

The InvestiGator Club®

Correlation between The InvestiGator Club and the Texas Prekindergarten Guidelines

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The following references are examples of components and teaching in The InvestiGator Club Prekindergarten Learning System that align to the Texas Prekindergarten Guidelines. The correlation is intended to illustrate the system's approach to these standards, not the comprehensiveness of the program.

I. Social and Emotional Development Domain

End of Prekindergarten Year Outcomes		
I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. Self Concept Skills		
<i>Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Preschool children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.</i>		
I.A.1. Child is aware of where own body is in space, respects personal boundaries.		
I.A.1.a.	Child is aware of where own body is in space.	Teacher Guides: LI37A, LI72B, LI82A, LI214A, LI230B, HY73B, HY112B, FF68A Other Components: Dilly’s Music and Movement CD (FF68A)
I.A.1.b.	Child respects personal boundaries.	Teacher Guides: LI37A, LI72B, LI82A, LI214A, LI230B, FF68A Other Components: Dilly’s Music and Movement CD (FF68A)
I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.		
I.A.2.a.	Child shows awareness of areas of competence.	Teacher Guides: LI116A, LI138A, LI162, LI186A, LI187B, LI208A, LI209B, UC72A, HY72A, HY96, HY113B, SD72A, SD112B, SD124A, WG35A, WG72A, WG132A, WW72A, WW92A Other Components: <i>Dilly and Manny Salamander</i> (LI162)
I.A.2.b.	Child describes self positively in what he is able to do.	Teacher Guides: LI83A, LI116A, LI138A, LI162, LI187B, LI209B, HY96, HY112A, HY35A, HY66, HY72A, HY92A, HY112A, HY113B, HY132A, SD72A, SD112B, SD124A, WG35A, WG72A, WW45A, WW72A, WW92A, WW109B Other Components: <i>Good Thing You’re Not an Octopus</i> (HY66), <i>Dilly and Rosalita Sausalita</i> (WW109B)
I.A.3. Child shows reasonable opinion of his own abilities and limitations.		
I.A.3.a.	Child shows reasonable opinion of his own abilities.	Teacher Guides: LI116A, LI138A, LI162, LI187B, HY96, HY112A, HY113B, HY132A, SD124A, WW45A

End of Prekindergarten Year Outcomes	
I.A.3.b. Child shows reasonable opinion of his own limitations.	Teacher Guides: LI102-103, LI138A, LI187B, HY66-67, HY98A, WW45A Other Components: <i>Dilly and Great Auntie Lu</i> (LI102-103), <i>Dilly and Friends Read Along CD</i> (LI102-103), <i>Online Investigation "Marvelous Me!"</i> 1.10, 2.4, 3.7
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	
I.A.4.a. Child shows initiative in independent situations.	Teacher Guides: LI64B, UC92A, UC112A, UC132A, UC125B, HY105B, FF45B, FF47A, FF89A, FF92A, FF132A, SD92A, SD112A, SD132A, SD70, WW40A, WW61B, WW129A Other Components: <i>Bruno's Buzz Build a Doghouse!</i> (UC125B), <i>Flapboards Healthy Hero</i> (HY105B), <i>Math Flap Fillers The Shape Game</i> (HY105B), <i>Dilly and Friends Puppets</i> (HY105B), <i>Center Card Clay Animals</i> (FF45B), <i>Center Card Animal Habitats</i> (F47A), <i>Dilly's Alphabet Cards</i> (WW61B)
I.A.4.b. Child persists in attempting to solve problems.	Teacher Guides: LI179B, LI182A, LI202, LI234, UC118B, UC119A, UC136, UC54, HY106, HY54, FF124A, FF136, SD136, SD54, WG48B, WG54, WW136 Other Components: <i>Dilly and Bruno Buzzbee</i> (LI198), <i>Dilly and Manny Salamander</i> (HY106), <i>Dilly and Friends Read Along CD</i> (HY106)
B. Self Control Skills <i>Preschool children feel safer and function more successfully in the classroom when rules and routines are consistently followed. A well-organized classroom with well-prepared activities helps children extend their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.</i>	
1. Behavior Control	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	
I.B.1.a.a. Child follows classroom rules with occasional reminders from teacher.	Teacher Guides: LI38A, LI49A, LI49B, LI186B, LI214A, HY49B, FF104A Other Components: <i>Chuck Safety Poster</i> (LI186B)
I.B.1.a.b. Child follows classroom routines with occasional reminders from teacher.	Teacher Guides: LI38A, LI139A, LI40A, LI40B, LI41A, LI192A, LI208B, UC36A, UC39A, HY38C, HY99B, HY45B, SD38A, SD38C, SD36A, WW38A Other Components: <i>Dilly's Music and Movement CD</i> (WW38A)
I.B.1.b. Child takes care of and manages classroom materials.	
I.B.1.b.a. Child takes care of classroom materials.	Teacher Guides: LI39A, LI41A, LI47A, LI49A, LI49B, LI192A, HY38C, HY47B, HY49B, SD36A, SD35A

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I.B.1.b.b. Child manages classroom materials.	Teacher Guides: LI45B, LI41A, LI192A, HY38C, HY47B, SD36A, SD35A
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	Teacher Guides: LI39B, LI41B, HY108A, FF104A, SD39A, SD65B, SD106, WG39B, WW38A Other Components: <i>Dilly and Great Auntie Lu</i> (SD65B, SD106), <i>Dilly Puppet</i> (SD65B, SD106), <i>Great Auntie Lu Puppet</i> (SD65B, SD106), <i>Dilly's Music and Movement CD</i> (WW38A)
2. Emotional Control	
I.B.2.a. Child begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> .	
I.B.2.a.a. Child begins to understand difference between <i>feelings</i> and <i>behaviors</i> .	Teacher Guides: LI124-125, HY35A, WW65B, WW106, WW110 Other Components: <i>Dilly and Great Auntie Lu</i> (LI124-125), <i>Dilly and Friends Read Along CD</i> (LI124-125), <i>Online Investigation "Marvelous Me!"</i> 4.3
I.B.2.a.b. Child begins to understand connection between <i>feelings</i> and <i>behaviors</i> .	Teacher Guides: UC109B, SD106, WW65B, WW106, WW35A, WW110, WW124A Other Components: <i>Dilly and Chuck Wood</i> (UC109B), <i>Dilly and Great Auntie Lu</i> (SD106), <i>Dilly and Rosalita Sausalita</i> (WW106, WW110), <i>Dilly and Friends Read Along CD</i> (WW106)
I.B.2.b. Child is aware of own feelings most of the time.	Teacher Guides: UC106, UC112B, HY98B, HY124A, FF106, FF110, SD73B, WG35A, WW65B, WW106, WW110, WW124A, WW35A Other Components: <i>Dilly and Chuck Wood</i> (UC106), <i>Oral Language Card 6</i> (HY98B), <i>Dilly and JT Gator</i> (FF106, FF110), <i>Dilly and Friends Read Along CD</i> (FF106), <i>Listen to Your World CD</i> (SD73B), <i>Dilly and Rosalita Sausalita</i> (WW106, WW109B, WW110), <i>Dilly and Friends Read Along CD</i> (WW106)
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	
I.B.2.c.a. Child is able to increase intensity of emotions more consistently, although adult guidance is sometimes necessary.	Teacher Guides: UC39C, WG112B, WW108A, WW128A
I.B.2.c.b. Child is able to decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	Teacher Guides: LI41B, UC38A, UC39A, UC39C, SD39A, WG39C, WG112B, WW108A, WW128A
3. Control of Attention	

End of Prekindergarten Year Outcomes	
I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.	
I.B.3.a.a. Child sustains attention to personally chosen tasks until they are completed.	Teacher Guides: UC40A, HY129A, WG66, WG41A, WW40A Other Components: Dilly’s Alphabet Cards (WG41A), <i>Growing Vegetable Soup</i> (WG66)
I.B.3.a.b. Child sustains attention to routine tasks until they are completed.	Teacher Guides: LI41A, LI40A, LI39A, WW38A, WW36A
I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.	Teacher Guides: LI44A, LI47B, LI48B, LI154, LI168, UC45A, UC82, UC102, HY110, HY106, FF54, FF62, FF66, FF96, SD66, SD82, SD102, SD106, SD126, WG66, WG44A, WG82, WW44A, WW49B, WW66, WW90 Other Components: Center Card <i>Math Match</i> (LI44A), Center Card <i>Media Match</i> (LI48B), Center Card <i>Initial Print</i> (LI47B), Flapboards <i>Gone Investigating</i> (LI154), Literacy Flap Fillers <i>JT Says</i> (LI54), <i>Dilly and Chuck Wood</i> (LI168), Flapboards <i>Building Plans</i> (UC82, UC102), Oral Language Cards 3, 4 (HY56, HY70), Dilly and Friends Read Along CD (HY106), Flapboards <i>To Be a Bee</i> (FF62), <i>Pretend You’re a Cat</i> (FF66), <i>Little Quack</i> (FF86), Oral Language Card 44 (FF96), <i>Commotion in the Ocean</i> (SD66), Flapboards <i>Out to Sea</i> (SD82, SD102, SD116), <i>Dilly and Great Auntie Lu</i> (SD106), <i>Growing Vegetable Soup</i> (WG66), Flapboards <i>The Droopy Cactus</i> (WG82), Dilly’s Music and Movement CD (WW90)
C. Social Competence Skills <i>As preschool children enter school they start forming relationships with the adults and other children in their environment. Teachers can help children develop meaningful and rewarding relationships by offering them facilitative support. During this developmental period, children often begin to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.</i>	
I.C.1. Child uses positive relationships as modeled by his teacher for her own pro-social behaviors.	Teacher Guides: LI214A, UC35A, UC132B, SD65B, SD106, SD110, WG65B, WG35A, WW104A Other Components: Bruno’s Buzz <i>Build a Doghouse!</i> (UC132B), <i>Dilly and Great Auntie Lu</i> (SD65B, SD106, SD110), Dilly Puppet (SD65B, SD106), Great Auntie Lu Puppet (SD65B, SD106)
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	
I.C.2.a. Child assumes various roles as part of a classroom community.	Teacher Guides: LI39A, LI41A, LI126A, LI142B, LI192A, LI208B, UC134, WG84A, WG124A, WW37C, WW44B Other Components: Flapboards <i>Building Plans</i> (UC56, UC134), Dilly’s Music and Movement CD (UC134)

End of Prekindergarten Year Outcomes		
I.C.2.b.	Child assumes responsibilities as part of a classroom community.	Teacher Guides: LI41A, LI126A, LI192A, LI208B, UC134, WG84A, WG124A, WW37C, WW44B Other Components: Flapboards <i>Building Plans</i> (UC56, UC134), Dilly's Music and Movement CD (UC134)
I.C.3.	Child shows competence in initiating social interactions.	Teacher Guides: LI88, LI126A, UC106, UC124A, UC65B, HY49B, WG65B, WG44A, WW49B, WW134
I.C.4.	Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	
I.C.4.a.	Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan.	Teacher Guides: LI95B, LI114, UC49A, UC49B, UC65B, HY48A, HY49B, FF48A, FF48B, WG44A, WG49A, WW49B Other Components: Center Card <i>Produce Stand</i> (WG49A)
I.C.4.b.	Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common goal.	Teacher Guides: LI95B, LI114, UC49A, UC65B, HY48A, HY49B, FF48A, FF49B, WW49B
I.C.5.	Child initiates problem-solving strategies and seeks adult help when necessary.	
I.C.5.a.	Child initiates problem-solving strategies.	Teacher Guides: LI214A, LI179B, UC54, UC65B, SD35A
I.C.5.b.	Child seeks adult help when necessary.	Teacher Guides: LI102-103, UC136-137, FF47, SD35A, WG47 Other Components: <i>Dilly and Great Auntie Lu</i> (LI102-103), Dilly and Friends Read Along CD (LI102-103)
I.C.6.	Child demonstrates empathy and caring for others.	
I.C.6.a.	Child demonstrates empathy for others.	Teacher Guides: LI124, UC62, FF65B, FF106, FF124A, FF126, FF133A, SD65B, SD106, WW69B Other Components: <i>Dilly and Rosalita Sausalita</i> (LI124), Dilly and Friends Read Along CD (LI124, FF106), <i>Dilly and JT Gator</i> (FF106), <i>Dilly and Great Auntie Lu</i> (SD106), <i>The Snowy Day</i> (WW69B)
I.C.6.b.	Child demonstrates caring for others.	Teacher Guides: LI214A, UC62, FF65B, FF106, FF126, FF133A, SD35A, SD106, SD130, WG65B, WG35A, WG41B, WG65B, WW106 Other Components: <i>Dilly and JT Gator</i> (FF106), Dilly and Friends Read Along CD (FF106, WW106), <i>Dilly and Great Auntie Lu</i> (SD106), <i>Dilly and Rosalita Sausalita</i> (WW106)

End of Prekindergarten Year Outcomes	
I.C.7. Child begins to have meaningful friends.	Teacher Guides: LI98B, LI56A, UC106, WW109B, WW41A Other Components: <i>Dilly and Chuck Wood</i> (UC106)
D. Social Awareness Skills <i>Preschool children still need adult support and guidance in learning how to operate socially with others. In addition to facilitating peer group and adult-child interaction, teachers can help to reinforce understanding of social situations with rich, socially relevant educational material and thought-provoking questions.</i>	
I.D.1. Child demonstrates an understanding that others have specific characteristics.	Teacher Guides: LI57A, LI104A, LI113A, LI116A, LI231A, UC38B, HY65B, WW69B
I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	
I.D.2.a. Child demonstrates an understanding that others have perspectives that are different from her own.	Teacher Guides: LI65A, LI68B, HY84A, FF65B, WW104A, WW63 Other Components: Flapboards <i>Silly Seasons</i> (WW63)
I.D.2.b. Child demonstrates an understanding that others have feelings that are different from her own.	Teacher Guides: LI214A, FF65B, FF89B, FF106, SD35A, SD65B, SD106, WW104, WW106 Other Components: <i>Little Quack</i> (FF89B), <i>Dilly and JT Gator</i> (FF106), <i>Dilly and Friends Read Along CD</i> (FF106, WW106), <i>Dilly and Great Auntie Lu</i> (SD65B, SD106), <i>Dilly and Great Auntie Lu Puppets</i> (SD65B), <i>Dilly and Rosalita Sausalita</i> (WW106)

II. Language and Communication Domain

End of Prekindergarten Year Outcomes	
II. LANGUAGE AND COMMUNICATION DOMAIN	
<p>A. Listening Comprehension Skills <i>From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, prekindergarten children who are English language learners can be in a classroom environment that is either English as a Second Language instruction or Bilingual. Children who are English language learners arrive at school with listening comprehension skills in their home language. These skills can be used to support the child's development in English. Children who are English language learners listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English). (LEER MAS, 2001)</i></p>	
II.A.1. Child shows understanding by responding appropriately.	Teacher Guides: LI171A, LI215B, UC76, HY78A, HY118A, FF52, FF59B, FF93B, FF96, FF133A, SD37A, SD56, SD72A, SD72B, SD79B, SD99A, SD119B, WG28A, WG37A
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	
II.A.2.a. Child shows understanding by following two-step oral directions.	Teacher Guides: LI33B, LI154, LI170A, HY54, HY98A, HY99B, SD109B, SD119A, WG106
II.A.2.b. Child usually follows three-step directions.	Teacher Guides: HY54, HY98A, HY99B, FF105A, SD119A, WG106
II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	Teacher Guides: LI54, LI149B, HY56, HY57, HY58B, HY59B, HY70, HY72B, HY79A, HY105A, HY113A, HY119B, FF59A (sidebar ELL), SD110, WG56, WG58B, WG78B, WG79A, WG92B, WW59B, WW113B Other Components: Oral Language Cards (WG56, WG78B, WG79A)
<p>B. Speaking (Conversation) Skills <i>Prekindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults. The skill to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal expressions. Children who are English language learners may require more time to respond and greater wait time, because they are learning and processing two languages at once. This is a normal part of second language acquisition. Children learning English should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.</i></p>	

End of Prekindergarten Year Outcomes	
II.B.1. Child is able to use language for different purposes.	<p>Teacher Guides: LI30B, LI56A, LI79, LI105A, LI121A, LI230A, UC56, UC72A, UC113B, UC113C, HY37A, HY59A, HY92A, HY112A, HY119A, HY124A, HY132A, FF72A, FF72B, FF78B, FF79B, SD30B, SD56, SD76, WG37A, WG39B, WW37A, WW118B, WW125A</p> <p>Other Components: Dilly and Great Auntie Lu Puppets (LI105A, LI121A), Fine Art Print <i>Optometrist</i> (HY68B)</p>
II.B.2. Child engages in conversations in appropriate ways.	<p>Teacher Guides: LI39B, LI54, LI80, LI105A, LI209A, UC59A, UC76, UC92, UC99A, UC113A, UC116, UC119B, UC126, UC129A, UC132A, UC132B, HY28A, HY30B, HY96, HY99A, FF59B, FF96, FF132A, SD28A, SD56, SD110, SD116, SD118B, SD132B, WG28, WG30B, WG43A, WG58A, WG59B, WG79B, WG90, WW28A, WW30B, WW47A, WW56, WW72B, WW76, WW93A, WW125A</p> <p>Other Components: Chuck Puppet (LI80, LI209A)</p>
II.B.3. Child provides appropriate information for various situations.	<p>Teacher Guides: LI72A, LI80, LI127A, LI209B, LI230A, HY58A, HY78A, HY118A, FF58A, FF72A, FF72B, FF79B, FF89A, FF96, FF112A, FF132A, SD38A, SD58A, SD72A, SD72B, SD98A, WG58A, WG78A, WG118A</p> <p>Other Components: Dilly Puppet (LI80, LI127A)</p>
II.B.4. Child demonstrates knowledge of verbal conversational rules.	<p>Teacher Guides: LI54, LI104A, LI212, UC59A, UC76, UC92, UC99A, UC113A, UC116, UC119B, UC126, UC129A, UC132A, UC132B, HY70, HY72A, HY78A, HY106, HY111, HY113A, HY118A, HY119B, SD28A, SD58B, SD79A, SD110, SD116, WG30B, WG43A, WG58A, WG59B, WG79B, WG90, WW28A, WW30B, WW47A, WW56, WW72B, WW76, WW93A</p> <p>Other Components: Dilly Puppet (LI54, LI212)</p>
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	<p>Teacher Guides: UC92, UC99A, UC119B, HY70, HY72A, HY78A, HY106, HY118A, SD110, SD79A, WG43A, WG59B, WG79B, WG90, WW30B, WW47A, WW56, WW72B, WW76, WW93A</p>
II.B.6. Child matches language to social contexts.	<p>Teacher Guides: LI39B, HY106, HY108B, HY111, HY113A, HY119B, HY124A, FF59B, FF72A, FF72B, FF112A, SD58B, SD116, SD132B, WG118A</p>
<p>C. Speech Production Skills <i>Young children must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Although most children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their first language, young children in ELL settings gradually learn to pronounce the sounds of the English language. (LEER MAS, 2001)</i></p>	
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	
II.C.1.a. Child's speech is understood by the teacher in the school.	<p>Teacher Guides: LI164A, LI193A, UC46B, HY72A, HY92A, HY112A, HY132A, FF66, FF119A, SD79A, SD132A, WG78B, WG118B, WG132A, WW59A, WW72B</p>

End of Prekindergarten Year Outcomes		
II.C.1.b.	Child's speech is understood by other adults in the school.	Teacher Guides: LI164A, LI193A, UC46B, FF66, FF119A, SD79A, WG137, WW137
II.C.2.	Child perceives differences between similar sounding words.	Teacher Guides: LI150, UC60A, UC100A, HY80A, HY100A, HY120B, FF60A, FF80A, WG120A
II.C.3.	Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	
II.C.3.a.	Child investigates growing understanding of the sounds of the English language (ELL).	Teacher Guides: UC80B, HY80A, HY82, HY92B, HY100A, HY100B, HY120A, FF120A, FF60B, FF100A, SD60A, SD60B, WG60A, WG120A, WW80A
II.C.3.b.	Child investigates growing understanding of the intonation of the English language (ELL).	Teacher Guides: LI84-85, UC60B, UC80B, HY105B, FF60B, FF100A
II.C.3.c.	Child demonstrates growing understanding of the sounds of the English language (ELL).	Teacher Guides: UC80B, UC128-129, HY80A, HY82, HY92B, HY100A, HY100B, HY120A, FF120A, FF60B, FF100A, SD60A, SD60B, WG60A, WG120A, WW80A
II.C.3.d.	Child demonstrates growing understanding of the intonation of the English language (ELL).	Teacher Guides: UC60B, UC80A, HY105B, FF60B, FF100A
<p>D. Vocabulary Skills <i>Children's vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children's previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. English language learners may need extensive English vocabulary instruction. Children who are English language learners arrive at prekindergarten with a vocabulary knowledge base in their home language. This knowledge base should be used to develop vocabulary in the child's second language. When introducing vocabulary to children who are English language learners, teachers should use a variety of approaches to teach important new words and use real-life objects or pictures when appropriate.</i></p>		

End of Prekindergarten Year Outcomes		
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.		
II.D.1.a.	Child uses a wide variety of words to label people.	Teacher Guides: LI57A, LI68A, LI201B, UC59A, UC49A, UC49B, HY56, HY59A, HY63, HY118B, WG49A, WW49A, WW49B
II.D.1.b.	Child uses a wide variety of words to label places.	Teacher Guides: UC93B, HY53, SD56, SD76, SD96, SD78B, SD98A, SD116, WW116 Other Components: Oral Language Cards (SD78B, SD98A)
II.D.1.c.	Child uses a wide variety of words to label things.	Teacher Guides: LI183B, UC59A, UC78B, UC92B, UC93B, UC98A, HY79B, HY113A, FF56, FF58A, FF67, FF73B, FF76, FF78A, FF98A, FF119A, SD30A, SD72B, SD78B, SD85B, SD98A, WW59A, WW116 Other Components: Flapboards <i>Healthy Heroes</i> (HY78B), Oral Language Cards (SD78B, SD98A), <i>Commotion in the Ocean</i> (SD72B)
II.D.1.d.	Child uses a wide variety of words to label actions.	Teacher Guides: HY53, HY63, HY76, HY99B, HY106, HY113B, FF96, FF116, SD31A, SD76, SD98A, SD116, SD122, WW56, WW96, WW99A, WW99B Other Components: Oral Language Cards (SD98A)
II.D.1.e.	Child uses a wide variety of words to describe people.	Teacher Guides: LI65A, LI102, HY52, HY56, HY59A, HY106, HY118B Other Components: Online Investigation "Marvelous Me!" 4.1, 4.4
II.D.1.f.	Child uses a wide variety of words to describe places.	Teacher Guides: LI203, UC78B, UC92B, HY53, FF30A, SD78B, SD98A Other Components: Oral Language Cards (SD78B, SD98A)
II.D.1.g.	Child uses a wide variety of words to describe things.	Teacher Guides: LI202, LI226A, UC59A, UC78B, UC92B, UC93B, HY53, HY58A, HY59A, HY78A, HY78B, HY122, FF29A, FF30A, FF54, FF56, FF58A, FF67, FF98A, FF99A, FF119A, SD72B, SD85B, WW116 Other Components: Flapboards <i>Healthy Heroes</i> (HY78B), <i>Commotion in the Ocean</i> (SD72B)
II.D.1.h.	Child uses a wide variety of words to describe actions.	Teacher Guides: LI201B, HY53, HY99B, HY106, HY113B, FF96, FF116, SD76, SD116, WW56, WW96, WW99A, WW99B
II.D.2.	Child demonstrates understanding of terms used in the instructional language of the classroom.	Teacher Guides: LI58, LI60, LI62, LI64B, LI76, LI80, LI105A, LI102, LI146, LI190, UC54, UC56, UC78B, UC96, UC99A, UC99B, UC116, UC118A, HY54, HY56, HY57, HY58A, HY59B, HY63, HY65B, HY66, HY78A, HY79A, HY83, HY86, HY92B, HY102, HY116, FF54, FF56, FF58B, FF78A, FF96, FF99A, FF99B, FF118A, FF118B, SD54, SD56, SD59A, SD76, SD96, SD98A, SD116, SD119A, WG54, WG56, WG58B, WG78B, WG79A, WG98A, WG99A, WG116, WG118A, WG119B, WG54, WG56, WG59A, WG76A, WG78B, WG98B, WG99B, WG116, WG118A, WG118B

End of Prekindergarten Year Outcomes	
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.	Teacher Guides: LI54, LI80, LI98, LI102, LI124, UC52, UC56, UC66, UC69B, UC76, UC82, UC86, UC96, UC102, UC106, UC110, UC116, UC122, HY31A, HY52, HY56, HY76, HY110, HY113A, HY113B, HY116, FF54, FF59B, FF72B, FF96, FF99A, FF118B, FF119A, FF126, SD96, WG52, WG56, WW52, WW56, WW98B, WW99A, WW113A, WW113B, WW130
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	Teacher Guides: LI52, LI62, LI66, LI76, LI80, LI90, LI92, LI102, LI110, LI114, LI124, LI132, LI136, LI146, LI154, LI157A, LI158, LI168, LI176, LI180, LI190, LI198, LI202, LI220, UC52, UC56, UC66, UC76, UC82, UC86, UC96, UC102, UC106, UC116, UC122, HY31A, HY57, HY59A, HY63, HY70, HY72A, HY78A, HY78B, HY86, HY105B, HY113A, FF52, FF56, FF62, FF66, FF76, FF82, FF86, FF96, FF102, FF106, FF116, FF122, SD52, SD56, SD62, SD66, SD76, SD82, SD86, SD96, SD102, SD106, SD116, SD122, WG52, WG54, WG56, WG58B, WG62, WG66, WG76, WG82, WG85B, WG86, WG96, WG98A, WG102, WG106, WG113B, WG116, WG119B, WG122, WG130, WG134, WG136, WW38C, WW39B, WW39C, WW46A, WW52, WW54, WW56, WW62, WW66, WW72A, WW72B, WW73B, WW78B, WW82, WW86, WW92A, WW96, WW99A, WW99B, WW102, WW104B, WW106, WW113A, WW116, WW122
II.D.5. Child uses category labels to understand how the words/objects relate to each other.	
II.D.5.a. Child uses category labels to understand how the words relate to each other.	Teacher Guides: LI157A, LI203, HY79A, FF92B, FF113B, FF125B Other Components: Oral Language Card (LI157A)
II.D.5.b. Child uses category labels to understand how the objects relate to each other.	Teacher Guides: LI157A, LI203, HY79A, FF47B, FF112B, FF125B Other Components: Oral Language Card (LI157A); More Songs, Chants, Rhymes, and Games "Which One Does Not Belong?"
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	
II.D.6.a. Child increases listening vocabulary. (ELL)	Teacher Guides: LI157A, UC56, UC76, HY31A, HY52, HY56, HY58A, HY58B, HY59A, HY59B, HY66, HY70, HY78B, HY96, HY99A, FF58B, WG31A, WG56, WG58B Other Components: Oral Language Card (LI157A, UC56, UC76, HY58B, HY99A)
II.D.6.b. Child begins to develop vocabulary of object names in English. (ELL)	Teacher Guides: LI132, LI133, LI157A, UC31A, UC58A, UC76, UC92B, UC118A, HY31A, HY58B, HY78A, HY78B, HY79B, HY99A, FF30A, FF31A, FF58A, FF76, FF132B, SD31A, WG31A, WG59A, WG118B, WW31A, WW58A, WW76, WW86, WW112B, WW119A Other Components: Oral Language Card (LI157A, UC76, UC118A, HY58B, HY78A, HY79B, HY99A, WG118B), Listen to Your World CD (UC58A), Flapboards <i>Healthy Heroes</i> (HY78B)

End of Prekindergarten Year Outcomes	
II.D.6.c. Child begins to develop vocabulary of common phrases in English. (ELL)	Teacher Guides: LI132, LI133, UC31A, UC92B, UC118A, UC132B, HY31A, HY78B, HY99A, HY99B, FF30A, SD58A, WG31A, WG59A, WG118B, WW58A, WW76, WW86, WW112B, WW119A Other Components: Oral Language Cards (HY99A, WG118B)
E. Sentences and Structure Skills <i>Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Four-year-olds become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children’s use of invented words and the over generalization of language rules (for example, saying “foots” instead of “feet” or [Spanish] “yo no cabo” instead of “yo no quepo”) is a normal part of language acquisition. Sentence and grammatical complexity develops in young children with plenty of opportunity for rich conversation. It is important that time is spent in authentic speaking opportunities. Also, teachers can support English language development through more specific playful language-building activities. (LEER MAS, 2001)</i>	
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	
II.E.1.a. Child typically uses complete sentences of four or more words.	Teacher Guides: LI98A, UC71, UC92B, HY72B, HY113B, FF56, FF72B, FF113A, SD79A, SD98A, SD132B, WG78A, WG98A, WW72A, WW92A, WW93A, WW99B, WW112A, WW132A, WW133A
II.E.1.b. Child typically uses complete sentences [with] grammatical complexity usually with subject, verb, and object order.	Teacher Guides: LI98A, UC71, UC92B, HY72B, HY113B, FF56, FF72B, FF113A, SD79A, SD98A, SD132B, WG78A, WG98A, WW72A, WW92A, WW93A, WW99B, WW112A, WW132A, WW133A
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	
II.E.2.a. Child uses regular plurals.	Teacher Guides: LI79, HY91, FF57, WG57, WG76, WG105, WW106-107
II.E.2.b. Child uses irregular plurals.	Teacher Guides: HY67, FF71, FF73A, SD73B, WG57, WG76, WW59A, WW97
II.E.2.c. Child uses regular past tense.	Teacher Guides: LI191, HY106-107, HY131, WG91, WG129B, WW93B
II.E.2.d. Child uses personal pronouns.	Teacher Guides: LI57A, LI121B, HY57, FF57, SD35B, WG91, WG109, WW111

End of Prekindergarten Year Outcomes		
II.E.2.e.	Child uses possessive pronouns.	Teacher Guides: LI56A, LI146, UC38C, UC39A, UC105B, HY125, WW110
II.E.2.f.	Child uses subject-verb agreement.	Teacher Guides: LI63, LI120B, LI187B, FF63, FF71, WG131, WW96
II.E.3.	Child uses sentences with more than one phrase.	Teacher Guides: UC103, HY66, FF71, FF96, FF110, WG92B, WW72B, WW93A, WW96
II.E.4.	Child combines more than one idea using complex sentences.	Teacher Guides: UC118B, FF67, SD112A, WG107, WW71, WW133A
II.E.5.	Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	
II.E.5.a.	Child combines sentences that give lots of detail.	Teacher Guides: UC103, FF54, SD132A, WG132A, WW98B
II.E.5.b.	Child combines sentences that stick to the topic.	Teacher Guides: HY107, FF78, FF129B, WG72A, WW99B, WW112B
II.E.5.c.	Child combines sentences that clearly communicate intended meaning.	Teacher Guides: UC132B, HY132, FF103, FF129A, WW52
II.E.6.	Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	Teacher Guides: LI136, LI164, LI207, UC70, UC72, UC96, UC113, HY31A, HY70, FF31A, FF113, FF125A, SD31A, SD80, WG85, WW59, WW60, WW87, WW110, WW112
II.E.7.	Child uses single words and simple phrases to communicate meaning in social situations (ELL).	
II.E.7.a.	Child uses single words to communicate meaning in social situations (ELL).	Teacher Guides: LI30B, LI88, UC31A, HY70, FF31A, SD31A, SD72B, SD132B, WW31A, WW73B, WW133B
II.E.7.b.	Child uses simple phrases to communicate meaning in social situations (ELL).	Teacher Guides: LI30B, LI88, UC31A, HY70, SD72B, SD132B, WW31A, WW73B, WW133B

End of Prekindergarten Year Outcomes		
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).		
II.E.8.a.	Child attempts to use new vocabulary in speech (ELL).	Teacher Guides: LI56A, LI98A, UC31A, HY55, HY59A, HY63, HY70, HY78B, FF31A, FF112A, FF133B, SD82, SD98B, SD99A, WG31A, WG112A, WG134, WW31A, WW58B, WW79B, WW112A, WW132B
II.E.8.b.	Child attempts to use grammar in speech (ELL).	Teacher Guides: LI56A, LI98A, HY59A, HY70, HY78B, FF112A, FF133B, SD82, SD98B, SD99A, WG31A, WG112A, WG134, WW58B, WW79B, WW112A, WW132BP

III. Emergent Literacy—Reading Domain

End of Prekindergarten Year Outcomes		
III. EMERGENT LITERACY—READING DOMAIN		
A. Motivation to Read Skills		
<p>To ensure that all children enter school ready to learn, early education efforts must encourage emergent literacy. When optimal conditions exist in a child's environment, literacy develops naturally, and one of the goals of early education must be cultivating that optimal environment. Prekindergarten children benefit from classroom activities and environments that create an association between reading and feelings of pleasure and enjoyment, as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. Children may have difficulty comprehending read alouds or listening to stories without any background support, particularly if they have limited experiences with the concepts included in the story or text. Children who are English language learners benefit from repetitive exposure to pictures and other media pertinent or associated with the content of stories read aloud in English. ELL children also will benefit from making connections to text in their home language for better comprehension when Bilingual strategies are used to facilitate comprehension during readings of English text. (LEER MAS, 2001)</p>		
III.A.1. Child engages in pre-reading and reading-related activities.		
III.A.1.a.	Child engages in pre-reading activities.	Teacher Guides: LI62, LI146, UC40A, UC66, UC106, HY69B, HY109B, HY125B, FF40A, FF65A, SD69B, SD88, SD97, SD105A, SD106, SD125A, WG122, WG125, WW40A, WW65A, WW69B
III.A.1.b.	Child engages in reading-related activities.	Teacher Guides: LI42A, LI57A, LI95B, LI147, LI161B, LI169, LI179A, LI201A, LI205B, UC40A, UC106, UC107, HY66, HY67, HY85B, HY105B, HY125B, FF40B, FF65B, FF109B, SD69B, SD92B, SD97, SD107, SD129A, WG69B, WG125, WW40A, WW65A, WW69B, WW89B, WW125B Other Components: Daily Routine Posters (LI57A), Dilly and Friends Read Along CD (LI147, LI169), <i>Dilly and Bruno Buzzbee</i> (LI201A), Bruno Bee Mail Poster (LI205B), <i>Dilly and Chuck Wood</i> (UC106), <i>Dilly and Great Auntie Lu</i> (SD107)
III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.		
III.A.2.a.	Child uses books to engage in pre-reading behaviors.	Teacher Guides: LI139, LI161B, LI201A, UC66, UC106, UC107, HY69B, HY109B, HY125B, FF40A, FF65A, SD66, SD69B, SD86, SD92B, WG69B, WG125, WW40A, WW69B Other Components: <i>Dilly and Rosalita Sausalita</i> (LI139), <i>Dilly and Manny Salamander</i> (LI161B, HY109B), <i>Dilly and Bruno Buzzbee</i> (LI201A), <i>Dilly and Chuck Wood</i> (UC106, UC107), Bruno's Buzz Nonfiction Little Reader (HY125B, WG125)
III.A.2.b.	Child uses other written materials to engage in pre-reading behaviors.	Teacher Guides: LI42A, LI69B, LI95B, LI193B, LI205B, UC29B, UC88B, UC105A, HY31, HY91, HY125A, FF71, SD31, SD88, SD97, SD125A, WG41, WG69B, WG84A, WG105A, WW31B Other Components: Bruno Bee Mail Poster (LI205B, SD125A), Chuck Safety Poster (UC29B), Clubhouse Attendance Poster (HY31B, SD31B, WW31B)

End of Prekindergarten Year Outcomes	
III.A.3. Child asks to be read to or asks the meaning of written text.	
III.A.3.a. Child asks to be read to.	Teacher Guides: UC40, WG40B, WW40A Other Components: Research and Professional Guide (356B, 360B); Home and Back Books <i>Maggie Investigates, Watch It Grow</i>
III.A.3.b. Child asks the meaning of written text.	Teacher Guides: LI43B, LI70-71, LI96-97, LI118-119, LI140-141, LI162-163, LI184-185, LI206-207, LI228-229, LI231, UC90-91 Other Components: Home and Back Books <i>Healthy Me, Outside My Window</i>
<p>B. Phonological Awareness Skills</p> <p><i>Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes being able to recognize individual words in a spoken sentence, blending and dividing words into syllables, beginning with compound words which, because each syllable has meaning connected to, it is easier for children to work with, adding and taking those meaningful units, recognizing and producing rhyming words, identifying words that sound the same at the beginning, and for some children, blending words at the phoneme or single sound level. Because phonological awareness begins before children have learned a set of letter-sound correspondences, encouraging phonological awareness does not require print. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners; however, a child’s home language can help support the development of phonological awareness in English. Research demonstrates that phonological awareness in English and Spanish are highly related; therefore, children in Bilingual/ESL instruction will be taught phonological awareness skills in tandem with their primary language while simultaneously developing English language skills. Working with individual sounds in words is the highest level of phonological awareness. Although some prekindergarten children may be able to work with sounds at this level, it is not appropriate to expect all children to be able to achieve this level of sensitivity to the sounds in language (such as “c” “a” “t” = cat). The above PA Continuum represents the most current research in Phonological Awareness states about how children learn language sounds. Another representation is the Phonological Awareness Continuum found in the Texas Spanish Reading Academy, LEER MAS, and the Texas Center for Reading and Language Arts.</i></p>	
III.B.1. Child separates a normally spoken four-word sentence into individual words.	Teacher Guides: LI107, UC35B, UC60B, UC80A, UC100B, UC120A
III.B.2. Child combines words to make a compound word.	Teacher Guides: WW63 Other Components: Home and Back Books <i>Maggie Investigates, Matt’s Toolbox, Outside My Window</i> ; More Songs, Chants, Rhymes, and Games “Ocean Clues”
III.B.3. Child deletes a word from a compound word.	Other Components: Home and Back Books <i>Ready for Rain</i> ; More Songs, Chants, Rhymes, and Games “Ocean Clues,” “Frosty the Snowman”
III.B.4. Child combines syllables into words.	Teacher Guides: LI216, LI217, FF60B, FF80B, FF100B, FF120B, WG35B, WG80B, WG120B Other Components: Oral Language Cards (FF80B)

End of Prekindergarten Year Outcomes	
III.B.5. Child can delete a syllable from a word.	Teacher Guides: WG100B Other Components: Home and Back Books <i>Matt's Toolbox</i> ; More Songs, Chants, Rhymes, and Games "Jump or Jiggle," "Little Turtle," "Name the Animal," "The Storm"
III.B.6. Child can produce a word that rhymes with a given word.	Teacher Guides: LI165B, UC35B, UC60A, UC80B, UC85B, UC100A, UC120B, HY35B, HY60, HY80B, HY85B, HY92B, FF35B, SD38C, SD60, SD80, SD100, SD120, WG72B, WW35B Other Components: Flap Fillers (UC85B, HY85B), Flapboards (HY85B), Dilly's Music and Movement CD (SD100B)
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	Teacher Guides: HY80A, FF35B, FF60A, FF80A, SD103 Other Components: Oral Language Cards (FF80A)
III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	Other Components: Home and Back Books <i>Watch It Grow, Ready for Rain!</i> ; More Songs, Chants, Rhymes, and Games "Animals," "Like an Animal," "Sippity Sup"
III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.	Other Components: Home and Back Books <i>Water and Sand</i> ; More Songs, Chants, Rhymes, and Games "The Caterpillar," "Like an Animal," "My House," "Open, Shut Them"
III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	
III.B.10.a. Child recognizes two phonemes with pictorial support.	Teacher Guides: WW120A Other Components: More Songs, Chants, Rhymes, and Games "Here Is a Beehive," "Jack and Jill," "Letter Hokey Pokey"
III.B.10.b. Child blends two phonemes into real words with pictorial support.	Teacher Guides: WW120A Other Components: More Songs, Chants, Rhymes, and Games "The Sun," "Three Little Kittens," "Did You Ever See a Gator?"
C. Alphabet Knowledge Skills <i>Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in context and when educators provide opportunities for children to create experiences that make the material meaningful. Rote practice (or the "skill and drill" method) can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children's success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.</i>	
III.C.1. Child names at least 20 upper and at least 20 lower case letters.	

End of Prekindergarten Year Outcomes	
<p>III.C.1.a. Child names at least 20 upper case letters.</p>	<p>Teacher Guides: LI109, LI153, LI197, LI218, UC61, HY61A, HY81B, HY101B, HY121B, FF81B, FF101A, FF121, SD40A, SD61A, SD81B, SD101B, SD121, WG61A, WG101A, WG121A, WW32, WW81A, WW83, WW101A</p> <p>Other Components: Alphabet Cards (LI109, LI197, FF81B, FF121, SD81B, SD101B, SD121), Alphabet Song Poster (LI153, LI218, UC61, FF101A, WW81A, WW101A), Dilly’s Music and Movement CD (LI218, UC61, FF101A, WG101A, WW81A, WW101A), Alphabet Flapboard (FF121, SD61A, WG61A0), Flap Fillers (FF121, WW83), Magnetic Letters (FF121, WG61A, WG101A, WG121A), Costume Flap Fillers (WG61A0), Flapboards (WW83)</p>
<p>III.C.1.b. Child names at least 20 lower case letters.</p>	<p>Teacher Guides: LI109, LI153, LI197, LI218, UC61, HY61A, HY81B, HY101B, HY121B, FF81B, FF121, SD40A, SD65A, SD81B, SD101B, SD121, WG61A, WG101A, WG121A, WW32, WW81A, WW101A</p> <p>Other Components: Alphabet Cards (LI109, LI197, HY61A, HY81B, HY101B, HY121B, FF81B, FF121, SD81B, SD101B, SD121), Alphabet Song Poster (LI153, LI218, UC61, WW81A, WW101A), Dilly’s Music and Movement CD (LI218, UC61, HY61A, WG101A, WW81A, WW101A), Alphabet Flapboard (FF121, WG61A0), Flap Fillers (FF121), Magnetic Letters (FF121, WG61A, WG101A, WG121A), <i>Dilly’s Alphabet Show</i> (SD65A), Costume Flap Fillers (WG61A0)</p>
<p>III.C.2. Child recognizes at least 20 letter sounds.</p>	<p>Teacher Guides: UC61B, UC81A, US81B, UC101B, UC121B, HY61B, HY81B, HY101B, HY121B, FF61B, FF81B, FF82, FF85B, FF101B, FF121A, FF121B, SD61B, SD81B, SD101B, SD121B, WG35B, WG61B, WG81B, WG101B, WG121B, WW61B, WW82-83, WW101B, WW121B</p> <p>Other Components: <i>Dilly’s Alphabet Show Lapbook</i>; Dilly’s Alphabet Cards Aa–Zz; Alphabet Flapboard (FF85B, FF121A); Alphabet Flap Fillers (FF121A); Magnetic Letters (FF121A, WG101A, WG121A); “Silly Seasons” Flapboards (WW82-83); “Letter Look” Literacy Flap Fillers (WW82-83)</p>
<p>III.C.3. Child produces the correct sounds for at least 10 letters.</p>	<p>Teacher Guides: UC61B, UC81B, UC101B, UC121B, HY40B, HY61B, HY81B, HY101B, HY121B, FF61B, FF81B, FF82, FF85B, FF101B, FF121A, FF121B, SD61B, SD81B, SD101B, SD121B, WG35B, WG61B, WG81B, WG101B, WG121B, WW61B, WW82-83, WW101B, WW121B</p> <p>Other Components: <i>Dilly’s Alphabet Show Lapbook</i>; Dilly’s Alphabet Cards Aa–Zz; Alphabet Flapboard (FF85B, FF121A, SD61A); Alphabet Flap Fillers (FF121A); Magnetic Letters (FF121A); “Silly Seasons” Flapboards (WW82-83); “Letter Look” Flap Fillers (WW82-83)</p>
<p>D. Comprehension of Text Read Aloud Skills</p> <p><i>Frequent book reading relates strongly to school readiness: children who are read to on a regular basis have a higher likelihood of acquiring age-appropriate language skills. Exposure to many kinds of books, both fiction and information books, helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information. As children become readers, this understanding of how stories work facilitates their reading comprehension which is the end goal of reading. Reading books in English with ELL children will increase their knowledge of English language and vocabulary. In classrooms with children who are learning English, it is also critical that children read literature in their home language, whenever possible. Concepts of story structure, character actions, and informational text can be learned through both home language text as well as English texts.</i></p>	

End of Prekindergarten Year Outcomes	
III.D.1. Child retells or reenacts a story after it is read aloud.	
III.D.1.a. Child retells a story after it is read aloud.	Teacher Guides: LI169, LI223A, UC40B, UC78A, HY129B, SD40B, SD83, SD87, SD125B, WG83, WG129B, WW126 Other Components: Flapboards (LI223A)
III.D.1.b. Child reenacts a story after it is read aloud.	Teacher Guides: LI215A, LI227, UC40B, HY105B, FF69B, SD40B, SD83, SD87, WG85B, WG109B, WW109B Other Components: Flapboards (LI227), Dilly and Friends Puppets (HY105B)
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	
III.D.2.a. Child uses information learned from books by describing.	Teacher Guides: LI213, UC107, HY89, HY125B, FF67, FF89B, SD85, SD125B, WG87, WW67, WW107
III.D.2.b. Child uses information learned from books by relating.	Teacher Guides: LI147, LI155, LI191, LI213, UC67, HY66, HY107, FF67, FF89B, FF107, SD125B, WG67, WG107, WG123, WW67, WW107, WW109
III.D.2.c. Child uses information learned from books by categorizing.	Teacher Guides: FF67, SD67, WG87, WG125
III.D.2.d. Child uses information learned from books by comparing and contrasting.	Teacher Guides: HY87, FF67, SD125B, WG87, WW67
III.D.3. Child asks and answers appropriate questions about the book.	
III.D.3.a. Child asks appropriate questions about the book.	Teacher Guides: LI147, SD105B, WW40A, WW69B Other Components: Home and Back Books <i>Ready for Rain!</i> , <i>Water and Sand</i>
III.D.3.b. Child answers appropriate questions about the book.	Teacher Guides: LI146, LI147, LI155, LI169, LI191, UC67, UC83, UC87, UC107, HY66, HY82, HY87, HY106, HY107, HY123, HY129B, FF67, FF87, FF89B, SD67, SD123, SD125B, WG67, WG83, WG87, WG107, WG109B, WG129B, WW66, WW89B, WW107

IV. Emergent Literacy—Writing Domain

End of Prekindergarten Year Outcomes	
IV. EMERGENT LITERACY—WRITING DOMAIN	
<p>A. Motivation to Write Skills <i>As children watch adults write for many purposes, they develop the understanding that print conveys meaning. Initially, children engage in drawing as a way to communicate. This is the earliest stage of writing. Young children sketch lines and scribble “notes” in an attempt to imitate adults’ writing behaviors and begin to make connections between print and spoken words. With this understanding of the function and meaning of print comes the motivation to use print in the same manner. Keep in mind that it is not important what children write but that they write something to convey meaning, in the form of scribbles, letter-like forms, or strings of letters.</i></p>	
IV.A.1. Child intentionally uses scribbles/writing to convey meaning.	
IV.A.1.a. Child intentionally uses scribbles to convey meaning.	Teacher Guides: LI43A, LI73A, UC41B, UC63, HY41A, FF29A, FF41A, SD41A, WG41A, WW63
IV.A.1.b. Child intentionally uses writing to convey meaning.	Teacher Guides: LI73A, LI97, LI119, LI163, LI207, LI229, UC41B, UC63, UC91, HY41B, HY63, HY71, HY111, FF41B, FF63, FF91, FF111, FF131, SD41B, SD63, SD69B, SD71, SD131, WG41B, WG63, WG71, WG88B, WG131, WW71, WW105A, WW131
<p>B. Independently Conveys Meaning Skills <i>Children engage in using print in ways to convey their meanings in different situations. As children interact with each other in play, they make lists, take orders, label and leave notes to convey what has occurred during their play.</i></p>	
IV.B.1. Child independently uses letters or symbols to make words or parts of words.	
IV.B.1.a. Child independently uses letters to make words.	Teacher Guides: LI97, LI119, LI163, LI185, LI207, LI229, UC41A, UC91, UC111, UC131, HY41B, HY63, HY111, FF63, FF71, FF91, FF111, FF131, SD41A, SD41B, SD63, SD69B, SD71, SD91, SD111, WG131, WW63, WW71, WW91, WW105A, WW111, WW131 Other Components: Magnetic Letters (UC41A)
IV.B.1.b. Child independently uses letters to make parts of words.	Teacher Guides: LI97, LI119, LI163, LI185, LI207, LI229, UC71, UC91, UC111, UC131, HY41B, HY63, HY111, HY131, FF63, FF71, FF91, FF111, FF131, SD41A, SD41B, SD63, SD69B, SD71, SD91, SD111, SD131, WG131, WW63, WW71, WW91, WW105A, WW111, WW131
IV.B.1.c. Child independently uses symbols to make words.	Teacher Guides: UC41A, UC71, UC91, UC111, UC131, HY41B, HY63, HY71, SD41A, SD71, WW41A Other Components: Magnetic Letters (UC41A)
IV.B.1.d. Child independently uses symbols to make parts of words.	Teacher Guides: UC41A, UC71, UC91, UC111, UC131, HY41B, HY63, SD41A, SD71, WW41A Other Components: Magnetic Letters (UC41A)

End of Prekindergarten Year Outcomes	
IV.B.2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	Teacher Guides: LI229, UC111, HY41A, FF91, FF111, SD71, SD91, SD111, SD131, WW63, WW91, WW111, WW131
C. Forms Letters Skills <i>When given opportunities and meaningful situations, children move through the stages from scribbles to convey meaning, to letter-like shapes, with perhaps some conventional letters.</i>	
IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	Teacher Guides: LI97, LI163, LI185, LI207, LI229, UC41B, UC63, UC71, UC91, UC111, UC131, HY63, HY71, HY111, HY131, FF41A, FF41B, FF71, FF91, FF111, FF131, SD41A, SD63, SD71, SD91, SD111, SD131, WG41A, WG71, WG131, WW63, WW71, WW91, WW105A, WW111, WW131
D. Concepts about Print Skills <i>Just as children learn to talk by talking, children learn concepts about print through interacting with print. To children, it may appear that writing is simply talk that has been written down. However, there are rules that apply to writing that do not apply to speaking. These specific rules that govern how to record thoughts in writing must be learned so children can become more proficient at conveying their thoughts and actions.</i>	
IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	
IV.D.1.a. Child uses some appropriate writing conventions when writing.	Teacher Guides: LI229, UC63, UC111, HY41A, FF41B, FF63, FF91, FF111, SD41A, SD71, SD91, SD111, SD131, WG41B, WG63, WG71, WG88B, WG111, WW63, WW91, WW111, WW131
IV.D.1.b. Child uses some appropriate writing conventions when giving dictation.	Teacher Guides: LI119, LI141, LI184, UC111, UC133B, HY71, HY91, FF41A, FF63, FF131, SD41B, SD63, SD71, WG63, WG111, WG131, WW133A

V. Mathematics Domain

End of Prekindergarten Year Outcomes	
V. MATHEMATICS DOMAIN	
A. Counting Skills <i>Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.</i>	
V.A.1. Child knows that objects, or parts of an object, can be counted.	
V.A.1.a. Child knows that objects can be counted.	Teacher Guides: LI44A, LI91B, LI95A, LI106, LI220, FF42B, WG96, WW128B Other Components: JT Puppet (LI220), Flapboards <i>Gone Investigating</i> (LI220), Flap Fillers <i>Knock for Numbers</i> (LI220), Center Card <i>How Many Dogs?</i> (FF42B)
V.A.1.b. Child knows that parts of an object can be counted.	Teacher Guides: LI216, UC60B, HY122, FF80B, FF100B, FF118B Other Components: Oral Language Card (LI216), Manny Puppet (LI216), Oral Language Cards 46, 47 (FF80B), Oral Language Card 50 (FF118B)
V.A.2. Child uses words to rote count from 1 to 30.	Teacher Guides: LI35A, UC33A, HY33A Other Components: Home and Back Books <i>Matt's Toolbox, Healthy Me</i>
V.A.3. Child counts 1–10 items, with one count per item.	Teacher Guides: LI35, LI35, LI91B, LI106, LI44A, LI220, UC31B, UC33A, UC47A, UC64, UC100, UC124B, HY33A, HY64A, HY124B, HY128B, HY133B, FF33A, FF42B, FF64A, FF86, FF64A, FF86, FF90, FF100, FF124B, SD33A, SD42A, SD64A, SD102, SD105B, SD124B, WG33A, WG64A, WG84B, WG124B, WW42B, WW64A, WW84B, WW86, WW90, WW108B, WW124B Other Components: Flapboards <i>Gone Investigating</i> (LI220), Flap Fillers <i>Knock for Numbers</i> (LI220), Center Card <i>Math Match</i> (LI44A), Magnetic Math Board (HY128B), Center Card <i>How Many Dogs?</i> (FF42B), <i>Little Quack</i> (FF86), Dilly's Music and Movement CD (FF90), Magnetic Math Board (WW84B)
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	Teacher Guides: LI91B, LI227A, FF100B, SD84B, SD102, SD105B, WG33A, WG37C, WW128B Other Components: Flap Fillers <i>Knock for Numbers</i> (LI227A), Flapboards <i>Out to Sea</i> (SD102, SD105B), Flap Fillers <i>How Many?</i> (SD102, SD105B)
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	
V.A.5.a. Child counts up to 10 items.	Teacher Guides: LI106, LI136, LI156, LI227A, UC31B, UC33A, UC47A, FF42B, FF61A, FF84B, FF86, FF105, FF105B, SD42A, SD102, SD103, SD105B, SD128B, SD133A, WG64A, WG128B, WW42B, WW64A Other Components: Magnetic Flapboards; Great Auntie Lu Puppet (LI106), JT Days Poster (LI136), JT Puppet (LI156), Flapboards <i>Gone Investigating</i> (LI156), Math Flap Fillers <i>Knock for Numbers</i> (LI156), Flap Fillers <i>Knock for Numbers</i> (LI227A), Center Card <i>How Many Dogs?</i> (FF42B), Alphabet Song Poster (FF61A), Flapboards <i>Out to Sea</i> (SD102, SD105B); <i>How Many</i> , Flap Fillers <i>How Many?</i> (SD102, SD105B)

End of Prekindergarten Year Outcomes	
V.A.5.b. Child demonstrates that the last count indicates how many items were counted.	Teacher Guides: LI91B, LI106, LI227A, UC31B, UC33A, UC47A, UC65A, HY133B, FF37B, FF80B, FF84B, FF86, FF100B, FF118B, FF128B, SD42A, SD84B, SD102, SD105B, SD128B, WG33A, WG64A, WG80B, WG100A, WW42B, WW64B, WW102, WW105B Other Components: Great Auntie Lu Puppet (LI106), Flap Fillers <i>Knock for Numbers</i> (LI227A), Oral Language Cards 46, 47 (FF80B), Oral Language Card 50 (FF118B), Flapboards <i>Out to Sea</i> (SD102, SD105B); <i>How Many</i> , Flap Fillers <i>How Many?</i> (SD102, SD105B), Flapboards <i>Silly Seasons</i> (WW102); Math Flip Fillers “Count with Me” (WW102)
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	Teacher Guides: HY133B Other Components: More Songs, Chants, Rhymes, and Games “Five Little Fingers,” “Here Is a Beehive”
V.A.7. Child uses the verbal ordinal terms.	Teacher Guides: LI60-61, LI181 Other Components: Dilly’s Alphabet Cards (LI60); Dilly’s Song Poster (LI60); Home and Back Books <i>Outside My Window, Watch It Grow</i> ; More Songs, Chants, Rhymes, and Games “A,B,C, Tumble Down D,” “Little Pigs Sing-Along,” “Five Little Pumpkins”
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	Teacher Guides: UC69A, UC128B, HY69A, HY86, HY108B, FF42B, FF84B Other Components: Dilly’s Music and Movement CD (UC128), <i>More, Fewer, Less</i> (HY86), Center Card <i>How Many Dogs</i> (FF42B), Magnetic Math Board/Magnetic Number Counting Strips/ Math Numbers (FF84B)
V.A.9. Child recognizes one-digit numerals, 0–9.	Teacher Guides: LI220, LI227A, UC64A, UC69A, UC84B, UC90, UC124B, HY69A, HY84B, HY93B, HY124B, HY128B, HY133A, FF42B, FF61A, FF84B, FF105B, FF128B, SD64A, SD84B, SD99B, SD124B, SD128B, WG33A, WG42B, WG43A, WG64A, WG84B, WG86, WG90, WG124B, WG128B, WW84, WW86, WW90, WW102, WW100A, WW124B Other Components: Flap Fillers <i>Knock for Numbers</i> (LI227A); Magnetic Math Board (UC84B); Dilly’s Music and Movement CD (UC90); Magnetic Numbers (HY93B); Magnetic Math Board, Magnetic Numbers, Counting Strips (HY128B); Center Card <i>How Many Dogs?</i> (FF42B); Alphabet Song Poster (FF61A); Magnetic Number Counting Strips/Magnetic Math Board/Math Number (FF84B); Magnetic Numbers (WG33A); Magnetic Math Board/Magnetic Numbers/ Magnetic Counting Strips (WW84B)
B. Adding To/Taking Away Skills <i>Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same.</i>	
V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.	
V.B.1.a. Child uses concrete models for adding up to 5 objects.	Teacher Guides: SD89B, WW102, WW105B Other Components: <i>One-Dog Canoe</i> (SD89B)

End of Prekindergarten Year Outcomes	
V.B.1.b. Child makes a verbal word problem for adding up to 5 objects.	Teacher Guides: SD86, SD124B, WW128B Other Components: Dilly's Music and Movement CD (SD124B)
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1–5 objects from a set.	
V.B.2.a. Child uses concrete models for subtracting 1–5 objects from a set.	Teacher Guides: FF37B, FF124B, SD89B, WG33A, WG97 Other Components: <i>One-Dog Canoe</i> (SD89B), Home and Back Books <i>Matt's Toolbox</i>
V.B.2.b. Child makes a verbal word problem for subtracting 1–5 objects from a set.	Teacher Guides: FF86-87 Other Components: <i>Little Quack</i> (FF86-87); Home and Back Books <i>Matt's Toolbox</i> ; More Songs, Chants, Rhymes, and Games "Name the Animals," "Five Little Ducks"
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.	
V.B.3.a. Child uses informal strategies to share up to 10 items equally.	Teacher Guides: UC65B, UC110, HY108A, HY109A, SD37B Other Components: Dilly's Music and Movement CD (HY108A), Online Investigation "Marvelous Me!" 2.7
V.B.3.b. Child uses informal strategies to divide up to 10 items equally.	Teacher Guides: UC65B, UC110, HY108A, SD37B Other Components: Dilly's Music and Movement CD (HY108A)
C. Geometry and Spatial Sense Skills <i>Prekindergarten children recognize, describe, and name attributes of shapes.</i>	
V.C.1. Child names common shapes.	Teacher Guides: LI222A, LI224, UC86, HY102, HY105A, HY109A, HY112B, FF68B, SD108B, WW69A Other Components: Dilly Puppet (LI222, LI224), Flapboards <i>Gone Investigating</i> (LI224), <i>The Shape of Things</i> (UC86), Flapboards <i>Healthy Hero</i> (HY102), Flap Fillers "The Shape Game" (HY102), Oral Language Card 18, Art Print <i>Los Pescados Pena</i> (FF68B)
V.C.2. Child creates shapes.	Teacher Guides: LI224, LI177, UC44A, UC78, UC87, HY42A, HY109A, HY129A, FF68B, SD108B, SD69A, WW42A, WW45A, WW69A Other Components: Center Card <i>Building Plans</i> (UC44A), <i>The Shape of Things</i> (UC86), Art Print <i>Los Pescados Pena</i> (FF68B)
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).	Teacher Guides: LI44B, LI90A, LI92, LI178, LI180, LI187A, LI234 Other Components: Chuck Safety Poster (LI180); Chuck Puppet (LI187A); More Songs, Chants, Rhymes, and Games "The Bear Went Over the Mountain," "Hide and Seek"

End of Prekindergarten Year Outcomes		
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.		
V.C.4.a.	Child slides shapes to demonstrate that the shapes remain the same.	Teacher Guides: FF42A, SD42B, SD69A Other Components: Home and Back Books <i>Water and Sand</i>
V.C.4.b.	Child flips shapes to demonstrate that the shapes remain the same.	Teacher Guides: SD69A Other Components: Home and Back Books <i>Water and Sand, Ready for Rain!</i>
V.C.4.c.	Child turns shapes to demonstrate that the shapes remain the same.	Teacher Guides: SD42B, SD69A Other Components: Home and Back Books <i>Ready for Rain!</i> ; More Songs, Chants, Rhymes, and Games “Our Snowman”
D. Measurement Skills		
<i>Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.</i>		
V.D.1. Child recognizes and compares heights or lengths of people or objects.		
V.D.1.a.	Child recognizes heights of people.	Teacher Guides: LI178B, FF69A, SD90, WG105B Other Components: Flapboards <i>To Be a Bee</i> (FF69A), Home and Back Books <i>Healthy Me</i>
V.D.1.b.	Child recognizes heights of objects.	Teacher Guides: LI200A, LI205A, LI183A, LI156B, LI183A, UC33A, UC42B, UC135, FF69A, SD90, WG54, WG69A, WG108B Other Components: Flapboards <i>To Be a Bee</i> (FF69A)
V.D.1.c.	Child recognizes lengths of people.	Teacher Guides: LI178B, FF69A, SD90, WG105B Other Components: Flapboards <i>To Be a Bee</i> (FF69A)
V.D.1.d.	Child recognizes lengths of objects.	Teacher Guides: LI200A, LI205A, LI183A, LI156B, LI183A, UC42B, UC135, FF69A, SD90, WG54, WG69A, WG108B Other Components: Flapboards <i>To Be a Bee</i> (FF69A), Home and Back Books <i>Maggie Investigates</i>
V.D.1.e.	Child compares heights of people.	Teacher Guides: LI178B, FF69A, SD90, WG105B Other Components: Flapboards <i>To Be a Bee</i> (FF69A); Home and Back Books <i>Healthy Me</i> ; More Songs, Chants, Rhymes, and Games “Mirror, Mirror on the Wall”
V.D.1.f.	Child compares heights of objects.	Teacher Guides: LI200A, LI205A, LI183A, LI156B, LI183A, UC42B, UC135, FF69A, SD90, WG54, WG69A, WG108B Other Components: Flapboards <i>To Be a Bee</i> (FF69A)
V.D.1.g.	Child compares lengths of people.	Teacher Guides: LI132, LI178B, FF69A, SD90, WG105B Other Components: Flapboards <i>To Be a Bee</i> (FF69A)

End of Prekindergarten Year Outcomes	
V.D.1.h. Child compares lengths of objects.	Teacher Guides: LI200A, LI205A, LI183A, LI156B, LI183A, UC42B, UC135, FF69A, SD90, WG54, WG69A, WG108B Other Components: Flapboards <i>To Be a Bee</i> (FF69A), Home and Back Books <i>Maggie Investigates</i>
V.D.2. Child recognizes how much can be placed within an object.	Teacher Guides: UC47A, FF33A, SD43B, SD86, SD54, WG88A, WG108A
V.D.3. Child informally recognizes and compares weights of objects or people.	
V.D.3.a. Child informally recognizes weights of objects.	Teacher Guides: UC33B, SD33B, WW113B Other Components: Home and Back Books <i>Maggie Investigates</i>
V.D.3.b. Child informally recognizes weights of people.	Other Components: Home and Back Books <i>Healthy Me</i> ; Online Investigation "Marvelous Me!" 4.9; More Songs, Chants, Rhymes, and Games "Mirror, Mirror on the Wall"
V.D.3.c. Child informally compares weights of objects.	Teacher Guides: UC33B, SD33B, WW113B Other Components: Home and Back Books <i>Maggie Investigates</i>
V.D.3.d. Child informally compares weights of people.	Other Components: Home and Back Books <i>Healthy Me</i> ; Online Investigation "Marvelous Me!" 4.9; More Songs, Chants, Rhymes, and Games "Mirror, Mirror on the Wall," "Jack Sprat"
V.D.4. Child uses language to describe concepts associated with the passing of time.	Teacher Guides: LI83B, LI134A, UC28B, UC43B, HY28B, FF28B, FF104B, SD28B, WG28B, WW28B, WW43A, WW116 Other Components: JT Days Poster (UC28B, FF28B, SD28B, WG28B), Center Card "Sequence Game" (WW43A)
E. Classification and Patterns Skills <i>Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns. (Typically referred to as algebraic thinking such as described in NCTM focal points.) With formal instruction, they will participate in creating and using real/pictorial graphs.</i>	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	
V.E.1.a. Child sorts objects that are the same into groups.	Teacher Guides: LI65B, LI69A, LI132, LI139A, LI178B, LI200A, LI200B, LI202, UC42B, UC44, UC64B, HY44A, HY103, FF33B, FF43B, FF125B, SD44B, WG42A, WG43A, WG43B, WG64B, WG86, WG89A, WG98B, WG103, WG104B, WG105, WG105B, WG125B, WW92B, WW119B Other Components: Math Flap Filler 3 (HY103), Bruno's Buzz <i>The Fish Tank</i> (FF125B), Center Card <i>Sorting Seeds</i> (WG42A), Flapboards <i>The Droopy Cactus</i> (WG105), Flap Filler "Rosalita Sorts" (WG105), Bruno's Buzz <i>The Shopping List</i> (WG125B), Dilly Puppet (WW92B), Dilly's Alphabet Cards (WW92B)

End of Prekindergarten Year Outcomes		
V.E.1.b.	Child sorts objects that are different into groups.	Teacher Guides: LI65B, LI132, LI139A, LI178B, LI200A, LI200B, LI202, UC42B, UC44, UC64B, HY44A, HY103, FF33B, FF43B, FF125B, SD44B, WG42A, WG43A, WG43B, WG64B, WG86, WG89A, WG98B, WG102, WG104B, WG105, WG105B, WG125B, WW119B Other Components: Math Flap Filler 3 (HY103), Bruno's Buzz <i>The Fish Tank</i> (FF125B), Center Card <i>Sorting Seeds</i> (WG42A), Flapboards <i>The Droopy Cactus</i> (WG102), Flap Filler "Rosalita Sorts" (WG102), Bruno's Buzz <i>The Shopping List</i> (WG125B)
V.E.1.c.	Child uses language to describe how groups are similar.	Teacher Guides: LI65B, LI69A, LI132, LI139A, LI178B, LI200A, LI202, UC44, UC64B, HY44A, HY48B, FF33B, FF113B, FF125B, WG43A, WG43B, WG86, WG90, WG98B, WG103, WG104B, WG105B Other Components: Bruno's Buzz <i>The Fish Tank</i> (FF125B), <i>Apple Farmer Annie</i> (WG86), Flapboards <i>The Droopy Cactus</i> (WG102), Flap Filler "Rosalita Sorts" (WG102)
V.E.1.d.	Child uses language to describe how groups are different.	Teacher Guides: LI65B, LI132, LI139A, LI178B, LI200A, LI202, UC44, UC64B, HY44A, HY48B, FF33B, FF113B, FF125B, WG43A, WG43B, WG86, WG98B, WG103, WG104B, WG105B Other Components: Bruno's Buzz <i>The Fish Tank</i> (FF125B), <i>Apple Farmer Annie</i> (WG86), Flapboards <i>The Droopy Cactus</i> (WG102), Flap Filler "Rosalita Sorts" (WG102)
V.E.2. Child collects data and organizes it in a graphic representation.		
V.E.2.a.	Child collects data.	Teacher Guides: LI64B, LI135B, LI198, LI234, UC85A, HY64B, FF64B, FF84A, SD43A, SD43B, SD64B, WG54, WG56, WG93B, WG108B, WW54 Other Components: <i>Dilly and Bruno Buzzbee</i> (LI198), Center Card <i>Float or Sink?</i> (SD43A)
V.E.2.b.	Child organizes data in a graphic representation.	Teacher Guides: LI64B, LI110, LI142B, LI158, LI198, LI180, UC70, UC85A, HY64B, FF33B, FF64B, FF93B, FF104, FF112B, FF125B, FF130, SD36B, SD41A, SD43A, SD43B, SD99, WG54, WG56, WG93B, WW54, WW90, WW93B Other Components: Bruno's Buzz <i>The Fish Tank</i> (FF125B), Center Card <i>Water Everywhere</i> (SD41A), Center Card <i>Float or Sink?</i> (SD43A)
V.E.3. Child recognizes and creates patterns.		
V.E.3.a.	Child recognizes patterns.	Teacher Guides: LI113B, LI117A, LI170B, UC42A, UC89B, UC99A, UC102, UC105B, UC108A, UC108B, UC109A, SD108B, WW42A Other Components: <i>The Shape of Things</i> (UC89B), Flapboards <i>Laundry Day</i> (UC102, UC105B)
V.E.3.b.	Child creates patterns.	Teacher Guides: LI113B, LI117A, UC89B, UC102, UC105B, UC109A, SD108B Other Components: <i>The Shape of Things</i> (UC89B), <i>Laundry Day</i> (UC102, UC105B)

VI. Science Domain

End of Prekindergarten Year Outcomes	
VI. SCIENCE DOMAIN	
A. Physical Science Skills <i>Prekindergarten children learn to explore properties of materials, positions, and motion of objects through investigations which allow them to notice the attributes of each of these. These explorations continue as children use attributes to classify and sort objects, make observations and predictions, problem-solve, compare, and question. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism.</i>	
VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.	
VI.A.1.a. Child describes properties and characteristics of common objects.	Teacher Guides: LI78, LI132, LI178B, LI200A, LI202, UC43A, UC78B, UC93B, UC96, UC98A, UC98B, UC113A, UC118A, HY43B, HY102, FF43B, FF59A, FF113B, SD37C, SD38A, SD56, SD58B, SD62, SD70, SD78A, SD119B, WG43A, WG98B, WG99A, WG104B, WG113B, WG122, WG125B, WW73B, WW78A, WW113B, WW119B Other Components: Oral Language Card 32 (UC78B), Oral Language Card 33 (UC118A), Center Card <i>Your Sense of Touch</i> (HY43B), Flapboards <i>Healthy Hero</i> (HY102), Math Flap Fillers <i>The Shape Game</i> (HY102), Bruno Puppet (FF113B), Flapboards <i>Out to Sea</i> (SD56), Oral Language Card 51 (SD58B), Bruno's Buzz <i>The Shopping List</i> (WG122), Oral Language Card 62 (WW78A)
VI.A.1.b. Child observes properties and characteristics of common objects.	Teacher Guides: LI226B, UC37C, UC42B, UC125B, SD32B, SD43B, SD54, SD37C, SD47A, SD47B, SD84A, SD104B, SD125B, WG29A, WG37C, WG43B, WG85A, WG129A Other Components: Bruno's Buzz <i>Build a Doghouse!</i> (UC125B), Center Card <i>Mountains</i> (SD47A), Bruno's Buzz <i>Mud Pies</i> (SD125B)
VI.A.1.c. Child investigates properties and characteristics of common objects.	Teacher Guides: LI45A, LI66, LI78, LI111, LI171, LI179B, LI201, LI222B, UC43A, UC43B, SD43A, SD45A, SD46A, SD47A, SD47B, SD54, SD104A, SD104B, SD125B, WG29A, WG42A, WG99A, WW113B, WW128B Other Components: Center Card <i>Float or Sink?</i> (SD43A), Center Card <i>Mountains</i> (SD47A), Bruno's Buzz <i>Mud Pies</i> (SD125B), Center Card <i>Sorting Seeds</i> (WG42A)
VI.A.2. Child investigates and describes position and motion of objects.	
VI.A.2.a. Child investigates position of objects.	Teacher Guides: LI44B, LI135B, LI180, UC42B, UC86 Other Components: More Songs, Chants, Rhymes, and Games "A, B, C, Tumble Down D"

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VI.A.2.b. Child investigates motion of objects.	Teacher Guides: LI104B, LI126B, LI143A, LI143B, LI192B, UC33A, UC39B, UC45B, UC68A, UC88A, UC118B, UC119A, UC134, HY41A, HY73B, FF56, FF73A, FF119B, SD32A, SD59A, SD62, SD73A, SD76, SD88A, SD93B, SD108A, SD133A, WW68A, WW88A, WW96, WW98B, WW99A, WW108A, WW113B Other Components: Dilly’s Music and Movement CD (LI104B, LI143B, LI192B, UC68A, UC134, SD32A, SD76, SD108A, WW68A, WW88A), Rosalita Puppet (LI143A), Flapboards <i>Building Plans</i> (UC52), Center Card <i>Look at Me!</i> (HY41A), Dilly and Friends Puppets (FF56), Listen to Your World CD (SD88A), Oral Language Card 20 (WW68A)	
VI.A.2.c. Child describes position of objects.	Teacher Guides: LI44B, LI92, LI135B, LI156A, LI158, LI180, UC44A, UC45B Other Components: More Songs, Chants, Rhymes, and Games “Hide and Seek”	
VI.A.2.d. Child describes motion of objects.	Teacher Guides: LI104B, LI126B, LI143A, LI143B, LI192B, UC33A, UC39B, UC45B, UC68A, UC88A, UC118B, UC119A, UC134, HY41A, HY73B, FF56, FF73A, FF119B, SD32A, SD59A, SD62, SD73A, SD76, SD88A, SD93B, SD108A, SD133A, WW68A, WW88A, WW96, WW98B, WW99A, WW108A, WW113B Other Components: Dilly’s Music and Movement CD (LI104B, LI143B, LI192B, UC68A, UC134, SD32A, SD76, SD108A, WW68A, WW88A), Rosalita Puppet (LI143A), Flapboards <i>Building Plans</i> (UC52), Center Card <i>Look at Me!</i> (HY41A), Dilly and Friends Puppets (FF56), Listen to Your World CD (SD88A), Oral Language Card 20 (WW68A)	
VI.A.3. Child uses simple measuring devices to learn about objects.	Teacher Guides: LI205A, UC43B, SD43B, SD47B, WG54, WG69A Other Components: <i>Dilly and Bruno Buzzbee</i> (LI205A)	
VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.		
VI.A.4.a. Child investigates sources of energy including light.	Teacher Guides: WG54-55, WW79A, WW79B Other Components: Oral Language Card 63 (WW79A, WW79B); Online Investigation “Marvelous Me!” (2.3); More Songs, Chants, Rhymes, and Games “The Sun”; More Songs, Chants, Rhymes, and Games “This Little Light of Mine”	
VI.A.4.b. Child investigates sources of energy including heat.	Teacher Guides: SD44B, SD135, WW79B Other Components: Oral Language Card 63 (WW79B); More Songs, Chants, Rhymes, and Games “This Little Light of Mine”	
VI.A.4.c. Child investigates sources of energy including electricity.	Teacher Guides: WW104B Other Components: Oral Language Card 64 (WW104B); Online Investigation “Marvelous Me!” (2.3); More Songs, Chants, Rhymes, and Games “My Clock”	

End of Prekindergarten Year Outcomes	
VI.A.4.d. Child describes sources of energy including light.	Teacher Guides: LI80-81, WG32A, WG54-55, WG62-63, WG69, WG110-111, WW79A, WW79B Other Components: <i>Dilly and JT Gator</i> (LI80-81); <i>Dilly’s Music and Movement CD</i> (32A); Flapboards <i>The Droopy Cactus</i> (WG62-63); Oral Language Card 63 (WW79A, WW79B); More Songs, Chants, Rhymes, and Games “Itsy Bitsy Spider,” “Twinkle, Twinkle, Little Star,” “This Little Light of Mine”; Home and Back Books <i>Watch It Grow</i>
VI.A.4.e. Child describes sources of energy including heat.	Teacher Guides: WW79B Other Components: Oral Language Card 63 (WW79B); More Songs, Chants, Rhymes, and Games “Itsy Bitsy Spider,” “Our Snowman”
VI.A.4.f. Child describes sources of energy including electricity.	Teacher Guides: WW104B Other Components: Oral Language Card 64 (WW104B); Online Investigation “Marvelous Me!” (2.3); More Songs, Chants, Rhymes, and Games “My Clock,” “This Little Light of Mine”
B. Life Sciences Skills <i>Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.</i>	
VI.B.1. Child identifies and describes the characteristics of organisms.	
VI.B.1.a. Child identifies the characteristics of organisms.	Teacher Guides: LI160A, HY89A, FF41B, FF47A, FF47B, FF54, FF70, FF73B, FF76, FF78A, FF90, FF122, FF129A, FF130, FF134, SD37A, SD49B, SD66, SD67, SD72B, SD82, SD85A, SD118B, WG33B, WG45B, WG52, WG54, WG56, WG58A, WG58B, WG59A, WG64B, WG68A, WG85A, WG105A, WG108A, WG133B, WG136 Other Components: <i>More, Fewer, Less</i> (HY89A), Center Card <i>Animal Habitats</i> (FF47A), Listen to Your World CD (FF73B, WG59A), <i>Dilly’s Music and Movement CD</i> (FF76), Oral Language Cards 46, 47 (FF76), Oral Language Card 50 (FF130), <i>Commotion in the Ocean</i> (SD66, SD67, SD72B), Flapboards <i>Out to Sea</i> (SD82), Literacy Flap Fillers (SD82), <i>Dilly and Bruno Buzzbee</i> (WG108A)
VI.B.1.b. Child describes the characteristics of organisms.	Teacher Guides: LI157A, UC126, HY128A, FF43A, FF54, FF56, FF59B, FF62, FF66, FF78B, FF88B, FF98A, FF99A, FF112B, FF118A, FF118B, FF119A, FF119B, FF122, FF125, FF132B, SD66, SD76, SD82, SD85B, WG46A, WG47A, WG52, WG54, WG56, WG58A, WG62, WG76, WG98A, WG130, WG134 Other Components: Oral Language Card 45 (LI157A), <i>Dilly and Friends Puppets</i> (FF56), Flapboards <i>To Be a Bee</i> (FF62, FF119A), <i>Pretend You’re a Cat</i> (FF66), Oral Language Card 46 (FF78B), Bruno’s Buzz <i>The Fish Tank</i> (FF125B), <i>Commotion in the Ocean</i> (SD66), Flapboards <i>The Droopy Cactus</i> (WG62), eFlapboards Learning Software (WG46A), Center Card <i>Make a Garden</i> (WG47A), Oral Language Cards 55, 59 (WG56), Oral Language Card 60 (WG76)
VI.B.2. Child describes life cycles of organisms.	Teacher Guides: LI135A, LI138A, HY96, FF85A, FF104B, FF116, FF122, FF125B, WG54, WG59B, WG65A, WG73A, WG79B, WG125B Other Components: Bruno’s Buzz <i>The Fish Tank</i> (FF125B), Bruno’s Buzz <i>The Shopping List</i> (WG125B)

End of Prekindergarten Year Outcomes	
VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.	
VI.B.3.a. Child recognizes the relationship of organisms to their environments.	Teacher Guides: HY30A, SD30A, SD45B, SD76, SD99A, SD118A, WG59B, WG108A, WG110, WG119B, WG134, WG137 Other Components: Manny Weather Poster (HY30A), Listen to Your World CD (SD118A)
VI.B.3.b. Child observes the relationship of organisms to their environments.	Teacher Guides: LI198, FF99A, SD47A, WG73A, WG104A Other Components: <i>Dilly and Bruno Buzzbee</i> (LI198), Listen To Your World CD (FF99A), Center Card <i>Mountains</i> (SD47A)
VI.B.3.c. Child discusses the relationship of organisms to their environments.	Teacher Guides: LI32A, LI198, HY99A, HY104A, FF30A, FF54, FF113A, FF133B, SD47A, SD76, SD98A, SD118B, WG30A, WG58A, WG59B, WG104A Other Components: <i>Dilly and Bruno Buzzbee</i> (LI198), Oral Language Cards 8–10 (HY99A), Oral Language Card 9 (HY104A), Center Card <i>Mountains</i> (SD47A), Oral Language Card 54 (SD98A)
C. Earth and Space Science Skills <i>Prekindergarten children are enthusiastic learners about earth and space. They are intrigued by their local environment. Discovering their place in the world is exciting and fun for them.</i>	
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.	
VI.C.1.a. Child identifies earth materials and their properties.	Teacher Guides: LI49B, UC104B, SD122, WG58B Other Components: Bruno's Buzz <i>Mud Pies</i> (SD122)
VI.C.1.b. Child identifies earth materials and their uses.	Teacher Guides: LI49B, UC47B, UC52-53, UC85A, UC122-123, SD122, WG48B Other Components: Flapboards: "Building Plans" (UC52-53), Bruno's Buzz <i>Mud Pies</i> (SD122), Home and Back Books <i>Water and Sand</i>
VI.C.1.c. Child compares earth materials and their properties.	Teacher Guides: UC79B, UC104B, SD48B, WG99A
VI.C.1.d. Child compares earth materials and their uses.	Teacher Guides: UC79B, UC104B, SD48B, WG99A Other Components: Home and Back Books <i>Watch It Grow</i>

End of Prekindergarten Year Outcomes	
VI.C.1.e. Child discusses earth materials and their properties.	Teacher Guides: UC104B, SD48B, SD122, WG58B, WG99A, WG108A Other Components: Bruno's Buzz <i>Mud Pies</i> (SD122)
VI.C.1.f. Child discusses earth materials and their uses.	Teacher Guides: UC104B, SD48B, SD122, WG58B, WG99A, WG108A Other Components: Bruno's Buzz <i>Mud Pies</i> (SD122), Home and Back Books <i>Watch It Grow</i>
VI.C.2. Child identifies, observes, and discusses objects in the sky.	
VI.C.2.a. Child identifies objects in the sky.	Teacher Guides: WW33B, WW78B, WW85A, WW105A, WW141 Other Components: More Songs, Chants, Rhymes, and Games "Itsy Bitsy Spider," "Twinkle, Twinkle, Little Star," "The Storm," "The Sun," "The Wind"
VI.C.2.b. Child observes objects in the sky.	Teacher Guides: LI92, LI135B, WW44B, WW78B, WW96, WW89A, WW122
VI.C.2.c. Child discusses objects in the sky.	Teacher Guides: LI1335B, WW30B, WW36B, WW45B, WW56, WW59B, WW64B, WW76, WW78B, WW79A, WW89A, WW96, WW98A, WW98B, WW99B, WW104B, WW122 Other Components: Bruno Bee Mail Poster (WW30B), Oral Language Card 64 (WW64B, WW76, WW104B), Bruno's Buzz <i>What's the Weather?</i> (WW122)
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	
VI.C.3.a. Child observes what happens during changes in the earth.	Teacher Guides: UC30A, HY30A, SD30A, WG59B, WW41B, WW43B, WW44A, WW48B, WW52, WW54, WW56, WW62, WW66, WW116, WW118A, WW122, WW125B, WW130, WW132B Other Components: Manny Weather Poster (UC30A, HY30A, SD30A), Flapboards <i>Silly Seasons</i> (WW43B, WW52, WW62, WW116), <i>The Snowy Day</i> (WW66), Bruno's Buzz <i>What's the Weather?</i> (WW125B, WW130)
VI.C.3.b. Child observes what happens during changes in the sky.	Teacher Guides: UC30A, HY30A, HY104A, SD30A, WW44A, WW44B, WW45A, WW54, WW56, WW59A, WW85A, WW93A, WW136 Other Components: Manny Weather Poster (UC30A, HY30A, SD30A), Oral Language Card 9 (HY104A), Center Card <i>Weather Watcher</i> (WW44B), Oral Language Card 61 (WW85A)
VI.C.3.c. Child describes what happens during changes in the earth.	Teacher Guides: UC30A, HY30A, SD30A, WG59B, WW41B, WW43B, WW44A, WW48B, WW52, WW54, WW56, WW62, WW66, WW116, WW118A, WW122, WW125B, WW130, WW132B Other Components: Manny Weather Poster (UC30A, HY30A, SD30A), Flapboards <i>Silly Seasons</i> (WW43B, WW52, WW62, WW116), <i>The Snowy Day</i> (WW66), Bruno's Buzz <i>What's the Weather?</i> (WW125B, WW130)

End of Prekindergarten Year Outcomes	
VI.C.3.d. Child describes what happens during changes in the sky.	Teacher Guides: UC30A, HY30A, HY104A, SD30A, WW44A, WW44B, WW45A, WW54, WW56, WW59A, WW85A, WW93A, WW136 Other Components: Manny Weather Poster (UC30A, HY30A, SD30A), Oral Language Card 9 (HY104A), Center Card <i>Weather Watcher</i> (WW44B), Oral Language Card 61 (WW85A)
VI.C.4. Child demonstrates the importance for caring for our environment and our planet.	
VI.C.4.a. Child demonstrates the importance for caring for our environment.	Teacher Guides: UC85A, SD44B, SD58B, SD64B, SD84A, SD116, SD126, WG119B Other Components: Oral Language Card 51 (SD58B)
VI.C.4.b. Child demonstrates the importance for caring for our planet.	Teacher Guides: SD44B, SD58B, SD84A, SD116, SD126, WG119B Other Components: Oral Language Card 51 (SD58B)
D. Personal Safety and Health Skills <i>Prekindergarten children demonstrate an understanding of health and safety issues as it relates to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.</i>	
VI.D.1. Child practices good habits of personal safety.	Teacher Guides: LI45A, LI45B, LI170A, LI180, LI186B, UC29B, UC36A, HY34B, HY38A, HY42A, HY89A, HY116, HY118A, HY119B, HY124A, HY125A, HY132B, FF29B, FF36A, FF59B, FF669B, SD29B, SD69B, WW98B, WW104B Other Components: Chuck Safety Poster (LI180, LI186B), <i>More, Fewer, Less</i> (HY89A), Oral Language Card 34 (HY116), Oral Language Card 28 (HY125A), <i>Pretend You're a Cat</i> (FF69B), <i>Commotion in the Ocean</i> (SD69B), Oral Language Card 64 (WW104B)
VI.D.2. Child practices good habits of personal health and hygiene.	
VI.D.2.a. Child practices good habits of personal health.	Teacher Guides: LI31B, LI36B, LI157B, UC36B, UC98B, HY37C, HY52, HY62, HY65A, HY66, HY72A, HY79B, HY90, HY93A, HY98A, HY99B, HY104B, HY130, FF29B, FF36B, FY44A, SD29B, SD36A, WG29B, WG36B, WG37B, WG47B, WG66, WG124A Other Components: Flapboards <i>Healthy Hero</i> (HY62, HY130), <i>Good Thing You're Not an Octopus!</i> (HY66), Dilly's Music and Movement CD (HY93A), Listen to Your World CD (HY104B), <i>Growing Vegetable Soup</i> (WG66)
VI.D.2.b. Child practices good habits of personal hygiene.	Teacher Guides: LI38A, LI38B, UC36A, HY37C, HY62, HY68A, HY99B, HY113B, HY119A, HY130 Other Components: Flapboards <i>Healthy Hero</i> (HY62), Dilly's Music and Movement CD (HY68A), Oral Language Card 7 (HY119A, HY130)
VI.D.3. Child identifies good habits of nutrition and exercise.	

End of Prekindergarten Year Outcomes	
<p>VI.D.3.a. Child identifies good habits of nutrition.</p>	<p>Teacher Guides: LI39B, LI139A, UC37A, UC37B, UC37C, HY36A, HY37A, HY37B, HY37C, HY47A, HY65A, HY72B, HY79A, HY88A, HY88B, HY89A, HY122, HY125B, HY126, HY130, HY134, HY133B, HY134, HY136, FF37A, FF37B, FF37C, FF84A, SD36B, SD37A, SD37B, SD37C, WG29B, WG36A, WG37A, WG37B, WG37C, WG47B, WG54, WG66, WG88B, WG124A, WW37A, WW37B, WW37C</p> <p>Other Components: Oral Language Card 28 (HY36A), Oral Language Cards 40–43 (HY88A), <i>More, Fewer, Less</i> (HY89A), Bruno’s Buzz <i>My Five Senses</i> (HY122, HY125B, HY135), Flapboards <i>Healthy Hero</i> (HY130), Oral Language Cards 40–43 (WG36A), Oral Language Card 46 (WG37A), <i>Growing Vegetable Soup</i> (WG66)</p>
<p>VI.D.3.b. Child identifies good habits of exercise.</p>	<p>Teacher Guides: LI146, LI149B, LI165A, LI216, UC34A, UC68A, HY32A, HY36B, HY72A, HY43A, HY54, HY72B, HY76, HY79B, HY85A, HY130, HY134, WG54</p> <p>Other Components: <i>Dilly and Manny Salamander</i> (LI146, LI149B), Dilly and Friends Read Along CD (LI146), Manny Puppet (LI165A), Dilly’s Music and Movement CD (UC68A), Dilly’s Music and Movement CD (HY76, HY134), Flapboards <i>Healthy Hero</i> (HY130)</p>

VII. Social Studies Domain

End of Prekindergarten Year Outcomes	
VII. SOCIAL STUDIES DOMAIN	
A. People, Past and Present Skills <i>Prekindergarten children are aware of time and begin to organize their lives around it. Four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity.</i>	
VII.A.1. Child identifies similarities and differences in characteristics of people.	
VII.A.1.a. Child identifies similarities in characteristics of people.	Teacher Guides: LI51A, LI57A, LI65A, LI83A, LI88, LI104A, LI113A, LI116A, LI162, LI231A, UC31A, UC38B, HY31A, HY41A, HY44A, HY66, HY65B, HY70, HY84A, FF106, FF109B, SD31A, SD68A, SD109A, SD110, WG31A, WW31A, WW69B, WW104A Other Components: Dilly Puppet (LI57A, LI83A, LI231B), JT Puppet (LI83A, FF106), Rosalita Word Poster (LI88, UC31A, HY31A, SD31A, WG31A, WW31A), <i>Dilly and Manny Salamander</i> (LI162), Flapboards <i>Gone Investigating</i> (LI231A), Center Card <i>Look at Me!</i> (HY41A), Oral Language Card 1 (HY65B), <i>Dilly and JT Gator</i> (FF109B), Dilly's Music and Movement CD (SD68A), Flapboards <i>Out to Sea</i> (SD109A), Math Flap Fillers <i>How Many?</i> (SD109A), <i>Dilly and Great Auntie Lu</i> (SD110), <i>The Snowy Day</i> (WW69B)
VII.A.1.b. Child identifies differences in characteristics of people.	Teacher Guides: LI94A, LI57A, LI65A, LI88, LI104A, LI113A, LI116A, LI162, UC31A, UC38B, HY31A, HY41A, HY44A, HY65B, HY70, HY84A, FF106, FF109B, SD31A, SD62, SD68A, SD109A, SD110, WG31A, WW31A, WW69B, WW104A Other Components: Dilly Puppet (LI57A), Dilly's Music and Movement CD (LI94A, SD68A), Rosalita Word Poster (LI88, UC31A, HY31A, SD31A, WG31A, WW31A), <i>Dilly and Manny Salamander</i> (LI162), Center Card <i>Look at Me!</i> (HY41A), Oral Language Card 1 (HY65B), JT Puppet (FF106), <i>Dilly and JT Gator</i> (FF109B), Flapboards <i>Out to Sea</i> (SD62), <i>Out to Sea</i> (SD109A), Math Flap Fillers <i>How Many?</i> (SD109A), <i>Dilly and Great Auntie Lu</i> (SD110), <i>The Snowy Day</i> (WW69B)
VII.A.2. Child identifies similarities and differences in characteristics of families.	
VII.A.2.a. Child identifies similarities in characteristics of families.	Teacher Guides: LI46A, LI51A, LI54, LI57A, LI65A, LI68A, LI72A, LI102, SD49A, SD65B Other Components: Dilly Puppet (LI54), Great Auntie Lu Puppet (LI102, SD65A), <i>Dilly and Great Auntie Lu</i> (SD65A); <i>Marvelous Me!</i> online investigation (4.4)
VII.A.2.b. Child identifies differences in characteristics of families.	Teacher Guides: LI46A, LI51A, LI54, LI57A, LI65A, LI68A, LI72A, LI102, SD49A, SD65B Other Components: Dilly Puppet (LI54), Great Auntie Lu Puppet (LI102), <i>Dilly and Great Auntie Lu</i> (SD65A), Dilly and Great Auntie Lu Puppet (SD65A); <i>Marvelous Me!</i> online investigation (2.9, 4.4)

End of Prekindergarten Year Outcomes	
VII.A.3. Child organizes their life around events, time, and routines.	
VII.A.3.a. Child organizes their life around events.	Teacher Guides: LI30B, LI134A, LI138A, LI209B, LI223A, LI227B, UC28B, UC73B, HY28A, HY28B, FF28A, FF28B, SD28A, SD28B, WG28A, WW28A, WW28B, WW54, WW84A, WW66 Other Components: JT Days Poster (LI30B, LI134A, UC28B, HY28B, FF28B, SD28B, WW28B), Bruno and Dilly Puppets (LI209B), Flapboards <i>Gone Investigating</i> (LI223A, LI227B), Great Auntie Lu Puppet (LI223A), Listen to Your World CD (UC28B), Dilly Birthday Poster (HY28A, FF28A, SD28A, WW28A), Oral Language Card (WW84A), <i>The Snowy Day</i> (WW66)
VII.A.3.b. Child organizes their life around time.	Teacher Guides: LI30B, LI83B, LI134A LI135A, LI135B, LI136, LI160B, LI204A, LI209B, UC28B, HY28B, FF28B, SD28B, SD102, WG28A, WW44B, WG73A, WW84A, WW38A, WW44B, WW54, WW66, WW76, WW122 Other Components: JT Days Poster (LI30B, LI134A, LI136, UC28B, HY28B, FF28B, SD28B), Bruno and Dilly Puppets (LI209B), <i>Dilly and Bruno Buzzbee</i> (LI209B), Art Print <i>Fourth Grade Class</i> (LI160B), Center Card <i>Weather Watching</i> (WW44B), Oral Language Card (WW84A), Dilly's Music and Movement CD (WW38A), Center Card <i>Weather Watching</i> (WW44B), <i>The Snowy Day</i> (WW66)
VII.A.3.c. Child organizes their life around routines.	Teacher Guides: HY68A, HY96, HY119A, FF44A, FF109B, SD64B, WW54 Other Components: Dilly's Music and Movement CD (HY68A), Chuck Puppet (HY96), Oral Language Card 7 (HY119A), <i>Dilly and JT Gator</i> (FF109B)
B. Economics Skills <i>In prekindergarten, children learn about the world in their community. They explore the roles and relationships of consumers and producers, and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.</i>	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	
VII.B.1.a. Child demonstrates that all people need food.	Teacher Guides: LI157A, LI160A, HY128A, FF54, FF84A, FF122, FF125B, WG54 Other Components: Oral Language Card 45 (LI157A), Dilly's Music and Movement CD (HY128A), Bruno's Buzz <i>The Fish Tank</i> (FF122, FF125B)
VII.B.1.b. Child demonstrates that all people need clothing.	Teacher Guides: LI157A, LI160A, HY89A, HY104A, HY113B Other Components: Oral Language Card 45 (LI157A), <i>More, Fewer, Less</i> (HY89A), Oral Language Card 9 (HY104A)
VII.B.1.c. Child demonstrates that all people need shelter.	Teacher Guides: LI157A, LI160A, UC79B, FF54, WW48A Other Components: <i>Marvelous Me!</i> online investigation (4.5, 4.6)

End of Prekindergarten Year Outcomes	
VII.B.2. Child participates in activities to help them become aware of what it means to be a consumer.	Teacher Guides: LI95B, UC49A, HY49B, HY79A, FF84A, WG35A, WG44A, WG132B, WG120A, WG121A, WG122, WG124B, WG125A, WW42B Other Components: Center Card <i>Produce Stand</i> (WG49A), Magnetic Letters (WG121A), Bruno's Buzz <i>The Shopping List</i> (WG122, WG125A)
VII.B.3. Child discusses the roles and responsibilities of community workers.	
VII.B.3.a. Child discusses the roles of community workers.	Teacher Guides: LI51A, LI126A, LI142B, LI187B, LI201B, UC44B, UC84A, UC104A, UC113B, UC116, HY44B, HY68B, HY70, HY113A, HY118B, FF44B, FF49A, FF84A, SD49A, WG35A, WG44B, WW40A, WW49B, WW40B, WW93A Other Components: <i>I Love Trucks!</i> (UC84A), Art Print <i>Optometrist</i> (HY68B), Flapboards <i>Healthy Hero</i> (HY113A), Flap Fillers <i>Poetry Pox</i> and <i>The Shape Game</i> (HY113A), Oral Language Card 29 (HY118B), Center Card <i>At the Vet's</i> (FF49A), Flapboards <i>Silly Seasons</i> (WW40B)
VII.B.3.b. Child discusses the responsibilities of community workers.	Teacher Guides: LI51A, LI126A, LI142B, LI187B, LI201B, UC44B, UC84A, UC104A, UC113B, UC116, HY44B, HY68B, HY70, HY113A, HY118B, FF44B, FF49A, FF84A, SD49A, WG35A, WG44B, WW40A, WW49B, WW40B, WW93A Other Components: <i>I Love Trucks!</i> (UC84A), Art Print <i>Optometrist</i> (HY68B), Flapboards <i>Healthy Hero</i> (HY113A), Flap Fillers <i>Poetry Pox</i> and <i>The Shape Game</i> (HY113A), Oral Language Card 29 (HY118B), Center Card <i>At the Vet's</i> (FF49A), Flapboards <i>Silly Seasons</i> (WW40B)
C. Geography Skills <i>Prekindergarten children begin to think about geography using location and direction. Children use direction to locate their relative position in space and to locate their home and school in their community.</i>	
VII.C.1. Child identifies and creates common features in her immediate environment.	
VII.C.1.a. Child identifies common features in her immediate environment.	Teacher Guides: LI68B, LI112A, LI114, LI148A, LI164B, LI176, LI223B, UC48A, UC56, UC66, UC76, UC78B, UC79A, UC76B, UC92B, HY48A, WG104A Other Components: Great Auntie Lu Puppet (LI112A), <i>Dilly and Chuck Wood</i> (LI176), Oral Language Card 26 (LI176), Center Card <i>Block Town</i> (UC48A), Oral Language Cards 28 and 35 (UC56), <i>I Love Trucks!</i> (UC66), Oral Language Card 30 (UC76), Oral Language Card 32 (UC78)
VII.C.1.b. Child creates common features in her immediate environment.	Teacher Guides: LI146A, LI176, UC48A, UC49B, UC78A, UC88B UC89A, UC92B, WG104A Other Components: <i>Dilly and Chuck Wood</i> (LI176), Oral Language Card 26 (LI176), Center Card <i>Block Town</i> (UC48A)

End of Prekindergarten Year Outcomes	
D. Citizenship Skills <i>The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.</i>	
VII.D.1. Child identifies flags of the United States and Texas.	
VII.D.1.a. Child identifies flag of the United States.	Other Components: Research and Professional Guide (357, 359A, 359B, 360A, 360B, 360C); More Songs, Chants, Rhymes, and Games "This Land is Your Land," "You're a Grand Old Flag"
VII.D.1.b. Child identifies flag of Texas.	Other Components: Research and Professional Guide (353, 355A, 355B, 356A, 356B, 356C)
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	
VII.D.2.a. Child recites the Pledge of Allegiance to the United States flag.	Other Components: Research and Professional Guide (359C, 360B, 360C); More Songs, Chants, Rhymes, and Games "You're a Grand Old Flag"
VII.D.2.b. Child recites the pledge to the state flag.	Other Components: Research and Professional Guide (355C, 356B, 356C)
VII.D.2.c. Child observes a moment of silence*.	Other Components: Research and Professional Guide (356C, 359C, 360C); More Songs, Chants, Rhymes, and Games "You're a Grand Old Flag"
VII.D.3. The child engages in voting as a method for group decision-making.	Teacher Guides: HY79A, WW104A Other Components: Online Investigation " <i>Marvelous Me!</i> " (4.8); More Songs, Chants, Rhymes, and Games "This Land is Your Land"
VII.D.4. The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	
VII.D.4.a. The child identifies similarities among people like himself and classmates.	Teacher Guides: LI113A, HY41B, HY65B, FF65B, FF89B, FF109B, FF110, FF124A, WW106, WW110 Other Components: Oral Language Card 1 (HY65B); Flapboards <i>To Be a Bee</i> (FF65B), <i>Little Quack</i> (FF89B), <i>Dilly and JT Gator</i> (FF109B, FF110); <i>Dilly and Rosalita Sausalita</i> (WW106, WW110)

End of Prekindergarten Year Outcomes	
VII.D.4.b. The child identifies similarities among people like himself and people from other cultures.	Teacher Guides: LI80, LI83B, LI88, LI94B, LI143B, LI99A, HY84A, FF31A, WW54, WW126 Other Components: Dilly and Friends Read Along CD (LI80); Dilly's Music and Movement CD (LI94A, LI143B); Art Prints <i>Fourth Grade Class, Hippopotamus, Los Pescados Pena</i> (LI94B); JT Puppet (LI88, LI99A); Rosalita Word Poster (LI88, LI143B, FF31A)

VIII. Fine Arts Domain

End of Prekindergarten Year Outcomes	
VIII. FINE ARTS DOMAIN	
<p>A. Art Skills <i>Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination.</i></p>	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	
<p>VIII.A.1.a. Child uses a variety of art materials for sensory experience.</p>	<p>Teacher Guides: LI138B, LI204B, LI226B, UC45A, UC45B, UC89A, UC109A, HY45A, HY45B, HY89B, FF45B, FF68B, FF89A, FF109A, FF129A, SD68B, SD129B, WG45A, WG45B, WG89A, WG129A, WW29A, WW45A, WW45B, WW89A, WW109A, WW129A Other Components: Art Print <i>Hippopotamus</i> (LI94B), Art Print <i>Children Playing on the Beach</i> (SD68B), Art Print <i>Sunflowers</i> (WG68B), Art Print <i>My Country Is Winter</i> (WW 68B), Center Card <i>Nature Collage</i> (WG45A)</p>
<p>VIII.A.1.b. Child uses a variety of art materials for exploration.</p>	<p>Teacher Guides: LI47A, LI67, LI138B, LI182B, LI204B, LI205A, UC45A, UC45B, UC89A, UC109A, HY45A, HY45B, HY89B, FF45A, FF89A, FF109A, FF129A, SD45A, SD68B, SD89A, SD129B, WG45A, WG45B, WG89A, WW29A, WW45A, WW45B, WW68B, WW89A, WW109A Other Components: Art Print <i>Playing on the Beach</i> (SD68B), Center Card <i>Nature Collage</i> (WG45A), Art Print <i>Los Pescados Pena</i> (FF68B), Art Print <i>My Country Is Winter</i> (WW68B), Art Print <i>The Optometrist</i> (HY68B)</p>
<p>VIII.A.1.c. Child uses a variety of art activities for sensory experience.</p>	<p>Teacher Guides: LI182B, LI226B, UC45A, UC45B, UC89A, UC109A, HY45A, HY45B, HY89B, FF45B, FF68B, FF89A, FF109A, FF129A, SD68B, SD129B, WG45A, WG45B, WG68B, WG89A, WG129A, WW29A, WW45A, WW45B, WW89A, WW109A, WW129A Other Components: Art Print <i>Sunflowers</i> (WG68B), Art Print <i>My Country Is Winter</i> (WW 68B), Center Card <i>Nature Collage</i> (WG45A)</p>
<p>VIII.A.1.d. Child uses a variety of art activities for exploration.</p>	<p>Teacher Guides: LI47A, LI67, LI205A, UC45A, UC45B, UC89A, UC109A, HY45A, HY45B, HY89B, FF45A, FF89A, FF109A, FF129A, SD45A, SD45B, SD68B, SD89A, SD129B, WG45A, WG45B, WG68B, WG89A, WW29A, WW45A, WW45B, WW68B, WW89A, WW109A Other Components: Art Print <i>Hippopotamus</i> (LI94B), Art Print <i>Fourth Grade Class</i> (LI94B), Art Print <i>The Builders</i> (UC68B), Art Print <i>My Country Is Winter</i> (WW 68B), Art Print <i>Los Pescados Pena</i> (FF68B), Art Print <i>Playing on the Beach</i> (SD68B), Art Print <i>Sunflowers</i> (WG68B), Art Print <i>My Country Is Winter</i> (WW 68B), Art Print <i>The Optometrist</i> (HY68B)</p>

VIII.A.2. Child uses art as a form of creative self-expression and representation.	
VIII.A.2.a. Child uses art as a form of creative self-expression.	Teacher Guides: LI117B, UC129B, HY68B, HY89B, FF89A, FF109A, FF129A, WG45A, WG89A, WW29A, WW45A, WW89A, WW129A Other Components: Art Print <i>Hippopotamus</i> (LI94B), Art Print <i>Fourth Grade Class</i> (LI94B), Art Print <i>The Builders</i> (UC68B), Art Print <i>My Country Is Winter</i> (WW 68B), Art Print <i>Los Pescados Pena</i> (FF68B), Art Print <i>Playing on the Beach</i> (SD68B), Art Print <i>My Country Is Winter</i> (WW 68B)
VIII.A.2.b. Child uses art as a form of representation.	Teacher Guides: LI117B, LI138A, LI138B, LI160B, UC129B, FF45A, FF45B, FF89A, FF129A, SD109A, WG89A, WW29A, WW45A, WW45B, WW89A, WW129A Other Components: Art Print <i>Hippopotamus</i> (LI94B), Art Print <i>Playing on the Beach</i> (SD68B)
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	
VIII.A.3.a. Child demonstrates interest in the creative work of others.	Teacher Guides: LI68B, LI94B, LI116B, LI121B, LI138B, LI160B, LI182B, UC68, HY29A, HY68B, FF29A, FF45A, SD29A, WG45A, WW29A, WW89A Other Components: Art Prints (LI94B, (LI94B, LI121B, LI116B, LI138B, LI160B, UC68), Great Auntie Lu's Art Poster (HY29A SD29A)
VIII.A.3.b. Child shows appreciation for the creative work of others.	Teacher Guides: LI68B, LI116B, LI182B, UC68, FF29A, FF45A, SD29A, WW89A Other Components: Art Print <i>Hippopotamus</i> (LI94B, LI116B), Art Print <i>Fourth Grade Class</i> (LI94B, LI116B), Art Print <i>The Builders</i> (UC68B), Art Print <i>My Country Is Winter</i> (WW 68B), Art Print <i>Los Pescados Pena</i> (FF68B), Art Print <i>Playing on the Beach</i> (SD68B), Art Print <i>Sunflowers</i> (LI116B, WG68B), Art Print <i>My Country Is Winter</i> (WW 68B), Art Print <i>The Optometrist</i> (HY68B), Great Auntie Lu's Art Poster (LI121B, HY29A)
B. Music Skills <i>Four-year-old children express themselves through singing and movement, and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.</i>	
VIII.B.1. Child participates in classroom music activities.	Teacher Guides: LI56B, LI82A, LI82B, LI99, LI104B, LI126B, LI148B, LI170B, LI192B, UC39C, UC68A, UC73A, UC88A, UC108A, UC128A, HY68A, HY73A, HY77, HY93A, HY108A, HY128A, FF39A, FF68A, FF76, FF88A, FF108A, SD39C, SD68A, SD73A, SD77, SD88A, SD108A, WG39A, WG68A, WG77, WW68A, WW73A, WW77, WW88A, WW108A Other Components: Dilly's Music and Movement CD (LI56B, LI82B, LI99, LI104B, LI170B, LI192B, UC68A, HY77, HY93A, HY108A, FF68A, FF76, FF88A, SD68A, SD108A, WG68A, WW68A, WW88A), Listen to Your World CD (SD88A)
VIII.B.2. Child responds to different musical styles through movement and play.	

<p>VIII.B.2.a. Child responds to different musical styles through movement.</p>	<p>Teacher Guides: LI82B, LI99, LI104B, LI126B, LI170B, LI192B, UC39C, UC68A, UC88A, UC97, UC108A, UC128A, HY68A, HY73A, HY77, HY108A, FF68A, SD68A, SD77, SD108A, WG68A, WW68A, WW73A, WW77, WW88A Other Components: Dilly’s Music and Movement CD (LI82B, LI104B, LI170B, LI192B, UC68A, HY77, HY108A, FF68A, SD68A, SD108A, WG68A, WW68A, WW88A)</p>
<p>VIII.B.2.b. Child responds to different musical styles through play.</p>	<p>Teacher Guides: LI82B, LI99, LI104B, LI170B, UC39C, UC68A, UC88A, UC97, HY68A, HY73A, HY77, HY117, FF68A, FF76, FF88A, SD77, SD108A, WG68A, WG77, WW73A, WW77 Other Components: Dilly’s Music and Movement CD (LI82B, LI104B, LI170B, UC68A, HY77, FF68A, FF76, FF88A, SD108A, WG68A)</p>
<p>C. Dramatic Expression Skills <i>Creative drama in prekindergarten involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative activity with others.</i></p>	
<p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	
<p>VIII.C.1.a. Child creates stories through dramatic representations.</p>	<p>Teacher Guides: LI51B, LI51A, LI73B, UC49A, HY105B, HY111, HY131, SD40B, SD49A, SD79B, WG49A, WG49B Other Components: Dilly and Friends Puppets (HY105B)</p>
<p>VIII.C.1.b. Child creates moods through dramatic representations.</p>	<p>Teacher Guides: LI51B, LI73B, SD79B, WG49B</p>
<p>VIII.C.1.c. Child creates experiences through dramatic representations.</p>	<p>Teacher Guides: LI51A, UC49A, UC56, HY44B, HY48A, HY49B, FF48A, FF48B, FF49A, FF49B, SD48A, SD49A, SD79B, WG48A, WG49A, WW49A, WW49B WW109B</p>
<p>VIII.C.1.d. Child recreates stories through dramatic representations.</p>	<p>Teacher Guides: LI51B, LI215A, LI227B, UC40B, UC109B, UC113B, HY129B, FF69B, FF125A, SD65B, SD83, SD87, SD129B, WG49A, WG85B, WG109B, WW48A Other Components: Dilly and Friends Puppets (LI51B, SD65B), Flapboards <i>Gone Investigating</i> (LI227); Flap Filler “Knock for Numbers” (LI227)</p>
<p>VIII.C.1.e. Child recreates moods through dramatic representations.</p>	<p>Teacher Guides: LI215A, UC109B, SD65B, WG85B, WG109B Other Components: Dilly and Friends Puppets (SD65B)</p>
<p>VIII.C.1.f. Child recreates experiences through dramatic representations.</p>	<p>Teacher Guides: LI51B, LI95B, HY44B, HY48A, HY49B, FF48A, FF48B, FF49A, F49B, FF69B, WG48A, WG49A, WG109B WW49B, WW109B</p>

IX. Physical Development Domain

End of Prekindergarten Year Outcomes	
IX. PHYSICAL DEVELOPMENT DOMAIN	
<p>A. Gross Motor Development Skills <i>Children explore their physical space and understand how their bodies function in space through active movement experiences. Loco-motor skills are developed first, followed by stability (turning, twisting, balancing, dodging) and manipulative (throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects.</i></p>	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	
<p>IX.A.1.a. Child demonstrates coordination in isolation (may not yet coordinate consistently with a partner).</p>	<p>Teacher Guides: LI73B, LI143, LI149B, LI170B, LI192B, UC39B, UC48B, UC128A, HY39B, HY59B, HY73B, HY88A, HY112B, FF39B, FF68A, FF108A, FF128B, SD39C, SD68A, SD93B, SD108A, SD133A, WG68A, WG73B, WG93A, WG113B, WG128A, WW39A, WW68A, WW124B Other Components: Dilly’s Music and Movement CD (LI143, LI170B, LI192B, WG128A, WW68A)</p>
<p>IX.A.1.b. Child demonstrates balance in isolation (may not yet coordinate consistently with a partner).</p>	<p>Teacher Guides: LI73B, LI143, LI149B, LI170B, UC39B, HY39B, HY59B, HY73B, HY88A, HY112B, FF39B, FF68A, FF108A, FF128B, SD68A, SD93B, SD108A, SD133A, WG68A, WG113B, WG128A, WW39A, WW68A, WW124B Other Components: Dilly’s Music and Movement CD (LI143, LI170B, WG128A, WW68A)</p>
<p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<p>Teacher Guides: LI73B, LI143B, LI149B, LI170B, LI192B, UC39B, UC108B, UC124B, HY39B, HY59B, HY73B, HY88A, HY112B, FF39B, FF68A, FF128B, SD68A, SD108A, SD133A, WG46A, WG73B, WG80B, WG93A, WG113B, WW120A, WW124B Other Components: Dilly’s Music and Movement CD (LI143B, LI192B)</p>
<p>B. Fine-Motor Development Skills <i>Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Using a computer mouse, cutting with scissors, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years.</i></p>	
<p>IX.B.1. Child shows control of tasks that require small-muscle strength and control.</p>	
<p>IX.B.1.a. Child shows control of tasks that require small-muscle strength.</p>	<p>Teacher Guides: LI39B, LI47A, LI67, LI160A, LI183A, UC42A, UC44A, UC44B, UC108B, HY42A, HY43A, HY84A, FF84A, FF84B, FF109A, SD42B, SD43B, SD45B, SD108B, SD129B, WG46A, WG88A, WG124A, WW37C, WW48A, WW69B, WW129A Other Components: Dilly’s Music and Movement CD (WG46A, WG88A)</p>

End of Prekindergarten Year Outcomes	
IX.B.1.b. Child shows control of tasks that require small-muscle control.	Teacher Guides: LI39B, LI47A, LI67, LI160A, LI183A, UC42A, UC44A, UC44B, UC108B, HY42A, HY43A, HY84A, FF84A, FF84B, FF109A, SD42B, SD43B, SD45B, SD108B, SD129B, WG46A, WG88A, WG124A, WW37C, WW48A, WW69B, WW129A Other Components: Dilly’s Music and Movement CD (WG46A, WG88A)
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	Teacher Guides: LI39B, LI49A, LI49B, LI67, LI160A, LI183B, UC42A, UC44A, UC47A, UC48A, UC48B, UC84B, HY43A, HY59B, HY84A, FF84A, FF84B, FF109A, SD42B, SD108B, SD129B, WG64A, WG124A, WW37C, WW129A

X. Technology Applications Domain

End of Prekindergarten Year Outcomes		
X. TECHNOLOGY APPLICATIONS DOMAIN		
<p>A. Technology and Devices Skills <i>Children learn how technology can enhance our lives. Technology includes computers, voice/sound recorders, televisions, digital cameras, personal digital assistants, and MP3 devices or iPods. Surrounded by technology, children can benefit from becoming aware of and interacting with voice/sound recorders and other technology that may be available. They develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies.</i></p>		
X.A.1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.		
X.A.1.a.	Child opens software programs designed to enhance development of appropriate concepts.	<p>Teacher Guides: LI48A, LI91A, LI140, UC46A, HY46A, HY46B, FF46A, SD46A, SD46B, WG46A, WW46A Other Components: eFlapboards Learning Software (LI48A, LI91A, UC46A, HY46A, FF46A, SD46A, WG46A), Center Card <i>Your Name in Print</i> (HY46B), <i>Dilly's Alphabet Show</i> (SD46B), Center Card <i>Spring Pictures</i> (WW46A)</p>
X.A.1.b.	Child navigates through software programs designed to enhance development of appropriate concepts.	<p>Teacher Guides: LI48A, LI91A, UC46A, HY46A, HY46B, FF46A, SD46A, SD46B, WG46A, WW46A Other Components: eFlapboards Learning Software (LI48A, LI91A, UC46A, HY46A, FF46A, SD46A, WG46A), Center Card <i>Your Name in Print</i> (HY46B), <i>Dilly's Alphabet Show</i> (SD46B), Center Card <i>Spring Pictures</i> (WW46A)</p>
X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.		
X.A.2.a.	Child uses a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	<p>Teacher Guides: LI48A, LI127B, LI140, HY46A, HY46B, SD46A, SD71, WW46A Other Components: eFlapboards Learning Software (LI48A, HY46A, SD46A), Oral Language Card 16 (LI127B), Center Card <i>Your Name in Print</i> (HY46B), Center Card <i>Spring Pictures</i> (WW46A)</p>
X.A.2.b.	Child names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	<p>Teacher Guides: LI48A, LI127B, LI140, HY46B, SD46B, WW46A Other Components: eFlapboards Learning Software (LI48A), Oral Language Card 16 (LI127B), Center Card <i>Your Name in Print</i> (HY46B), <i>Dilly's Alphabet Show</i> (SD46B), Center Card <i>Spring Pictures</i> (WW46A)</p>

End of Prekindergarten Year Outcomes		
X.A.3. Child operates voice/sound recorders and touch screens.		
X.A.3.a.	Child operates voice/sound recorders.	Teacher Guides: LI234, UC46B, FF46B, WG46B, WW46B Other Components: Online Investigation "Marvelous Me!" (2.9)
X.A.3.b.	Child operates touch screens.	Other Components: More Songs, Chants, Rhymes, and Games "Seven InvestiGators," "InvestiGator Club Theme Song," "Dilly Builds with One Hammer"; Research and Professional Guide (212, 214, 217)
X.A.4. Child uses software applications to create and express own ideas.		
X.A.4.a.	Child uses software applications to create own ideas.	Teacher Guides: LI140, HY46B, SD46B, WW46A Other Components: Center Card <i>Your Name in Print</i> (HY46B), <i>Dilly's Alphabet Show</i> (SD46B), Center Card <i>Spring Pictures</i> (WW46A)
X.A.4.b.	Child uses software applications to express own ideas.	Teacher Guides: LI140, HY46B, SD46B, WW46A Other Components: Center Card <i>Your Name in Print</i> (HY46B), <i>Dilly's Alphabet Show</i> (SD46B), Center Card <i>Spring Pictures</i> (WW46A)
X.A.5. Child recognizes that information is accessible through the use of technology.		Teacher Guides: LI91A, LI127B, UC46A, HY46A, FF46A, SD46A, WG46A, WW46A Other Components: eFlapboards Learning Software (LI91A, UC46A, HY46A, FF46A, SD46A, WG46A, WW46A)

