earn money to buy the things they want and need.	
Making Choices and Earning Money If young children are allowed to make choices, then making decisions for themselves as they grow becomes less difficult. Guiding young children to make simple choices will give them the experience and confidence to make good decisions on their own as they grow. It is important to help young children understand that people work to earn money and use money to buy the things they want and need.	
a) Identify choices.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
b) Recognize that everyone has wants and needs.	T4TG pp. 109, 115 T8TG pp. 130, 136, 142, 146, 148, 154
c) Recognize that our basic needs include food, clothing, and shelter.	T4TG pp. 109, 115 T8TG pp. 130, 136, 142, 146, 148, 154
d) Choose daily tasks.	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121
e) Role play purchasing situations where choices are made.	T8TG pp. 130, 135, 136, 142, 147, 148, 154

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Virginia History and Social Science Foundation Block 7: Civics/Citizenship: The child will participate as a member/citizen of a classroom community.	
Citizenship The early years are the ideal time for children to understand democratic norms and values (justice, equality, etc.) in their families, classrooms, and communities. Applying these concepts to the nation and world will be easier if the child has experienced and appreciated them on a smaller scale. Democracies are built on the belief that people should be free, should have choices and opportunities, and should work together to make each other's lives better. To maintain our democratic society, we must teach our children to be good citizens.	
a) Cooperate with others in a joint activity.	T1TG p. 135 T8TG pp. 132, 138, 153, 158
b) Recognize the need for rules to help get along with others.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
c) Participate in creating rules for the classroom.	T1TG pp. 45, 62, 120
d) State personal plans for learning center activities.	<i>This objective can be observed during Learning Center activities.</i>
e) Participate in discussing and generating solutions to a class problem.	T1TG pp. 34, 121 T5TG p. 102 T6TG p. 143 T8TG pp. 41, 75, 109, 143
f) Share thoughts and opinions in group settings.	T2TG pp. 31, 65 T3TG pp. 31, 154 T4TG pp. 86, 99 T5TG pp. 86, 99, 154 T7TG p. 31
g) Demonstrate responsible behaviors in caring for classroom materials.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
h) Identify the needs of other people by helping them.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
VIRGINIA STANDARDS FOR HEALTH AND PHYSICAL DEVELOPMENT	
Virginia Health and Physical Development Foundation Block 1: Skilled Movement/Locomotor Skills: The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.	
Locomotor Skills Locomotor movement progressions (walking, running, jumping, leaping, hopping, skipping, sliding, and galloping) are built on patterns. The body prepares the brain for learning by mastering movements that lay the framework for sequencing thoughts and recognizing patterns. Information arranged in patterns is more easily processed, stored, and retrieved. Mathematical and science concepts are built on patterns.	
a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.	T4TG pp. 73, 96, 114, 119, 120
b) Perform these locomotor skills in response to teacher-led creative dance.	T1TG pp. 64, 80, 120 T2TG pp. 120, 148 T3TG pp. 52, 107, 112, 120, 121, 143 T4TG p. 148 T5TG pp. 80, 112, 148 T6TG pp. 52, 80, 120 T7TG pp. 79, 143, 149, 155 T8TG pp. 52, 148

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<p>Non-locomotor Skills Non-locomotor skills permit the child to move his/her body without changing location. The child can learn to twist, turn, curl, stretch, reach, tuck, and use the spatial components of balance, coordination, spatial awareness, directionality, and vision. These skills are developed as the child rolls, curls, spins, twirls, bounces, stretches, balances, and supports his/her own weight in space. They may be practiced in conjunction with the basic locomotor movements.</p>	
a) Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot.	T1TG pp. 39, 116, 150 T3TG p. 51
b) Maintain balance while performing a controlled spin.	T1TG pp. 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.	T1TG p. 73 T2TG p. 33
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.	T3TG p. 153 T6TG p. 147 T8TG p. 135
e) Perform crisscross pattern activities.	T1TG pp. 150, 151 T2TG pp. 44, 61, 67, 75, 85, 107, 129 T6TG p. 146 T7TG pp. 79, 135 T8TG p. 73
<p>Manipulative Skills The manipulative skills of tossing, catching, throwing, aiming, striking, jumping, juggling, kicking, bouncing, and dribbling develop visual tracking of moving objects, eye-hand and eye-foot coordination, visual fields, cross lateralization, sequencing of patterns, and dynamic balance. These skills aid the brain in organizing thoughts in sequence. Tracking exercises strengthen the eye muscles and visual fields used in reading. Eye-hand coordination, manipulation skills, strength, dexterity, and motor control are also essential for physical development of fine motor skills.</p>	
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 139, 145
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	T1TG pp. 138, 144 T3TG pp. 110, 116, 122, 123 T5TG pp. 139, 145 T7TG pp. 31, 37, 65, 145
c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.	T3TG p. 147 T4TG p. 147 T5TG p. 141 T6TG p. 45
d) Coordinate eye-hand and eye-foot movements to perform a task.	T1TG pp. 138, 144

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Virginia Health and Physical Development Foundation Block 2: Movement Principles and Concepts: The child will use the movement concepts of directions, levels, pathways, and effort while performing locomotor (move body from one place to another), non-locomotor (move around axis of body), and manipulative (move in conjunction with object) skills.	
Movement Principles and Concepts Movement in both personal (self space) and general space is navigation in one's environment that allows the child to develop motor skills, self-awareness, self-esteem, and social skills critical to his/her ability to learn. Children gain the knowledge of movement by practicing the concepts regularly during structured or unstructured movement opportunities offered both indoors and outdoors.	
a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft).	T1TG pp. 54, 64, 116, 150, 151 T2TG pp. 30, 36, 44, 54, 61, 82, 88 T3TG p. 101 T4TG p. 27 T5TG pp. 27, 61 T6TG pp. 120, 146, 154 T7TG pp. 79, 110, 135 T8TG p. 73
b) Identify fundamental movement patterns such as running and jumping.	T1TG pp. 73, 116 T5TG p. 135 T7TG p. 101
c) Begin and expand movement vocabulary.	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
Virginia Health and Physical Development Foundation Block 3: Personal Fitness: The child will participate in structured and unstructured physical activity designed to achieve a health-enhancing level of physical fitness.	
Personal Fitness Physical fitness helps children get through the day without fatigue and makes them more alert. When children engage in exercise that elevates the heart rate, the brain and body go into a homeostatic state, balancing brain chemicals, hormones, and body systems. Blood traveling to the brain at a greater rate feeds the brain the needed nutrients of oxygen and glucose, increasing the brain's ability to retain or retrieve memory. Engaging in vigorous activity gives the brain the nutrients it needs to function at an optimal state and benefit the learner.	
a) Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.	T4TG pp. 73, 96, 114, 119, 120
b) Participate in activities designed to strengthen major muscle groups.	T1TG pp. 44, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 85 T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121 T6TG pp. 73, 147 T7TG pp. 39, 61
c) Participate in activities that enhance flexibility.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121

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Virginia Health and Physical Development Foundation Block 4: Responsible Behaviors: The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities.	
Responsible Behaviors All children must be provided with opportunities to follow directions in group settings, use safe behaviors, follow rules, take turns, and demonstrate an understanding of what cooperation means. These behaviors need to be practiced on a regular/daily basis so that acceptable behaviors are learned and reinforced.	
a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
b) Share equipment and space, and take turns with help from the teacher.	T1TG pp. 95, 112 T2TG p. 87 T3TG p. 153 T5TG p. 117 T8TG p. 135
c) Work well with others.	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121
d) Listen to and follow simple directions.	T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 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, 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89
Virginia Health and Physical Development Foundation Block 5: Physically Active Lifestyle: The child will participate in physical activity every day and explain why physical activity is good for health.	
Physically Active Lifestyle Being physically active for an hour a day helps children stay healthy, do better in school, maintain a healthy weight, feel happy and energized, and get sick less often. Children who experience success in movement activities show higher levels of self-esteem and a greater sense of accomplishment. Engaging in regular physical activity should be encouraged at every opportunity as it prepares the developing brain for learning by providing a healthier body that works more efficiently.	
a) Identify the activities that they like and dislike.	T1TG pp. 34, 121 T5TG p. 102 T6TG p. 143 T8TG pp. 41, 75, 109, 143
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121
c) Participate in activities geared toward different levels of proficiency.	T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153 T2TG pp. 95, 101 T3TG pp. 46, 95, 101, 107, 113, 116, 119 T4TG p. 52 T5TG pp. 27, 33, 39, 45, 51, 114 T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153 T7TG pp. 143, 149, 155 T8TG pp. 27, 33, 39, 45, 51
d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.	T1TG pp. 62, 67, 68, 87 T2TG pp. 130, 135, 136, 142, 146, 147, 148, 154 T8TG pp. 87, 121

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Abrams Learning Trends DIG: Develop. Inspire. Grow.™
Virginia Health and Physical Development Foundation Block 6: Health Knowledge and Skills: The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness.	
Nutrition Children start learning about nutrition at an early age, and encouraging them to make healthy food and beverage choices can be incorporated into many learning experiences. Model good eating habits and follow a meal and snack schedule. Teach them to take small amounts at first, and let them know that they can have more if they are still hungry. Nature tends to group similar nutrients in foods that have the same color. Preschoolers can have fun finding foods that they like in as many colors as they can, and learn about the five food groups that are the building blocks for a healthy diet.	
a) Indicate awareness of hunger and fullness.	T4TG p. 62 (the big book, <i>Let's Eat!</i>)
b) Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains.	T4TG pp. 68, 74, 87 T6TG pp. 97, 113 T7TG p. 33
c) Distinguish food and beverages on a continuum from more healthy to less healthy.	T2TG p. 112 T4TG pp. 68, 87
d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG pp. 95, 113
Habits that Promote Health and Prevent Illness Children should develop general health habits early in life such as washing hands, getting rest, and dressing appropriately for the weather. They need to know that germs can be spread through the air when someone sneezes or coughs, or can enter their bodies if they share drinks or eating utensils. They should show growing independence by taking care of restroom needs, disposing of tissues, and putting on and taking off their coats.	
a) Demonstrate how to correctly wash hands.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
b) Demonstrate covering the mouth or nose when coughing or sneezing.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
c) Identify habits that keep us healthy.	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
d) Explain the importance of rest.	T4TG pp. 28, 33, 40, 121
e) Be able to communicate when one is not feeling well.	T4TG p. 52
Virginia Health and Physical Development Foundation Block 7: Information Access and Use: The child will identify trusted adults and begin to learn how to seek reliable health information.	
Information Access and Use During the preschool years, children begin to identify sources of health and safety information. They should know personal information such as their name, street name, and parents' names. They begin to understand that when they take medicine it is given to them from a trusted adult. Preschool children need to be able to recognize important health and safety helpers, such as police, firefighters, doctors and nurses, and begin to understand how they keep them safe. They should be able to identify trusted adults, and know not to talk to or accept rides or treats from strangers.	
a) Understand that health care providers can help them when they are not feeling well.	T4TG pp. 33, 34, 53, 135 T5TG p. 63
b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.	T3TG pp. 85, 87
c) Be able to differentiate between safe and unsafe situations.	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87
d) Begin to share feelings and express how they feel.	T1TG pp. 119, 135 T2TG p. 121 T4TG p. 88 T5TG p. 109 T6TG pp. 53, 155 T7TG p. 155

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Abrams Learning Trends <i>DIG: Develop. Inspire. Grow.™</i>
Virginia Health and Physical Development Foundation Block 8: Community Health and Safety: The child will understand how to make good decisions about simple health issues to promote a safe and healthy community when alone, with family, at school, and in other group settings.	
Community Health and Safety Children are learning how to cross a street, sit in a booster seat, wear a seatbelt, and play safely on the playground. They need to be able to follow safety rules with adult instruction and prompting, and demonstrate good listening skills and cooperative behaviors. While exploring the outdoor environment, they should be aware of sun safety, stay away from animals that they do not know, and keep the environment clean and safe.	
a) Follow safety rules on the playground with adult assistance and reminders.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.	T3TG pp. 85, 87
c) Demonstrate pedestrian safety and vehicle awareness.	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87
d) Understand bicycle/tricycle safety and the importance of wearing a helmet.	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87
e) Know how to make an emergency phone call.	T3TG pp. 85, 87
f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.	T2TG pp. 136, 154
VIRGINIA STANDARDS FOR PERSONAL AND SOCIAL DEVELOPMENT	
Virginia Personal and Social Development Foundation Block 1: Self-Concept: The child will demonstrate self-confidence and self-reflection.	
Self-Concept The essence of early personal and social development is a child's self-concept. A growing sense of self-worth enables a confident child to participate in most classroom activities, express emotions, explore toys and materials, and interact with others in the classroom. To develop this confidence, preschool children need many opportunities to engage in activities with others. At times, young children need support to try new classroom activities.	
a) Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents' names, teacher's name, school name, town or city where they live, and street name.	T2TG pp. 75, 136 T3TG p. 113
b) Begin to recognize and express own emotions using words rather than actions.	T1TG pp. 119, 135 T2TG p. 121 T4TG p. 88 T5TG p. 109 T6TG pp. 53, 155 T7TG p. 155
c) Recognize self as a unique individual and respect differences of others.	T2TG pp. 46, 96 T7TG p. 147
d) Develop personal preferences regarding activities and materials.	T1TG p. 79 T2TG p. 46 T7TG p. 129
e) Demonstrate self-direction in use of materials.	T7TG pp. 139, 157 T8TG pp. 111, 117
f) Develop increasing independence in school activities throughout the day	T1TG pp. 39, 119 T5TG p. 51 T6TG p. 51

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Virginia Personal and Social Development Foundation Block 2: Self-Regulation: The child will show self-direction and responsibility.	
Self-Regulation Self-regulation is the ability to control and direct one's own feelings, thoughts, and actions. Research shows that children's self-regulation behaviors in the early years predict their school achievement in reading and mathematics more accurately than their IQ scores (Blair, C., & R.P. Razza, 2007). Young children benefit from routines and structure. They find comfort and feel secure when they can predict the flow of events and people each day. Learning to manage change is an important skill for preschoolers. Young children are most successful handling transitions when they are told what to expect in advance. Prior knowledge enables young children to feel in control and participate with confidence. Children increase self-regulation through movement, not by sitting still.	
a) Contribute ideas for classroom rules and routines.	T1TG pp. 27, 33, 39, 45, 68, 120 T3TG p. 51
b) Follow rules and routines within the learning environment.	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121
c) Use classroom materials purposefully and respectfully.	T1TG p. 45 T5TG pp. 112, T5TG p. 107 T8TG p. 155
d) Manage transitions and adapt to changes in routine.	T1TG p. 45 T5TG pp. 112, T5TG p. 107 T8TG p. 155
e) Develop positive responses to challenges.	T5TG p. 121 T7TG p. 155 T8TG p. 155
Virginia Personal and Social Development Foundation Block 3: Approaches to Learning: The child will show eagerness and persistence as a learner.	
Approaches to Learning As young children develop more awareness perceptually, they are naturally curious and ask questions about everything they encounter. As children gain experience with asking questions, they ask for clarification or additional information. Preschoolers should be able to attend to tasks for 10-20 minutes. They may need frequent assistance and support to work until tasks are finished or problems are solved. A sensitive and responsive adult can model approaches and provide support as children develop increasing competence.	
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154
b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations.	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148
c) Increase attention to a task or activity over time.	T1TG pp. 41, 47, 53, 63, 69, 75, 81 T2TG pp. 61, 73, 79, 148 T3TG pp. 108, 150 T4TG pp. 46, 53 T5TG pp. 88, 138 T6TG p. 147 T8TG pp. 53, 96
d) Seek and accept help when needed.	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
e) Attempt to complete a task in more than one way before asking for help.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Abrams Learning Trends <i>DIG: Develop. Inspire. Grow.™</i>
Virginia Personal and Social Development Foundation Block 4: Interaction with Others: The child will interact easily with one or more children and with familiar adults.	
Interaction with Others Young children are learning to communicate with others. The ability to relate well with others requires physical, social, linguistic, cognitive, emotional, and interpersonal skills. To accomplish competence in social interaction, children need coaching and sensitive adult guidance. As children learn appropriate skills for communication with others, the adult can continue to offer support and encouragement when needed.	
a) Initiate and sustain interactions with other children.	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
b) Demonstrate verbal strategies for making a new friend.	T1TG pp. 46, 130, 154, 155
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	T2TG pp. 151, 153 T7TG p. 150 T8TG p. 153
d) Participate successfully in group settings.	T1TG pp. 33, 46, 80, 101, 103, 114, 116, 137, 148, 154 T2TG pp. 46, 80, 114, 148 T3TG pp. 33, 40, 46, 61, 74, 79, 114 T4TG pp. 40, 46, 74, 80, 85, 114, 120, 132, 137, 138, 142, 144, 148, 149, 153, 156 T5TG pp. 31, 46, 52, 54, 80, 81, 86, 96, 114, 131, 148, 154 T6TG pp. 51, 80, 86, 88, 98, 104, 114, 120, 129, 141, 148, 153, 154 T7TG pp. 28, 35, 46, 52, 69, 80, 81, 103, 114, 120, 148 T8TG pp. 42, 46, 64, 65, 70, 71, 76, 80, 88, 114, 119, 135, 138, 147, 148
e) Demonstrate respectful and polite vocabulary.	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120
f) Begin to recognize and respond to the needs, rights, and emotions of others.	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120
Virginia Personal and Social Development Foundation Block 5: Social Problem Solving: The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed.	
Social Problem Solving Young children are developing increasing self-regulation and need positive guidance to teach and reinforce important social skills. They rely on sensitive adults to step in when frustrations develop, to teach them appropriate ways to express their needs, and to help them share with others. When children face conflicts with their peers, adults can coach and model appropriate ways to communicate needs and feelings, by getting help and using effective verbal skills.	
a) Express feelings through appropriate gestures, actions, and words.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
b) Recognize conflicts and seek possible solutions.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
c) Allow others to take turns.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
d) Increase the ability to share materials and toys with others over time.	T1TG pp. 95, 112 T2TG p. 87 T5TG p. 117
e) Include others in play activities.	T1TG p. 135 T8TG p. 153

VIRGINIA STANDARDS FOR MUSIC

Virginia Music Foundation Block 1: Music Theory/Literacy: The child will develop an awareness of the mechanics of music.

Music Theory/Literacy Young children should have exposure to music in various forms. They enjoy learning about music concepts and vocabulary and connecting music to their personal experiences. This block provides the tools for young children to gain knowledge and participate in meaningful experiences with music. a) Understand the vocabulary of music.

b) Understand that written music represents sounds by using notes.

T1TG pp. 97, 131
T2TG pp. 29, 63, 97, 131
T3TG pp. 29, 63, 131
T4TG pp. 29, 63, 97, 131
T5TG pp. 29, 63, 97, 131
T6TG pp. 29, 63, 97, 131
T7TG pp. 29, 63, 97, 131
T8TG p. 137

c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.

T7TG p. 97
T8TG p. 137

d) Identify common musical instruments.

T1TG p. 109
T5TG pp. 121, 155
T7TG pp. 109, 121

Virginia Music Foundation Block 2: Performance: The child will participate in musical performance on a regular basis.

Performance Young children are natural performers. They enjoy sharing music with other children and adults. This block provides the opportunities for young children to understand the fundamentals of performance and to participate in music experiences.

a) Demonstrate the difference between singing and speaking.

T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153
T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155
T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 113, 119, 129, 135, 141, 147, 153
T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153
T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153
T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155
T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153
T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155

b) Develop the understanding that the child’s body and voice are musical instruments.

T5TG p. 53
T8TG p. 103

c) Participate in opportunities to use singing voice and musical instruments.

T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 99, 103, 131, 137
T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137
T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137
T4TG pp. 29, 63, 69, 97, 103, 131
T5TG pp. 29, 35, 63, 69, 97, 103, 121, 131, 137, 155
T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137
T7TG pp. 29, 35, 63, 69, 97, 103, 109, 121, 131, 137
T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115

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d) Practice good manners when participating in musical performance.	T8TG p. 131
e) Repeat simple musical patterns using voice, body, and instruments.	T1TG pp. 41, 47, 53 T5TG p. 113 T7TG pp. 27, 33, 45, 51
Virginia Music Foundation Block 3: Music History and Cultural Context: The child will develop an appreciation of different styles of music.	
Music History and Cultural Context Young children need to develop an appreciation and understanding of the many different types of music created throughout the history of the world. This block focuses on helping young children understand many different types of music and how music reflects history. It tells the story of people and their experiences, feelings, and cultures.	
a) Understand that music comes from many different places in the world.	T5TG p. 148
b) Understand that music sounds differently depending on who created it and when it was written.	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131
c) Develop an appreciation for different types of music.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
Virginia Music Foundation Block 4: Analysis, Evaluation, and Critique: The child will investigate how music is used formally and informally, and engage in multiple visual, aural, and hands-on musical experiences by singing, dancing, and using a variety of materials and instruments.	
Analysis, Evaluation, and Critique Young children benefit from the use of music in daily activities as it boosts memory and encourages engagement. Music participation supports active learning skills. When children listen to and respond to music, they can talk about and compare different instrumental and vocal music patterns. This block helps children discover similarities and differences between music, movement, and sounds.	
a) The child will talk about and compare musical patterns and sounds.	T7TG p. 97 T8TG p. 137
b) The child will recognize differences and similarities among music styles.	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131
c) The child will explore the creation and purpose of music in personal and social life.	T1TG pp. 41, 47, 53 T5TG p. 113 T7TG pp. 27, 33, 45, 51
d) The child will participate in music activities that involve sharing, taking turns, and cooperation.	T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 131, 137 T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137 T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T4TG pp. 29, 63, 69, 97, 103, 131 T5TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Abrams Learning Trends <i>DIG: Develop. Inspire. Grow.™</i>
e) The child will identify types of music he/she prefers.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
Virginia Music Foundation Block 5: Aesthetics: The child will listen and respond to recorded and live music performances.	
Aesthetics Young children need to have the opportunity to respond to music in ways that allow them to openly express their feelings about a specific musical selection. Music activates sensory enjoyment, cognitive engagement, and emotional expression. This block provides guidance to support healthy responses in the classroom.	
a) Use the body and motion to express a response to a musical selection.	T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149
b) Express a response to a musical selection by using available visual arts supplies.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
c) Use words to describe how a musical selection makes the child feel.	T1TG pp. 41, 47, 53 T5TG p. 113 T7TG pp. 27, 33, 45, 51
VIRGINIA STANDARDS FOR VISUAL ARTS	
Virginia Visual Arts Foundation Block 1: Visual Communication and Production: The child will develop an awareness of the mechanics of the visual arts and produce various forms on a regular basis.	
Visual Communication and Production Young children are curious and eager to explore sensory experiences through the visual arts. They are ready to learn the vocabulary and fundamental understandings of the visual arts so that they can more effectively communicate about the visual arts world. This foundation block fosters the natural creative spirit of young children, as well as provides opportunities for young children to experiment with different forms of the visual arts.	
a) Understand that artists create visual arts using many different tools.	T5TG pp. 133, 139, 145, 156 T8TG p. 146
b) Understand that the visual arts take many forms.	T3TG pp. 46, 78, 112, 146 T5TG pp. 133, 139, 145 T6TG p. 112
c) Use a variety of materials, textures, and tools for producing visual art.	T4TG p. 146 T5TG pp. 133, 139, 145 T6TG p. 112 T7TG p. 44
d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.	T5TG pp. 133, 139, 145 T6TG p. 44
Virginia Visual Arts Foundation Block 2: Art History and Cultural Context: The child will develop an understanding of the cultural importance of the visual arts.	
Art History and Cultural Context Young children need to begin to draw connections between the present and the past, as well as between different cultures. Exploring the works of art of different cultures and time periods will help strengthen the young child's ability to see the similarities and differences of cultures and time periods. This foundation block provides guidance in creating experiences that foster the development of such connections.	
a) Understand that all cultures have art that reflects their experiences and identity.	T3TG pp. 46, 148 T6TG p. 44
b) Understand that works of art can be a historical record of a certain time period in history.	T5TG p. 156

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Abrams Learning Trends <i>DIG: Develop. Inspire. Grow.™</i>
c) Develop an appreciation for the various forms of visual arts.	T5TG p. 156
Virginia Visual Arts Foundation Block 3: Analysis, Evaluation, and Critique: The child will respond to the visual arts in a variety of ways using the body and multiple materials.	
Analysis, Evaluation, and Critique Young children form and express their opinions on concepts from birth. The visual arts help young children to use nonverbal cues and sensory materials to share their unique ideas and opinions. This foundation block provides experiences to foster creative and appropriate responses to works of art.	
a) Use the body to express a response to a work of art.	T8TG p. 149
b) Understand that each person responds to and creates works of art in unique ways.	T5TG pp. 34, 156 T5TG pp. 44, 156 T8TG p. 78
c) Use available art supplies to express an individual response to an art form.	T3TG pp. 78, 112 T4TG p. 44 T7TG p. 78
d) Use words to describe a response or reaction to a visual arts selection.	T5TG pp. 34, 44, 156 T8TG p. 78
e) The child will identify types of works of art that he/she prefers.	T5TG pp. 34, 156
Virginia Visual Arts Foundation Block 4: Aesthetics: The child will examine and express different feelings and experiences through the visual arts.	
Aesthetics Young children are natural communicators and want to share their ideas and opinions. They have a growing appreciation for their own and others' creativity. Preschoolers are able to see themselves as young artists while coming to understand that others also use art to show and express experiences. This foundation block will help children enjoy personal experiences with the visual arts and discuss the ways they appreciate art created by others.	
a) Understand that the visual arts express feelings, experiences, and cultures.	T3TG pp. 78, 112 T4TG p. 44 T7TG p. 78
b) Talk about different kinds of art and recognize the idea, theme, or purpose.	T5TG pp. 34, 156
c) Create specific works of art based on a common theme, concept, or emotion.	T3TG p. 78 T4TG pp. 44, 78 T5TG pp. 71, 77, 133, 139, 145 T6TG p. 78
d) Collect, compare, and use natural objects and objects made by people.	T3TG pp. 46, 78, 112, 146 T5TG pp. 133, 139, 145 T6TG p. 112
e) Understand the purpose of an art museum.	T7TG p. 40 (<i>the purpose of a museum</i>)



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