

The InvestiGator Club™

Correlation to the Connecticut Early Learning and Development Standards

The following references are examples of components and teaching in The InvestiGator Club® Prekindergarten Learning System that align to the **Connecticut Early Learning and Development Standards**. The correlation is intended to illustrate the system’s approach to these standards, not the comprehensiveness of the program.

Cognition	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
4 to 5 years	
Curiosity and Initiative	
C.60.1. - Investigate ways to make something happen.	Let’s Investigate! TG p. 222 Science: Mixing Colors Under Construction TG p. 43 Learning Centers: Go! Go! Go! TG pp. 54–55 Investigation Station Healthy You TG pp. 54–55 Investigation Station Finny, Feathery, Furry Friends

TG pp. 54–55 Investigation Station
TG p. 104 Science: A Closer Look at Frogs
Splash and Dig
TG p. 43 Learning Centers: Float or Sink?
TG p. 44 Learning Centers: Cause and Effect
TG pp. 54–55 Investigation Station
TG p. 84 Social Studies: Ocean in a Bottle
Watch It Grow
TG pp. 54-55 Investigation Station
Weather Watchers
TG p. 47 Learning Centers: Oceans and Weather
TG p. 48 Learning Centers: Strong Winds
TG pp. 54-55 Investigation Station
TG p. 113 Science: Will It Move?
STEAM and Literacy Challenge Activity Guide
p. 3 Science: Move It!
p. 8 Science: The Water Cycle
p. 16 Science: What Do Magnets Attract
p. 89 Science: What’s So Cool About Drinking Water?
p. 136 Science: Balloon Energy

Strand A: Early learning experiences will support children to develop effective approaches to learning.

4 to 5 years

Engagement with Environment, People and Objects

C.60.2. - Express interest in learning about a specific topic over time.

Daily Routine Posters: Birthdays, Days in Review, Featured Artist, Safety, Weather, Bee Mail, Word of the Week, Attendance

Let's Investigate!

TG p. 135 Social Studies: How We Change Over Time

TG p. 138 Social Studies: We Grow and Change

Under Construction

TG p. 28 Daily Routines: Birthdays

TG p. 28 Daily Routines: Days in Review

TG p. 29 Daily Routines: Featured Artist

TG p, 29 Daily Routines: Safety

TG p. 30 Daily Routines: Weather

TG p, 30 Daily Routines: Bee Mail

TG p. 31 Daily Routines: Word of the Week

TG p, 31 Daily Routines: Attendance

Healthy You

TG p. 28 Daily Routines: Birthdays

TG p. 28 Daily Routines: Days in Review

TG p. 29 Daily Routines: Featured Artist

TG p, 29 Daily Routines: Safety

TG p. 30 Daily Routines: Weather

TG p, 30 Daily Routines: Bee Mail

TG p. 31 Daily Routines: Word of the Week

TG p, 31 Daily Routines: Attendance

Finny, Feathery, Furry Friends

TG p. 28 Daily Routines: Birthdays
TG p. 28 Daily Routines: Days in Review
TG p. 29 Daily Routines: Featured Artist
TG p. 29 Daily Routines: Safety
TG p. 30 Daily Routines: Weather
TG p. 30 Daily Routines: Bee Mail
TG p. 31 Daily Routines: Word of the Week
TG p. 31 Daily Routines: Attendance
Splash and Dig
TG p. 28 Daily Routines: Birthdays
TG p. 28 Daily Routines: Days in Review
TG p. 29 Daily Routines: Featured Artist
TG p. 29 Daily Routines: Safety
TG p. 30 Daily Routines: Weather
TG p. 30 Daily Routines: Bee Mail
TG p. 31 Daily Routines: Word of the Week
TG p. 31 Daily Routines: Attendance
Watch It Grow
TG p. 28 Daily Routines: Birthdays
TG p. 28 Daily Routines: Days in Review
TG p. 29 Daily Routines: Featured Artist
TG p. 29 Daily Routines: Safety
TG p. 30 Daily Routines: Weather
TG p. 30 Daily Routines: Bee Mail
TG p. 31 Daily Routines: Word of the Week
TG p. 31 Daily Routines: Attendance
TG pp. 54–55 Investigation Station
Weather Watchers
TG p. 28 Daily Routines: Birthdays
TG p. 28 Daily Routines: Days in Review
TG p. 29 Daily Routines: Featured Artist
TG p. 29 Daily Routines: Safety
TG p. 30 Daily Routines: Weather

	<p>TG p. 30 Daily Routines: Bee Mail</p> <p>TG p. 31 Daily Routines: Word of the Week</p> <p>TG p. 31 Daily Routines: Attendance</p> <p>TG p. 84 Social Studies: Morning, Afternoon, Evening</p>
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<p>C.60.3. - Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer.</p>	<p>Center Cards: Initial Prints, Building Plans, Block Town, Clay Animals, Water Maze, Nature Collage, Weather Watching</p> <p>Let's Investigate!</p> <p>TG p. 41 Daily Routines: Tidy-Up Time</p> <p>TG p. 47 Art: Initial Prints</p> <p>TG p. 135 Science: Investigators Try and Record</p> <p>Under Construction</p> <p>TG p. 44 Social Studies: Building Plans</p> <p>TG p. 48 Blocks: Block Town</p> <p>TG pp. 54–55 Investigation Station</p> <p>Healthy You</p> <p>TG p. 45 Art: Food Prints</p> <p>TG pp. 54–55 Investigation Station</p> <p>Finny, Feathery, Furry Friends</p> <p>TG p. 45 Art: Clay Animals</p> <p>TG pp. 54–55 Investigation Station</p> <p>Splash and Dig</p> <p>TG p. 48 Blocks: Water Maze</p> <p>TG pp. 54–55 Investigation: Investigation Station</p> <p>Watch It Grow</p> <p>TG p. 45 Art: Nature Collage</p> <p>TG pp. 54–55 Investigation Station</p> <p>Weather Watchers</p> <p>TG p. 44 Social Studies: Weather Watching</p> <p>TG pp. 54–55 Investigation Station</p>
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Strand A: Early learning experiences will support children to develop effective approaches to learning.

4 to 5 years

Eagerness to Learn

C.60.4. - Show pride in accomplishment when reaching mastery of a skill and share experiences with others.

Let's Investigate!

TG p. 138 Social Studies: We Grow and Change

TG pp. 162–163 Shared Writing

Under Construction

TG p. 72 Oral Language: Sharing Chair

TG pp. 134–135 Investigation Celebration

Healthy You

TG p. 72 Oral Language: Sharing Chair

TG p. 99 Oral Language: Scrub and Rub

Finny, Feathery, Furry Friends

TG p. 72 Oral Language: Sharing Chair

TG p. 134-135 Investigation Celebration

Splash and Dig

TG p. 72 Oral Language: Sharing Chair

TG p. 112 Oral Language: I'm a Good Listener

TG p. 124 Social and Emotional: Water Winners

TG pp. 134-135 Investigation Celebration

Watch It Grow

TG p. 92 Oral Language: Sharing Chair

Weather Watchers

TG p. 72 Oral Language: Sharing Chair

Building Social and Emotional Skills Activity Guide

TG p. 12 It's Okay to Be Me

TG p. 13 You're Fabulous

TG p. 35 Let's Be Frogs!

Strand A: Early learning experiences will support children to develop effective approaches to learning.

4 to 5 years

Cooperation with Peers in Learning Experiences

C.60.5. - Plan and complete learning activity with a peer.

Let's Investigate!

TG p. 50 Learning Center: Exploring Blocks

Under Construction

TG p. 44 Social Studies: Who Uses What

Healthy You

TG p. 48 Blocks: Drive-Through Restaurant

Finny, Feathery, Furry Friends

TG p. 49 Dramatic Play: At the Vet's

Splash and Dig

TG p. 49 Dramatic Play: Act Out Water Animals

Watch It Grow

TG p. 43 Learning Centers: What We Get from Plants

Weather Watchers

TG p. 49 Dramatic Play: A Chance of Snow

C.60.6. - Model or teach peers how to use materials or complete a task.

Let's Investigate!

TG pp. 154–155 Literacy: Make Connections

Healthy You

TG p. 99 Oral Language: Scrub and Rub

Splash and Dig

TG p. 133 Listening: River Statues

Watch It Grow

TG p. 124 Small Group Choices: Social and Emotional: Kabob Crew

Weather Watchers

TG pp. 134-135 Investigation Celebration

TG. p. 44 Social Studies: What Should We Pack?

Building Social and Emotional Skills Activity Guide

TG p. 20 Social and Emotional: I Can Help!

Strand B: Early learning experiences will support children to use logic and reasoning.

4 to 5 years

Cause and Effect

C.60.7. - Try multiple uses of same materials and observe differing results.

Center Cards: Water Maze, Float or Sink

Let's Investigate!

TG pp. 66–67 Readiness: Colors

TG p. 179 Science: Loud and Quiet Sounds

Under Construction

TG p. 43 Science: Go! Go! Go!

TG pp. 54–55 Investigation: Investigation Station

Healthy You

TG pp. 54–55 Investigation: Investigation Station

Splash and Dig

TG p. 43 Science: Float or Sink?

TG p. 48 Learning Centers: Water Maze

Weather Watchers

TG p. 47 Learning Centers: Oceans and Weather

TG pp. 54–55 Investigation: Investigation Station

Strand B: Early learning experiences will support children to use logic and reasoning.

4 to 5 years

Attributes, Sorting and Patterns

C.60.8. - Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).

Let's Investigate!

TG pp.132–133 Math: Find a Perfect Match

TG p. 179 Science: Loud and Quiet Sounds

TG p. 183 Math: Cut to Size

TG p. 200 Math: Long and Short

Healthy You

TG pp. 54–55 Investigation: Investigation Station

Finny, Feathery, Furry Friends

TG p. 69 Math: Color, Size, Shape

Watch It Grow

TG p. 42 Math: Sorting Seeds

TG p. 43 What We Get from Plants

TG p. 86-87 Whole Group: Math

TG p. 69 Math: Bigger than a Tree?

TG pp. 108–109 Math: Measuring Sunflowers

TG p. 133 Math: How Far Is It?

C.60.9. - Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).

Let's Investigate!

TG p. 83 Social Studies: The Traveler in You

TG p. 134 Readiness: Yesterday, Today, Tomorrow

TG p. 135 Social Studies: How We Change Over Time

TG pp.136–137 Readiness: Time

Under Construction

TG p. 28 Daily Routines: Birthdays

TG p. 28 Daily Routines: Days in Review

Finny, Feathery, Furry Friends

TG p. 28 Daily Routines: Birthdays

TG p. 28 Daily Routines: Days in Review

Splash and Dig

TG p. 28 Daily Routines: Birthdays

TG p. 28 Daily Routines: Days in Review

Watch It Grow

TG p. 28 Daily Routines: Birthdays

TG p. 28 Daily Routines: Days in Review

Weather Watchers

TG p. 28 Daily Routines: Birthdays

TG p. 28 Daily Routines: Days in Review

TG p. 43 Science: Sequence Games

TG p. 84 Social Studies: Morning, Afternoon, Evening

<p>C.60.10. - Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”).</p>	<p>Healthy You TG pp. 54-55 Investigation: Investigation Station Finny, Feathery, Furry Friends TG pp. 54-55 Investigation: Investigation Station Splash and Dig TG pp. 54-55 Investigation: Investigation Station Weather Watchers TG pp. 54-55 Investigation: Investigation Station Watch It Grow TG pp. 54-55 Investigation: Investigation Station</p>
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Strand B: Early learning experiences will support children to use logic and reasoning.

4 to 5 years

Problem Solving

C.60.11. - Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).

Let's Investigate!

TG p. 139 Math: Match a Snack

TG p. 171 Oral Language: Handy Person in You

TG pp. 202–203 Readiness: Alike and Different

Finny, Feathery, Furry Friends

TG pp. 136–137 Family Investigation Night: Feathery Feeders

Splash and Dig

TG p. 104 Science: Fresh or Salt?

TG pp. 122–123 Science: Make Connections

TG p. 125 Science: Reread a Muddy Story

Weather Watchers

TG pp. 136–137 Family Investigation Night: Kites

Strand B: Early learning experiences will support children to use logic and reasoning.

4-5 years

Symbolic Representation

C.60.12. - Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., Use stirring action without anything in hand).

Let's Investigate!

TG p. 50 Blocks: Build a Tree House

TG p. 51 Learning Centers: Props and Costumes

Healthy You

TG p. 44 Learning Centers: Doctor's Office

TG p. 42 Blocks: We are so Different!

Finny, Feathery, Furry Friends

TG p. 49 Dramatic Play: Act Out Animals

Splash and Dig

TG p. 39 Daily Routines: What Shall I See?

Watch It Grow

TG p. 44 Social Studies: From Farm to Market

Weather Watchers

TG p. 45 Art: Weather Collage

TG p. 49 Learning Centers: Airplane Ride

C.60.13. - Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.

Let's Investigate!

TG p. 50 Blocks: Build a Tree House

TG p. 51: Dramatic Play: Props and Costumes

Under Construction

TG p. 49 Dramatic Play: Hardware Store

TG p. 49 Playground Builders

Healthy You

TG p. 48 Blocks: Drive-Through Restaurant

TG p. 49 Dramatic Play: Grocery Store

Finny, Feathery, Furry Friends

TG p. 45 Art: Clay Animals

TG p.48 Blocks: Build a Farm

TG p. 49 Dramatic Play: At the Vet's

Splash and Dig

TG p. 39 Daily Routines: What Shall I See?

TG p. 45 Art: Beach Mural

TG p. 49 Dramatic Play: Beach Outing

Watch It Grow

TG p. 44 Social Studies: From Farm to Market

TG p. 49 Dramatic Play: Produce Stand

Weather Watchers

TG p. 45 Art: Weather Collage

TG p. 48 Blocks: Build a Castle

TG p. 49 Dramatic Play: Airplane Ride

<p>C.60.14. - Represent people, places, or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure).</p>	<p>Let's Investigate! TG pp. 96–97 Shared Writing: List Favorite Things TG p.113 Social Studies: Special You, Special Me Under Construction: TG p. 48 Blocks: Block Town TG: pp 54-55 Investigation Station TG p. 89 Art: Shapely Homes Healthy You TG p. 44 Social Studies: Same and Different Game TG p. 65 Social and Emotional: Alike and Different TG p. 84 Social Studies: Food Around the World Weather Watchers TG p. 29 Daily Routines: Featured Artist TG: p. 48 Blocks: Build a Castle TG: p. 68 Fine Art: My Country in Winter TG p. 109 Literacy: Friends Like Rosalita</p>
<p>Strand C: Early learning experiences will support children to strengthen executive function.</p>	
<p>4 to 5 years</p>	
<p>Choosing and Planning</p>	
<p>C.60.15. - Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan.</p>	<p>Let's Investigate! TG pp. 78–79 Investigation: Investigation Station: Make Meaning TG p. 135 Science: Investigators Try and Record Under Construction TG pp. 54–55 Investigation: Investigation Station TG p. 104 Science: Rocks Rock! Healthy You TG pp. 122–123 Science: Make Connections Finny, Feathery, Furry Friends TG pp. 54–55 Investigation: Investigation Station: Think About It Watch It Grow</p>

TG pp. 54–55 Investigation: Investigation Station: Think About It
Weather Watchers
TG pp. 54-55 Investigation: Investigation Station

Strand C: Early learning experiences will support children to strengthen executive function.

4 to 5 years

Task Persistence

C.60.16. - Complete longer term and more complex tasks with a focus on the goal, despite frustration.

Center Cards: Building Plans, Block Town, Clay Animals, Water Maze

Let's Investigate!

TG p. 47 Art: Initial Prints

TG p. 135 Science: Investigators Try and Record

Under Construction

TG p. 44 Social Studies: Building Plans

TG p. 44 Social Studies: Who Uses What?

TG p. 48 Blocks: Block Town

Healthy You

TG p. 45 Art: Food Prints

Finny, Feathery, Furry Friends

TG p. 45 Art: Clay Animals

Splash and Dig

TG p. 48 Blocks: Water Maze

Watch It Grow

TG p. 48 Blocks: Local Crops

Strand C: Early learning experiences will support children to strengthen executive function.

4 to 5 years

Cognitive Flexibility

C.60.17. - Generate or seek out multiple solutions to a problem.

Let's Investigate!

TG p. 139 Math: Match a Snack

TG p. 171 Oral Language: Handy Person in You

TG pp. 202–203 Readiness: Alike and Different

Finny, Feathery, Furry Friends

TG pp. 136–137 Family Investigation Night: Feathery Feeders

TG p. 124 Social and Emotional: Overcoming Fears

Strand C: Early learning experiences will support children to strengthen executive function.	
4 to 5 years	
Working Memory	
<p>C.60.18. - Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”).</p>	<p>Let’s Investigate! TG pp. 154–155 Literacy TG pp. 158–159 Readiness: Left and Right TG p. 170 Back to School: Fire Safety</p> <p>Healthy You TG pp. 54–55 Investigation: Investigation Station</p> <p>Splash and Dig TG p. 109 Literacy: Really Listen! TG p. 119 Listening: Listen and Act</p> <p>Watch It Grow TG pp. 106–107 Social and Emotional TG pp. 110–111 Shared Writing: Write Directions</p>
Strand C: Early learning experiences will support children to strengthen executive function.	
4 to 5 years	
Regulation of Attention and Impulses	
<p>C.60.19. - Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer.</p>	<p>Under Construction TG pp. 54–55 Investigation: Investigation Station</p> <p>Finny, Feathery, Furry Friends TG p. 45 Art: Animal Puppets</p> <p>Splash and Dig TG p. 45 Art: Beach Mural TG pp. 54–55 Investigation: Investigation Station</p> <p>Watch It Grow TG p. 45 Art: Nature Collage – Center Card “Nature Collage”</p> <p>Weather Watchers</p>

<p>C.60.20. - Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool).</p>	<p>Let's Investigate! TG p. 72 Back to School: My Space Your Space</p> <p>Under Construction TG p. 35 Daily Routines: Social and Emotional Development</p> <p>Healthy You TG pp. 106-107 Social and Emotional: Read the Story, Make Connections</p> <p>Weather Watchers TG p. 124 Social and Emotional: The Picnic Is Cancelled</p> <p>Building Social and Emotional Skills Activity Guide TG p. 25 Social and Emotional: Stay Calm! TG p. 31 Social and Emotional: Tall Like a Tower TG p. 33 Social and Emotional: Don't Stress</p>
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Social and Emotional Development

Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.

4 to 5 years

Trusting Relationships

SE.60.1. - Seek help and approval from a wider array of adults in trusted roles.

Healthy You

TG p. 98 Oral Language: Care for Cuts

Splash and Dig

TG pp. 136–137 Family Investigation Night: Build a Boat

Building Social and Emotional Skills Activity Guide

TG p. 21 Social and Emotional: You Can Ask Me

TG p. 23 Social and Emotional: I Did It!

TG p. 25 Social and Emotional: What Do You Want?

TG p. 31 Social and Emotional: Helping Others

Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
4 to 5 years	
Managing Separation	
<p>SE.60.2. - Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult.</p>	<p>Let's Investigate! TG p. 36 Daily Routines: Outdoor Play TG p. 104 Back to School: Getting to Know the Teacher TG p. 126 Back to School: School Helpers TG p. 148 Back to School: School Tour</p> <p>Watch It Grow TG p. 35 Quick Minutes: Social and Emotional Development TG p. 65 Social and Emotional: Thank-You Leaf Bouquet</p> <p>Building Social and Emotional Skills Activity Guide TG p. 29 Social and Emotional: Hello and Goodbye TG p. 32 Social and Emotional: Don't Leave!</p>
Strand B: Early learning experiences will support children to develop self-regulation.	
4 to 5 years	

Regulation of Emotions and Behavior

SE.60.3. - Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.

Building Social and Emotional Skills Activity Guide

- TG p. 9 Social and Emotional: Dilly and JT Gator
- TG p. 18 Social and Emotional: Talk About It
- TG p. 25 Social and Emotional: What Do You Want?
- TG p. 25 Social and Emotional: Stay Calm!
- TG p. 29 Social and Emotional: Turtle Talk
- TG p. 31 Social and Emotional: Tall Like a Tower
- TG p. 33 Social and Emotional: Move Your Muscles
- TG p. 33 Social and Emotional: Don't Stress

SE.60.4. - Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.

Under Construction

- TG p. 35 Daily Routines: Social and Emotional Development
 - TG p. 124 Choices: Social and Emotional: May I Please?
- Building Social and Emotional Skills Activity Guide**
- TG p. 33 Social and Emotional: Move Your Muscles
 - TG p. 33 Social and Emotional: Don't Stress
 - TG p. 34 Social and Emotional: Play by the Rules
 - TG p. 34 Social and Emotional: Marching Band

Strand B: Early learning experiences will support children to develop self-regulation.

4 to 5 years

Regulation of Impulses and Behavior

SE.60.5. - Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.

Under Construction

TG p. 35 Daily Routines: Social and Emotional Development
TG. p.112 Oral Language: Medallion Day
TG p. 124 Choices: Social and Emotional: May I Please?
Building Social and Emotional Skills Activity Guide
TG p. 33 Social and Emotional: Move Your Muscles
TG p. 33 Social and Emotional: Don't Stress

SE.60.6. - Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).

Under Construction

TG p. 65 Social and Emotional: Play a Sharing Game
Healthy You
TG pp. 106–107 Social and Emotional
TG p. 108 Music and Movement: Dance to the Music
Building Social and Emotional Skills Activity Guide
TG p. 18 Social and Emotional: Talk About I
TG p. 19 Social and Emotional: Take Turns
TG p. 26 Social and Emotional: Play an Animal Game
TG p. 34 Social and Emotional: Play By the Rules

<p>SE.60.7. - Recall and follow daily routines with little support, including adapting to changes in rules and routines.</p>	<p>Let's Investigate! TG p. 33 Daily Routines: Attendance TG p. 38 Daily Routines: Establish Handwashing and Tooth Care Routines TG p. 39 Daily Routines: Establish Set-Up/Cleanup Routines TG p. 38 Daily Routines: Establish Toilet Routines TG p. 186 Back to School: Classroom Rules TG p. 208 Back to School: Busy Bees Building Social and Emotional Skills Activity Guide P.14 Social and Emotional: Be a Good Listener P.15 Social and Emotional: Circle Forest Walk</p>
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Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.

4 to 5 years

Emotional Expression

SE.60.8. - Describe emotions and feelings to trusted adults and peers.

Under Construction

TG pp. 106–107 Whole Group: Social and Emotional

TG p. 124 Social and Emotional: May I Please?

Healthy You

TG p. 98 Oral Language: How Am I Feeling?

TG p. 124 Social and Emotional: Be Prepared!

Finny, Feathery, Furry Friends

TG p. 65 Social and Emotional: Show You Care

TG pp. 106–107 Whole Group: Social and Emotional

TG p. 124 Social and Emotional: Overcoming Fears

Weather Watchers

TG p. 65 Social and Emotional: Feel It, Show It, Say It

TG pp. 106–107 Whole Group: Social and Emotional

TG pp. 110–111 Closing Circle Time: Shared Writing

TG p. 124 Social and emotional: The Picnic is Cancelled

Building Social and Emotional Skills Activity Guide

P. 14 Tell Us How You Feel

P. 17 Show How You Feel

P. 25 What Do You Want?

Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.

4 to 5 years

Recognition and Response to Emotions in Others

SE.60.9. - Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness).

Finny, Feathery, Furry Friends

TG p. 65 Social and Emotional: Show You Care
TG pp. 106–107 Social and Emotional: Set the Stage, Get Started, Read the Story, Make Connections
TG pp. 110–111: Shared Writing: Write About Fears, Make Connections
TG p. 124 Social and Emotional: Overcoming Fears
Building Social and Emotional Skills Activity Guide
TG p. 20 Social and Emotional: I Can Help!
TG p. 20 Social and Emotional: Superheroes
TG p. 21 Social and Emotional: I Know How You Feel
TG p. 26 Social and Emotional: Let’s Help Dilly
TG p. 31 Social and Emotional: Helping Others

SE.60.10. - Begin to understand that different people may have different emotional reactions.

Healthy You

TG p. 98 Oral Language: How Am I Feeling?
Finny, Feathery, Furry Friends
TG p. 65 Social and Emotional: Show You Care
TG pp. 110–111: Shared Writing: Write About Fears, Make Connections
TG p. 124 Social and Emotional: Overcoming Fears
Building Social and Emotional Skills Activity Guide
TG p. 21 Social and Emotional: I Know How You Feel
TG p. 26 Social and Emotional: Let’s Help Dilly

Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.

4 to 5 years

Sense of self

SE.60.11. - Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates).

Let's Investigate!

- TG p. 46 Social Studies: Families
- TG p. 51 Dramatic Play: Props and Costumes
- TG p. 57 Oral Language: I Belong
- TG p. 65 Social Studies: Family Roles and Traditions
- TG p. 68 Social Studies: Family Matters

Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.

4 to 5 years

Personal Preferences

SE.60.12. - Describe self by referring to preferences, thoughts, and feelings.

Let's Investigate!

- TG p. 46 Social Studies: Families
- TG p. 57 Oral Language: I Belong
- TG p. 113 Social Studies: Special Me, Special You
- TG p. 116 Social Studies: The One and Only You!

Under Construction

- TG p. 35 Daily Routines: Social and Emotional Development
- TG p. 38 Daily Routines: Who Is It?
- TG p. 107 Social and Emotional: Make Connections

Healthy You

- TG p. 41 Writing: Look at Me!
- TG p. 41 Writing: Me Books
- TG p. 84 Social Studies: Food Around the World

Weather Watchers

	TG p. 69 Literacy: Reread a Snowy Story TG p. 65 Social and Emotional: Feel It, Show It, Say It Building Social and Emotional Skills Activity Guide TG p. 12 Social and Emotional: It's Okay to Be Me
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Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.

4 to 5 years

Self-Concept and Competency

SE.60.13. - Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.

Let's Investigate!

TG pp. 42–51 Learning Centers: Reading Practice, Writing Practice, Science Stuff, Painting Pals, Exploring Water, Exploring Sand, Exploring Blocks, Props and Costumes

Under Construction

TG p. 42- 49 Learning Centers: Let's Read, Go! Go! Go!, Tire Track Prints, Sand Constructions

Healthy You

TG p. 47 Learning Centers: Soup du Jour

Weather Watchers

TG p. 47 Learning Centers: Oceans and Weather

SE.60.14. - Show pride in accomplishments and abilities.

Let's Investigate!

TG p. 138 Social Studies: We Grow and Change

TG pp. 162–163 Shared Writing

Under Construction

TG p. 72 Oral Language: Sharing Chair

TG pp. 134–135 Culminating Activity: Investigation Celebration

Splash and Dig

TG p. 112 Oral Language: I'm a Good Listener

Building Social and Emotional Skills Activity Guide

TG p. 13 Social and Emotional: You're Fabulous!

TG p. 12 Social and Emotional: It's Okay to Be Me

TG p. 35 Social and Emotional: Let's Be Frogs!

Strand E: Early learning experiences will support children to develop social relationships.

4 to 5 years

Adult Relationships

SE.60.15. - Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.

Let's Investigate!

TG p. 186 Back to School: Classroom Rules

TG p. 208 Back to School: Busy Bees

TG p. 214 Back to School: A Community of Learners

Under Construction

TG p. 35 Daily Routines: Social and Emotional Development

TG p. 65 Social and Emotional: Play a Sharing Game

Splash and Dig

TG p. 35 Daily Routines: Social and Emotional Development

TG p. 65 Social and Emotional: Puppet Play

TG pp. 106–107 Whole Group: Social and Emotional

Building Social and Emotional Skills Activity Guide

TG p. 10 Social and Emotional: Dilly and Manny Salamander

TG p. 18 Social and Emotional: Talk About It

TG p. 20 I can Help!

TG p. 21 You Can Ask Me

TG p. 30 Social and Emotional: We Can Compromise

Strand E: Early learning experiences will support children to develop social relationships.

4 to 5 years

Play/Friendship

SE.60.16. - Cooperate with peers through sharing and taking turns.

Under Construction

TG p. 65 Social and Emotional: Play a Sharing Game
TG 134-135 Culminating Activity: Investigation Station

Healthy You

TG pp. 106–107 Social and Emotional
TG p. 108 Music and Movement: Dance to the Music
TG p. 119 Oral Language: Animal Safety

Splash and Dig

TG p. 69 Math: Seaworthy Shapes
TG p. Math: Connecting Blocks

Building Social and Emotional Skills Activity Guide

TG p. 17 Social and Emotional: Share-a-Toy Day
TG p. 19 Social and Emotional: Take Turns
TG p. 26 Social and Emotional: Play an Animal Game
TG p. 30 Social and Emotional: We Can Compromise

<p>SE.60.17. - Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.</p>	<p>Let’s Investigate! TG p. 37 Daily Routines: Social and Emotional Development TG p. 56 Back to School: Getting to Know Each Other TG p. 98 Back to School: Mirror Me Under Construction TG pp. 106–107 Social and Emotional: Whole Group Healthy You TG pp. 106–107 Social and Emotional: Whole Group Building Social and Emotional Skills Activity Guide TG p. 8 Social and Emotional: Dilly and the Investigator Club TG p. 19 Social and Emotional: Let’s Be Friends TG p. 24 Social and Emotional: Friends Have a Lot in Common</p>
<p>SE.60.18. - Seek help from peers and offer assistance when it is appropriate.</p>	<p>Finny, Feathery, Furry Friends TG p. 65 Social and Emotional: Show You Care TG pp. 106–107 Social and Emotional: Whole Group TG pp. 110–111: Shared Writing: Write About Fears, Make Connections TG p. 124 Social and Emotional: Overcoming Fears Building Social and Emotional Skills Activity Guide TG p. 20 Social and Emotional: I Can Help! TG p. 20 Social and Emotional: Superheroes TG p. 21 Social and Emotional: I Know How You Feel TG p. 26 Social and Emotional: Let’s Help Dilly TG p. 31 Social and Emotional: Helping Others</p>

Strand E: Early learning experiences will support children to develop social relationships.

4 to 5 years

Conflict Resolution

SE.60.19. - Engage in developing solutions and work to resolve conflict with peers.

Under Construction

TG p. 35 Social and Emotional Development

TG p. 65 Social and Emotional Play a Sharing Game

TG pp. 106–107 Social and Emotional

Building Social and Emotional Skills Activity Guide

TG p. 10 Social and Emotional: Dilly and Manny Salamander

TG p. 18 Social and Emotional: Talk About It

TG p. 30 Social and Emotional: We Can Compromise

TG p. 33 Social and Emotional: Move Your Muscles

Physical Development and Health

Strand A: Early learning experiences will support children to develop gross motor skills.

4 to 5 years

Mobility

PH.60.1. - Alternate direction while running and stop easily without losing balance.

Let's Investigate!

TG p. 156 Readiness: Left and Right

Under Construction

TG p. 34 Daily Routines: Outdoor Play

Healthy You

TG p. 34 Daily Routines: Gross Motor Skills

Splash and Dig

TG p. 34 Daily Routines: Outdoor Play

Outdoor Creative Play and Learning Cards

Card 8

Strand A: Early learning experiences will support children to develop gross motor skills.

4 to 5 years

Large Muscle Movement and Coordination

PH.60.2. - Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).

Let's Investigate!

TG p. 149 Gross Motor Skills: The Athlete in You

Under Construction

TG p. 34 Daily Routines: Gross Motor Skills

TG p. 34 Daily Routines: Outdoor Play

TG p. 68 Music: Let's Dance

Healthy You

TG p. 34 Daily Routines: Gross Motor Skills

TG p. 34 Daily Routines: Outdoor Play

TG p. 36 Daily Routines: Daily Stretches

TG pp. 134–135 Investigation Celebration: Raise Your Heart Rate

Watch It Grow

TG p. 128 Music and Movement: Johnny Appleseed Dance

Outdoor Creative Play and Learning Cards

Card 1: Marching Band

Card 4: Let's Be Frogs!

Card: 8 Animal Charades

Card 10 Hula Hoops in a Row

Strand B: Early learning experiences will support children to develop fine motor skills.

4 to 5 years

Visual Motor Integration

<p>PH.60.3. - Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).</p>	<p>Let’s Investigate! TG p. 43 Learning Centers: Writing Practice TG pp. 158–159 Readiness: Left and Right TG p. 160 Social Studies: We Know What We Need TG p. 183 Math: Cut to Size TG p. 204 Art: Art Tools TG pp. 206–207 Shared Writing TG p. 222 Science: Mixing Colors</p> <p>Under Construction TG p. 42 Learning Centers: Build a Pattern</p> <p>Healthy You TG p. 41 Learning Centers: Look at Me! TG p. 43 Learning Centers: What Can My Muscles Do? TG p. 47 Learning Centers: What Your Hands Can Do</p> <p>Splash and Dig TG p. 43 Learning Centers: Moving Water with a Sponge TG p. 45 Learning Centers: Watercolor Artwork TG pp. 90–91 Closing Circle Time: Shared Writing</p> <p>Watch It Grow TG p. 64 Math: The Number 8</p> <p>Weather Watchers TG p. 129 Art: Four Seasons Mobile</p>
<p>Strand B: Early learning experiences will support children to develop fine motor skills.</p>	
<p>4 to 5 years</p>	
<p>Small Muscle Movement and Coordination</p>	

PH.60.4. - Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar).

Let's Investigate!

TG pp. 206–207 Shared Writing

Under Construction

TG p. 42 Learning Centers: Build a Pattern

Healthy You

TG p. 41 Learning Centers: Look at Me!

TG p. 43 Learning Centers: What Can My Muscles Do?

TG p. 47 Learning Centers: What Your Hands Can Do

Splash and Dig

TG pp. 90–91 Closing Circle Time: Shared Writing

Watch It Grow

TG p. 64 Math: The Number 8

Weather Watchers

TG p. 41 Felt Board Names and Stories

TG pp. 62–63 Small Group: Early Writing

TG pp. 70–71 Closing Circle Time: Shared Writing

TG pp. 130–131 Closing Circle Time: Shared Writing

<p>PH.60.5. - Use a mature pencil grasp with 3 fingers on writing implement.</p>	<p>Healthy You TG p. 41 Learning Centers: Look at Me! Watch It Grow TG p. 64 Math: The Number 8 Weather Watchers TG p. 41 Felt Board Names and Stories TG pp. 62-63 Small Group: Early Writing TG pp. 70-71 Closing Circle Time: Shared Writing TG pp. 130-131 Closing Circle Time: Shared Writing</p>
<p>PH.60.6. - Use butter knife to spread and cut. Open most containers to remove food.</p>	<p>Healthy You TG p. 37 Daily Routines Health: Trying New Foods Splash and Dig TG p. 37 Daily Routines Health: Sandwich Sailboats Weather Watchers TG p. 37 Daily Routines Health: Sunshine Spread Investigate Math Activity Guide TG p. 27 Estimation Station</p>

Strand C: Early learning experiences will support children to acquire adaptive skills.

4 to 5 years

Safety and Responsibility

PH.60.7. - Understand the reason for most basic safety rules at home, in familiar settings and in the community.

Let's Investigate!

TG p. 31 Daily Routines: Safety
TG p. 170 Back to School: Fire Safety

Under Construction

TG p. 29 Daily Routines: Safety

Healthy You

TG p. 36 Daily Routines: Nothing in Your Mouth
TG p. 38 Seat Belts Please
TG pp. 116–117 Health: Stop, Drop, Roll

Strand C: Early learning experiences will support children to acquire adaptive skills.

4 to 5 years

Dressing and Hygiene

PH.60.8. - Typically manage own dressing, toileting, and basic hygiene.

Let's Investigate!

TG p. 38 Daily Routines: Establish Toilet Routines
TG p. 38: Daily Routines: Establish Handwashing and Tooth Care Routines

Healthy You

TG pp. 96–97 Oral Language
TG p. 99 Oral Language: Dressing Up

Strand D: Early learning experiences will support children to maintain physical health status and well-being.

4 to 5 years

Physical Activity

PH.60.9. - Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day.

Outdoor Creative Play and Learning Cards

- Card 1: Marching Band
- Card 4: Let's Be Frogs!
- Card: 8 Animal Charades
- Card 10 Hula Hoops in a Row
- Card 11 Chariot Races

Strand D: Early learning experiences will support children to maintain physical health status and well-being.

4 to 5 years

Healthy Behaviors

PH.60.10. - Identify healthy practices including hygiene, nutrition, and sleep.

Let's Investigate!

- TG p. 38 Daily Routines: Establish Toilet Routines
- TG p. 38: Daily Routines: Establish Handwashing and Tooth Care Routines

Under Construction

- TG pp. 66–67 Literacy: Whole Group
- TG p. 69: Literacy: Reread a Story

Healthy You

- TG p. 37 Trying New Foods
- TG p. 78 Oral Language: Vegies
- TG p. 78 Oral Language: Nutritious Food
- TG p. 79 Oral Language: Let's Go Shopping
- TG p. 88 Literacy: Make a Menu
- TG pp. 136-137 Family Investigation Night: Trail Mix
- TG pp. 66–67 Literacy: Make Connections

Language and Literacy

Strand A: Early learning experiences will support children to understand language (receptive language).

4 to 5 years

Word Comprehension

L.60.1. - Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.

Finny, Feathery, Furry Friends

TG pp. 96–97 Oral Language

TG pp. 126–127 Storytelling Classics

Splash and Dig

TG pp. 56–57 Oral Language

TG pp. 66–67 Literacy

Watch It Grow

TG pp. 106–107 Social and Emotional

Weather Watchers

TG p. 112 Listening: “The Wind”

L.60.2. - Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.

Oral Language Cards

Cards 8-10

Let's Investigate!

TG p. 56 Back to School: Getting to Know Each Other

TG p. 104 Back to School: Getting to Know the Teacher

TG p. 201 Social Studies: What's My Job?

Under Construction

TG pp. 56–57 Opening Circle Time: Oral Language

TG p. 69 Literacy: Reread a Story

TG p. 72 Oral Language: Pass a Hardhat

Healthy You

TG pp. 76-77 Opening Circle Time: Oral Language

TG p. 78 Oral Language: Nutritious Food

TG p. 99 Oral Language: Dressing Up

Finny, Feathery, Furry Friends

TG pp. 96–97 Opening Circle Time: Oral Language

TG p. 133 Oral Language: Making a Home

Splash and Dig

TG pp. 96-97 Opening Circle Time: Oral Language

TG p. 99 Oral Language: Lakes and Oceans

Watch It Grow

TG p. 98 Oral Language: If Flowers Could Talk

Weather Watchers

TG p. 98 Oral Language: "Boom, Bang!"

Strand A: Early learning experiences will support children to understand language (receptive language).	
4 to 5 years	
Language Comprehension	
L.60.3. - Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”).	Oral Language Cards Cards 51, 54 Finny, Feathery, Furry Friends T pp. 52–53 Investigation: Investigation Launch TG p. 59 Oral Language: Pet Talk TG p. 93 Math: If You Were an Animal Splash and Dig TG p. 58 Oral Language: Splish Splash TG p. 79 Oral Language: Questions, Please! TG p. 98 Oral Language: Off to the Lake Weather Watchers TG p. 93 Oral Language: If I Could TG pp. 96–97 Oral Language: Say a Poem STEAM and Literacy Challenge Activity Guide TG p. 90 Literacy: Apple Farmer Annie Vocabulary TG p. 105 Literacy: Leveled Readers
Strand B: Early learning experiences will support children to use language (expressive language).	
4 to 5 years	
Vocabulary	
L.60.4. - Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.	Let’s Investigate! TG p. 222 Readiness: Basic Shapes TG pp. 224–225 Readiness: Investigating Shapes Under Construction

TG pp. 86–87 Math

TG p. 104 Science: Rocks Rock!

TG p. 105 Literacy: Reread “Laundry Day”

Healthy You

TG pp. 122–123 Science: Set the Stage

Finny, Feathery, Furry Friends

TG p. 78 Listening: Name the Animals

Splash and Dig

TG p. 73 Listening: Water Sounds

TG p.78 Oral Language: Ocean Clues

Weather Watchers

TG pp. 116-117 Opening Circle Time: Oral Language

L.60.5. - Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).

Under Construction

TG pp. 56–57 Oral Language: Play a Game

Finny, Feathery, Furry Friends

TG p. 59 Oral Language: Pet Talk

TG p. 118 Oral Language: Grasshoppers

Splash and Dig

TG p. 79 Oral Language: Questions, Please!

TG pp 96-97 Opening Circle Time: Oral Language

Weather Watchers

TG pp. 56-57 Opening Circle Time: Oral Language

TG pp 66-67 Whole Group: Literacy

TG pp. 96–97 Oral Language: Say a Poem

TG p. 99 Oral Language: A Windy-Day Story

Strand B: Early learning experiences will support children to use language (expressive language).

4 to 5 years

Expression of Ideas, Feelings and Needs

L.60.6. - Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).

Let's Investigate!

TG p. 44 Math: Guess My Direction
TG p. 90 Readiness: JT's Near and Far
TG p. 156 Readiness: Left and Right
TG p. 178 Math: Small to Large

Healthy You

TG pp. 86-87 Whole Group: Math
TG p. 133 More or Less?

Strand B: Early learning experiences will support children to use language (expressive language).

4 to 5 years

Language Structure

L.60.7. - Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.

Let's Investigate!

TG p. 30 Days in Review
TG p. 121 Art: The Artist in You
Under Construction
TG pp. 56–57 Oral Language: Play a Game

Finny, Feathery, Furry Friends

TG p. 59 Oral Language: Pet Talk
TG p. 93 Math: If You Were an Animal
TG p. 118 Oral Language: Grasshoppers

Splash and Dig

TG p. 58 Oral Language: Splish Splash

	<p>TG p. 79 Oral Language: Questions, Please! TG p. 92 Oral Language: Sharing Chair TG p. 98 Oral Language: Off to the Lake Weather Watchers TG p. 93 Oral Language: If I Could TG pp. 96–97 Oral Language: Say a Poem TG p. 99 Oral Language: A Windy-Day Story TG p. 132 Oral Language: Sharing Chair</p>
<p>L.60.8. - Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.</p>	<p>Under Construction TG pp. 56–57 Opening Circle Time: Oral Language TG p. 69 Literacy: Reread a Story TG p. 72 Oral Language: Pass a Hardhat TG p. 92 Oral Language: Sharing Chair Healthy You TG p. 78 Oral Language: Nutritious Food TG p. 99 Oral Language: Dressing Up Finny, Feathery, Furry Friends TG p. 59 Oral Language: Pet Talk TG pp. 96–97 Opening Circle Time: Oral Language TG p. 106-107 Whole Group: Social and Emotional TG p. 133 Oral Language: Making a Home Splash and Dig TG pp. 96-97 Opening Circle Time: Oral Language TG p. 98 Oral Language: Off to the Lake TG p. 99 Oral Language: Lakes and Oceans TG pp. 116–117 Opening Circle Time: Oral Language Watch It Grow TG p. 43 Learning Centers: What We Get from Plants TG p. 98 Oral Language: If Flowers Could Talk Weather Watchers TG p. 30 Daily Routines: Bee Mail TG p. 98 Oral Language: "Boom, Bang!"</p>

Strand C: Early learning experiences will support children to use language for social interaction.

4 to 5 years

Conventions of Conversation

L.60.9. - Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.

Let's Investigate!

TG p. 105 Oral Language: Getting to Know Great Auntie Lou

TG p. 127 Oral Language: Getting to Know Rosalita

Under Construction

TG pp. 116-117 Opening Circle Time: Oral Language

TG pp. 126-127 Whole Group: Storytelling Classics

Healthy You

TG p. 30 Daily Routines: Bee Mail

Finny, Feathery, Furry Friends

TG pp. 96-97 Opening Circle Time: Oral Language

Strand C: Early learning experiences will support children to use language for social interaction.

4 to 5 years

Language for Interaction

L.60.10. - Use language to share ideas and gain information.

Let's Investigate!

TG pp. 102-103 Opening Circle Time: Oral Language
TG pp. 154-155 Literacy: "Gone Investigating"
TG pp. 168-169 Oral Language: Dilly and Chuck Wood
TG p. 171 Oral Language: Getting to Know Chuck
TG pp. 212-213 Opening Circle Time: Oral Language
TG p. 215 Literacy: The Curiosity in You
TG p. 230 Oral Language: Sharing Chair
TG p. 231 Oral Language: The Investigator in You
TG p. 232 Investigation Celebration

Under Construction

TG pp. 56-57 Opening Circle Time: Oral Language
TG p. 72 Oral Language: Pass a Hardhat
TG p. 92 Oral Language: Sharing Chair

Healthy You

TG p. 99 Oral Language: Dressing Up
TG p. 132 Oral Language: Sharing Chair

Finny, Feathery, Furry Friends

TG pp. 52-53 Investigation: Investigation Launch
TG p. 59 Oral Language: Pet Talk
TG p. 93 Math: If You Were an Animal

Splash and Dig

TG p. 58 Oral Language: Splish, Splash
TG p. 92 Oral Language: Sharing Chair
TG p. 92 Oral Language: Sharing Chair

	<p>TG p. 98 Oral Language: Off to the Lake TG p. 109 Literacy: Really Listen! TG pp. 116–117 Opening Circle Time: Oral Language Watch It Grow TG p. 43 Learning Centers: What We Get from Plants TG p. 78 Oral Language: Who’s Got the Seed? TG p. 118 Oral Language: Time for a Hayride Weather Watchers TG p. 59 Oral Language: Rainy-Day Walk TG p. 52 Oral Language: Sharing Chair TG pp. 52–53 Investigation: Investigation Launch TG p. 93 Oral Language: If I Could TG pp. 96–97 Opening Circle Time: Oral Language TG p. 132 Oral Language: Sharing Chair</p>
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
4 to 5 years	
Interest and Engagement with Books	
L.60.11. - Independently choose to “read” books and select a variety of texts including fiction and nonfiction.	<p>Let’s Investigate! TG p. 42 Learning Centers: Reading Practice Under Construction TG P. 40 Learning Centers: Let’s Read Finny, Feathery, Furry Friends TG p. Storytelling Time Splash and Dig TG p. 40 Learning Centers: Flannel Board Stories Weather Watchers TG p. 40 Learning Centers: Read and Talk</p>
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
4 to 5 years	

Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)

L.60.12. - With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.

Let's Investigate!

TG pp. 124–125 Oral Language: Make Connections

TG pp. 168–169 Oral Language: Read the Story

TG p. 223 Literacy: Sequence of Events

Under Construction

TG p. 109 Literacy: Chuck, Chuck, and Away

TG p. 113 Oral Language: Character Puppets

Healthy You

TG p. 105 Literacy: Act Out a Story

Splash and Dig

TG p. 125 Literacy: Reread a Muddy Story

Watch It Grow

TG p. 83 Literacy: Tell the Story, Make Connections

TG p. 126 Make Connections

TG p. 129 Literacy: Retell a Classic

STEAM and Literacy Challenge Activity Guide

TG p. 70 Literacy Leveled Readers

<p>L.60.13. - Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).</p>	<p>Let's Investigate! TG p. 223 Literacy: Sequence of Events Under Construction TG pp. 52-53 Investigation: Investigation Launch Healthy You TG p. 129 Literacy: Retell a Classic Finny, Feathery, Furry Friends TG pp. 122-123 Small Group: Science Splash and Dig TG pp. 52-53 Investigation: Investigation Launch TG. 122-123 Small Group: Science Weather Watchers TG pp. 52-53 Investigation: Investigation Launch TG pp. 66-67 Whole Group: Literacy TG pp. 122-123 Small Group: Science TG pp. 126-127 Whole Group Storytelling Classics Watch It Grow TG pp. 52-53 Investigation: Investigation Launch STEAM and Literacy Challenge Activity Guide TG p. 70 Literacy: Leveled Readers</p>
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<p>L.60.14. - Use connections between self and character, experience, and emotions to increase comprehension.</p>	<p>Let's Investigate! TG p. 112 Small Group: Literacy: Favorite Book TG pp. 146-147 Opening Circle Time: Oral Language Under Construction TG pp. 52-53 Investigation: Healthy You TG pp. 66-67 Whole Group: Literacy Finny, Feathery, Furry Friends TG pp. 66-67 Whole Group: Literacy Splash and Dig TG pp. 52-53 Investigation: Investigation Launch Weather Watchers TG pp. 66-67 Whole Group: Literacy Watch It Grow TG pp.82-83 Small Group: Literacy</p>
<p>Strand E: Early learning experiences will support children to gain knowledge of print and its uses.</p>	
<p>4 to 5 years</p>	
<p>Book Concepts</p>	

<p>L.60.15. - Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).</p>	<p>Let's Investigate! TG p. 161 Literacy: Teach Manny to Read TG p. 201 Literacy: Follow That Print TG p. 205 Literacy: Tracking Print Healthy You TG p. 109 Literacy: Read and Follow Finny, Feathery, Furry Friends TG p. 65 Literacy: Book Knowledge TG p. 109 Literacy: Reread a Bedtime Story Splash and Dig TG p. 105 Literacy: We Know Letters TG p. 125 Literacy: Concepts of Print Weather Watchers TG p. 69 Literacy: Reread a Snowy Story Watch It Grow TG p. 69 Literacy: Reread a Soup Story TG p. 89 Literacy: Reread an Apple Story</p>
<p>L.60.16. - Know that books have titles, authors, illustrators, or photographers.</p>	<p>Let's Investigate! TG p. 40 Reading: Storytelling Time TG p. 65 Choices: Literacy: Book Knowledge Finny, Feathery, Furry Friends TG p. 40 Reading: Storytelling Time TG. 65 Choices: Literacy: Book Knowledge Weather Watchers TG pp. 66-67</p>

<p>L.60.17. - Recognize words as a unit of print and that letters are grouped to form words.</p>	<p>Let's Investigate! TG p. 183 Literacy: Word Puzzles TG p. 201 Literacy: Follow That Print Splash and Dig TG p. 125 Literacy: Concepts of Print Weather Watchers TG p. 69 Literacy: Reread a Snowy Story Watch It Grow TG p. 69 Literacy: Reread a Soup Story TG p. 89 Literacy: Reread an Apple Story</p>
<p>Strand E: Early learning experiences will support children to gain knowledge of print and its uses.</p>	
<p>4 to 5 years</p>	
<p>Print Concepts</p>	
<p>L.60.18. - Identify some familiar printed words out of context.</p>	<p>Under Construction TG pp. 110-111 Closing Circle Time: Shared Writing Healthy You TG pp. 110-111 Closing Circle Time: Shared Writing Finny, Feathery, Furry Friends TG pp. 66-67 Whole Group Literacy TG pp. 110-111 Closing Circle Time: Shared Writing Splash and Dig TG 110-111 Closing Circle Time: Shared Writing Weather Watchers TG pp.130-131 Closing Circle Time: Shared Writing</p>
<p>L.60.19. - Begin to use awareness of letter sounds along with pictures to read words in text.</p>	<p>Splash and Dig TG p. 88 Literacy: Ocean Word Match Watch It Grow TG p. 41 Writing: Alphabet Book TG p. 61 Alphabet Knowledge: The Letters Ii and Tt TG p. 121 Alphabet Knowledge: The Letter Qq</p>

STEAM and Literacy Challenge Activity Guide*

TG p. 2 Phonics: Final M

TG p. 6 Phonics: Final F

TG p. 12 Phonics: Final S

TG p. 17 Phonics: Final P

TG p. 21 Phonics: Final N

TG p. 32 Phonics: Final D

TG p. 37 Phonics: Final /v/

TG p. 61 Phonics: Final L

TG p. 71 Phonics: Final R

TG p. 77 Phonics: Final Z

TG p. 87 Phonics: Words with Final /b/

TG p. 91 Phonics: Initial /j/

TG p. 101 Phonics: Final /w/

Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

4 to 5 years

Letter Recognition

L.60.20. - Recognize and name known letters of the alphabet in familiar and unfamiliar words.

Let's Investigate!

TG p.34 Daily Routines: Letters

TG pp. 60–61 Alphabet Knowledge: Sing the Song

TG pp. 86–87 Alphabet Knowledge: Read the Story

Under Construction

TG p. 31 Daily Routines: Attendance

TG p. 41 Writing: That's My Name!

TG p. 65 Literacy: Name Cards

TG p. 81 Alphabet Knowledge: Dilly's Alphabet Book

Healthy You

TG p. 40 Reading: The Hungry Dinosaur

TG p. 60 Literacy: Where Does it Go?

Splash and Dig

TG p. 65 Small Group Choices: Literacy: Digging the Alphabet

TG p. 88 Small Group Choices: Literacy: Ocean Word Match

TG p. 105 Small Group Choices: Literacy: We Know Letters

TG p. 121 Alphabet Knowledge: Alphabet Match-Up

L.60.21. - Make some letter-sound connections.	<p>Under Construction TG 81 Alphabet Knowledge: The Letter Ff TG p. 101 Alphabet Knowledge: The Letter Ss</p> <p>Healthy You TG 81 Alphabet Knowledge: The Letter Aa TG p. 101 Alphabet Knowledge: The Letter Dd</p> <p>Finny, Feathery, Furry Friends TG 81 Alphabet Knowledge: The Letter Cc TG p. 101 Alphabet Knowledge: The Letter Hh</p> <p>Splash and Dig TG 81 Alphabet Knowledge: The Letter Oo TG p. 101 Alphabet Knowledge: The Letter Rr TG p. 88 Literacy: Ocean Word Match</p> <p>Weather Watchers TG 81 Alphabet Knowledge: The Letter Uu TG p. 101 Alphabet Knowledge: The Letter Gg</p> <p>Watch It Grow TG p. 61 Alphabet Knowledge: The Letters Ii and Tt TG 81 Alphabet Knowledge: The Letter Bb TG p. 101 Alphabet Knowledge: The Letter Jj TG p. 121 Alphabet Knowledge: The Letter Oo</p>
Strand F: Early learning experiences will support children to develop phonological awareness.	
4 to 5 years	
Phonological Awareness	
L.60.22. - Produce rhyming words or words that have same initial sound.	<p>Let's Investigate! TG pp. 128--129 Phonological Awareness: Get Started, Recognize Rhyming Words, Make Connections TG p. 148 Music: Songs with Rhymes TG p. 165 Literacy: The Rhyme in You</p> <p>Under Construction</p>

	TG p. 35 Daily Routines: Phonological Awareness TG p. 60 Phonological Awareness: Rock and Rhyme TG p. 120 Phonological Awareness: Which Ones Rhyme? Finny, Feathery, Furry Friends TG p. 35 Daily Routines: Phonological Awareness Watch It Grow TG p. 72 Oral Language: Finish the Rhyme
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<p>L.60.23. - Recognize which words in a set of words begin with the same sound.</p>	<p>Let's Investigate! TG pp. 172–173 Phonological Awareness: Show Awareness of Beginning Sounds Finny, Feathery, Furry Friends TG p. 60 Phonological Awareness: Beginning Sounds Splash and Dig TG p. 60 Phonological Awareness: Wading in the Water Weather Watchers TG p. 60 Phonological Awareness: Substitute Sounds TG p. 120 Phonological Awareness: Sound Bounce</p>
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L.60.24. - Distinguish syllables in words.	<p>Let's Investigate! TG pp. 216–217 Phonological Awareness: Hear and Discriminate Syllables Finny, Feathery, Furry Friends TG p. 60 Phonological Awareness: Clap Words TG p. 80 Phonological Awareness: Syllables Stack Up TG p. 100 Phonological Awareness: One, Two, Three, Four Watch It Grow TG p. 35 Daily Routines: Phonological Awareness TG p. 100 Phonological Awareness: Vanishing Syllables</p>
Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.	
4 to 5 years	
Drawing and Writing	

<p>L.60.25. - Draw original stories with a beginning, middle and end.</p>	<p>Healthy You TG p. 41 Writing: Me Books TG pp. 110-111 Closing Circle Time: Shared Writing Steam and Literacy Challenge TG p. 50 Writing: I went to Old McDonald's Farm TG p. Writing: Shared Fable TG p. 86 Writing: My Favorite Vegetable</p>
<p>L.60.26. - Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.</p>	<p>Watch It Grow TG pp. 62-63 Small Group Early Writing TG pp. 70-71 Closing Circle Time: Shared Writing TG pp.130-131 Closing Circle Time: Shared Writing TG pp. 110-111 Closing Circle Time: Shared Writing Weather Watchers TG p. 41 Learning Center: Writing TG pp. 70-71 Closing Circle Time: Shared Writing TG pp. 90-91 Closing Circle Time: Shared Writing TG 110-111 Closing Circle Time: Shared Writing TG pp. 130-131 Closing Circle Time: Shared Writing</p>

Creative Arts

Strand A: Early learning experiences will support children to engage in and enjoy the arts.

4 to 5 years

Music

CA.60.1. - Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).

Healthy You

TG p. 128 Music: Sing About Vegetables

Finny, Feathery, Furry Friends

TG p. 68 Music: "I'm Glad to Be a Bee"

TG p. 128 Music: Bumblebee Buzz

TG p. 98 Whole Group: Choices: Music and Movement: Make Instruments

Watch It Grow

TG p. 88 Music and Movement: Shake It Cha Cha

CA.60.2. - Invent own music through humming, singing, creating rhythms, etc.).

Let's Investigate!

TG p. 34 Quick Minutes: Music

Healthy You

TG p. 128 Music: Sing About Vegetables

Splash and Dig

TG p. 88 Music and Movement: Instruments

TG p. 113 Music: Sing and Play

Watch It Grow

TG p. 68 Music: " Watch It Grow Cha Cha"

TG p. 108 Music and Movement: Water Music

Weather Watchers

TG p. 88 Music and Movement: Rhythm of the Rain

<p>CA.60.3. - Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).</p>	<p>Let's Investigate! TG p. 104 Music: Make Your Own Music TG p. 170 Opening Circle Time: Choices: Music: Clap and Step Under Construction TG p. 88 Music and Movement: Rhythm Watch It Grow TG p. 108 Music and Movement: Water Music Weather Watchers TG p. 68 Music: "Bad Weather Blues" Weather Watchers TG p. 73 Music: "Walking in the Snow" Weather Watchers TG p. 88 Music and Movement: Rhythm of the Rain Weather Watchers TG p. 128 Music: Spring Rain Showers</p>
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<p>CA.60.4. - Create music using their voices and/or a variety of instruments and materials.</p>	<p>Under Construction TG p. 46 Learning Centers: Technology: Karaoke Kid Finny, Feathery, Furry Friends TG p. 128 Music: Bumblebee Buzz TG p. 98 Whole Group: Choices: Music and Movement: Make Instruments Watch It Grow TG p. 68 Music: " Watch It Grow Cha Cha" TG p. 108 Music and Movement: Water Music Weather Watchers TG p. 88 Music and Movement: Rhythm of the Rain</p>
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Strand A: Early learning experiences will support children to engage in and enjoy the arts.

4 to 5 years

Visual Arts

CA.60.5. - Use a variety of tools and materials to represent ideas through the visual arts.

Art Prints

Hippopotamus
Fourth Grade Class

Center Card:

Nature Collage

Let's Investigate!

TG p. 138 Fine Art: Art from Long Ago

TG p. 160 Fine Art: Art of Today

Under Construction

TG p. 45 Art: Tire Track Prints

TG p. 89 Art: Shapely Homes

Healthy You

TG p. 129 Art: Healthy Food Prints

Finny, Feathery, Furry Friends

TG p. 45 Art: Clay Animals

TG p. 89 Art: Farm Animal Sculpture

TG p. 109 Art: Feather Painting

Splash and Dig

TG p. 45 Art: Watercolor Artworks

TG p. 68 Fine Art: Children Playing at the Beach

Watch It Grow

TG p. 45 Art: Nature Collage

TG p. 89 Art: Seed Picture Frames

Weather Watchers

TG p. 45 Art: Weather Collage

TG p. 68 Fine Art: My Country Is Winter

Strand A: Early learning experiences will support children to engage in and enjoy the arts.

4 to 5 years

Drama

CA.60.6. - Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).

Let's Investigate!

TG p. 51: Dramatic Play: Props and Costumes

Under Construction

TG p. 49 Dramatic Play: Hardware Store

Healthy You

TG p. 49 Dramatic Play: Grocery Store

Finny, Feathery, Furry Friends

TG p. 49 Dramatic Play: At the Vet's

Splash and Dig

TG p. 49 Dramatic Play: Beach Outing

Watch It Grow

TG p. 49 Dramatic Play: Produce Stand

TG p. 49 Rain Forest Day

Weather Watchers

TG p. 49 Dramatic Play: A Chance of Snow

TG p. 49 Dramatic Play: Airplane Ride

<p>CA.60.7. - Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.</p>	<p>Let's Investigate! TG p. 51: Dramatic Play: Props and Costumes Under Construction TG p. 49 Dramatic Play: Hardware Store TG. 49 Dramatic Play: Playground Builders Healthy You TG p. 48 Blocks: Drive-Through Restaurant TG p. 49 Dramatic Play: Grocery Store Finny, Feathery, Furry Friends TG p. 49 Dramatic Play: At the Vet's TG p. 49 Dramatic Play: Act Out Animals Splash and Dig TG p. 39 Daily Routines: What Shall I See? TG p. 49 Dramatic Play: Beach Outing Watch It Grow TG p. 49 Dramatic Play: Produce Stand TG p. 49 Dramatic Play: Rain Forest Day Weather Watchers TG p. 49 Dramatic Play: A Chance of Snow TG p. 49 Dramatic Play: Airplane Ride</p>
<p>Strand A: Early learning experiences will support children to engage in and enjoy the arts.</p>	
<p>4 to 5 years</p>	
<p>Dance</p>	

<p>CA.60.8. - Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground).</p>	<p>Let’s Investigate! TG p. 34 Quick Minutes: Music TG p.143 Closing Circle Time: Choices: Gross Motor Skills: The Dancer in You Watch It Grow TG p. 68 Music: Watch It Grow Cha Cha TG p. 128 Music and Movement: Johnny Appleseed Dance Weather Watchers TG p. 68 Music: Bad Weather Blues Weather Watchers TG p. 73 Music: Walking in the Snow</p>
<p>Strand B: Early learning experiences will support children to explore and respond to creative works.</p>	
<p>4 to 5 years</p>	
<p>Appreciation of the Arts</p>	
<p>CA.60.9. - Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).</p>	<p>Art Prints: Hippopotamus Fourth Grade Class My Country Is Winter Let's Investigate! TG p. 138 Fine Art: Art from Long Ago Under Construction TG p. 45 Art: Tire Track Prints TG p. 89 Art: Shapely Homes Healthy You TG p. 129 Art: Healthy Food Prints Finny, Feathery, Furry Friends TG p. 45 Art: Animal Puppets TG p. 89 Art: Farm Animal Sculpture TG p. 109 Art: Feather Painting Splash and Dig</p>

TG p. 45 Art: Watercolor Artworks

TG p. 68 Fine Art: Children Playing at the Beach

Watch It Grow

TG p. 45 Art: Nature Collage

TG p. 45 Art: Crayon Rubbings

TG p. 89 Art: Seed Picture Frames

Weather Watchers

TG p. 45 Art: Weather Collage

TG p. 68 Fine Art: My Country Is Winter

Mathematics

Strand A: Early learning experiences will support children to understand counting and cardinality.

4 to 5 years

Number Names

M.60.1. - Say or sign the number sequence up to at least 20.

Let's Investigate!

TG p. 69 Math: All Sorts of Colors
TG pp. 136–137 Readiness: Time
TG p. 227 Math: Knock Again

Healthy You

TG p. 33 Daily Routines: Numbers

Finny, Feathery, Furry Friends

TG p. 105 Math: Reread a Math Story

Splash and Dig

TG pp. 102–103 Math: Tell the Story
TG p. 133 Listening: River Statues

Watch It Grow

TG p. 33 Daily Routines: Numbers

Weather Watchers

TG p. 33 Daily Routines: Numbers

Investigate Math Activity Guide

TG p. 24 Train Game

STEAM and Literacy Challenge Activity Guide

TG p.132 Math: Frozen for Thirty

Strand A: Early learning experiences will support children to understand counting and cardinality.

4 to 5 years

Cardinality

M.60.2. - Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.

Let's Investigate!

TG p. 91 Math: One to One

TG pp. 220-221 Math: Tell the Story

Under Construction

TG p. 69 Math: One Truck

TG p. 128 Math: How Many?

Weather Watchers

TG p. 42 Math: How Much Do They Cost?

TG p. 84 Math: We Know 10

TG p. 124 Math: 0 to 10 Floor Graph

Investigate Math Activity Guide

TG 24 Train Game

TG p. 27 Estimation Station

M.60.3. - Count out a set of objects up to five.

Let's Investigate!

TG p. 91 Small Group Choices: Math: One to One

Under Construction

TG p. 128 Whole Group Choices: Math: How Many?

Splash and Dig

TG p. 37 Daily Routines Health: Bait and Catch

TG p. 42 Learning centers Math: Fishpond

TG pp. 86-87 Whole Group: Math

TG p. 89 Whole Group Choices Math: ReRead One-Dog Canoe

TG pp. 102-103 Small Group: Math

TG p. 105 Whole Group Choices Literacy: ReRead ‘How Many?’

Weather Watchers

TG p. 42 Math: How Much Do They Cost?

TG p. 84 Math: We Know 10

TG p. 105 Small Group Choices: Literacy Reread “Count with Me”

STEAM and Literacy Challenge Activity Guide

TG p. 72 Math: How Many?

TG p.49 Math: Addition Facts to Five

Investigate Math Activity Guide

TG p. 15 The Number or Not

Strand A: Early learning experiences will support children to understand counting and cardinality.

4 to 5 years

Written Numerals

M.60.4. - Recognize written numerals up to at least 10.

Let's Investigate!

TG pp. 220-221 Math: Tell the Story

Weather Watchers

TG p. 42 Math: How Much Do They Cost?

p. 64 Small Group Choices: Math: The Number 10

TG p. 84 Math: We Know 10

TG p. 124 Math: 0 to 10 Floor Graph

Investigate Math Activity Guide

TG p. 44 Number Line

TG p. 16 Which Number is Missing?

Steam and Literacy Challenge Activity Guide

TG p. 108 Math: 10 in order

TG p. 58 Math: Ordering Numbers 0 to 20

Strand A: Early learning experiences will support children to understand counting and cardinality.

4 to 5 years

Recognition of Quantity

M.60.5. - Quickly recognize and name, without counting, the number of objects in collections of up to at least five items.

Weather Watchers

TG p. 64 Small Group Choices: Math: The Number 10

TG pp. 102-103 Small Group: Math

TG p. 105 Literacy: Reread “Count with Me”

TG p. 108 Whole Group Choices Math: Puzzles

Investigate Math Activity Guide

TG p. 32 Dominoes

STEAM and Literacy Challenge Activity Guide

TG p. 134 Math: Dot, Dot, Do It

Strand A: Early learning experiences will support children to understand counting and cardinality.

4 to 5 years

Comparison

M.60.6. - Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.

Finny, Feathery, Furry Friends

TG pp. 86–87 Math: Read the Story

Investigate Math Activity Guide

TG p. 12 Color Sorting

TG p. 13 “Five Speckled Frogs”

TG p.14 Make a Snacks

TG p. 19 One Elephant

TG p. 20 Which Necklace Has More?

Number Operations

<p>M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.</p>	<p>Finny, Feathery, Furry Friends TG pp. 86–87 Math: Read the Story Watch It Grow TG pp. 86–87 Math: Read the Story Weather Watchers TG p. 64 Math: The Number 10 Investigate Math Activity Guide TG p. 9 Count and Combine TG p. 14 How Many Crackers? TG p. 17 Hot Potato TG p. 31 Hardware Store STEAM and Literacy Challenge Activity Guide TG p. 3 Math: The Number 0 TG p. 142 Math: Five Little Monkeys Jumping on the Bed TG p. 49 Math: Addition Fact to Five TG p. 57 Math: Making 5</p>
<p>M.60.8 Recognize and Describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)</p>	<p>Finny, Feathery, Furry Friends TG pp. 86–87 Math: Read the Story Splash and Dig TG p. 124 Small Group Choices: Math: The Number 7 Weather Watchers TG p. 90-91 Closing Circle Time: Shared Writing TG p. 128 Math 0 to 10 Floor Graph Investigate Math Activity Guide TG p. 14 Make a Snake TG p. 15 The Number or Not? STEAM and Literacy Challenge Activity Guide TG p. 19 Math: How Many in a Dozen? TG p. 133 Math: Counting All Pets TG p. 144 Math: Fruits of the Same Color</p>

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).

4 to 5 years

Measurement

M.60.9. - Compare the measurable attributes of two or more objects (e.g., length, weight, and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).

Under Construction

TG p. 42 Learning Centers Math: Sorting

Healthy You

TG p. 69 Whole Group Choices Math: Hide and Seek

TG pp. 86-87 Whole Group: Math

TG p. 133 Closing Circle Time Math: More or Less?

Finny, Feathery, Furry Friends

TG p. 69 Whole Group Choices Math: Color, Size, Shape

Watch It Grow

TG p. 42 Learning Center Math: Sorting Seeds

Investigate Math Activity Guide

TG. 11 How High?

TG p. 20 Measuring Cardboard Tubes

STEAM and Literacy Challenge Activity Guide

TG p. 29 Math: More, Fewer, Less Displays

TG p. 44 Math: Same and Different

TG p. 88 Math: Comparing Numbers

TG p. 92 Figure Hunt

TG p. 120 Math: Paper Clip Measurements

TG p. 133 Math Watching Weight

<p>M.60.10. - Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools.</p>	<p>Watch It Grow TG p. 49 Learning Center Blocks: Produce Stand TG pp. 54-55 Investigation Station TG p. 69 Whole Group Choices Math: Bigger than a tree TG p. 108 Whole Group Choices: Math: Measuring Sunflowers TG p. 133 Closing Circle Time: Choices: Math: How Far Is It? Investigate Math Activity Guide TG p. 23 Measuring Height TG p. 39 Kangaroo Hop TG p. 43 STEAM and Literacy Challenge Activity Guide TG p. 89 Math: Measurement TG p. 120 Math: Paper Clip Measurements</p>
<p>Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).</p>	
<p>4 to 5 years</p>	
<p>Data</p>	
<p>M.60.11. - Represent data using a concrete object or picture graph according to one attribute.</p>	<p>Finny, Feathery, Furry Friends TG pp. 66-67 Splash and Dig TG pp. 66-67 Whole Group Literacy Watch It Grow TG p. 108 Whole Group Choices Math: Measuring Sunflowers TG pp. 90–91 Shared Writing: Write a Story TG p. 93 Closing Circle Time Science: Fruit Salad Survey Investigate Math Activity Guide TG p. 13 Let’s Graph It TG p. 28 Once Upon a Graph TG p. 39 Math: Making 4 STEAM and Literacy Challenge Activity Guide</p>

TG p. 29 Math: Fruit and Veggie Poll TG p. 144 Math: Do You Have a Pet?

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).

4 to 5 years

Sorting and Classifying

M.60.12. - Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute.

Let's Investigate!

TG 178 Small Group Math: From Small to Large

TG 200 Small Group Choices Math: Long and Short

Under Construction

TG p. 42 Learning Centers Math: Sorting

Watch It Grow

TG pp. 86–87 Whole Group Math: Read the Story

TG pp. 90–91 Shared Writing: Write a Story

TG pp. 102–103 Small Group Math: Tell the Story

TG p. 124 Small Group Math: The Number 9

Investigate Math Activity Guide

TG p. 6 Sort It Out

TG p. 41 Sandbox Math

STEAM and Literacy Challenge Activity Guide

TG p. 144 Math: Fruits of the Same Color

Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
4 to 5 years	
Spatial Relationships	
M.60.13. - Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.	Let's Investigate! TG p. 44 Math: Guess My Direction TG p. 90 Readiness: JT's Near and Far TG p. 156 Readiness: Left and Right TG p. 178 Readiness: Opposites TG pp. 180–181 Readiness: Direction and Position Investigate Math Activity Guide TG p. 27 Leap Frog TG p. 38 Obstacle Course
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
4 to 5 years	
Identification of Shapes	
M.60.14. - Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size.	Let's Investigate! TG p. 222 Readiness: Basic Shapes TG pp. 224–225 Readiness: Investigating Shapes Under Construction TG pp. 86–87 Math: Read the Story TG p. 89 Art: Shapely Homes Healthy You TG pp. 102–103 Math: Tell the Story Splash and Dig

TG p. 108 Math: Connecting Blocks

Weather Watchers

TG p. 69 Math: Snowy Shapes

Investigate Math Activity Guide

TG p.22 3-D Art Prints

TG p. 23 The 3-D Song

STEAM and Literacy Challenge Activity Guide

TG p. 74 Math: Making Shapes

Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).

4 to 5 years

Composition of Shapes

M.60.15. - Complete a shape puzzle or a new figure by putting multiple shapes together with purpose.

Under Construction

TG p. 89 Art: Shapely Homes

Splash and Dig

TG p. 108 Math: Connecting Blocks

Weather Watchers

TG p. 42 Math: Can You Make This?

TG p. 69 Math: Snowy Shapes

STEAM and Literacy Challenge Activity Guide

TG p. 74 Math: Making Shapes

Investigate Math Activity Guide

TG p. 33 Time for Tangrams

TG p. 33 Tangram Puzzles

Science	
Strand A: Early learning experiences will support children to apply scientific practices.	
4 to 5 years	
Questioning and Defining Problems	
<p>S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)</p>	<p>Let's Investigate! TG p. 171 Oral Language: Handy Person in You TG pp. 202–203 Readiness: Alike and Different Finny, Feathery, Furry Friends TG pp. 136–137 Family Investigation Night: Feathery Feeders Splash and Dig TG p. 104 Science: Fresh or Salt? TG pp. 122–123 Science: Make Connections TG p. 125 Science: Reread a Muddy Story Weather Watchers TG pp. 136–137 Family Investigation Night: Kites</p>

Strand A: Early learning experiences will support children to apply scientific practices.

4 to 5 years

Investigating

S.60.2. - Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.

Let’s Investigate!

TG pp. 66-67 Whole Group Readiness: Colors
 TG pp. 110-111 Small Group: Science
 TG p. 135 Science: Investigators Try and Record
 TG p. 179 Science: Loud and Quier Sounds
 TG p. 182 Whole Group Choices: Listening to Sounds
 TG p. 222 Small Group Choices Readiness: Basic Shapes

Splash and Dig

TG p. 126-127 Whole Group Storytelling Classics

Weather Watchers

TG pp. 54-55 Investigation: Investigation Station

Watch It Grow

TG pp. 136-137 Family Investigation Night: Plating Party

STEAM and Literacy Challenge Activity Guide

TG p. 3 Science: Move It!
 TG p. 8 Science: Water Cycle
 TG p. 56 Science: Caught in the Web

S.60.3. - Gather data by drawing, counting or otherwise documenting observations.

Center Card: “Mountains”

Finny, Feathery, Furry Friends

TG pp. 66-67 Whole Group Literacy

Splash and Dig

TG pp. 66-67 Whole Group Literacy

TG p. 47 Learning Centers: Technology: Mountains

Watch It Grow

TG pp. 90–91 Shared Writing: Write a Story
 TG p. 93 Closing Circle Time Science: Fruit Salad Survey
 TG p. 108 Whole Group Choices Math: Measuring Sunflowers

Investigate Math Activity Guide

TG p. 13 Let's Graph It

TG p. 28 Once Upon a Graph

TG p. 39 Math: Making 4

STEAM and Literacy Challenge Activity Guide

TG p. 29 Math: Fruit and Veggie Poll

TG p. 103 Science Daily Chart

TG p. 144 Math: Do You Have a Pet?

Strand A: Early learning experiences will support children to apply scientific practices.

4 to 5 years

Using Evidence

S.60.4. - Give evidence from observations or investigations.

Let's Investigate!

TG pp. 66-67 Whole Group Readiness: Colors

TG pp. 110-111 Small Group: Science

TG p. 135 Science: Investigators Try and Record

TG p. 179 Science: Loud and Quieter Sounds

TG p. 182 Whole Group Choices: Listening to Sounds

TG p. 222 Small Group Choices Readiness: Basic Shapes

Under Construction

TG pp. 54-55 Investigation: Investigation Station

TG p. 43 Learning centers Science: Go! Go! Go!

Healthy You

TG pp. 54-55 Investigation: Investigation Station

Splash and Dig

TG pp. 54-55 Investigation: Investigation Station

TG p. 126-127 Whole Group Storytelling Classics

Weather Watchers

TG pp. 54-55 Investigation: Investigation Station

Watch It Grow

TG pp. 54-55 Investigation: Investigation Station

TG pp. 136-137 Family Investigation Night: Plating Party

STEAM and Literacy Challenge Activity Guide

TG p. 8 Science: Water Cycle

TG p. 56 Science: Caught in the Web

TG p. 131 Science: Electricity Blockers

S.60.5. - Begin to distinguish evidence from opinion.

Under Construction

TG pp. 54-55 Investigation: Investigation Station

Healthy You

TG pp. 54-55 Investigation: Investigation Station

	<p>Finny, Feathery, Furry Friends TG pp. 54-55 Investigation: Investigation Station TG pp. 134-135 Culminating Activity: Investigation Celebration</p> <p>Splash and Dig TG pp. 54-55 Investigation: Investigation Station</p> <p>Weather Watchers TG pp. 54-55 Investigation: Investigation Station</p> <p>Watch It Grow TG pp. 54-55 Investigation: Investigation Station TG pp. 134-135 Culminating Activity: Investigation Celebration</p>
Strand B: Early learning experiences will support children to engage in the process of engineering.	
4 to 5 years	
Design Cycle	
S.60.6. - Identify a problem and, with adult assistance, design a solution, test and refine design elements.	<p>Let's Investigate! TG p. 171 Oral Language: Handy Person in You TG pp. 202–203 Readiness: Alike and Different</p> <p>Under Construction TG pp. 136-137 Family Investigation Night: Wagon Wash</p> <p>Finny, Feathery, Furry Friends TG pp. 136–137 Family Investigation Night: Feathery Feeders</p> <p>Splash and Dig TG p. 104 Science: Fresh or Salt? TG pp. 122–123 Science: Make Connections TG p. 125 Science: Reread a Muddy Story</p> <p>Weather Watchers TG pp. 136–137 Family Investigation Night: Kites</p>
Strand C: Early learning experiences will support children to understand patterns, process, and relationships of living things.	
4 to 5 years	

Unity and Diversity of Life

S.60.7. - Group and classify living things based upon features, providing evidence to support groupings.

Oral Language Cards: 24, 48, 50, 55, 59
Healthy You
 TG p. 85 Science: Animal Exercises
Finny, Feathery, Furry Friends
 TG p. 43 Learning Centers: Living and Nonliving
 TG pp. 66-67 Whole Group Literacy
 TG p. 112 Math: Favorite Wild Animal
 TG p. 118 Oral Language: Spiders and Grasshoppers
 TG pp. 122–123 Small Group: Science
 TG p. 125 Small Group Choices: Science Reread a Story
Watch It Grow
 TG pp. 56–57 Opening Circle Time: Oral Language
STEAM and Literacy Challenge Activity Guide
 TG p. 52 Science Visiting Frogs

S.60.8. - Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).

Healthy You
 TG p. 30 Daily Routines: Weather
 TG p. 43 Learning Centers: What Can My Muscles Do?
 TG p. 49 Learning Centers: Your Heart Beats
 TG pp. 54–55 Investigation: Investigation Station
 TG p. 85 Science: Animal Exercises
Finny, Feathery, Furry Friends
 TG p. 59 Opening Circle Time: Pet the Pet and Pet Talk
 TG p. 64 Small Group: Gathering Pet Data
 TG p. 43 Learning Centers: Living and Nonliving
 TG p. 85 Science: Chicken Egg
 TG p. 105 Small Group: Bird Feeders
 TG p. 118 Oral Language: Spiders and Grasshoppers
 TG p. 112 Math: Favorite Wild Animal
 TG pp. 122–123 Small Group: Science
Watch It Grow
 TG pp. 56–57 Opening Circle Time: Oral Language
 TG p. 59 Oral Language: Tell About Pictures

	TG pp. 122–123 Small Group: Science
Strand C: Early learning experiences will support children to understand patterns, process, and relationships of living things.	
4 to 5 years	
Living Things and Their Interactions with the Environment and Each Other	
S.60.9. - Provide examples of how animals depend on plants and other animals for food.	Finny, Feathery, Furry Friends TG p. 47 Learning Centers Sand and Water: Animal Habitats TG p. 104 Small Group Choices: Science: A Closer Look at Frogs TG pp. 122-123 Small Group Science TG p. 125 Small Group Choices: Science Reread a Story TG p. 132 Closing Circle Time Choices: Oral Language: Wiggleworm

Strand D: Early learning experiences will support children to understand physical sciences.

4 to 5 years

Energy, Force and Motion

S.60.10. - Make predictions and conduct simple experiments to change direction, speed and distance objects move.

Under Construction

TG p. 43 Science: Go! Go! Go!

TG p. 118 Opening Circle Time Choices: Oral Language: Push and Pull

Splash and Dig

TG pp. 54-55 Investigation: Investigation Station

TG p. 47 Sand and Water: Mountains

STEAM and Literacy Challenge Activity Guide

TG p. 16 Science: What do Magnets Attract?

<p>S.60.11. - Determine cause and effect of push/pull/collision that make objects, start, stop, and change direction.</p>	<p>Let's Investigate! TG pp. 136-137 Under Construction TG p. 47 Learning Centers Sand and Water: Sand Construction TG p. 119 Opening Circle Time: Oral Language: Wheels TG p. 118 Opening Circle Time: Choices: Oral Language: Push and Pull TG p. 104 Small Group Choices: Social Studies: Plumbers</p>
<p>Strand D: Early learning experiences will support children to understand physical sciences.</p>	
<p>4 to 5 years</p>	
<p>Matter and its Properties</p>	
<p>S.60.12. - Evaluate the appropriateness of a material for a given purpose based upon its properties.</p>	<p>Center Cards: Build a Tree House Building Plans Block Town Let's Investigate! TG p. 50 Blocks: Build a Tree House Under Construction TG p. 44 Social Studies: Building Plans TG p. 45 Art: Building with Boxes TG p. 48 Blocks: Block Town Healthy You TG p. 48 Blocks: Drive-Through Restaurant Finny, Feathery, Furry Friends TG p. 48 Blocks: Build a Farm TG p. 48 Blocks: Tabletop Zoo or Wildlife Park Splash and Dig TG p. 48 Blocks: Boat Builders Weather Watchers TG p. 48 Blocks: Build a Castle</p>

<p>S.60.13. - Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.).</p>	<p>Weather Watchers TG p. 43 Learning Centers Science: Sequence Game TG pp. 54-55 Investigation: Investigation Station TG pp. 66-67 Whole Group Literacy TG pp. 116-117 Opening Circle Time: Oral Language TG pp. 122-123 Small Group: Science</p> <p>Healthy You TG p. 47 What Learning Centers: Sand and Water: What Your Hands Can Do</p>
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Strand E: Early learning experiences will support children to understand features of earth.	
4 to 5 years	
Earth's Features and the Effects of Weather and Water	
S.60.14. - Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.).	Weather Watchers TG p. 47 Sand and Water: Raindrops TG p. 47 Sand and Water: Oceans and Weather TG pp. 54-55 Investigation Station TG pp. 56-57 Oral Language: The Storm TG p. 62-63 Small Group: Write About Seasons TG p. 79 Oral Language What is the Sun? TG p. 93 Oral Language: Weather Report TG p. 104 Small Group Choices: Science: Make Lightning STEAM and Literacy Challenge Activity Guide TG p. 112 Science: Thunder and Lightening TG p. 119 Social Studies: India
Strand E: Early learning experiences will support children to understand features of earth.	
4 to 5 years	
Earth and Human Activity	
S.60.15. - Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.).	Splash and Dig TG p. 64 Science: Gathering Water Data Watch It Grow TG p. 47 Sand and Water: Make a Garden TG pp. 126-127 Whole Group Story Telling Classics STEAM and Literacy Challenge Activity Guide TG p. 19 Social Studies: Wood as a Natural Resource TG p. 63 Science: Saving Water

Social Studies

Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.

4 to 5 years

Individual Development and Identity

SS.60.1. - Demonstrate an understanding that there are similarities and differences among people and families.

Let's Investigate!

TG p. 57 Opening Circle Time: Oral Language: I Belong

TG p. 65 Social Studies: Family Roles and Traditions

TG pp. 96–97 Shared Writing: List Favorite Things

TG p. 112 Literacy: Favorite Books

TG p. 113 Social Studies: Special Me,
Special You

TG p. 116 Social Studies: The One and Only You!

Weather Watchers

TG p. 69 Literacy: Reread a Snowy Story

TG p. 109 Whole Group Choices: Literacy: Friends Like Rosalita

Building Social and Emotional Skills Activity Guide

TG p. 22 Social and Emotional: Same and Different

TG p. 28 Social and Emotional: A Different Perspective

Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.

4 to 5 years

Culture

SS.60.2. - Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, foods, art, customs, modes of transportation and shelter).

Let's Investigate!

TG pp. 88–89 Social Studies: Say the Chant

TG p. 94 Social Studies: Hello, Around the World

TG p. 94 Fine Art: Art Across Cultures

TG p. 99 Social Studies: Travel with JT

Healthy You

TG p. 84 Social Studies: Food Around the World

STEAM and Literacy Challenge Activity Guide

TG p. Geography: France

Strand B: Early Learning experiences will support children to learn about people and the environment.

4 to 5 years

Power, Authority and Governance

SS.60.3. - Demonstrate understanding of the reason for rules and laws in the home, cultural community and/or classroom.

Let's Investigate!

TG p. 45 Learning Centers: Safe Scientists

TG p. 170 Back to School: Fire Safety

TG p. 38 Daily Routines: Health: Establish Hand- Washing and Tooth Care Routines

Under Construction

TG p. 36 Daily Routines: Stop Signs

Healthy You

TG p. 38 Daily Routines: Seat Belts, Please!

TG pp. 116–117 Opening Circle Time: Oral Language

TG p. 118 Oral Language: Everyday Safety

TG p. 118 Oral Language: Red Light, Green Light

TG p. 125 Literacy: Safety Signs

Finny, Feathery, Furry Friends

TG p. 36 Daily Routines: Keen Senses for Crossing

TG p. 59 Oral Language: Pet Talk

Steam and Literacy Challenge

TG P. 10 Health: Why Do We Use Soap?

Strand B: Early Learning experiences will support children to learn about people and the environment.

4 to 5 years

People, Places and Environments

SS.60.4. - Demonstrate awareness that people have a responsibility to take care of the environment through

Splash and Dig

TG p. 64 Science: Gathering Water Data

<p>active participation in activities such as recycling.</p>	<p>Watch It Grow TG pp. 126-127 Whole Group: Storytelling Classic STEAM and Literacy Challenge Activity Guide TG p. 63 Science: Saving Water</p>
<p>SS.60.5. - Describe, draw, or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.).</p>	<p>Let's Investigate! TG pp. 78-79 Investigation: Investigation Station TG p. 223 Small Group Choices: Social Studies: City and Country Graph Under Construction TG p. 45 Learning Centers Art: Tire Track Prints TG p. 48 Learning centers Blocks: Block Town TG p. 49 Learning Centers Dramatic Play: Playground Builders PG pp. 54-55 Investigation: Investigation Station TG p. 89 Whole Group Choices Art: Shapely Homes TG pp. 70-71 Closing Circle Time: Shared Writing Investigation Station Watch It Grow TG pp. 70-71 Closing Circle Time: Hared Writing STEAM and Literacy Challenge Activity Guide TG p. 1 Technology: How Does a Crane Work?</p>

Strand B: Early Learning experiences will support children to learn about people and the environment.

4 to 5 years

Civic Ideals and Practices

SS.60.6. - Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets).

Let's Investigate!

TG p. 51 Learning Centers: Props and Costumes

TG p. 65 Social Studies: Family Roles and Traditions

TG p. 68 Social Studies: Family Matters

Finny, Feathery, Furry Friends

TG p. 44 Learning Centers: Social Studies: Daily Pet Care

TG pp. 122-123 Small Group: Science

Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.

4 to 5 years

Individuals, Groups, and Institutions

SS.60.7. - Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.

Let's Investigate!

TG p. 51 Learning Centers: Props and Costumes

TG p. 201 Small Group Choices: Social Studies: What's My Job?

Under Construction

TG p. 49 Learning Centers: Hardware Store

TG 44 Learning Centers Social Studies: Who Does What?

Healthy You

TG p. 44 Learning Centers: Doctor's Office

TG p. 49 Learning Centers: Grocery Store

TG p. 113 Dramatic Play: All Kinds of Doctors

Finny, Feathery, Furry Friends

TG p. 49 Learning Centers: At the Vet's

Splash and Dig

TG p. 49 Learning Centers: Beach Outing

Watch It Grow

TG p. 49 Learning Centers: Produce Stand

Weather Watchers

TG p. 49 Learning Centers: A Chance of Snow

TG p. 49 Learning Centers: Airplane Ride

Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.	
4 to 5 years	
Production, Distribution and Consumption	
SS.60.8. - Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs.	Watch It Grow TG pp. 116-117 Opening Circle Time: Oral Language TG p. 49 Learning Centers: Dramatic Play: Produce Stand TG p. 132 Closing Circle Time: Choices and Dramatic Play: Farm to Store Role Play
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.	
4 to 5 years	
Science, Technology and Society	
SS.60.9. - Begin to be aware of technology and how it affects life.	Let's Investigate! TG p. 48 Learning Centers Technology: Media Time TG p. 127 Opening Circle Time: Choices: Technology: The "Techie" in You Healthy You TG p. 46 Learning Centers: Technology: Your Name in Print

Strand D: Early Learning experiences will support children to understand change over time.

4 to 5 years

Time, Continuity and Change

SS.60.10. - Demonstrate a beginning understanding of past, present and future as it relates to oneself, family and community.

Let's Investigate!

TG p. 135 Social Studies: How We Change Over Time

TG pp. 136–137 Readiness: Time

TG p. 138 Social Studies: We Grow and Change

Under Construction

TG p. 28 Daily Routines: Days in Review

Healthy You

TG p. 28 Daily Routines: Days in Review

Finny, Feathery, Furry Friends

TG p. 28 Daily Routines: Days in Review

Splash and Dig

TG p. 28 Daily Routines: Days in Review

Watch It Grow

TG p. 28 Daily Routines: Days in Review

Weather Watchers

TG p. 28 Daily Routines: Days in Review

TG p. 29 Daily Routines: Safety

TG p. 30 Daily Routines: Weather

TG p. 43 Learning Centers: Sequence Game

TG p. 84 Social Studies: Morning, Afternoon, Evening

SS.60.11. - Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history.

Let's Investigate!

TG p. 135 Social Studies: How We Change Over Time

TG p. 138 Social Studies: We Grow and Change Under Construction

TG p. 28 Daily Routines: Days in Review

Healthy You

TG p. 28 Daily Routines: Days in Review

Finny, Feathery, Furry Friends

TG p. 28 Daily Routines: Days in Review

Splash and Dig

TG p. 28 Daily Routines: Days in Review

Watch It Grow

TG p. 28 Daily Routines: Days in Review

Weather Watchers

TG p. 28 Daily Routines: Days in Review

TG p. 29 Daily Routines: Safety

TG p. 30 Daily Routines: Weather

TG p. 43 Learning Centers: Sequence Game

TG p. 84 Social Studies: Morning, Afternoon, Evening