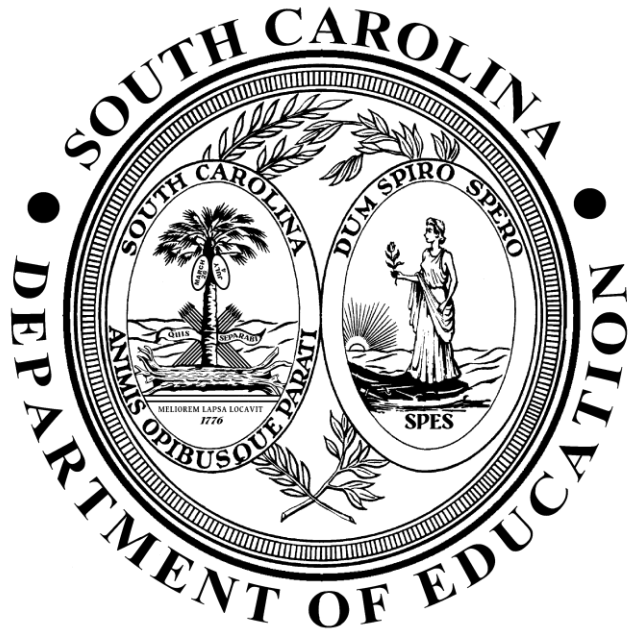


**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*



**South Carolina  
Early Learning 4K Standards**

Act 284 Read to Succeed

**Alignment to The InvestiGator Club®  
Inquiry-Based Prekindergarten  
Learning System**

Approaches to Learning	
<i>Curiosity, Information-Seeking, and Eagerness</i>	
<b>Goal APL-1: Children show curiosity and express interest in the world around them</b>	
Discover things that interest and amaze them and seek to share them with others. <i>APL-1m</i>	<p><b>Under Construction</b> TG p. 43 Learning Centers: Go! Go! Go!</p> <p><b>Splash and Dig</b> TG p. 43 Learning Centers: Float or Sink? TG p. 48 Learning Centers: Water Maze TG pp. 54-55 Investigation: Investigation Station</p>
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). <i>APL-1n</i>	<p><b>Let's Investigate!</b> TG p. 45 Learning Centers: Science Stuff</p> <p><b>Under Construction</b> TG p. 92 Oral Language: Sharing Chair TG p. 112 Oral Language: Sharing Chair TG p. 132 Oral Language: Sharing Chair</p> <p><b>Splash and Dig</b> TG p. 92 Oral Language: Sharing Chair TG p. 112 Oral Language: Sharing Chair</p>
Show interest in a growing range of topics, ideas, and tasks. <i>APL-1o</i>	<p><b>Let's Investigate!</b> TG pp. 70-71 Closing Circle Time: Shared Writing TG pp. 76-77 Investigation: Investigation Launch TG pp. 78-79 Investigation: Investigation Station TG p. 104 Back to School: Getting to Know the Teacher TG p. 160 Fine Art: Art of Today</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 79 Oral Language: Ask the Farmer TG p. 118 Oral Language: Grasshoppers</p> <p><b>Weather Watchers</b> TG p. 79 Oral Language: What Is the Sun? TG p. 113 Science: Will It Move?</p>
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dancing, building skills). <i>APL-1p</i>	<p><b>Healthy You</b> TG pp. 126-127 Whole Group: Storytelling Classics</p> <p><b>Splash and Dig</b> TG p. 45 Learning Centers: Beach Mural TG pp. 90-91 Closing Circle: Shared Writing</p> <p><b>Weather Watchers</b> TG p. 129 Art: Four Seasons Mobile TG pp. 136-137 Family Investigation Night: Kites</p>

<b>Goal APL-2: Children actively seek to understand the world around them.</b>	
<p>Ask questions to find out more about the things that interest them, including questions about future events. <i>APL-2l</i></p>	<p><b>Healthy You</b> TG p. 28 Daily Routines: Days in Review</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 28 Daily Routines: Days in Review</p> <p><b>Splash and Dig</b> TG p. 28 Daily Routines: Days in Review</p> <p><b>Watch It Grow</b> TG p. 28 Daily Routines: Days in Review</p> <p><b>Weather Watchers</b> TG p. 28 Daily Routines: Days in Review</p>
<p>Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). <i>APL-2m</i></p>	<p>Each Investigation Station (see TG pp.54–55) asks children to use tools as part of their investigating. Also:</p> <p><b>Let’s Investigate!</b> TG p. 49 Learning Centers: Exploring Water TG pp. 66–67 Whole Group: Readiness: Colors TG p. 135 Science: Investigators Try and Record TG pp. 234–235 Family Investigation Night: Scavenger Hunt</p> <p><b>Under Construction</b> TG p. 47 Learning Centers: Sand Construction TG pp. 54–55 Investigation: Investigation Station TG p. 104 Science: Rocks Rock!</p> <p><b>Splash and Dig</b> TG p. 47 Learning Centers: Water Play</p>
<p>Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). <i>APL-2n</i></p>	<p><b>Under Construction</b> TG p. 118 Oral Language: What Am I? TG p. 125 Science: Reread a Story</p> <p><b>Healthy You</b> TG p. 37 Daily Routines: Edible Finger Paint TG p. 47 Learning Centers: What Your Hands Can Do</p> <p><b>Splash and Dig</b> TG p. 43 Learning Centers: Moving Water with a Sponge TG p. 104 Science: Fresh or Salt</p> <p><b>Watch It Grow</b> TG p. 99 Oral Language: All About Soil</p> <p><b>Weather Watchers</b> TG p. 104 Science: Make Lightning</p>

<i>Play and Imagination</i>	
<b>Goal APL-3: Children engage in increasingly complex play.</b>	
Develop and sustain more complex pretend play themes in cooperation with peers. <i>APL-3r</i>	<p><b>Let's Investigate!</b>            TG p. 50 Learning Centers: Build a Tree House            TG p. 51 Learning Centers: Puppets            TG p. 73 Dramatic Play: The Imagination in You</p> <p><b>Under Construction</b>            TG p. 49 Learning Centers: Hardware Store</p> <p><b>Healthy You</b>            TG p. 44 Learning Centers: Doctor's Office            TG p. 48 Learning Centers: Drive-Through Restaurant            TG p. 49 Learning Centers: Your Heart Beats            TG p. 49 Learning Centers: Grocery Store</p> <p><b>Splash and Dig</b>            TG p. 48 Learning Centers: Boat Builders            TG p. 49 Learning Centers: Beach Outing</p> <p><b>Watch It Grow</b>            TG p. 49 Learning Centers: Produce Stand</p>
Use more complex and varied language to share ideas and influence others during play. <i>APL-3s</i>	<p><b>Healthy You</b>            TG p. 48 Learning Centers: Drive-Through Restaurant            TG p. 49 Learning Centers: Your Heart Beats</p> <p><b>Splash and Dig</b>            TG p. 48 Learning Centers: Boat Builders</p> <p><b>Watch It Grow</b>            TG p. 49 Learning Centers: Produce Stand            TG p. 49 Learning Centers: Rain Forest Day</p> <p><b>Weather Watchers</b>            TG p. 49 Learning Centers: A Chance of Snow            TG p. 49 Learning Centers: Airplane Ride</p>
Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). <i>APL-3t</i>	<p><b>Let's Investigate!</b>            TG p. 95 Literacy: Reading Everywhere            TG p. 143 Dramatic Play: Rosalita's Fancy Footwork            TG p. 215 Dramatic Play: Be an InvestiGator</p> <p><b>Healthy You</b>            TG p. 49 Learning Centers: Your Heart Beats</p> <p><b>Finny, Feathery, Furry Friends</b>            TG p. 48 Learning Centers: Build a Farm            TG p. 49 Learning Centers: Act Out Animals</p> <p><b>Splash and Dig</b>            TG p. 48 Learning Centers: Boat Builders            TG p. 49 Learning Centers: Beach Outing</p> <p><b>Watch It Grow</b></p>

	<p>TG p. 48 Learning Centers: Local Crops  TG p. 49 Learning Centers: Rain Forest Day</p>
<p>Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what we eat for breakfast.”). <i>APL-3u</i></p>	<p><b>Let’s Investigate!</b>  TG p. 46 Learning Centers: Families  TG p. 51 Learning Centers: Props and Costumes  TG p. 57 Opening Circle Time: Oral Language: I Belong  TG p. 65 Small Group: Social Studies: Family Roles and Traditions  TG p. 68 Whole Group: Social Studies: Family Matters  TG p. 83 Opening Circle Time: Oral Language: Getting to Know Dilly and JT  <b>Under Construction</b>  TG pp. 122–123 Small Group: Science</p>
<p><b>Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</b></p>	
<p>Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. <i>APL-4l</i></p>	<p><b>Let’s Investigate!</b>  TG p. 50 Learning Centers: Build a Tree House  TG p. 227 Literacy: Sequence of Events  <b>Under Construction</b>  TG p. 49 Learning Centers: Hardware Store  <b>Healthy You</b>  TG p. 44 Learning Centers: Doctor’s Office  TG p. 49 Learning Centers: Grocery Store  <b>Splash and Dig</b>  TG p. 48 Learning Centers: Boat Builders  TG p. 49 Learning Centers: Beach Outing  TG p. 49 Learning Centers: Act Out Water Animals</p>
<p>Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. <i>APL-4m</i></p>	<p><b>Let’s Investigate!</b>  TG p. 51 Learning Centers: Puppets  TG p. 143 Gross Motor: The Dancer in You  TG p. 215 Dramatic Play: Be an InvestiGator  <b>Under Construction</b>  TG p. 49 Learning Centers: Playground Builders  TG pp. 56-57 Opening Circle: Oral Language  <b>Healthy You</b>  TG p. 44 Learning Centers: Doctor’s Office  <b>Splash and Dig</b>  TG p. 48 Learning Centers: Boat Builders  <b>Watch It Grow</b>  TG p. 49 Learning Centers: Produce Stand  TG p. 49 Learning Centers: Rain Forest Day  <b>Weather Watchers</b>  TG p. 48 Learning Centers: Build a Castle  TG p. 49 Learning Centers: Airplane Ride</p>

<p>Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. <i>APL-4n</i></p>	<p><b>Let's Investigate!</b> TG p. 39 Daily Routines: Establish Set-Up/Clean-Up Routines TG p. 41 Daily routines: Tidy-Up Time <b>Healthy You</b> TG p. 38 Daily Routines: The Clean-Up Song <b>Splash and Dig</b> TG p. 36 Daily Routines: Let's Clean House</p>
<p>Make up stories, songs, or dances for fun during play. <i>APL-4o</i></p>	<p><b>Under Construction</b> TG p. 68 Music: Let's Dance TG p. 88 Music and Movement: Rhythm TG p. 128 Music: Little Pigs Sing-Along <b>Healthy You</b> TG p. 68 Music: "Tooth Time March" TG p. 88 Music: Make Instruments TG p. 128 Music: Bumble Buzz <b>Splash and Dig</b> TG p. 73 Music: The Water Song TG p. 108 Music: Feel the Beat <b>Finny, Feathery, Furry Friends</b> TG p. 108 Whole Group: Music: "The Bear Went Over the Mountain" <b>Watch It Grow</b> TG p. 88 Music: Shake It Cha Cha TG p. 128 Music and Movement: Johnny Appleseed Dance</p>
<p>Invents new games. <i>APL-4p</i></p>	<p><b>Let's Investigate!</b> TG p. 36 Daily Routines: Outdoor Play TG p. 94 Social Studies: Hello Around the World TG p. 187 Listening: Chuck Says <b>Under Construction</b> TG p. 64 Math: The Number 1 TG p. 99 Oral Language: "Chuck Says" <b>Healthy You</b> TG p. 58 Oral Language: Chuck Says TG p. 118 Oral Language: Red Light, Green Light <b>Splash and Dig</b> TG p. 109 Literacy: Really Listen! <b>Mind in the Making</b> p. 55 Suggestion 12: Promote Working Memory-Play games that have rules.</p>

<i>Risk-Taking, Problem-Solving, and Flexibility</i>	
<b>Goal APL-5: Children are willing to try new and challenging experiences.</b>	
Express a belief that they can do things that are hard. <i>APL-5o</i>	<b>Weather Watchers</b> TG p. 124 Social and Emotional: The Picnic Is Canceled <b>Building Social and Emotional Skills Activity Guide</b> TG p. 18 Changes, Changes
Approach new experiences independently. <i>APL-5p</i>	<b>Under Construction</b> TG p. 43 Learning Centers: Go! Go! Go! <b>Splash and Dig</b> TG p. 43 Learning Centers: Float or Sink? TG p. 48 Learning Centers: Water Maze TG pp. 54-55 Investigation: Investigation Station
Ask to participate in new experiences that they have observed or heard about. <i>APL-5q</i>	<b>Let's Investigate!</b> TG p. 178 Readiness: Opposites
Independently seek new challenges. <i>APL-5r</i>	<b>Under Construction</b> TG p. 43 Learning Centers: Go! Go! Go! <b>Splash and Dig</b> TG p. 43 Learning Centers: Float or Sink? TG p. 48 Learning Centers: Water Maze TG pp. 54-55 Investigation: Investigation Station
<b>Goal APL-6: Children use a variety of strategies to solve problems.</b>	
Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). <i>APL-6n</i>	<b>Under Construction</b> TG p. 118 Oral Language: Push and Pull TG p. 119 Oral Language: Wheels TG pp. 136-137 Family Investigation Night: Wagon Wash <b>Splash and Dig</b> TG pp. 122-123 Small Group: Science TG pp. 136-137 Family Investigation Night: Build a Boat <b>Watch It Grow</b> TG p. 48 Learning Centers: Building with Plants TG pp. 136-137 Family Investigation Night: Kite
Describe the steps they will use to solve a problem. <i>APL-6o</i>	<b>Finny, Feathery, Furry Friends</b> TG p. 92 Oral Language: Sharing Chair TG p. 112 Oral Language: Sharing Chair TG p. 132 Oral Language: Sharing Chair <b>Splash and Dig</b> TG p. 124 Social and Emotional: Water Winners TG p. 132 Oral Language: Sharing Chair <b>Watch It Grow</b> TG p. 84 Social Studies: Robby's Job Chart

<p>Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. <i>APL-6p</i></p>	<p><b>Under Construction</b>  TG p. 118 Oral Language: Push and Pull  TG p. 119 Oral Language: Wheels  TG pp. 136-137 Family Investigation Night: Wagon Wash  <b>Splash and Dig</b>  TG pp. 122-123 Small Group: Science  TG pp. 136-137 Family Investigation Night: Build a Boat  <b>Watch It Grow</b>  TG p. 48 Learning Centers: Building with Plants  TG pp. 136-137 Family Investigation Night: Kites</p>
<p>Explain how they solved a problem to another person. <i>APL-6q</i></p>	<p><b>Let's Investigate!</b>  TG p. 45 Learning Centers: Science Stuff  <b>Under Construction</b>  TG p. 92 Oral Language: Sharing Chair  TG p. 112 Oral Language: Sharing Chair  TG p. 132 Oral Language: Sharing Chair  <b>Splash and Dig</b>  TG p. 92 Oral Language: Sharing Chair  TG p. 112 Oral Language: Sharing Chair</p>
<p><i>Attentiveness, Effort and Persistence</i></p>	
<p><b>Goal APL-7: Children demonstrate initiative.</b></p>	
<p>Show increasing independence and purpose when making choices. <i>APL-7k</i></p>	<p><b>Let's Investigate!</b>  TG p. 45 Learning Centers: Science Stuff  <b>Under Construction</b>  TG p. 92 Oral Language: Sharing Chair  TG p. 112 Oral Language: Sharing Chair  TG p. 132 Oral Language: Sharing Chair  <b>Splash and Dig</b>  TG p. 92 Oral Language: Sharing Chair  TG p. 112 Oral Language: Sharing Chair</p>
<p>Independently identify and seek things they need to complete activities or tasks . <i>APL-7l</i></p>	<p><b>Under Construction</b>  TG p. 43 Learning Centers: Go! Go! Go!  <b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?  TG p. 48 Learning Centers: Water Maze  TG pp. 54-55 Investigation: Investigation Station  <b>Finny, Feathery, Furry Friends</b>  TG p. 92 Oral Language: Sharing Chair  TG p. 112 Oral Language: Sharing Chair  TG p. 132 Oral Language: Sharing Chair  <b>Splash and Dig</b>  TG p. 124 Social and Emotional: Water Winners</p>



	<p>TG p. 132 Oral Language: Sharing Chair  <b>Watch It Grow</b>  TG p. 84 Social Studies: Robby’s Job Chart</p>
<p>Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). <i>APL-7m</i></p>	<p><b>Let’s Investigate!</b>  TG p. 40 Daily Routines: Tidy-Up Time  TG p. 129 Art: Healthy Food Prints  <b>Splash and Dig</b>  TG pp. 134-135 Culminating Activity: Investigation Celebration</p>
<p><b>Goal APL-8: Children maintain attentiveness and focus.</b></p>	
<p>Sometimes able to focus on what is relevant to a task  <i>APL-8k</i></p>	<p><b>Let’s Investigate!</b>  TG p. 41 Daily Routines: Tidy-Up Time  TG p. 45: Learning Centers: Exploring Blocks  TG p. 135 Science: Investigators Try and Record  <b>Under Construction</b>  TG p. 46 Learning Centers: CD Corner  TG p. 44 Learning Centers: Who Uses What?  <b>Healthy You</b>  TG pp. 96–97 Opening Circle Time: Oral Language  <b>Finny, Feathery, Furry Friends</b> TG p. 45  Learning Centers: Clay Animals  <b>Watch It Grow</b>  TG p. 48 Learning Centers: Local Crops  TG pp. 66–67 Whole Group: Literacy</p>
<p>Consistently remain engaged in self-directed activities. <i>APL-8l</i></p>	<p><b>Let’s Investigate!</b>  TG p. 50 Learning Centers: Exploring Blocks  TG p. 135 Science: Investigators Try and Record  <b>Under Construction</b>  TG p. 44 Learning Centers: Who Uses What?  <b>Healthy You</b>  TG pp. 96-97 Opening Circle: Oral Language  TG p. 129 Art: Healthy Food Prints  <b>Finny, Feathery, Furry Friends</b>  TG p. 45 Learning Centers: Clay Animals  TG p. 47 Learning Centers: Water or Land?</p>
<p>Shift attention back to a task after being diverted from it. <i>APL-8m</i></p>	<p><b>Healthy You</b>  TG p. 105 Literacy: Act Out a Story  TG p. 118 Oral Language: Red Light, Green Light  <b>Finny, Feathery, Furry Friends</b>  TG p. 47 Learning Centers: Animal Habitats</p>
<p><b>Goal APL-9: Children persist in challenging activities.</b></p>	
<p>Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an</p>	<p><b>Healthy You</b>  TG pp. 126-127 Whole Group: Storytelling Classics</p>

<p>unfamiliar animal in a picture). <i>APL-9h</i></p>	<p><b>Splash and Dig</b>  TG p. 45 Learning Centers: Beach Mural  TG pp. 90-91 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b>  TG p. 129 Art: Four Seasons Mobile  TG pp. 136-137 Family Investigation Night: Kites</p>
<p>When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). <i>APL-9i</i></p>	<p><b>Under Construction</b>  TG pp. 54-55 Investigation: Investigation Station</p> <p><b>Healthy You</b>  TG pp. 126-127 Whole Group: Storytelling Classics</p> <p><b>Splash and Dig</b>  TG p. 45 Learning Centers: Beach Mural  TG pp. 90-91 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b>  TG p. 129 Art: Four Seasons Mobile  TG pp. 136-137 Family Investigation Night: Kites</p>
<p>Plan and follow through on longer-term tasks (planting a seed and caring for the plant). <i>APL-9j</i></p>	<p><b>Let's Investigate!</b>  TG p. 40 Daily Routines: Tidy-Up Time  TG p. 129 Art: Healthy Food Prints</p> <p><b>Splash and Dig</b>  TG pp. 134-135 Culminating Activity: Investigation Celebration</p>
<p>Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). <i>APL-9k</i></p>	<p><b>Under Construction</b>  TG p. 118 Oral Language: Push and Pull  TG p. 119 Oral Language: Wheels  TG pp. 136-137 Family Investigation Night: Wagon Wash</p> <p><b>Splash and Dig</b>  TG pp. 122-123 Small Group: Science  TG pp. 136-137 Family Investigation Night: Build a Boat</p> <p><b>Healthy You</b>  TG p. 105 Literacy: Act Out a Story  TG p. 118 Oral Language: Red Light, Green Light</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 47 Learning Centers: Animal Habitats</p>

<b>Emotional and Social Development</b>	
<b><i>Developing a Sense of Self</i></b>	
<b>Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
<p>Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). <i>ESD-1o</i></p>	<p><b>Let's Investigate!</b>            TG p. 57 Oral Language: I Belong            TG p. 65 Social Studies: Family Roles and Traditions            TG p. 68 Social Studies: Family Matters            TG p. 83 Oral Language: Getting to Know Dilly &amp; JT            TG pp. 88-89 Small Group: Social Studies            TG pp. 94-95 Social Studies: Hello Around the World            TG p. 99 Social Studies: Travel with JT  <b>Healthy You!</b>            TG p. 44 Learning Centers: Same and Different Game            TG p. 65 Social and Emotional: Alike and Different  <b>Weather Watchers</b>            TG p. 109 Literacy: Friends like Rosalita  <b>Building Social and Emotional Skills</b>            TG p. 22 Same and Different</p>
<p>Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). <i>ESD-1p</i></p>	<p><b>Let's Investigate!</b>            TG p. 57 Opening Circle Time: Oral Language: I Belong            TG p. 68 Whole Group: Social Studies: Family Matters            TG p. 83 Oral Language: Getting to Know Dilly and JT            TG pp. 88–89 Small Group: Social Studies            TG p. 99 Social Studies: Travel with JT            TG p. 104 Back to School: Getting to Know The Teacher  <b>Healthy You</b>            TG p. 65 Small Group: Social and Emotional: Alike and Different  <b>Weather Watchers</b>            TG p. 69 Literacy: Reread a Snowy Story</p>
<p>Choose to spend more time on preferred activities, and express awareness of skills they are developing. <i>ESD-1q</i></p>	<p><b>Under Construction</b>            TG p. 72 Oral Language: Sharing Chair            TG pp. 134–135 Culminating Activity: Investigation Celebration</p>

	<p><b>Healthy You</b>  TG p. 92 Oral Language: Sharing Chair  TG pp. 96–97 Opening Circle Time:  Oral Language  TG p. 113 Oral Language: I Can Do It!</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 124 Social and Emotional:  Overcoming Fears  TG pp. 134–135 Culminating Activity:  Investigation Celebration</p> <p><b>Splash and Dig</b>  TG p. 124 Social and Emotional: Water  Winners</p> <p><b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It,  Say It</p>
<p><b>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b></p>	
<p>Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. <i>ESD-2n</i></p>	<p><b>Under Construction</b>  TG p. 72 Oral Language: Sharing Chair  TG pp. 134–135 Culminating Activity:  Investigation Celebration</p> <p><b>Healthy You</b>  TG p. 113 Oral Language: I Can Do It!</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 124 Social and Emotional: Overcoming  Fears  TG pp. 134–135 Culminating Activity:  Investigation Celebration</p> <p><b>Splash and Dig</b>  TG p. 124 Social and Emotional: Water  Winners  TG p. 132 Oral Language: Sharing Chair</p> <p><b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It,  Say It</p>
<p>Express the belief that they can do many things. <i>ESD-2o</i></p>	<p><b>Let's Investigate</b>  TG pp. 162–163 Closing Circle Time: Shared  Writing  TG p. 209 Oral Language: The "Big Kid" in You</p> <p><b>Under Construction</b>  TG p. 72 Oral Language: Sharing Chair  TG pp. 134–135 Culminating Activity:  Investigation Celebration</p> <p><b>Healthy You</b>  TG p. 113 Oral Language: I Can Do It!</p>

	<p><b>Finny, Feathery, Furry Friends</b>  TG p. 124 Social Emotional: Overcoming Fears  TG pp. 134–135 Culminating Activity:  Investigation Celebration</p> <p><b>Splash and Dig</b>  TG p. 124 Social Emotional: Water Winners</p> <p><b>Watch It Grow</b>  TG p. 73 Social Emotional: Plant a Tree</p>
<p>Stick with tasks even when they are challenging.  <i>ESD-2p</i></p>	<p><b>Let’s Investigate!</b>  TG p. 40 Daily Routines: Departure  Transitions  TG p. 64 Science: Gathering Reading Data  TG pp. 132–133 Small Group: Math</p> <p><b>Under Construction</b>  TG p. 44 Learning Centers: Who Uses What?</p> <p><b>Healthy You</b>  TG pp. 96–97 Opening Circle: Oral Language  TG p. 129 Art: Healthy Food Prints</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 47 Learning Centers: Water or Land?</p> <p><b>Watch It Grow</b>  TG pp. 66–67 Whole Group: Literacy  TG p. 98 Oral Language: guess My Category</p>
<p>Express opinions about their abilities in different  areas (“I’m a good friend.” “I can run fast.” “I know  all my letters!”). <i>ESD-2q</i></p>	<p><b>Let’s Investigate!</b>  TG p. 45 Learning Centers: Science Stuff</p> <p><b>Healthy You</b>  TG pp. 52–53 Investigation: Investigation  Launch</p> <p><b>Splash and Dig</b>  TG p. 124 Social and Emotional: Water Winners  TG p. 132 Oral Language: Sharing Chair</p> <p><b>Building Social and Emotional Skills</b>  TG p. 12 It’s Okay to Be Me  TG p. 13 You’re Fabulous  TG p. 22 I Can Think for Myself  TG p. 23 I Did It!</p>
<p><i>Developing a Sense of Self With Others</i></p>	
<p><b>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b></p>	

<p>Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). <i>ESD-3t</i></p>	<p><b>Let's Investigate!</b>  TG p. 134 Readiness: Yesterday, Today, Tomorrow  TG p. 160 Social Studies: We Know What We Need  TG pp. 232–233 Culminating Activity: Investigation Celebration  <b>Under Construction</b>  TG p. 35 Daily Routines: Social and Emotional Development  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 112 Oral Language: Medallion Day  <b>Healthy You</b>  TG p. 72 Oral Language: Quiz Show  TG pp. 106–107 Whole Group: Social and Emotional  <b>Finny, Feathery, Furry Friends</b>  TG pp. 134–135 Culminating Activity: Investigation Celebration</p>
<p>Form positive relationships with new teachers or caregivers over time. <i>ESD-3u</i></p>	<p><b>Let's Investigate!</b>  TG p. 104 Back to School: Getting to Know the Teacher  TG p. 120 Back to School: Teacher News  TG p. 126 Back to School: School Helpers  TG p. 142 Back to School: Helper Chart  <b>Splash and Dig</b>  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 112 Oral Language: I'm a Good Listener  <b>Watch It Grow</b>  TG p. 35 Daily Routines: Social and Emotional  TG p. 65 Social and Emotional: Thank-You Leaf Bouquet  TG pp. 136–137 Family Investigation Night: Planting Party</p>
<p>Use language effectively to continue conversations with familiar adults and to influence their behavior. <i>ESD-3v</i></p>	<p><b>Let's Investigate!</b>  TG p. 164 Oral Language: Sharing Chair  TG p. 193 Oral Language: Get to Know Bruno  <b>Under Construction</b>  TG p. 72 Oral Language: Pass a Hardhat  TG p. 92 Oral Language: Sharing Chair  TG p. 98 Oral Language: Let's Paint</p>

	<p>TG p. 113 Oral Language: If I Were a Tool  <b>Healthy You</b>  TG p. 99 Oral Language: Dressing Up  <b>Splash and Dig</b>  TG p. 78 Oral Language: Ocean Shell  TG p. 93 Music: “Merrily We Roll Along”  TG p. 132 Closing Circle Time: Oral Language: Sharing Chair  <b>Watch It Grow</b>  TG p. 78 Oral Language: In the Garden  <b>Weather Watchers</b>  TG p. 72 Oral Language: Pass the Rain Hat  TG pp. 76–77 Opening Circle: Oral Language</p>
<b>Goal ESD-4: Children form relationships and interact positively with other children.</b>	
<p>Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing).  <i>ESD-4p</i></p>	<p>During each Investigation, children interact and work together in Learning Centers (see TG pp. 40–49). Also:  <b>Let’s Investigate!</b>  TG p. 208 Back to School: Busy Bees  <b>Under Construction</b>  TG p. 65 Social and Emotional: Play a Sharing Game  TG pp. 106–107 Whole Group: Social and Emotional  <b>Building Social and Emotional Skills</b>  TG p. 18 Talk About It  TG p. 19 Let’s Be Friends  TG p. 19 Take Turns  TG p. 30 We Can Compromise</p>
<p>Form and maintain friendships with other children of diverse cultural backgrounds and abilities. <i>ESD-4q</i></p>	<p><b>Let’s Investigate!</b>  TG p. 56 Back to School: Getting to Know Each Other  TG p. 98 Back to School: Mirror Me  <b>Under Construction</b>  TG pp. 106–107 Whole Group: Social and Emotional  <b>Weather Watchers</b>  TG pp. 134–135 Culminating Activity: Investigation Celebration  <b>Building Social and Emotional Skills</b>  TG p. 19 Let’s Be Friends  TG p. 22 Same and Different  TG p. 24 Friends Have a Lot in Common  TG p. 28 A Different Perspective</p>

<p>Seek and give support with children they identify as friends. <i>ESD-4r</i></p>	<p><b>Under Construction</b>  TG p. 65 Social and Emotional: Play a Sharing Game  TG p. 112 Oral Language: Medallion Day  <b>Finny, Feathery, Furry Friends</b>  TG p. 65 Social and Emotional: Show You Care  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: Overcoming Fears  <b>Splash and Dig</b>  TG p. 65 Social and Emotional: Puppet Play  TG pp. 106–107 Whole Group: Social and Emotional  TG pp. 116–117 Opening Circle: Oral Language</p>
<p>Use language effectively to have conversations with other children and influence another child’s behavior (negotiate sharing a toy, plan how to build a block tower together). <i>ESD-4s</i></p>	<p><b>Let’s Investigate!</b>  TG p. 121 Oral Language: Tell Us a Story  TG p. 126 Back to School: School Helpers  <b>Watch It Grow</b>  TG p. 35 Daily Routines: Social and Emotional  <b>Splash and Dig</b>  TG p. 79 Oral Language: Questions, Please!  <b>Weather Watchers</b>  TG p. 30 Daily Routines: Bee Mail  TG p. 72 Oral Language: Pass the Rain Hat  <b>Building Social and Emotional Skills</b>  TG p. 10 Dilly and Manny Salamander  TG p. 16 Make Things Right  TG p. 17 Share a Toy Day  TG p. 18 Talk About It  TG p. 30 We Can Compromise</p>
<p>Play and interact cooperatively with other children (work on project together, exchange ideas). <i>ESD-4t</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 78–79 Investigation: Investigation Station  TG pp. 80-81 Opening Circle Time: Oral Language  TG p. 135 Social Studies: How We Change Over Time  TG p. 208 Back to School: Busy Bees  <b>Under Construction</b>  TG pp. 106-107 Whole Group: Social and Emotional  <b>Building Social and Emotional Skills</b>  TG p. 8 Dilly and the InvestiGator Club  TG p. 19 Let’s Be Friends  TG p. 36 A Beach Ball Kind of Day</p>



	TG p. 38 Ramp It Up TG p. 40 Hot Potatoes
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<b>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
Follow social rules, transitions, and routines that have been explained to them. <i>ESD-5r</i>	<p><b>Let's Investigate!</b>  TG p. 31 Daily Routines: Safety  TG p. 41 Daily Routines: Tidy-Up Time  TG p. 186 Back to School: Classroom Rules  TG p. 192 Back to School: Classroom Jobs  TG p. 208 Back to School: Busy Bees</p> <p><b>Under Construction</b>  TG p. 28 Daily Routines: Days in Review  TG p. 29 Daily Routines: Safety</p> <p><b>Building Social and Emotional Skills</b>  TG p. 12 Dilly Hide and Seek  TG p. 14 Be a Good Listener  TG p. 15 Use Your Indoor Voice  TG p. 16 Clean-Up Time  TG p. 27 We Say Thank You  TG p. 32 Showing Respect</p>
Make requests clearly and effectively most of the time. <i>ESD-5s</i>	<p><b>Under Construction</b>  TG p. 124 Social and Emotional: May I, Please?  TG p. 72 Oral Language: Pass a Hardhat</p> <p><b>Healthy You</b>  TG p. 59 Oral Language: Statues</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 118 Oral Language: Spiders  TG p. 118 Oral Language: Grasshoppers</p> <p><b>Splash and Dig</b>  TG p. 38 Daily Routines: All the Fish in the Sea  TG p. 132 Oral Language: In My Yard</p> <p><b>Watch It Grow</b>  TG p. 72 Oral Language: Sharing Chair</p> <p><b>Weather Watchers</b>  TG p. 118 Oral Language: Spring Blossoms  TG p. 118 Oral Language: Summer Sounds</p>
Balance their own needs with those of others in the group. <i>ESD-5t</i>	<p><b>Under Construction</b>  TG pp. 134-135 Culminating Activity: Investigation Celebration</p> <p><b>Healthy You!</b>  TG pp. 106-107 Whole Group: Social and Emotional  TG p. 108 Music and Movement: Dance to the Music  TG p. 119 Oral Language: Animal Safety</p>

	<p><b>Finny, Feathery, Furry Friends</b>  TG pp. 134-135 Culminating Activity:  Investigation Celebration  <b>Splash and Dig</b>  TG p. 108 Math: Connecting Blocks</p>
<p>Anticipate consequences and plan ways to solve problems effectively, with guidance and support.  <i>ESD-5u</i></p>	<p><b>Let's Investigate!</b>  TG p. 186 Back to School: Classroom Rules  <b>Healthy You!</b>  TG p. 108 Math: Manny, May I?  <b>Splash and Dig</b>  TG p. 38 Transitions: Shell Stories  <b>Building Social and Emotional Skills</b>  TG p. 9 Dilly and Great Auntie Lu  TG p. 10 Dilly and Manny Salamander  TG p. 16 Make Things Right</p>
<p>Use a variety of strategies to solve problems and conflicts with increasing independence. <i>ESD-5v</i></p>	<p><b>Splash and Dig</b>  TG p. 65 Social and Emotional: Puppet Play  <b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It  TG pp. 106-107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: The Picnic is Canceled  <b>Building Social and Emotional Skills</b>  The Social Coaching Tips on every page of the Activity Guide provide strategies for solving social/emotional skills. See also specific activities such as:  TG p. 16 Make Things Right  TG p. 18 Talk About It  TG p. 25 Stay Calm!  TG p. 29 Hello and Goodbye  TG p. 29 Turtle Talk  TG p. 31 We Can Compromise  TG p. 33 Don't Stress</p>
<p>Express respect and caring for all people, including people with disabilities. <i>ESD-5w</i></p>	<p><b>Finny, Feathery, Furry Friends</b>  TG p. 65 Social and Emotional: Show You Care  TG pp. 106-107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: Overcoming Fears  <b>Building Social and Emotional Skills</b>  TG p. 19 Let's Be Friends  TG p. 20 I Can Help!  TG p. 21 I Know How You Feel</p>

	<p>TG p. 28 A Different Perspective  TG p. 31 Helping Others  TG p. 32 Showing Respect</p>
Recognize and honor cultural differences. <i>ESD-5x</i>	<p><b>Let's Investigate!</b>  TG p. 83 Social Studies: The Traveler in You  TG pp. 88–89 Small Group: Social Studies  TG p. 94 Fine Art: Art Across Cultures  TG p. 99 Social Studies: Travel with JT</p> <p><b>Healthy You!</b>  TG p. 84 Social Studies: Food from Around the World  TG pp. 126–127 Whole Group: Multicultural Storytelling Classics</p> <p><b>Watch It Grow</b>  TG p. 68 Music: “Watch It Crow Cha Cha”  TG pp. 126–127 Whole Group: Multicultural Storytelling Classics</p> <p><b>Building Social and Emotional Skills</b>  TG p. 19 Let’s Be Friends  TG p. 28 A Different Perspective  TG p. 32 Showing Respect</p>

**Learning about Feelings**

**Goal ESD-6: Children identify, manage, and express their feelings.**

Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. <i>ESD-6o</i>	<p><b>Under Construction</b>  TG pp. 106-107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: May I Please?</p> <p><b>Healthy You!</b>  TG p. 98 Oral Language: How Am I Feeling?</p> <p><b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It  TG pp. 106-107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: The Picnic is Cancelled</p> <p><b>Building Social and Emotional Skills</b>  TG p. 9 Dilly and JT Gator  TG p. 10 Dilly and Rosalita Sausalita  TG p. 10 Dilly and Manny Salamander  TG p. 14 Tell Us How You Feel  TG p. 17 Show How You Feel  TG p. 21 I Know How You Feel</p>
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<p>Independently manage and express feelings effectively most of the time. <i>ESD-6p</i></p>	<p><b>Let’s Investigate!</b>  TG p. 116 Social Studies: The One and Only You  TG p. 209 Oral Language: The “Big Kid” in You  <b>Healthy You!</b>  TG p. 41 Learning Centers: Look at Me!  TG p. 64 Science: What’s Inside Me  TG pp. 96–97 Opening Circle: Oral Language  <b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It  <b>Building Social and Emotional Skills</b>  TG p. 17 Show How You Feel  TG p. 21 I Know How You Feel  TG p. 23 Focus Glasses  TG p. 25 Stay Calm!  TG p. 29 Hello and Goodbye  TG p. 29 Turtle Talk  TG p. 33 Don’t Stress  TG p. 33 Move Your Muscles</p>
<p>Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). <i>ESD-6q</i></p>	<p><b>Let’s Investigate!</b>  TG p. 98 Back to School: Mirror Me  TG pp. 168–169 Opening Circle Time: Oral Language  TG p. 209 Oral Language: “Big Kid” in You  TG p. 231 Oral Language: Investigator in You  <b>Under Construction</b>  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: May I Please?  <b>Healthy You</b>  TG p.124 Social and Emotional: Be Prepared  <b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It  <b>Building Social and Emotional Skills</b>  The Coaching Tips on every page of the activity guide provide vocabulary for talking about feelings</p>
<p>Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). <i>ESD-6r</i></p>	<p><b>Let’s Investigate!</b>  TG p. 104 Opening Circle Time: Back to School: Getting to Know the Teacher  TG p. 127 Oral Language: Getting to Know Rosalita  TG p. 171 Oral Language: The Handy Person in You</p>

	<p><b>Under Construction</b>  TG p. 79 Oral Language: Where Do We Live?  TG p. 132 Oral Language: Hello, My Name Is Gabby</p> <p><b>Splash and Dig</b>  TG pp. 110–111 Closing Circle: Shared Writing  TG pp. 116–117 Opening Circle: Oral Language</p> <p><b>Watch It Grow</b>  TG p. 30 Daily Routines: Bee Mail  TG p. 43 Learning Centers: What We Get from Plants</p>
<p>Use problem-solving strategies when feeling angry or frustrated. <i>ESD-6s</i></p>	<p><b>Splash and Dig</b>  TG p. 65 Social and Emotional: Puppet Play</p> <p><b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It  TG pp. 106-107 Whole Group: Social and Emotional  TG pp. 110-111 Closing Circle Time: Shared Writing  TG p. 124 Social and Emotional: The Picnic is Canceled</p> <p><b>Building Social and Emotional Skills</b>  TG p. 25 Stay Calm!  TG p. 29 Turtle Talk  TG p. 33 Don't Stress  TG p. 33 Move Your Muscles</p>
<p><b>Goal ESD 7: Children recognize and respond appropriately to the needs and feelings of others.</b></p>	
<p>Communicate understanding and empathy for others' feelings. <i>ESD-7n</i></p>	<p><b>Finny, Feathery, Furry Friends</b>  TG p. 65 Social and Emotional: Show You Care  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: Overcoming Fears</p> <p><b>Weather Watchers</b>  TG p. 124 Social and Emotional: The Picnic is Canceled</p> <p><b>Building Social and Emotional Skills</b>  TG p. 9 Dilly and JT Gator  TG p. 10 Dilly and Rosalita Sausalita  TG p. 20 Superheroes  TG p. 21 I Know How You Feel  TG p. 30 I'm Sorry!</p>

<p>Independently manage and express feelings effectively most of the time. <i>ESD-6p</i></p>	<p><b>Let’s Investigate!</b>  TG p. 113 Social Studies: Special Me, Special You  TG p. 116 Social Studies: The One and Only You  TG p. 138 Social Studies: We Grow and Change  TG p. 209 Oral Language: The “Big Kid” in You  <b>Under Construction</b>  TG p. 38 Daily Routines: Who Is It?  <b>Healthy You</b>  TG p. 41 Learning Centers: Look at Me!  TG p. 64 Science: What's Inside Me  <b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It</p>
<p>Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). <i>ESD-6q</i></p>	<p><b>Let’s Investigate!</b>  TG p. 98 Back to School: Mirror Me  TG pp. 168–169 Opening Circle Time: Oral Language  TG p. 171 Oral Language: The Handy Person in You  TG pp. 190–191 Opening Circle Time: Oral Language  <b>Under Construction</b>  TG pp. 52–53 Investigation Launch  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: May I Please?  <b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It  <b>Building Social and Emotional Skills</b>  The Coaching Tips on every page of the activity guide provide vocabulary and strategies for talking about feelings.</p>
<p>Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”). <i>ESD-7o</i></p>	<p><b>Let’s Investigate!</b>  TG p. 127 Oral Language: Getting to Know Rosalita  <b>Under Construction</b>  TG p. 112 Oral Language: Medallion Day  <b>Weather Watchers</b>  TG p. 41 Learning Centers: Felt Board Names and Stories  <b>Building Social and Emotional Skills</b>  TG p. 16 Make Things Right  TG p. 25 Stay Calm!</p>

	TG p. 26 Let's Help Dilly TG p. 31 Tall Like a Tower
Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (complement each other during play, work out conflicts, show respect for opinions expressed by others). <i>ESD-7p</i>	<b>Building Social and Emotional Skills</b> TG p. 34 Marching Band TG p. 34 Sidewalk Art PG. 35 Bubble Shapes TG p. 35 Let's Be Frog! TG p.35 Nature Walk TG p. 36A Beach Ball Kind of Day TG p. 36 Animal Charades TG p. 37 Hula Hoops in a Row TG p. 37 Chariot Races TG p. 40 Hot Potatoes! TG p. 40 Find or Make Shapes

<b>Health and Physical Development</b>	
<i>Physical Health and Growth</i>	
<b>Goal HPD-1: Children develop healthy eating habits.</b>	
Try new foods. <i>HPD-1s</i>	<b>Let's Investigate!</b> TG p. 157 Social Studies: We Have Needs <b>Healthy You</b> TG p. 78 Oral Language: Veggies TG p. 78 Oral Language: Nutritious Food TG p. 79 Oral Language: Let's Go Shopping TG p. 88 Literacy: Let's Make a Menu <b>Watch It Grow</b> TG pp. 66-67 Whole Group: Literacy
Feed themselves with utensils independently. <i>HPD-1t</i>	<b>Let's Investigate!</b> TG p. 157 Social Studies: We Have Needs <b>Healthy You</b> TG p. 78 Oral Language: Veggies TG p. 78 Oral Language: Nutritious Food TG p. 79 Oral Language: Let's Go Shopping TG p. 88 Literacy: Let's Make a Menu <b>Watch It Grow</b> TG pp. 66-67 Whole Group: Literacy
Given a selection of familiar foods, identify which foods are nutritious and which are not. <i>HPD-1u</i>	<b>Healthy You</b> TG p. 78 Oral Language: Nutritious Food TG p. 79 Oral Language: Let's Go Shopping TG p. 79 Oral Language: Play Time

	<p>TG p. 88 Literacy: Make a Menu  TG p. 89 Literacy: Reread a Math Story  TG pp. 136-137 Family Investigation Night: Trail Mix  <b>Watch It Grow</b>  TG pp. 66-67 Whole Group: Literacy  TG p. 93 Science: Fruit Salad Survey</p>
<p>Talk about variety and amount of foods needed to be healthy. <i>HPD-1v</i></p>	<p><b>Healthy You</b>  TG p. 78 Oral Language: Nutritious Food  TG p. 79 Oral Language: Let's Go Shopping  TG p. 79 Oral Language: Play Time  TG p. 88 Literacy: Make a Menu  TG p. 89 Literacy: Reread a Math Story  TG pp. 136-137 Family Investigation Night: Trail Mix  <b>Watch It Grow</b>  TG pp. 66-67 Whole Group: Literacy  TG p. 93 Science: Fruit Salad Survey</p>
<p>Name foods and beverages that help to build healthy bodies. <i>HPD-1w</i></p>	<p><b>Healthy You</b>  TG p. 78 Oral Language: Nutritious Food  TG p. 79 Oral Language: Let's Go Shopping  TG p. 79 Oral Language: Play Time  TG p. 88 Literacy: Make a Menu  TG p. 89 Literacy: Reread a Math Story  TG pp. 136-137 Family Investigation Night: Trail Mix  <b>Watch It Grow</b>  TG pp. 66-67 Whole Group: Literacy  TG p. 93 Science: Fruit Salad Survey</p>
<p><b>Goal HPD-2: Children engage in active physical play indoors and outdoors.</b></p>	
<p>Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. <i>HPD-2o</i></p>	<p>Each Investigation contains an Outdoor Play Daily Routine that provides ideas and activities for games and other types of outdoor play. (See Investigation Teacher Guides p. 34). Also:  <b>Healthy You</b>  TG p. 36 Daily Routines: Daily Stretches  TG p. 57 Opening Circle: Sing an Action Song  TG pp. 134–135 Culminating Activity: Investigation Celebration: Raise Your Heart Rate  <b>Finny, Feathery, Furry Friends</b>  TG p. 39 Daily Routines: How Shall I move?  TG p. 108 Music: "The Bear Went Over the Mountain"  <b>Watch It Grow</b>  TG p. 128 Music and Movement: Johnny Appleseed Dance</p>



<p>Communicate ways physical activity keeps us healthy and makes us feel good. <i>HPD-2p</i></p>	<p>Each Investigation contains an Outdoor Play Daily Routine that provides ideas and activities for games and other types of outdoor play. (See Investigation Teacher Guides p. 34). Also:</p> <p><b>Healthy You</b>  TG p. 36 Daily Routines: Daily Stretches  TG p. 57 Opening Circle Time: Sing an Action Song  TG pp. 134–135 Culminating Activity: Investigation Celebration: Raise Your Heart Rate</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 39 Daily Routines: How Shall I Move?  TG p. 108 Music: "The Bear Went Over the Mountain"</p> <p><b>Watch It Grow</b>  TG p. 128 Music and Movement: Johnny Appleseed Dance</p>
<p>Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination. <i>HPD-2q</i></p>	<p>Each Investigation contains an Outdoor Play Daily Routine that provides ideas and activities for games and other types of outdoor play. (See Investigation Teacher Guides p. 34). Also:</p> <p><b>Healthy You</b>  TG p. 36 Daily Routines: Daily Stretches  TG p. 57 Opening Circle: Sing an Action Song  TG pp. 134–135 Culminating Activity: Investigation Celebration: Raise Your Heart Rate</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 39 Daily Routines: How Shall I Move?  TG p. 108 Music: "The Bear Went Over the Mountain"</p>
<p>Transition independently from active to quiet activities most of the time. <i>HPD-2r</i></p>	<p><b>Let's Investigate!</b>  TG p. 39 Daily Routines: Establish Set-Up/Cleanup Routines  TG p. 41 Daily Routines: Tidy-Up Time</p> <p><b>Under Construction</b>  TG p. 38 Daily Routines : Rocks  TG p. 38 Give Yourself a Hug</p> <p><b>Healthy You</b>  TG p. 38 Daily Routines: The Cleanup Song</p> <p><b>Weather Watchers</b>  TG p. 38 Daily Routines: A Musical Signal  TG p. 39 Daily Routines: Weather Walking</p>
<p><b>Goal HPD-3: Children develop healthy sleeping habits.</b></p>	

<p>Communicate ways sleep keeps us healthy and makes us feel good. <i>HPD-3k</i></p>	<p><b>Healthy You!</b>  TG pp. 66–67 Literacy  TG pp. 90–91 Shared Writing  TG pp. 136–137 Trail Mix</p>
<p>Independently start and participate in sleep routines most of the time. <i>HPD-3l</i></p>	<p><b>Healthy You!</b>  TG pp. 66–67 Literacy  TG pp. 90–91 Shared Writing  TG pp. 136–137 Trail Mix</p>
<p><i>Motor Development</i></p>	
<p><b>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b></p>	
<p>Coordinate movement of upper and lower body. <i>HPD-4p</i></p>	<p><b>Under Construction</b> TG p. 34 Daily Routines: Outdoor Play  TG p. 39 Daily Routines: Giant Steps  <b>Healthy You</b>  TG p. 39 Daily Routines: How Shall I Move?  TG p. 73 Movement: Jump and Jive  TG p. 88 Movement: Healthy Food Hopscotch  TG p. 112 Math: Shape Walk  <b>Finny, Feathery, Furry Friends</b>  TG p. 39 Daily Routines: How Shall I Move?  TG p. 108 Music: “The Bear Went Over the Mountain”  <b>Splash and Dig</b>  TG p. 93 Music and Movement: Sea Limbo</p>
<p>Perform complex movements smoothly. <i>HPD-4q</i></p>	<p><b>Let’s Investigate!</b>  TG p. 165 Gross Motor Skills: Exercise Like Manny  <b>Under Construction</b>  TG p. 38 Transitions: Rocks  TG p. 68 Music: Let’s Dance  TG p. 121 Everyday Literacy: Letter or Number?  <b>Healthy You</b>  TG p. 34 Daily Routines: Outdoor Play  TG p. 39 Daily Routines: How Shall I Move?  TG p. 73 Movement: Jump and Jive  TG p. 85 Science: Animal Exercises  TG pp. 106-107 Whole Group: Social and Emotional  <b>Finny, Feathery, Furry Friends</b>  TG p. 34 Daily Routines: Gross Motor Skills</p>

	<p>TG p. 38 Daily Routines: Like an Animal  <b>Splash and Dig</b>  TG p. 34 Daily Routines: Outdoor Play  TG p. 128 Math: Bounce and Count</p>
<p>Move quickly through the environment and stop.  <i>HPD-4r</i></p>	<p><b>Splash and Dig</b>  TG p. 34 Daily Routines: Outdoor Play  TG p. 128 Math: Bounce and Count  <b>Watch It Grow</b>  TG p. 32 Daily Routines: Letters  TG p. 34 Daily Routines: Gross Motor Skills  TG p. 101 Everyday Literacy: The Letter Jj  TG p. 133 Math: How Far Is It?  <b>Weather Watchers</b>  TG p. 34 Daily Routines: Outdoor Play  TG p. 124 Math: The Numbers 0 to 10</p>
<p>Show awareness of own body in relation to other people and objects while moving through space.  <i>HPD-4s</i></p>	<p><b>Under Construction</b>  TG p. 38 Transitions: Rocks  TG p. 68 Music: Let’s Dance  <b>Healthy You</b>  TG p. 31 Daily Routines: Word of the Week  TG p. 34 Daily Routines: Outdoor Play  TG p. 39 Daily Routines: How Shall I Move?  TG p. 73 Movement: Jump and Jive  TG p. 85 Science: Animal Exercises  TG pp. 106-107 Whole Group: Social and Emotional  <b>Finny, Feathery, Furry Friends</b>  TG p. 34 Daily Routines: Gross Motor Skills  TG p. 34 Daily Routines: Outdoor Play  TG p. 38 Daily Routines: Like an Animal</p>
<p><b>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b></p>	
<p>Draw and write smaller figures with more detail.  <i>HPD-5m</i></p>	<p><b>Under Construction</b>  TG p. 40 Learning Centers: While You Were Out  TG p. 45 Learning Centers: Tire Track Prints  TG pp. 62–63 Small Group: Early Writing  <b>Healthy You</b>  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Finny, Feathery, Furry Friends</b>  TG p. 47 Social Studies: Shopping List</p>

	<p><b>Splash and Dig</b> TG pp. 90–91 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b> TG p. 129 Art: Four Seasons Mobile</p>
<p>Engage in complex hand-eye coordination activities with a moderate degree of precision and control. <i>HPD-5n</i></p>	<p><b>Let’s Investigate!</b> TG p. 39 Daily Routines: Establish Good Table Manners TG p. 160 Social Studies: We Know What We Need TG p. 183 Math: Cut to Size</p> <p><b>Under Construction</b> TG p. 42 Learning Centers: Build a Pattern TG p. 42 Learning Centers: Dump Trucks TG p. 44 Learning Centers: Building Plans TG p. 84 Math: The Number 1</p> <p><b>Splash and Dig</b> TG p. 64 Math: The Number 8</p> <p><b>Watch It Grow</b> TG p. 124 Social and Emotional: Kabob Crew</p> <p><b>Weather Watchers</b> TG p. 129 Art: Four Seasons Mobile</p>
<p>Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). <i>HPD-5o</i></p>	<p><b>Let’s Investigate!</b> TG p. 47 Learning Centers: Initial Prints TG p. 160 Social Studies: We Know What We Need TG p. 183 Math: Cut to Size</p> <p><b>Under Construction</b> TG p. 42 Learning Centers: Build a Pattern</p> <p><b>Healthy You</b> TG p. 42 Learning Centers: Geoboards TG p. 43 Learning Centers: What Can My Muscles Do?</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 47 Social Studies: Shopping List TG p. 47 Learning Centers: Animal Habitats</p> <p><b>Splash and Dig</b> TG p. 43 Learning Centers: Moving Water with a Sponge TG p. 43 Learning Centers: Beach Mural</p> <p><b>Weather Watchers</b> TG p. 48 Learning Centers: Build a Castle</p>

*Self-Care*

**Goal HPD-6: Children develop awareness of their needs and the ability**

<b>to communicate their needs.</b>	
Use language to ask adults or peers specifically for the kind of help needed in a particular situation. <i>HPD-6i</i>	<p><b>Let's Investigate!</b> TG p. 187 Social and Emotional: The Superhero in You</p> <p><b>Under Construction</b> TG pp. 62-63 Small Group: Early Writing TG p. 65 Social and Emotional: Play a Sharing Game TG p. 112 Oral Language: Medallion Day</p>
Consistently use strategies to calm themselves when needed. <i>HPD-6j</i>	<p><b>Under Construction</b> TG pp. 106-107 Whole Group: Social and Emotional</p> <p><b>Healthy You</b> TG p. 124 Social and Emotional: Be Prepared!</p> <p><b>Weather Watchers</b> TG p. 65 Social and Emotional: Feel It, Show It, Say It TG p. 69 Literacy: Reread a Snowy Story TG pp. 106-107 Whole Group: Social and Emotional TG pp. 110-111 Closing Circle Time: Shared Writing TG p. 124 Social and Emotional: The Picnic Is Canceled</p>
<b>Goal HPD-7: Children develop independence in caring for themselves and their environment.</b>	
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. <i>HPD-7q</i>	<p><b>Let's Investigate!</b> TG p. 38 Daily Routines: Establish Toilet Routines</p> <p><b>Healthy You</b> TG p. 98 Oral Language: Care for Cuts TG p. 99 Oral Language: Dressing Up TG p. 113 Oral Language: I Can Do It! TG p. 125 Literacy: Safety Signs</p> <p><b>Weather Watchers</b> TG p. 36 Daily Routines: Fastening Practice TG p. 36 Daily Routines: What to Wear? TG p. 44 Learning Centers: What Should We Pack?</p>
Dress and undress themselves independently. <i>HPD-7r</i>	<p><b>Healthy You</b> TG p. 99 Oral Language: Dressing Up TG p. 113 Oral Language: I Can Do It!</p> <p><b>Weather Watchers</b> TG p. 36 Daily Routines: Fastening Practice TG p. 36 Daily Routines: What to Wear? TG p. 44 Learning Centers: What Should We</p>

	Pack?
Perform tasks to maintain the indoor and outdoor learning environment independently. <i>HPD-7s</i>	<b>Building Social and Emotional Skills Activity Guide</b> TG p. 15 Use Your Indoor Voice <b>Splash and Dig</b> TG p. 35 Daily Routines: Social and Emotional Development TG p. 93 Closing Circle Time: Music
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). <i>HPD-7t</i>	Each Investigation includes Daily Routines designed to focus activities on safety and health. Daily Routines TG p. 29 and TG p. 38 (Let's Investigate! TG p. 31 and p. 38). Also: <b>Let's Investigate!</b> TG p. 36 Daily Routines: Outdoor Play TG p. 170 Back to School: Fire Safety <b>Under Construction</b> TG p. 36 Daily Routines: Rub a Dub Dub TG p. 36 Daily Routines: Stop Signs <b>Healthy You</b> TG p. 38 Daily Routines: Seat Belts, Please! TG p. 118 Oral Language: Red Light, Green Light TG p. 132 Closing Circle Time: Health: Stop, Drop, Roll
<i>Safety Awareness</i>	
<b>Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
Avoid potentially dangerous behaviors. <i>HPD-8m</i>	
Consistently recognize and avoid objects, substances, and activities, within the environment that might cause harm. <i>HPD-8n</i>	Each Investigation contains Health Daily Routines (Investigation TG p. 36) and Safety Daily Routines (Investigation TG p. 29) that provide ideas for communicating health and safety rules, and helping children learn to follow health and safety rules. Also: <b>Healthy You</b> TG p. 38 Daily Routines: Seat Belts TG pp. 116–117 Opening Circle Time: Oral Language TG p. 118 Oral Language: Everyday Safety TG p. 118 Oral Language: Red Light, Green Light TG p. 119 Oral Language: Animal Safety TG p. 124 Social and Emotional: Be Prepared! TG p. 125 Small Group: Literacy: Safety Signs TG p. 132 Health: Stop, Drop, Roll <b>Finny, Feathery, Furry Friends</b> TG p. 36 Daily

<p>Independently follow established safety rules. <i>HPD-8o</i></p>	<p>Routines: Keen Senses for Crossing</p> <p>Each Investigation includes Daily Routines designed to focus activities on safety and health. Daily Routines TG p. 29 and TG p. 38 (Let's Investigate! TG p. 31 and p. 38). Also:</p> <p><b>Let's Investigate!</b> TG p. 36 Daily Routines: Outdoor Play TG p. 170 Back to School: Fire Safety</p> <p><b>Under Construction</b> TG p. 36 Daily Routines: Rub a Dub Dub TG p. 36 Daily Routines: Stop Signs</p> <p><b>Healthy You</b> TG p. 38 Daily Routines: Seat Belts, Please! TG p. 118 Oral Language: Red Light, Green Light TG p. 132 Closing Circle Time: Health: Stop, Drop, Roll</p>
<p>Identify people who can help them in the community (police, firefighter, nurse). <i>HPD-8p</i></p>	<p><b>Let's Investigate!</b> TG p. 51 Learning Centers: Props and Costumes TG p. 126 Back to School: School Helpers TG p. 142 Back to School: Helper Chart TG p. 192 Back to School: Classroom Jobs TG p. 201 Social Studies: What's My Job? TG p. 209 Oral Language: Bee Mail Delivery</p> <p><b>Under Construction</b> TG p. 44 Learning Centers: Who Uses What? TG p. 59 Oral Language: Off to Work TG p. 84 Social Studies: Community Workers TG p. 98 Oral Language: Let's Paint TG p. 104 Social Studies: Plumbers</p> <p><b>Healthy You</b> TG p. 44 Learning Centers: Doctor's Office TG p. 118 Oral Language: Red Light, Green Light</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 49 Learning Centers: At the Vet's</p> <p><b>Watch It Grow</b> TG p. 84 Social Studies: Robby's Job Chart</p>

Language Development and Communication	
<i>Learning to Communicate</i>	
<b>Goal LDC-1: Children understand communications from others.</b>	
Show understanding of increasingly complex sentences. <i>LDC-1n</i>	<p><b>Let's Investigate!</b>            TG p. 99 Music: The Musician in You            TG p. 171 Oral Language: Getting to Know Chuck            TG pp. 212–213 Opening Circle Time: Oral Language</p> <p><b>Under Construction</b>            TG p. 72 Oral Language: Pass a Hardhat            TG pp. 76–77 Opening Circle Time: Oral Language</p> <p><b>Healthy You</b>            TG p. 132 Oral Language: Sharing Chair</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 79 Oral Language: "The Farmyard"</p> <p><b>Splash and Dig</b>            TG pp. 76–77 Opening Circle Time: Oral Language</p> <p><b>Watch It Grow</b>            TG p. Oral Language: Who's Got the Seed?</p>
Respond to requests for information or action. <i>LDC-1o</i>	<p><b>Let's Investigate!</b>            TG p. 56 Back to School: Getting to Know Each Other            TG p. 201 Social Studies: What's My Job?</p> <p><b>Under Construction</b>            TG pp. 56–57 Opening Circle: Oral Language</p> <p><b>Healthy You</b>            TG p. 78 Oral Language: Nutritious Food</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 56–57 Opening Circle Time: Oral Language</p> <p><b>Watch It Grow</b>            TG pp. 56–57 Opening Circle: Oral Language</p> <p><b>Weather Watchers</b>            TG p. 99 Oral Language: Windy Words</p>
Follow more detailed multistep directions. <i>LDC-1p</i>	<p><b>Let's Investigate!</b>            TG p. 33 Daily Routines: Attendance            TG pp. 154-155 Small Group: Literacy            TG p. 170 Back to School: Fire Safety            TG p. 187 Listening: Chuck Says</p> <p><b>Healthy You</b>            TG p. 59 Listening: Teddy Bear</p>



	<p>TG p. 73 Movement: Jump and Jive  <b>Splash and Dig</b>  TG p. 109 Literacy: Really Listen!  TG p. 119 Listening: Listen and Act  <b>Watch It Grow</b>  TG pp. 106-107 Whole Group: Social and Emotional  <b>Building Social and Emotional Skills Activity Guide</b>  TG p. 15 Circle Forest Walk</p>
<p><b>Goal LDC-2: Children participate in conversations with peers and adults.</b></p>	
<p>Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). <i>LDC-2l</i></p>	<p><b>Let's Investigate!</b>  TG p. 51 Learning Centers: Puppets  TG p. 73 Dramatic Play: The Imagination in You  TG p. 95 Literacy: Reading Everywhere  TG p. 143 Dramatic Play: Rosalita's Fancy Footwork  <b>Healthy You</b>  TG p. 48 Learning Centers: Drive-Through Restaurant  TG p. 49 Learning Centers: Your Heart Beats  <b>Splash and Dig</b>  TG p. 48 Learning Centers: Boat Builders  <b>Watch It Grow</b>  TG p. 49 Learning Centers: Produce Stand  TG p. 49 Learning Centers: Rain Forest Day  <b>Weather Watchers</b>  TG p. 49 Learning Centers: A Chance of Snow  TG p. 49 Learning Centers: Airplane Ride</p>
<p>Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. <i>LDC-2m</i>  Initiate and participate in conversations related to interests of their own or the persons they are communicating with. <i>LDC-2n</i></p>	<p><b>Let's Investigate!</b>  TG p. 98: Back to School: Mirror Me  TG p. 120 Oral Language: Sharing Chair  TG p. 186 Back to School: Classroom Rules  TG p. 214 Back to School: A Community of Learners  TG p. 230 Back to School: Personal Space</p>
<p>Participate in a group discussion, making comments and asking questions related to the topic. <i>LDC-2o</i></p>	<p><b>Let's Investigate!</b>  TG pp. 124-125 Opening Circle Time: Oral Language  TG pp. 146-147 Opening Circle Time: Oral Language  TG pp. 154-155 Small Group: Literacy  TG pp. 212-213 Opening Circle Time: Oral Language  <b>Under Construction</b>  TG p. 78 Oral Language: Room Riddles</p>

	<p>TG pp. 106-107 Whole Group: Social and Emotional</p> <p><b>Healthy You</b></p> <p>TG pp. 126-127 Whole Group: Storytelling Classics</p> <p><b>Splash and Dig</b></p> <p>TG pp. 56-57 Opening Circle: Oral Language</p> <p>TG p. 98 Oral Language: Off to the Lake</p> <p>TG p. 99 Oral Language: Lakes and Oceans</p>
<p>Show an appreciation for and can use humor appropriately. <i>LDC-2p</i></p>	<p><b>Let's Investigate!</b></p> <p>TG pp. 88-89 Small Group: Social Studies</p> <p>TG pp. 110-111 Small Group: Science</p> <p>TG p. 127 Oral Language: Getting to Know Rosalita</p> <p>TG pp. 128-129 Everyday Literacy: Phonological Awareness</p> <p>TG p. 148 Music: Songs with Rhymes</p> <p>TG p. 165 Literacy: The Rhyme in You</p> <p>TG p. 171 Oral Language: Getting to Know Chuck</p> <p>TG pp. 172-173 Everyday Literacy: Phonological Awareness</p> <p><b>Under Construction</b></p> <p>TG p. 39 Transitions: Open, Shut Them</p> <p>TG p. 46 Learning Centers: Karaoke Kid</p>
<p><b>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p>	
<p>Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”) <i>LDC-3f</i></p>	<p><b>Under Construction</b></p> <p>TG p. 129 Literacy: Retell a Classic</p> <p>TG p. 132 Oral Language: Sharing Chair</p> <p><b>Splash and Dig</b></p> <p>TG pp. 116-117 Opening Circle Time: Oral Language</p> <p>TG p. 118 Oral Language: Follow the River</p> <p><b>Weather Watchers</b></p> <p>TG p. 72 Oral Language: Pass the Rain Hat</p>
<p>Ask specific questions to learn more about their world, understand tasks, and solve problems. <i>LDC-3g</i></p>	<p><b>Let's Investigate!</b></p> <p>TG pp. 78–79 Investigation: Investigation Station</p> <p>TG pp. 110–111 Small Group: Science</p> <p>TG p. 135 Science: Investigators Try and Record</p> <p><b>Under Construction</b></p> <p>TG pp. 54–55 Investigation: Investigation Station</p> <p>TG p. 104 Science: Rocks Rock!</p> <p><b>Healthy You</b></p> <p>TG p. 43 Learning Centers: Your Sense of Touch</p> <p>TG p. 104 Science: Clues to Healthy Habits</p>

	<p><b>Splash and Dig</b>  TG p. 47 Learning Centers: Water Play  TG p. 48 Learning Centers: Water Maze  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p>
<b>Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.</b>	
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. <i>LDC-4k</i>	<p><b>Under Construction</b>  TG p. 129 Literacy: Retell a Classic  TG p. 132 Oral Language: Sharing Chair  <b>Splash and Dig</b>  TG pp. 116-117 Opening Circle Time: Oral Language  TG p. 118 Oral Language: Follow the River  <b>Weather Watchers</b>  TG p. 72 Oral Language: Pass the Rain Hat</p>
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). <i>LDC-4l</i>	<p><b>Let’s Investigate!</b>  TG p. 51 Learning Centers: Puppets  TG p. 73 Dramatic Play: The Imagination in You  TG p. 95 Literacy: Reading Everywhere  TG p. 143 Dramatic Play: Rosalita’s Fancy Footwork  <b>Healthy You</b>  TG p. 48 Learning Centers: Drive-Through Restaurant  TG p. 49 Learning Centers: Your Heart Beats  <b>Splash and Dig</b>  TG p. 48 Learning Centers: Boat Builders  <b>Watch It Grow</b>  TG p. 49 Learning Centers: Produce Stand  TG p. 49 Learning Centers: Rain Forest Day  <b>Weather Watchers</b>  TG p. 49 Learning Centers: A Chance of Snow  TG p. 49 Learning Centers: Airplane Ride</p>
Speak clearly enough to be understood by most people. <i>LDC-4m</i>	<p><b>Let’s Investigate!</b>  TG p. 164 Oral Language: Sharing Chair  TG p. 193 Oral Language: Get to Know Bruno  <b>Under Construction</b>  TG p. 72 Oral Language: Pass a Hardhat  TG p. 92 Oral Language: Sharing Chair  TG p. 98 Oral Language: Let’s Paint  TG p. 113 Oral Language: If I Were a Tool  TG p. 129 Literacy: Retell a Classic  <b>Splash and Dig</b>  TG p. 78 Opening Circle Time: Oral Language: Ocean Shell  TG p. 93 Music: “Merrily We Roll Along”</p>

	<p>TG p. 132 Closing Circle Time: Oral Language: Sharing Chair</p> <p><b>Weather Watchers</b></p> <p>TG p. 72 Oral Language: Pass the Rain Hat</p> <p>TG pp. 76–77 Opening Circle: Oral Language</p>
States point of view, likes and dislikes. <i>LDC-4n</i>	<p><b>Under Construction</b></p> <p>TG p. 129 Literacy: Retell a Classic</p> <p>TG p. 132 Oral Language: Sharing Chair</p> <p><b>Splash and Dig</b></p> <p>TG pp. 116-117 Opening Circle: Oral Language</p> <p>TG p. 118 Oral Language: Follow the River</p> <p><b>Weather Watchers</b></p> <p>TG p. 72 Oral Language: Pass the Rain Hat</p>
Relays messages accurately. <i>LDC-4o</i>	<p><b>Under Construction</b></p> <p>TG p. 129 Literacy: Retell a Classic</p> <p>TG p. 132 Oral Language: Sharing Chair</p> <p><b>Splash and Dig</b></p> <p>TG pp. 116-117 Opening Circle: Oral Language</p> <p>TG p. 118 Oral Language: Follow the River</p> <p><b>Weather Watchers</b></p> <p>TG p. 72 Oral Language: Pass the Rain Hat</p>
Expresses ideas in more than one way. <i>LDC-4p</i>	<p><b>Let's Investigate!</b></p> <p>TG p. 104 Music: Make Your Own Music</p> <p>TG p. 170 Music: Clap and Step</p> <p>TG p. 179 Science: Loud and Quiet Sounds</p> <p><b>Under Construction</b></p> <p>TG p. 73 Listening: Construction Sounds</p> <p><b>Healthy You</b></p> <p>TG p.104 Science: Clues to Healthy Habits</p> <p><b>Splash and Dig</b></p> <p>TG p. 32 Daily Routines: Music</p> <p>TG p. 32 Daily Routines: Phonological Awareness</p> <p>TG p. 58 Oral Language: Sounds of the Sea</p> <p>TG p. 73 Listening: Water Sounds</p>
<b>Goal LDC-5: Children describe familiar people, places, things, and events.</b>	
Describe experiences and create and/or retell longer narratives. <i>LDC-5f</i>	<p><b>Under Construction</b></p> <p>TG p. 79 Oral Language: Where Do We Live?</p> <p>TG pp. 122-123 Small Group: Science</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG pp. 66-67 Whole Group: Literacy</p> <p>TG p. 69 Math: Color Size Shape</p> <p><b>Weather Watchers</b></p> <p>TG pp. 116-117 Opening Circle Time: Oral Language</p> <p>TG p. 129 Literacy: Retell a Classic</p>

<b>Goal LDC-6: Children use most grammatical constructions of their home language well.</b>	
Describe experiences and create and/or retell longer narratives. <i>LDC-5f</i>	<p><b>Under Construction</b>  TG p. 79 Oral Language: Where Do We Live?  TG pp. 122-123 Small Group: Science</p> <p><b>Finny, Feathery, Furry Friends</b>  TG pp. 66-67 Whole Group: Literacy  TG p. 69 Math: Color Size Shape</p> <p><b>Weather Watchers</b>  TG pp. 116-117 Opening Circle Time: Oral Language  TG p. 129 Literacy: Retell a Classic</p>
Speak in full sentences that are grammatically correct most of the time. <i>LDC-6i</i>	<p><b>Splash and Dig</b>  TG p. 92 Oral Language: Sharing Chair  TG p. 92 Oral Language: Sharing Chair</p> <p><b>Watch It Grow</b>  TG p. Oral Language: Who's Got the Seed?</p> <p><b>Weather Watchers</b>  TG p. 59 Oral Language: Rainy-Day Walk  TG p. 52 Oral Language: Sharing Chair  TG p. 93 Oral Language: If I Could  TG pp. 96–97 Opening Circle Time: Oral Language  TG p. 132 Oral Language: Sharing Chair</p>

<b>Goal LDC-7: Children respond to and use a growing vocabulary.</b>	
Repeat familiar songs, chants, or rhymes. <i>LDC-7p</i>	<p><b>Let's Investigate!</b>  TG p. 82 Back to School: Name Song  TG p. 126 Music: Music Long Ago  TG p. 214 Music: "InvestiGator Club Theme Song"</p> <p><b>Under Construction</b>  TG p. 88 Music and Movement: Rhythm</p> <p><b>Healthy You</b>  TG p. 128 Music: Sing About Vegetables</p> <p><b>Splash and Dig</b>  TG p. 73 Music: The Water Song  TG p. 93 Music: "Merrily We Roll Along"  TG p. 108 Music: Feel the Beat</p> <p><b>Watch It Grow</b>  TG p. 68 Music: " Watch It Crow Cha Cha"  TG p. 128 Music and Movement: Johnny Appleseed Dance</p> <p><b>Weather Watchers</b>  TG pp. 76–77 Opening Circle: Oral Language  TG p. 128 Music: Spring Rain Showers</p>

<p>Use a growing vocabulary that includes many kinds of words to express ideas clearly. <i>LDC-7q</i></p>	<p><b>Let's Investigate!</b>  TG p. 65 Readiness: Dilly Discovers Primary Colors  TG pp. 66–67 Readiness: Colors  TG p. 90 Readiness: JT's Near or Far  TG pp. 92–93 Readiness: Near and Far  <b>Under Construction</b>  TG pp. 86–87 Whole Group: Math  <b>Healthy You</b>  TG pp. 52–53 Investigation Launch  TG pp. 76–77 Opening Circle: Oral Language  TG p. 113 Dramatic Play: All Kinds of Doctors  <b>Finny, Feathery, Furry Friends</b>  TG pp. 56–57 Opening Circle: Oral Language  TG p. 99 Oral Language: For the Birds  TG p. 99 Listening: A Bear Story  <b>Weather Watchers</b>  TG p. 75: Oral Language: Add One More  TG. pp. 52-53 Investigation Launch  TG. p. 29 Daily Routine: Safety</p>
<p>Infer the meaning of different kinds of new words from the context in which they are used. <i>LDC-7r</i></p>	<p><b>Let's Investigate!</b>  TG p. 156 Readiness: Left and Right  TG p. 160 Fine Art: Art of Today  <b>Under Construction</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 86–87 Whole Group: Math  TG p. 69 Literacy: Reread a Story  <b>Finny, Feathery, Furry Friends</b>  TG pp. 56–57 Opening Circle Time: Oral Lang  TG p. 99 Oral Language: For the Birds  TG p 99. Listening: A Bear Story  <b>Watch It Grow</b>  TG pp. 56–57 Opening Circle: Oral Language  TG p. 58 Oral Language: Explore a Rain Forest  TG p. 59 Oral Language: Tell About Pictures  <b>Weather Watchers</b>  TG p. 75 Oral Language: Add One More</p>
<p>Distinguishes between real and made up words. <i>LDC-7s</i></p>	<p><b>Finny, Feathery, Furry Friends</b> TG pp. 56–57  Opening Circle Time: Oral Language  <b>Watch It Grow</b>  TG pp. 56–57 Opening Circle Time: Oral Language  <b>Weather Watchers</b>  TG p. 99 Oral Language: Windy Words</p>

*Foundations for Reading*

**Goal LDC-8: Children develop interest in books and motivation to read.**

<p>Engage in reading behaviors independently with increased focus for longer periods of time. <i>LDC-8m</i></p>	<p><b>Let's Investigate!</b>  TG pp. 168–169 Opening Circle: Oral Language  <b>Under Construction</b>  TG p. 109 Literacy: Chuck, Chuck, and Away  TG p. 113 Oral Language: Character Puppets  <b>Healthy You</b>  TG pp. 90–91 Closing Circle: Shared Writing  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Finny, Feathery, Furry Friends</b>  TG pp. 62–63 Small Group: Early Writing  <b>Splash and Dig</b>  TG p. 125 Science: Reread a Muddy Story  <b>Watch It Grow</b>  TG pp. 82–83 Small Group: Literacy  TG p. 129 Literacy: Retell a Classic  <b>Weather Watchers</b>  TG p. 109 Literacy: Friends Like Rosalita</p>
<p>Use and share books and print in their play. <i>LDC-8n</i></p>	<p><b>Let's Investigate!</b>  TG pp. 102–103 Opening Circle: Oral Language  <b>Under Construction</b>  TG p. 69 Literacy: Reread a Story  <b>Healthy You</b>  TG pp. 66–67 Whole Group: Literacy  <b>Splash and Dig</b>  TG p. 120 Everyday Literacy: Jack and Jill  TG p. 129 Literacy: Retell a Classic  <b>Watch It Grow</b>  TG p. 125 Science: Reread a Shopping Story  <b>Weather Watchers</b>  TG p. 89 Literacy: Reread a Number Story</p>
<p>Listen to and discuss increasingly complex storybooks, information books, and poetry. <i>LDC-8o</i></p>	<p><b>Let's Investigate!</b>  TG pp. 168–169 Opening Circle Time: Oral Language  <b>Under Construction</b>  TG p. 109 Literacy: Chuck, Chuck, and Away  TG p. 113 Oral Language: Character Puppets  <b>Healthy You</b>  TG pp. 90–91 Closing Circle: Shared Writing  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Splash and Dig</b>  TG p. 125 Science: Reread a Muddy Story</p>

	<p><b>Watch It Grow</b>  TG pp. 82–83 Small group: Literacy  TG p. 129 Literacy: Retell a Classic</p> <p><b>Weather Watchers</b>  TG p. 109 Literacy: Friends Like Rosalita</p>
<p><b>Goal LDC-9: Children develop book knowledge and print awareness.</b></p>	
<p>Hold a book upright while turning pages one by one from front to back. <i>LDC-9k</i></p>	<p><b>Let's Investigate!</b>  TG pp. 102–103 Opening Circle Time: Oral Language  TG pp. 124–125 Opening Circle time: Oral Language  TG p. 134 Literacy: Books Have Parts  TG p. 139 Literacy: Have a Book Parade!</p> <p><b>Under Construction</b>  TG p. 66 Whole Group: Get Started</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 40 Learning Centers: Storytelling Time  TG p. 65 Literacy: Book Knowledge</p> <p><b>Weather Watchers</b>  TG pp. 66–67 Whole Group: Literacy</p>
<p>Recognize print in different forms for a variety of functions. <i>LDC-9l</i></p>	<p><b>Let's Investigate!</b>  TG pp. 76–77 Investigation Launch</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 69: Literacy: Reread a Story</p> <p><b>Splash and Dig</b>  TG pp. 82–83 Small Group: Literacy  TG pp. 86–87 Whole Group: Math</p> <p><b>Watch It Grow</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 82–83 Small Group: Literacy</p> <p><b>Weather Watchers</b>  TG pp. 102–103 Small Group: Literacy</p>
<p>Recognize print and symbols used to organize classroom activities and show understanding of their meaning. <i>LDC-9m</i></p>	<p>Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p. 40). Also:</p> <p><b>Let's Investigate!</b>  TG p. 71 Closing Circle Time Shared Writing  TG p. 97 Closing Circle Time: Shared Writing  TG p. 119 Closing Circle Time: Shared Writing</p> <p><b>Under Construction</b>  TG p. 40 Learning Centers: Let's Read!</p> <p><b>Watch It Grow</b>  TG p. 40 Learning Centers: Books About Plants</p> <p><b>Weather Watchers</b>  TG p. 40 Learning Centers: Read and Talk</p>
<p>With prompting and support, run their finger under</p>	<p><b>Let's Investigate!</b></p>



<p>or over print as they pretend to read text. <i>LDC-9n</i></p>	<p>TG p. 187 Social and Emotional: The Superhero in You  <b>Under Construction</b>  TG pp. 110-111 Closing circle Time: Shared Writing  <b>Healthy You</b>  TG p. 109 Literacy: Read and Follow  <b>Finny, Feathery, Furry Friends</b>  TG p. 109 Literacy: Reread a Bedtime Story  <b>Splash and Dig</b>  TG pp. 56-57 Opening Circle Time: Oral Language  TG p. 59 Oral Language: “A Sailor Went to Sea”  TG pp. 66-67 Whole Group: Literacy</p>
<p>Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). <i>LDC-9o</i></p>	<p><b>Let's Investigate!</b>  TG p. 201 Literacy: Follow that Print  TG p. 205 Literacy: Tracking Print  <b>Healthy You</b>  TG p. 69 Literacy: Octopus Story  TG p. 109 Literacy: Read and Follow  <b>Finny, Feathery, Furry Friends</b>  TG p. 40 Learning Centers: Storytelling Time  TG p. 65 Literacy: Book Knowledge  <b>Weather Watchers</b>  TG p. 40 Learning Centers: Read and Talk</p>
<p>Identify their name and the names of some friends when they see them in print. <i>LDC-9p</i></p>	<p><b>Under Construction</b>  TG p. 41 Learning Centers: That’s My Name!  <b>Healthy You</b>  TG p. 46 Learning Centers: Your Name in Print  TG pp. 130–131 Closing Circle: Shared Writing  <b>Finny, Feathery, Furry Friends</b>  TG pp. 90–91 Closing Circle: Shared Writing  TG pp.110–111 Closing Circle: Shared Writing  <b>Splash and Dig</b>  TG p. 46 Learning Centers: Letters I Know  TG pp.110–111 Closing Circle: Shared Writing  TG pp. 90–91 Closing Circle: Shared Writing</p>
<p><b>Goal LDC-10 Children comprehend and use information presented in books and other print media.</b></p>	
<p>Imitate the special language in story- books and story dialogue with accuracy and detail. <i>LDC-10o</i></p>	<p><b>Let's Investigate!</b>  TG p. 187 Social and Emotional: The Superhero in You  <b>Under Construction</b>  TG pp. 110-111 Closing Circle: Shared Writing  <b>Healthy You</b></p>

	<p>TG p. 109 Literacy: Read and Follow <b>Finny, Feathery, Furry Friends</b> TG p. 109 Literacy: Reread a Bedtime Story  <b>Splash and Dig</b>  TG pp. 56-57 Opening Circle Time: Oral Language  TG p. 59 Oral Language: "A Sailor Went to Sea"  TG pp. 66-67 Whole Group: Literacy</p>
<p>Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. <i>LDC-10p</i></p>	<p><b>Let's Investigate!</b>  TG p. 56 Back to School: Getting to Know Each Other  TG p. 201 Social Studies: What's My Job?  <b>Under Construction</b>  TG pp. 56–57 Opening Circle Time: Oral Language  TG p. 69 Literacy: Reread a Story  <b>Finny, Feathery, Furry Friends</b>  TG pp. 96–97 Opening Circle Time: Oral Language  <b>Splash and Dig</b>  TG pp. 96–97 Opening Circle Time: Oral Language  <b>Watch It Grow</b>  TG p. 98 Oral Language: If Flowers Could Talk  <b>Weather Watchers</b>  TG p. 98 Oral Language: "Boom, Bang!"</p>
<p>Use knowledge of the world to make sense of more challenging texts. <i>LDC-10q</i></p>	<p><b>Healthy You</b>  TG p. 105 Literacy: Act Out a Story  <b>Finny, Feathery, Furry Friends</b>  TG pp. 82–83 Small Group: Literacy  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Splash and Dig</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 82–83 Small Group: Literacy  <b>Watch It Grow</b>  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Weather Watchers</b>  TG pp. 126–127 Whole Group: Storytelling Classics</p>
<p>Relate personal experiences to an increasing variety of events described in familiar and new books. <i>LDC-10r</i></p>	<p>Each Investigation is launched with an Investigation Flapboard story (see TG pp. 52–53). Each week contains an explicit lesson in which text is read aloud and discussed (see TG pp. 66–67, 82–83,</p>

	<p>102–103, 126–127). Also:  <b>Let’s Investigate!</b>  TG pp. 76–77 Investigation Launch  <b>Finny, Feathery, Furry Friends</b>  TG p. 69 Whole Group: Literacy: Reread a Story  <b>Splash and Dig</b>  TG pp. 82–83 Small Group: Literacy  TG pp. 86–87 Whole Group: Math  <b>Watch It Grow</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 82–83 Small Group: Literacy  <b>Weather Watchers</b>  TG pp. 102–103 Small Group: Literacy</p>
<p>Ask more focused and detailed questions about a story or the information in a book. <i>LDC-10s</i></p>	<p>Learning Centers Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p. 40). Also:  <b>Let’s Investigate!</b>  TG p. 42 Learning Centers: Reading Practice and Picture Dictionary  TG p. 112 Literacy: Favorite Books  <b>Under Construction</b>  TG p. 40 Learning Center: Let’s Read!  <b>Healthy You</b>  TG pp. 82–83 Small Group: Literacy  TG p. 85 Literacy: Reread a Story  <b>Watch It Grow</b>  TG p. 40 Learning Centers: Books About Plants  TG p. 85 Literacy: Reread a Robot Story  TG p. 105 Literacy: Reread a Sorting Story  TG pp. 122–123 Small Group: Science  TG p. 125 Literacy: Reread a Shopping Story</p>
<p>Discuss storybooks by responding to questions about what is happening and predicting what will happen next. <i>LDC-10t</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 60–61 Everyday Literacy: Alphabet Knowledge  TG p. 105 Oral Language: Getting to Know Auntie Lu  TG pp. 212–213 Opening Circle Time: Oral Language  TG p. 215 Literacy: The Curiosity in You  <b>Under Construction</b>  TG p. 78 Oral Language: Room Riddles  TG p. 79 Oral Language: Where Do We Live?  TG p. 79 Oral Language: Do You See It?  <b>Healthy You</b></p>

	<p>TG p. 72 Oral Language: Quiz Show  TG p. 104 Science: Clues to Healthy Habits  <b>Finny, Feathery, Furry Friends</b>  TG p. 59 Oral Language: Pet Talk  TG p. 98 Listening: “The Squirrel”  <b>Watch It Grow</b>  TG pp. 52–53 Investigation: Investigation Launch?</p>
<p>Discuss storybooks by responding to questions about the beginning, middle, and end of the story. <i>LDC-10u</i></p>	<p>Each Investigation is launched with an Investigation Flapboard story (see TG pp. 52–53). Each week contains an explicit lesson in which text is read aloud and discussed (see TG pp. 66–67, 82–83, 102–103, 126–127). Also:  <b>Let’s Investigate!</b>  TG p. 169 Opening Circle Time: Oral Language  TG p. 215 Dramatic Play: Be an InvestiGator  TG p. 223 Literacy: Sequence of Events  TG p. 227 Literacy: Sequence of Events  <b>Under Construction</b>  TG p. 40 Learning Centers: Act Out a Story  TG p. 78 Oral Language: Draw a Story  <b>Healthy You</b>  TG p. 105 Literacy: Act Out a Story  TG p. 129 Literacy: Retell a Classic  <b>Splash and Dig</b>  TG p. 40 Learning Centers: Flannel Board Stories</p>
<p><b>Goal LDC-11: Children develop phonological awareness.</b></p>	
<p>Distinguishes between similar sounding words (e.g. tree and three). <i>LDC-11j</i></p>	<p>Each week of each Investigation contains Phonological Awareness lessons (see TG pp. 60, 80, 100, 120). Also:  <b>Let’s Investigate!</b>  TG pp. 106–107 Everyday Literacy: Phonological Awareness  <b>Under Construction</b>  TG p.60 Phonological Awareness: Clap Words  TG p.80 Phonological Awareness: How Many Words?  TG p. 100 Phonological Awareness: Tool Words Clap-Along  TG p. 120 Phonological Awareness: Listen and Clap    <b>Weather Watchers</b>  TG pp. 56-57, “Oral Language”  TG pp. 65 “Literacy: We Watch Weather”</p>

<p>Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. <i>LDC-11k</i></p>	<p><b>Let's Investigate!</b> TG p. 72 Back to School: My Space, Your Space TG pp. 128-129 Everyday Literacy: Phonological Awareness TG p. 148 Music: Songs with Rhymes TG p. 165 Literacy: The Rhyme in You <b>Under Construction</b> TG p. 60 Everyday Literacy: Rock and Rhyme TG p. 100 Everyday Literacy: Which Ones Rhyme? <b>Healthy You</b> TG p. 60 Everyday Literacy: Nose and Toes TG p. 92 Phonological Awareness: Where's the Fox? <b>Splash and Dig</b> TG p. 38 Daily Routines: Rhyming Riddles TG p. 80 Everyday Literacy: Rub-a-Dub-Dub <b>Watch It Grow</b> TG p. 39 Daily Routines: To Market TG p. 72 Oral Language: Finish the Rhyme</p>
<p>Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. <i>LDC-11l</i></p>	<p><b>Let's Investigate!</b> TG pp. 106–107 Everyday Literacy: Phonological Awareness <b>Under Construction</b> TG p. 60 Everyday Literacy: Clap Words TG p. 100 Everyday Literacy: Tool Words Clap-Along <b>Healthy You</b> TG pp. 110–111 Closing Circle Time: Shared Writing <b>Splash and Dig</b> TG p. 88 Literacy: Ocean Word Match <b>Watch It Grow</b> TG p. 89 Literacy: Reread an Apple Story <b>Weather Watchers</b> TG p. 120 Everyday Literacy: Sound Bounce TG p. 120 Everyday Literacy: Leaf Game</p>
<p>Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. <i>LDC-11m</i></p>	<p><b>Let's Investigate!</b> TG pp. 150-151 Everyday Literacy: Phonological Awareness <b>Under Construction</b> TG p. 80 Everyday Literacy: “Skip to My Lou” TG pp. 82-83 Small Group: Literacy TG p. 85 Literacy: Reread a Story <b>Healthy You</b> TG p. 60 Everyday Literacy: Nose and Toes</p>

	<p>TG p. 92 Phonological Awareness: Where’s the Fox?</p> <p>TG p. 100 Everyday Literacy: Healthy Habit Rhymes</p> <p><b>Splash and Dig</b></p> <p>TG p. 69 Literacy: Read Poetry</p> <p>TG pp. 102-103 Small Group: Math</p>
<p>Associate sounds with specific words, such as awareness that different words begin with the same sound. <i>LDC-11n</i></p>	<p><b>Let's Investigate!</b></p> <p>TG pp. 150-151 Everyday Literacy: Phonological Awareness</p> <p><b>Under Construction</b></p> <p>TG p. 80 Everyday Literacy: “Skip to My Lou”</p> <p>TG pp. 82-83 Small Group: Literacy</p> <p>TG p. 85 Literacy: Reread a Story</p> <p><b>Healthy You</b></p> <p>TG p. 60 Everyday Literacy: Nose and Toes</p> <p>TG p. 92 Phonological Awareness: Where’s the Fox?</p> <p>TG p. 100 Everyday Literacy: Healthy Habit Rhymes</p> <p><b>Splash and Dig</b></p> <p>TG p. 69 Literacy: Read Poetry</p>
<p><b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b></p>	
<p>Demonstrate an interest in learning the alphabet. <i>LDC-12e</i></p>	<p><b>Under Construction</b></p> <p>TG p. 101 Everyday Literacy: The Letter Ss</p> <p><b>Healthy You</b></p> <p>TG p. 61 Everyday Literacy: Alphabet Song</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG p. 40 Learning Centers: Animal Names</p> <p>TG p. 101 Everyday Literacy: The Letter Hh</p> <p>TG p. 121 Everyday Literacy: That's a Match!</p> <p>TG p. 121 Everyday Literacy: The Letter Yy</p> <p><b>Splash and Dig</b></p> <p>TG p. 32 Daily Routines: Letters</p> <p>TG p. 61 Everyday Literacy: The Letter Ll</p> <p><b>Watch It Grow</b></p> <p>TG p. 121 Everyday Literacy: The Letter Qq</p> <p><b>Weather Watchers</b></p> <p>TG p. 32 Daily Routines: Letters</p> <p>TG p. 61 Everyday Literacy: The Letter Ww</p>
<p>Show they know that letters function to represent sounds in spoken words. <i>LDC-12f</i></p>	<p><b>Healthy You</b></p> <p>TG p. 61 Everyday Literacy: Alphabet Song</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG p. 101 Everyday Literacy: The Letter Hh</p> <p>TG p. 121 Everyday Literacy: That's a Match!</p>

	<p>TG p. 121 Everyday Literacy: The Letter Yy  <b>Splash and Dig</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ll  <b>Watch It Grow</b>  TG p. 121 Everyday Literacy: The Letter Qq  <b>Weather Watchers</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ww</p>
<p>Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. <i>LDC-12g</i></p>	<p><b>Under Construction</b>  TG p. 101 Everyday Literacy: The Letter Ss  <b>Healthy You</b>  TG p. 61 Everyday Literacy: Alphabet Song  <b>Finny, Feathery, Furry Friends</b>  TG p. 40 Learning Centers: Animal Names  TG p. 101 Everyday Literacy: The Letter Hh  TG p. 121 Everyday Literacy: That's a Match!  TG p. 121 Everyday Literacy: The Letter Yy  <b>Splash and Dig</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ll  <b>Watch It Grow</b>  TG p. 121 Everyday Literacy: The Letter Qq  <b>Weather Watchers</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ww</p>
<p>Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple.&gt;"). <i>LDC-12h</i></p>	<p><b>Under Construction</b>  TG p. 101 Everyday Literacy: The Letter Ss  <b>Healthy You</b>  TG p. 61 Everyday Literacy: Alphabet Song  <b>Finny, Feathery, Furry Friends</b>  TG p. 40 Learning Centers: Animal Names  TG p. 101 Everyday Literacy: The Letter Hh  TG p. 121 Everyday Literacy: That's a Match!  TG p. 121 Everyday Literacy: The Letter Yy  <b>Splash and Dig</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ll  <b>Watch It Grow</b>  TG p. 121 Everyday Literacy: The Letter Qq    <b>Weather Watchers</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ww</p>
<p>Associate sounds with the letters at the beginning of</p>	<p><b>Under Construction</b></p>

<p>some words, such as awareness that two words begin with the same letter and the same sound. <i>LDC-12i</i></p>	<p>TG p. 101 Everyday Literacy: The Letter Ss  <b>Healthy You</b>  TG p. 61 Everyday Literacy: Alphabet Song  <b>Finny, Feathery, Furry Friends</b>  TG p. 40 Learning Centers: Animal Names  TG p. 101 Everyday Literacy: The Letter Hh  TG p. 121 Everyday Literacy: That's a Match!  TG p. 121 Everyday Literacy: The Letter Yy  <b>Splash and Dig</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ll  <b>Watch It Grow</b>  TG p. 121 Everyday Literacy: The Letter Qq  <b>Weather Watchers</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ww</p>
<p><i>Foundations for Writing</i></p>	
<p>Represent thoughts and ideas in drawings and by writing letters or letter-like forms. <i>LDC-13f</i></p>	<p><b>Healthy You</b>  TG p. 81 Everyday Literacy: Sing an Alphabet Song  TG p. 81 Everyday Literacy: The Letter Aa  TG p. 133 Literacy and Math: Balloon Toss  <b>Splash and Dig</b>  TG p. 40 Learning Centers: Let's Read!  TG p. 125 Literacy: Concepts of Print  <b>Watch It Grow</b>  TG p. 61 Everyday Literacy: Alphabet Play  TG p. 81 Everyday Literacy: "Dilly's Alphabet Song"  TG p. 81 Everyday Literacy: The Letter Bb  TG p. 101 Everyday Literacy: Alphabet Garden  TG p. 121 Everyday Literacy: The Alphabet Store  <b>Weather Watchers</b>  TG p. 61 Everyday Literacy: Raindrop Letters  TG p. 81 Everyday Literacy: Letter Time  TG p. 101 Everyday Literacy: ABC Time</p>
<p>Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. <i>LDC-13g</i></p>	<p>Each week ends with a Shared Writing explicit lesson (see TG pp. 70–71, 90–91, 110–111, 130–131). Every Investigation also includes Learning Center Writing activities (see TG p. 41). Also:  <b>Let's Investigate!</b>  TG pp. 70–71, 96–97, 118–119, 140–141, 162–163, 184–185, 206–207, 228–229 Closing</p>



	<p>Circle Time: Shared Writing  TG p. 43 Learning Center: Writing Practice  TG p. 43 Learning Center: Writing Role Play  <b>Under Construction</b>  TG p. 41 Centers: While You Were Out TG pp. 62–63: Small Group: Early Writing  <b>Splash and Dig</b>  TG p. 63 Small Group: Early Writing  <b>Watch It Grow</b>  TG pp. 62–63 Small Group: Early Writing</p>
<p>Communicate their thoughts for an adult to write.  <i>LDC-13h</i></p>	<p><b>Under Construction</b>  TG p. 41 Learning Centers: That's My Name!"  TG p. 63 Small Group: Write About Helping  <b>Healthy You</b>  TG pp. 70–71 Closing Circle Time: Shared Writing  TG pp. 90–91 Closing Circle Time: Shared Writing  <b>Finny, Feathery, Furry Friends</b>  TG p. 41 Learning Centers: What Do Animals Need?  TG pp. 110–111 Closing Circle: Shared Writing  <b>Splash and Dig</b>  TG pp. 62–63 Small Group: Early Writing  TG pp. 70–71 Closing Circle: Shared Writing  <b>Weather Watchers</b>  TG p. 131 Closing Circle: Write About the Seasons</p>
<p>Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). <i>LDC-13i</i></p>	<p><b>Let's Investigate</b>  TG p. 229 Closing Circle Time: Shared Writing  <b>Under Construction</b>  TG p. 41 Learning Centers: That's My Name!"  TG p. 111 Closing Circle Time: Shared Writing  <b>Healthy You</b>  TG p. 41 Learning Centers: Look at Me!  <b>Finny, Feathery, Furry Friends</b>  TG p. 91 Closing Circle Time: Shared Writing  TG p. 111 Closing Circle Time: Shared Writing  <b>Splash and Dig</b>  TG p. 71 Closing Circle Time: Shared Writing  TG p. 91 Closing Circle Time: Shared Writing  TG p. 111 Closing Circle Time: Shared Writing  TG p. 131 Closing Circle Time: Shared Writing  <b>Weather Watchers</b>  TG p. 63 Small Group: Early Writing  TG p. 91 Closing Circle Time: Shared Writing</p>

<p>Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). <i>LCD-13j</i></p>	<p><b>Under Construction</b>  TG pp. 106-107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: May I Please?  <b>Healthy You</b>  TG p. 98 Oral Language: How Am I Feeling?  TG p. 124 Social and Emotional: Be Prepared!  <b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It  TG p. 69 Literacy: Reread a Snowy Story  TG pp. 106-107 Whole Group: Social and Emotional  TG pp. 110-111 Closing Circle: Shared Writing</p>
<p><b>Goal LDC-14: Children use knowledge of letters in their attempts to write.</b></p>	
<p>Use known letters and approximations of letters to write their own name and some familiar words.  <i>LDC-14d</i></p>	<p><b>Healthy You</b>  TG p. 81 Everyday Literacy: The Letter Aa  TG p. 133 Literacy and Math: Balloon Toss  <b>Splash and Dig</b>  TG p. 40 Learning Centers: Let’s Read!  TG p. 125 Literacy: Concepts of Print  <b>Watch It Grow</b>  TG p. 61 Everyday Literacy: Alphabet Play  TG p. 81 Everyday Literacy: “Dilly’s Alphabet Song”  TG p. 81 Everyday Literacy: The Letter Bb  TG p. 101 Everyday Literacy: Alphabet Garden  <b>Weather Watchers</b>  TG p. 61 Everyday Literacy: Raindrop Letters  TG p. 81 Everyday Literacy: Letter Time  TG p. 101 Everyday Literacy: ABC Time</p>
<p>Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). <i>LDC-14e</i></p>	<p><b>Under Construction</b>  TG p. 101 Everyday Literacy: The Letter Ss  <b>Healthy You</b>  TG p. 61 Everyday Literacy: Alphabet Song  <b>Finny, Feathery, Furry Friends</b>  TG p. 40 Learning Centers: Animal Names  TG p. 101 Everyday Literacy: The Letter Hh  TG p. 121 Everyday Literacy: That’s a Match!  TG p. 121 Everyday Literacy: The Letter Yy  <b>Splash and Dig</b>  TG p. 32 Daily Routines: Letters  TG p. 61 Everyday Literacy: The Letter Ll  <b>Watch It Grow</b>  TG p. 121 Everyday Literacy: The Letter Qq  <b>Weather Watchers</b></p>

	TG p. 61 Everyday Literacy: The Letter Ww
<b>Goal LDC-15: Children use writing skills and conventions.</b>	
Use a variety of writing tools and materials with increasing precision. <i>LDC-15i</i>	<p><b>Let's Investigate!</b> TG p. 160 Social Studies: We Know What We Need</p> <p><b>Under Construction</b> TG p. 40 Learning Centers: While You Were Out TG p. 45 Learning Centers: Tire Track Prints TG pp. 62–63 Small Group: Early Writing</p> <p><b>Healthy You</b> TG pp. 126–127 Whole Group: Storytelling Classics</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 47 Social Studies: Shopping List</p> <p><b>Splash and Dig</b> TG pp. 90–91 Closing Circle Time: Shared Writing</p>
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press <i>Enter</i> key on computer after typing a series of “words”). <i>LDC-15j</i>	<p><b>Let's Investigate!</b> TG p. 73 Early Writing: Our New Friend Dilly TG pp. 162–163 Closing Circle: Shared Writing</p> <p><b>Under Construction</b> TG p. 41 Learning Centers: That's My Name!" TG p. 63 Small Group: Write About Helping</p> <p><b>Healthy You</b> TG pp. 70–71 Closing Circle: Shared Writing TG pp. 90–91 Closing Circle: Shared Writing</p> <p><b>Splash and Dig</b> TG pp. 62–63 Small Group: Early Writing TG pp. 70–71 Closing Circle: Shared Writing</p> <p><b>Weather Watchers</b> TG p. 131 Closing Circle: Write About the Seasons</p>
Use some conventional letters in their writing. <i>LDC-15k</i>	<p><b>Healthy You</b> TG p. 81 Everyday Literacy: Sing an Alphabet Song TG p. 81 Everyday Literacy: The Letter Aa TG p. 133 Literacy and Math: Balloon Toss</p> <p><b>Splash and Dig</b> TG p. 40 Learning Centers: Let's Read! TG p. 125 Literacy: Concepts of Print</p> <p><b>Watch It Grow</b> TG p. 61 Everyday Literacy: Alphabet Play TG p. 81 Everyday Literacy: “Dilly’s Alphabet Song” TG p. 81 Everyday Literacy: The Letter Bb</p>

	<p>TG p. 101 Everyday Literacy: Alphabet Garden  TG p. 121 Everyday Literacy: Alphabet Store  TG p. 81 Everyday Literacy: Letter Time  TG p. 101 Everyday Literacy: ABC Time</p>
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**Mathematical Thinking and Expression**

*Foundations for Number Sense*

**Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.**

<p>Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. <i>MTE-1q</i></p>	<p><b>Let’s Investigate!</b>  TG p. 146 Math: More or Less  <b>Healthy You</b>  TG pp. 86–87 Whole Group: Math  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  <b>More InvestiGator Club Math Activities (online)</b>  TG p. 1 Block Snakes  TG p. 2 Boys and Girls  TG p. 2 Coin Purses  TG p. 2 Comparing Quantities</p>
<p>Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. <i>MTE-1r</i></p>	<p><b>Let’s Investigate!</b>  TG p. 146 Math: More or Less  <b>Healthy You</b>  TG pp. 86–87 Whole Group: Math  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  <b>More InvestiGator Club Math Activities (online)</b>  TG p. 7 Five Speckled Frogs  TG p. 8 Hot Potato</p>
<p>Rote count to 20 with increasing accuracy. <i>MTE-1s</i></p>	<p><b>Let’s Investigate!</b>  TG p. 35 Daily Routines: Numbers  TG pp. 136–137 Readiness: Time  <b>Under Construction</b>  TG p. 33 Daily Routines: Numbers  <b>More InvestiGator Club Math Activities (online)</b>  TG p. 19 Small Group Count</p>
<p>Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.) <i>MTE-1t</i></p>	<p><b>Let’s Investigate!</b>  TG p. 35 Daily Routines: Numbers  TG p. 35 Daily Routines: Science</p>

	<p>TG pp. 220–221 Small Group: Math  <b>Under Construction</b>  TG p. 37 Snacks: Applesauce Surprise  <b>Watch It Grow</b>  TG p. 42 Learning Centers: Counting Tulips</p>
<p>Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?”  <i>MTE-1u</i></p>	<p><b>Let’s Investigate!</b>  TG p. 44 Learning Centers: Math Match  TG p. 91 Math: One to One  TG p. 95 Math: Match One to One  TG p. 156 Math: More or Less  TG p. 161 Math: A Living Graph  <b>Finny, Feathery, Furry Friends</b>  TG p. 42 Learning Centers: How Many Dogs?</p>
<p>Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. <i>MTE-1v</i></p>	<p><b>Under Construction</b>  TG p. 69 Math: One Truck  TG p. 84 Math: The Number 1  TG p. 124 Math: The Number 2  <b>Finny, Feathery, Furry Friends</b>  TG p. 84 Math: The Number 5  <b>Watch It Grow</b>  TG p. 64 Math: The number 8  TG p. 124 Math: The Number 9</p>
<p>Match numerals 1-10 to sets of objects, with guidance and support. <i>MTE-1w</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 220–221 Small Group: Math  TG p. 227 Math: Knock Again  <b>Under Construction</b>  TG p. 69 Math: One Truck  TG p. 84 Math: The Number 1  TG p. 124 Math: The Number 2  <b>Watch It Grow</b>  TG. pp 90–91 Closing Circle: Shared Writing</p>
<p>Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) <i>MTE-1x</i></p>	<p><b>Under Construction</b>  TG p. 31 Daily Routines: Attendance  <b>Under Construction</b>  TG p. 69 Math: One Truck  <b>More InvestiGator Club Math Activities (online)</b>  TG p. 5 Elephant Play</p>
<p>Given a number 0-5, count out that many objects.  <i>MTE-1y</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 220–221 Small Group: Math  <b>Under Construction</b>  TG p. 128 Math: How Many?  <b>Watch It Grow</b>  TG. pp 90–91 Closing Circle Time: Shared Writing</p>
<p>State the number of objects in a small collection (1-</p>	<p><b>Under Construction</b></p>

<p>5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). <i>MTE-1z</i></p>	<p>TG p. 69 Math: One Truck  TG p. 128 Math: How Many?  <b>Healthy You</b>  TG pp. 86–87 Whole Group: Math  <b>Splash and Dig</b>  TG p. 64 Math: The Number 6</p>
<p>Tell what number comes next or what number came before another number when counting 1-5. <i>MTE-1aa</i></p>	<p><b>Under Construction</b>  TG p. 33 Daily Routines: Numbers  <b>Splash and Dig</b>  TG p. 33 Daily Routines: Numbers  <b>Watch It Grow</b>  TG p. 33 Daily Routines: Numbers  <b>Weather Watchers</b>  TG p. 33 Daily Routines: Numbers</p>
<p>Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). <i>MTE-1ab</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 60–61 Everyday Literacy: Alphabet Knowledge  TG pp. 108–109 Everyday Literacy: Alphabet Knowledge  TG pp. 184–185 Closing Circle Time: Shared Writing  <b>More InvestiGator Club Math Activities (online)</b>  TG p. 10 Leap Frog</p>
<p><b>Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.</b></p>	
<p>Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). <i>MTE-2d</i></p>	<p><b>Let’s Investigate!</b>  TG p. 35 Daily Routines: Numbers  TG p. 39 Daily Routines: Establish Set-Up/Cleanup Routines  <b>Under Construction</b>  TG p. 35 Daily Routines: Numbers  TG p. 128 Math: How Many?</p>
<p>Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). <i>MTE-2e</i></p>	<p><b>More InvestiGator Club Math Activities (online)</b>  TG p. 1 Addition Stories  TG p. 1 Block Train  TG p. 3 Car Garages  TG p. 3 Counting Sets  TG p. 5 Edible Sets  TG p. 8 How Many Children?  TG p. 9 The Hungry Puppet</p>
<p style="text-align: center;"><i>Foundations for Algebraic Thinking</i></p>	
<p><b>Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.</b></p>	

<p>Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). <i>MTE-3h</i></p>	<p><b>Let’s Investigate!</b>  TG p. 65 Math: Color Sorting Sacks  TG p. 200 Readiness: Alike and Different  TG pp. 202–203 Readiness: Alike and Different  <b>Under Construction</b>  TG p. 42 Learning Centers: Sorting  <b>Watch It Grow</b>  TG p. Learning Centers: Sorting Seeds</p>
<p>Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). <i>MTE-3i</i></p>	<p><b>Under Construction</b>  TG p. 42 Learning Centers: Build a Pattern  TG p. 68 Fine Art: Bridge Tower  TG p. 89 Literacy: Reread a Shape Story  TG p. 99 Oral Language: Let’s Talk About Patterns  TG pp. 102–103 Small Group: Math  TG p. 108 Music: Carpenter’s Rhythm</p>
<p>Show beginning abilities to create simple repeating patterns. <i>MTE-3j</i></p>	<p><b>Under Construction</b>  TG p. 42 Learning Centers: Build a Pattern  TG pp. 102–103 Small Group: Math  TG p. 105 Literacy: Reread “Laundry Day”  TG p. 108 Math: Make and Extend Patterns  TG p. 109 Art: Sponge Paint Patterns</p>
<p><i>Foundations for Geometry and Spatial Understanding</i></p>	
<p><b>Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.</b></p>	
<p>Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. <i>MTE-4l</i></p>	<p><b>Let’s Investigate!</b>  TG p. 44 Learning Centers: Guess My Direction  TG p. 178 Readiness: Opposites  TG pp. 180–181 Readiness: Direction and Position  TG p. 187 Listening: Chuck Says  TG p. 222 Readiness: Basic Shapes  TG pp. 224–225 Readiness: Investigating Shapes</p>
<p>Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). <i>MTE-4m</i></p>	<p><b>Let’s Investigate!</b>  TG p. 50 Learning Centers: Exploring Blocks  <b>Under Construction</b>  TG pp. 86–87 Whole Group: Math  TG p. 89 Art: Shapely Homes  TG pp. 102–103 Small Group: Math  <b>Healthy You</b>  TG pp. 102–103 Small Group: Math</p>
<p>Show beginning abilities to create simple repeating patterns. <i>MTE-3j</i></p>	<p><b>Under Construction</b>  TG p. 42 Learning Centers: Build a Pattern  TG pp. 102–103 Small Group: Math  TG p. 105 Literacy: Reread “Laundry Day”</p>

	TG p. 108 Math: Make and Extend Patterns TG p. 109 Art: Sponge Paint Patterns
Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. <i>MTE-4n</i>	<b>Under Construction</b> TG pp. 86–87 Whole Group: Story Time TG p. 89 Literacy: Reread a Shape Story TG p. 104 Science: Rocks Rock! TG p. 105 Math: Rubber Band Shapes TG p. 109 Art: Shape People TG p. 112 Math: Shape Walk
Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes. <i>MTE-4o</i>	<b>Under Construction</b> TG pp. 86–87 Whole Group: Story Time TG p. 104 Science: Rocks Rock! TG p. 105 Math: Rubber Band Shapes

*Foundations of Measurement and Data Analysis*

**Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.**

Use descriptive language for size, length, or weight (short, tall, long, heavy, big). <i>MTE-5k</i>	<b>Let's Investigate!</b> TG pp. 132–133 Small Group: Math TG p. 178 Math: From Small to Large TG p. 200 Math: Long and Short TG p. 205 Math: Long and Short Worms
Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). <i>MTE-5l</i>	<b>Let's Investigate!</b> TG pp. 132–133 Small Group: Math TG p. 178 Math: From Small to Large TG p. 183 Math: Cut to Size TG p. 200 Math: Long and Short TG p. 205 Math: Long and Short Worms <b>Watch It Grow</b> TG pp. 86–87 Whole Group: Math
Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest). <i>MTE-5m</i>	<b>Let's Investigate!</b> TG p. 178 Math: From Small to Large TG p. 183 Math: Cut to Size TG p. 200 Math: Long and Short TG p. 205 Math: Long and Short Worms <b>Watch It Grow</b> TG pp. 86–87 Whole Group: Math
Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). <i>MTE-5n</i>	<b>Let's Investigate!</b> TG p. 49 Learning Centers: Exploring Water TG p. 49 Learning Centers: Exploring Sand TG p. 50 Learning Centers: Exploring Blocks <b>Under Construction</b> TG pp. 134–135 Culminating Activity:



	Investigation Celebration <b>Weather Watchers</b> TG pp. 54–55 Investigation: Investigation Station
Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) <i>MTE-5o</i>	<b>Weather Watchers</b> TG pp. 52–53 Investigation: Investigation Launch TG pp. 54–55 Investigation: Investigation Station TG p. 118 Oral Language: Summer Sounds TG pp. 122-123 Small Group: Science TG p. 129 Literacy: Retell a Classic <b>Healthy You</b> TG p. 30 Daily Routines: Weather
Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) <i>MTE-5p</i>	<b>Let’s Investigate!</b> TG p. 30 Daily Routines: Days in Review <b>Splash and Dig</b> TG p. 28 Daily Routines: Days in Review

## Cognitive Development

### *Construction of Knowledge: Thinking and Reasoning*

#### **Goal CD-1: Children use their senses to construct knowledge about the world around them.**

Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). <i>CD-11</i>	<b>Let’s Investigate!</b> TG p. 45 Learning Centers: Safe Scientists TG pp. 110–111 Small Group: Science TG p. 135 Science: Investigators Try and Record <b>Under Construction</b> TG p. 104 Science: Rocks Rock! <b>Healthy You</b> TG p. 43 Learning Centers: Your Sense of Touch <b>Splash and Dig</b> TG p. 43 Learning Centers: Float or Sink? TG p. 43 Learning Centers: Moving Water with a Sponge TG p. 47 Learning Centers: Water Play <b>Weather Watchers</b> TG pp. 54–55 Investigation: Investigation Station
Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play	<b>Let’s Investigate!</b> TG p. 104 Music: Make Your Own Music TG p. 138 Art: Art from Long Ago TG p. 205 Math: Long and Short Worms

<p>dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). <i>CD-1m</i></p>	<p><b>Under Construction</b>  TG p. 108 Music: Carpenter’s Rhythm  <b>Healthy You</b>  TG p. 45 Learning Centers: Curved Lines  <b>Splash and Dig</b>  TG p. 45 Learning Centers; Watercolor Artworks</p>
<p>Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). <i>CD-1n</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 54–55 Opening Circle Time: Oral Language  <b>Finny, Feathery, Furry Friends</b>  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Splash and Dig</b>  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Watch It Grow</b>  TG pp. 126–127 Whole Group: Storytelling Classics</p>
<p>Organize and use information through matching, grouping, and sequencing. <i>CD-1o</i></p>	<p><b>Let’s Investigate!</b>  TG p. 223 Social Studies: City and County Graph  <b>Healthy You</b>  TG pp. 110–111 Closing Circle Time: Share Writing  <b>Finny, Feathery, Furry Friends</b>  TG p. 84 Social Studies: Shopping List  TG p. 112 Math: Favorite Wild Animals  <b>Splash and Dig</b>  TG pp. 66–67 Whole Group: Literacy</p>
<p><b>Goal CD-2: Children recall information and use it for addressing new situations and problems.</b></p>	
<p>Demonstrate their ability to apply what they know about everyday experiences. <i>CD-2u</i></p>	<p><b>Healthy You</b>  TG pp. 52–53 Investigation: Investigation Launch  TG pp. 62–63 Small Group: Early Writing  TG pp. 116–117 Opening Circle: Oral Language  TG p. 124 Social and Emotional: Be Prepared!  <b>Splash and Dig</b>  TG pp. 52–53 Investigation: Investigation Launch</p>
<p>Describe past events in an organized way, including details or personal reactions. <i>CD-2v</i></p>	<p><b>Let’s Investigate!</b>  TG p. 135 Social Studies: We Change Over Time  TG p. 138 Social Studies: We Grow and Change  TG pp. 184–185 Closing Circle: Shared Writing  <b>Under Construction</b>  TG pp. 52–53 Investigation: Investigation Launch  <b>Healthy You</b></p>

	<p>TG p. 132 Oral Language: Sharing Chair  TG p. 132 Health: Stop, Drop, Roll</p>
<p>Improve their ability to make predictions and explain why things happen using what they know. <i>CD-2w</i></p>	<p><b>Under Construction</b>  TG pp. 52–53 Investigation: Investigation Launch  <b>Healthy You</b>  TG pp. 52–53 Investigation: Investigation Launch  <b>Finny, Feathery, Furry Friends</b>  TG pp. 52–53 Investigation: Investigation Launch  <b>Splash and Dig</b>  TG pp. 52–53 Investigation: Investigation Launch  <b>Watch It Grow</b>  TG pp. 52–53 Investigation: Investigation Launch</p>
<p>Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. <i>CD-2x</i></p>	<p><b>Healthy You</b>  TG. p. 44 Learning Centers: Doctor’s Office  TG p. 49 Learning Centers: Your Heart Beats  TG p. 48 Learning Centers: Drive-Through Restaurant  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Finny, Feathery, Furry Friends</b>  TG p. 44 Learning Centers: Daily Pet Care  TG p. 47 Learning Center: Animal Habitats  TG pp. 136–137 Family Investigation Night: Feathery Feeders</p>
<p>Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. <i>CD-2y</i></p>	<p><b>Finny, Feathery, Furry Friends</b>  TG p. 69 Literacy: Reread a Story  TG p. 93 Science: Hidden Pictures  <b>Watch It Grow</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 85 Science: In Living Color  TG pp. 86–87 Whole Group: Math  TG pp. 106–107 Whole Group: Social and Emotional</p>
<p>Speculate and imagine what might happen next. <i>CD-2z</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 80–81 Opening Circle Time: Oral Language  TG pp. 92–93 Readiness: Near and Far  <b>Watch It Grow</b>  TG pp. 52–53 Investigation: Investigation Launch  TG p. 73 Social and Emotional: Plant a Tree</p>

	TG pp. 82–83 Small Group: Literacy
<b>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). <i>CD-3j</i>	<p><b>Let’s Investigate!</b>  TG p. 37 Daily Routines: Social and Emotional Development  TG p. 45 Learning Centers: Safe Scientists  TG p. 51 Learning Centers: Props and Costumes  TG p. 73 Dramatic Play: The Imagination in You  TG pp. 84–85 Everyday Literacy: Phonological Awareness  TG pp. 118–119 Closing Circle: Shared Writing  TG pp. 168–169 Opening Circle: Oral Language</p>
Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). <i>CD-3k</i>	<p><b>Weather Watchers</b>  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 109 Literacy: Friends Like Rosalita  <b>Building Social and Emotional Skills</b>  TG p. 10 Dilly and Rosalita Sausalita  TG p. 12 It’s Okay to Be Me  TG p. 22 Same and Different  TG p. 28 A Different Perspective</p>
Use language to describe their thinking processes with adult support. <i>CD-3l</i> .	<p><b>Let’s Investigate!</b>  TG pp. 78–79 Investigation: Investigation Station  TG p. 179 Science: Loud and Quiet Sounds  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 85 Science: Gather Water Data  TG p. 119 Oral Language: Wheels  <b>Healthy You</b>  TG p. 124 Social and Emotional: Be Prepared!  <b>Splash and Dig</b>  TG p. 47 Learning Centers: Water Play  TG p. 47 Learning Centers: Mountains  TG p. 48 Learning Centers: Water Maze  <b>Building Social and Emotional Skills</b>  TG p. 29 Turtle Talk  TG p. 30 We Can Compromise</p>

<p>Work on a project over several days, solving problems and making their work more elaborate. <i>CD-3m</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 78–79 Investigation: Investigation Station  TG p. 138 Fine Art: Art from Long Ago  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Finny, Feathery, Furry Friends</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 68 Fine Art: <i>Children Playing on the Beach</i>  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p>
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*Creative Expression*

**Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.**

<p>Express pleasure in different forms of art. <i>CD-4i</i></p>	<p><b>Let’s Investigate!</b>  TG p. 99 Music: The Musician in You  TG p. 105 Literacy: The Storyteller in You  TG p. 121 Art: The Artist in You  TG p. 143 Gross Motor Skills: The Dancer in You</p>
<p>Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences. <i>CD-4j</i></p>	<p>See the Fine Art Prints on page 68 of each Teacher Guide for integrated activities in art, music, dance and movement.</p>
<p>Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly. <i>CD-4k</i></p>	<p><b>Let’s Investigate!</b>  TG p. 94 Fine Art: Art Across Cultures  TG p. 138 Fine Art: Art from Long Ago  TG p. 160 Fine Art: Art of Today  <b>Under Construction</b>  TG p. 68 Fine Art: <i>Bridge Tower</i>  <b>Healthy You</b>  TG p. 68 Fine Art: <i>The Bedroom at Arles</i>  <b>Finny, Feathery, Furry Friends</b>  TG p.68 Fine Art: <i>Los Pescados Peña</i>  <b>Splash and Dig</b>  TG p. 68 Fine Art: <i>Children Playing on the Beach</i>  <b>Watch It Grow</b>  TG p. 68 Art Print: <i>Sunflowers</i>  <b>Weather Watchers</b>  TG p. 68 Fine Art: <i>My Country Is Winter</i></p>

<p>Recognize the value of artistic expression and the role the arts play in human’s lives. <i>CD-4l</i></p>	<p><b>Let’s Investigate!</b>  TG p. 138 Fine Art: Art from Long Ago  TG p. 160 Fine Art: Art of Today  <b>Under Construction</b>  TG p. 68 Fine Art: <i>Bridge Tower</i>  <b>Healthy You</b>  TG p. 68 Fine Art: <i>The Bedroom at Arles</i>  <b>Finny, Feathery, Furry Friends</b>  TG p.68 Fine Art: <i>Los Pescados Peña</i>  <b>Splash and Dig</b>  TG p. 68 Fine Art: <i>Children Playing on the Beach</i>  <b>Watch It Grow</b>  TG p. 68 Art Print: <i>Sunflowers</i>  Weather Watchers  TG p. 68 Fine Art: <i>My Country Is Winter</i></p>
<p><b>Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.</b></p>	
<p>Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. <i>CD-5r</i></p>	<p><b>Let’s Investigate!</b>  TG p. 73 Dramatic Play: The Imagination in You  TG p. 210 Art: Tilt the Colors  <b>Under Construction</b>  TG p. 45 Learning Centers: Tire Track Prints  TG p. 49 Learning Centers: Playground Builders  TG p. 68 Music: “Let’s Dance”  TG p. 88 Music and Movement: Rhythm  <b>Splash and Dig</b>  TG p. 45 Learning Centers: Watercolor Artworks  TG p. 88 Music and Movement: Instruments  TG p. 129 Art: Sculpt a Story Scene</p>
<p>Plan and act out scenes based on books, stories, everyday life, and imagination. <i>CD-5s</i></p>	<p><b>Under Construction</b>  TG p. 40 Learning Centers: Act Out a Story  TG p. 109 Literacy: Chuck, Chuck, and Away  TG p. 113 Oral Language: Character Puppets  <b>Finny, Feathery, Furry Friends</b>  TG p. 49 Learning Centers: At the Vets  <b>Watch It Grow</b>  TG p. 34 Daily Routines: Gross Motor Skills  TG p. 49 Learning Centers: Produce Stand  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 109 Literacy: Reread a Sunflower Story</p>
<p>Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. <i>CD-5t</i></p>	<p><b>Let’s Investigate!</b>  TG p. 210 Art: Tilt the Colors  <b>Under Construction</b>  TG p. 45 Learning Centers: Tire Track Prints</p>

	<p><b>Splash and Dig</b> TG p. 45 Learning Centers: Watercolor Artworks TG p. 129 Art: Sculpt a Story Scene</p> <p><b>Watch It Grow</b> TG p. 45 Learning Centers: Nature Collage TG p. 45 Learning Centers: Crayon Rubbings</p> <p><b>Weather Watchers</b> TG p. 68 Fine Art: <i>My Country Is Winter</i></p>
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities. <i>CD-5u</i>	<p><b>Under Construction</b> TG p. 88 Music and Movement: Rhythm</p> <p><b>Healthy You</b> TG p. 128 Music: Sing About Vegetables</p> <p><b>Watch It Grow</b> TG p. 88 Music and Movement: Shake It Cha Cha TG p. 108 Music and Movement: Water Music TG p. 113 Say It with Music</p> <p><b>Weather Watchers</b> TG p. 88 Music: Rhythm of the Rain TG p. 108 Musical Weather</p>
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. <i>CD-5v</i>	<p><b>Under Construction</b> TG p. 68 Music: “Let’s Dance</p> <p><b>Healthy You</b> TG p. 108 Music and Movement: Dance to the Music</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 68 Music: “I’m Glad to Be a Bee”</p> <p><b>Splash and Dig</b> TG p. 68 Music: “Earth and Water Hula”</p> <p><b>Weather Watchers</b> TG p. 73 Music: “Walking in the Snow”</p>
<i>Social Connections</i>	
<b>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. <i>CD-6k</i>	<p><b>Let’s Investigate!</b> TG p. 46 Learning Centers: Families TG p. 51 Learning Center: Props and Costumes TG p. 57 Oral Language: I Belong TG p. 65 Social Studies: Family Roles and Traditions TG p. 68 Social Studies: Family Matters TG p. 83 Oral Language: Getting to Know Dilly and JT TG p. 112 Readiness: Know Your Address</p>

	<p><b>Under Construction</b> TG p. 122–123 Small Group: Science</p> <p><b>Healthy You</b> TG p. 44 Learning Centers: Same and Different Game TG p. 65 Social and Emotional: Alike and Different</p> <p><b>Weather Watchers</b> TG p. 45 Learning Centers: Night Pictures</p>
Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. <i>CD-6l</i>	<p><b>Under Construction</b> TG p. 49 Learning Centers: Hardware Store TG p. 49 Learning Centers: Playground Builders</p> <p><b>Healthy You</b> TG p. 49 Learning Centers: Your Heart Beats TG p. 49 Learning Centers: Grocery Store</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 49 Learning Centers: At the Vet’s</p> <p><b>Splash and Dig</b> TG p. 49 Learning Centers: Beach Outing</p> <p><b>Watch It Grow</b> TG p. 44 Learning Centers: From Farm to Market TG p. 49 Learning Centers: Produce Stand</p> <p><b>Weather Watchers</b> TG p. 49 Learning Centers: A Chance of Snow TG p. 49 Learning Centers: Airplane Ride</p>
Recognize and identify the roles of a wide variety of community helpers. <i>CD-6m</i>	<p><b>Under Construction</b> TG pp. 52 Investigation: Investigation Launch TG pp. 96–97 Oral Language: “The Carpenter’s Tools” TG p. 104 Social Studies: Plumbers</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 44 Learning Centers: Tools of the Trade TG p. 79 Oral Language: Ask the Farmer</p> <p><b>Healthy You</b> TG pp. 52 Investigation: Investigation Launch TG p. 113 Dramatic Play: All Kinds of Doctors</p> <p><b>Watch It Grow</b> TG pp. 86–87 Math: Apple Farmer Annie TG p. 119 Oral Language: Jobs on the Farm</p> <p><b>Weather Watchers</b> TG pp. 122–123 Science: What’s the Weather</p>
<b>Social Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
Identify and express self as a part of several groups (e.g., family, preschool class, faith community). <i>CD-7e</i>	<p><b>Let’s Investigate!</b> TG p. 46 Learning Centers: Families TG p. 51 Learning Center: Props and Costumes</p>



	<p>TG p. 57 Oral Language: I Belong  TG p. 65 Social Studies: Family Roles and Traditions  TG p. 68 Social Studies: Family Matters  TG p. 83 Oral Language: Getting to Know Dilly and JT  TG p. 112 Readiness: Know Your Address  <b>Under Construction</b>  TG p. 122–123 Small Group: Science  <b>Healthy You</b>  TG p. 44 Learning Centers: Same and Different Game  TG p. 65 Social and Emotional: Alike and Different  <b>Weather Watchers</b>  TG p. 45 Learning Centers: Night Pictures</p>
<p><b>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b></p>	
<p>Show acceptance of people who are different from themselves as well as people who are similar. <i>CD-8f</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 88–89 Small Group: Social Studies  TG p. 94 Social Studies: Hello, Around the World  TG p. 99 Social Studies: Travel with JT  TG p. 113 Social Studies: Special You, Special Me  <b>Healthy You</b>  TG p. 44 Learning Centers: Same and Different Game  TG p. 84 Social Studies: Food Around the World  <b>Finny, Feathery, Furry Friends</b>  TG p. 65 Social and Emotional: Show You Care  <b>Weather Watchers</b>  TG p. 109 Literacy: Friends Like Rosalita</p>
<p>Talk about how other children have different family members and family structures than their own. <i>CD-8g</i></p>	<p><b>Let’s Investigate!</b>  TG p. 65 Social Studies: Family Roles and Traditions  TG p. 68 Social Studies: Family Matters</p>
<p>Show acceptance of different cultures through exploration of varying customs and traditions, past and present. <i>CD-8h</i></p>	<p><b>Let’s Investigate!</b>  TG pp. 88–89 Small Group: Social Studies  TG p. 94 Social Studies: Hello, Around the World  TG p. 99 Social Studies: Travel with JT  TG p. 113 Social Studies: Special You, Special Me  <b>Healthy You</b>  TG p. 44 Learning Centers: Same and Different</p>

	<p>Game</p> <p>TG p. 84 Social Studies: Food Around the World <b>Finny, Feathery, Furry Friends</b></p> <p>TG p. 65 Social and Emotional: Show You Care <b>Weather Watchers</b></p> <p>TG p. 109 Literacy: Friends Like Rosalita</p>
<b>Goal CD-9: Children explore concepts connected with their daily experiences in their community</b>	
Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). <i>CD-9f</i>	<p><b>Let’s Investigate!</b></p> <p>TG p. 40: Daily Routines: Departure Transitions</p> <p>TG p. 46 Learning Centers: Families</p> <p>TG pp. 176–177 Small Group: Social Studies</p>
Observe and talk about changes in themselves and their families over time. <i>CD-9g</i>	<p><b>Let’s Investigate!</b></p> <p>TG p. 135 Social Studies: How We Change Over Time</p> <p>TG p. 138 Social Studies: We Grow and Change</p>
Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). <i>CD-9h</i>	<p><b>Weather Watchers</b></p> <p>TG p. 29 Daily Routines: Safety</p> <p>TG p. 30 Daily Routines: Weather</p> <p>TG p. 36 Daily Routines: What to Wear?</p> <p>TG pp. 52–53 Investigation: Investigation Station</p>
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). <i>CD-9i</i>	<p><b>Let’s Investigate!</b></p> <p>TG p. 51 Learning Centers: Props and Costumes</p> <p>TG p. 157 Social Studies: We Have Needs</p> <p>TG p. 160 Social Studies: We Know What We Need</p>
Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). <i>CD-9j</i>	<p><b>Let’s Investigate!</b></p> <p>TG p. 209 Oral Language: The “Big Kid” In You</p> <p>TG p. 186 Back to School: Classroom Rules</p> <p><b>Building Social and Emotional Skills</b></p> <p>TG p 11 Dilly and Chuck Wood</p> <p>TG p. 16 Make Things Right</p> <p>TG p.17 Share-a-Toy Day</p> <p>TG p. 19 Take Turns</p> <p>TG p. 34 Play by the Rules</p> <p>TG p. 36 Click Clack, Down the Track</p>

*Scientific Exploration and Knowledge*

<b>Goal CD-10: Children observe and describe characteristics of living things and the physical world.</b>	
Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). <i>CD-10k</i>	<p><b>Let’s Investigate!</b></p> <p>TG p. 45 Learning Centers: Science Stuff</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG p. 43 Learning Centers: Living and Nonliving</p> <p>TG p. 85 Science: Chicken Egg</p> <p>TG p. 112 Math: Favorite Wild Animal</p>

	<p>TG pp. 122–123 Small Group: Science  <b>Watch It Grow</b>  TG pp. 122–123 Small Group: Science</p>
<p>Notice and react to the natural world and the outdoor environment. <i>CD-10l</i></p>	<p><b>Splash and Dig</b>  TG p. 78 Oral Language: Ocean Clues  TG p. 104 Science: Fresh or Salt?  <b>Watch It Grow</b>  TG pp. 56–57 Opening Circle: Oral Language  TG pp. 122–123 Small Group: Science  TG p. 99 Oral Language: All About Soil  <b>Weather Watchers</b>  TG p. 104 Science: Make Lightning</p>
<p>Describe some things plants and animals need to live and grow (sunlight, water, food). <i>CD-10m</i></p>	<p><b>Finny, Feathery, Furry Friends</b>  TG p. 44 Learning Centers: Daily Pet Care  TG pp. 54–55 Investigation: Investigation Station  TG p. 64 Science: Gathering Pet Data  <b>Watch It Grow</b>  TG p. 68 Music: “Watch It Grow Cha Cha”  TG p. 73 Social and Emotional: Plant a Tree  TG pp. 76–77 Opening Circle Oral Language  TG p. 99 Oral Language: All About Soil</p>
<p>Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). <i>CD-10n</i></p>	<p><b>Finny, Feathery, Furry Friends</b>  TG pp. 54–55 Investigation: Investigation Station  TG pp. 136–137 Family Investigation Night: Feather Feeders  <b>Watch It Grow</b>  TG pp. 54–55 Investigation: Investigation Station  TG pp. 136–137 Family Investigation Night: Planting Party</p>
<p>Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. <i>CD-10o</i></p>	<p><b>Weather Watchers</b>  TG p. 30 Daily Routines: Weather  TG p. 44 Learning Centers, Weather Watching  TG pp. 54–55 Investigation: Investigation Station  TG p. 79 Oral Language: “The Sun”  TG p. 79 Oral Language: What Is the Sun?  TG p. 85 Science: Sun and Shadows  TG pp. 116–117 Oral Language: “Silly Seasons”  TG pp. 122–123 Small Group: Science  TG p. 119 Listening: Seasons Game</p>
<p>Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). <i>CD-10p</i></p>	<p><b>Splash and Dig</b>  TG p. 44 Learning Centers; Cause and Effect  TG p. 47 Learning Centers: Water Play  TG p. 59 Oral Language: Changing Water  TG pp. 54–55 Investigation: Investigation Station  <b>Weather Watchers</b>  TG p. 59 Oral Language: Make a Cloud</p>

	TG pp. 66–67 Whole Group: Literacy
Participate in activities that help to care for the environment and explain why they are important with guidance and support. <i>CD-10q</i>	<p><b>Splash and Dig</b> TG p. 44 Learning Centers: Let's Recycle</p> <p><b>Watch It Grow</b> TG p. 64 Science: Seeds on the Move TG p. 73 Social and Emotional: Plant a Tree TG p. 78 Oral Language: In the Garden TG p. 104 Social Studies: Plan a Town TG pp. 126–127 Whole Group: Storytelling Classic “Johnny Appleseed” TG p. 129 Literacy: Retell a Classic</p>
<b>Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. <i>CD-11n</i>	<p><b>Let’s Investigate!</b> TG pp. 78–79 Investigation: Investigation Station</p> <p><b>Under Construction</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Healthy You</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Splash and Dig</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Watch It Grow</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Weather Watchers</b> TG pp. 54–55 Investigation: Investigation Station</p>
Ask questions and identify ways to find answers. <i>CD-10o</i>	<p><b>Let’s Investigate!</b> TG pp. 78–79 Investigation: Investigation Station</p> <p><b>Under Construction</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Healthy You</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Splash and Dig</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Watch It Grow</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Weather Watchers</b> TG pp. 54–55 Investigation: Investigation Station</p>
Compare objects, materials, and phenomena by observing and describing their physical characteristics. <i>CD-11p</i>	<p><b>Let’s Investigate!</b> TG p. 90 Science: Investigators Look TG pp 110–111 Science: Magnets</p> <p><b>Splash and Dig</b> TG pp. 54–55 Investigation: Investigation Station</p>

	<p><b>Watch It Grow</b>  TG p. 42 Learning Centers: Sorting Seeds  TG p. Science: Seeds on the Move  TG p. 119 Oral Language: Dirt Detectives</p>
Use an increasing variety of tools to investigate the world around them. <i>CD-11q</i>	<p><b>Let's Investigate!</b>  TG p. 45 Learning Centers: Science Stuff  TG p. 45 Learning Centers: Safe Scientists  TG p. 49 Learning Centers: Exploring Water  TG p. 49 Learning Centers; Exploring Sand  TG pp. 110–111 Science: Magnets  <b>Watch It Grow</b>  TG p. 99 Oral Language: All About Soil  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p>
Make and check predictions through observations and experimentation, with adult support and guidance. <i>CD-11r</i>	<p><b>Let's Investigate!</b>  TG pp. 78–79 Investigation: Investigation Station  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Finny, Feathery, Furry Friends</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Watch It Grow</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p>
Manipulate the environment to produce desired effects and invent solutions to problems. <i>CD-11s</i>	<p><b>Splash and Dig</b>  TG p. 43 Learning Centers: Moving Water with a Sponge  TG p. 47 Learning Centers: Mountains  TG p. 47 Learning Centers: Water Play  TG p. 48 Learning Centers: Water Maze  <b>Weather Watchers</b>  TG p. 59 Oral Language: Make a Cloud  TG p. 85 Science: Sun and Shadow  TG p. 89 Art: Sun Prints</p>
Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. <i>CD-11t</i>	<p><b>Let's Investigate!</b>  TG pp. 78–79 Investigation: Investigation Station  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Finny, Feathery, Furry Friends</b>  TG pp. 54–55 Investigation: Investigation Station</p>

	<p><b>Splash and Dig</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Watch It Grow</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Weather Watchers</b> TG pp. 54–55 Investigation: Investigation Station</p>
<p>Analyze the result of an attempted solution and use new information to solve a problem. <i>CD-11u</i></p>	<p><b>Let’s Investigate!</b> TG pp. 78–79 Investigation: Investigation Station TG p. 222 Science: Mixing Colors</p> <p><b>Under Construction</b> TG p. 43 Learning Centers: Go! Go! Go! TG p. 118 Oral Language: Push and Pull TG p. 119 Oral Language: Wheels TG pp. 122–123 Small Group: Science</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Splash and Dig</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Watch It Grow</b> TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Weather Watchers</b> TG pp. 54–55 Investigation: Investigation Station</p>