



Little Treasures

Grade Pre-K
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STANDARDS	PAGE REFERENCES
English Language Arts	
Phonemic Awareness, Word Recognition and Fluency for Early Childhood	
Phonological and Phonemic Awareness	
1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).	Teacher Edition: <i>Alphabet</i> 120, 196 <i>Phonological Awareness</i> 78, 84, 112, 122, 154, 192, 198, 226, 236, 268, 344, 350
2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple).	Teacher Edition: <i>Phonological Awareness</i> 74, 84, 116, 146, 184, 188
3. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Teacher Edition: <i>Alphabet</i> 82 <i>Alphabet Recognition</i> 78, 108, 336, 341 <i>Let's Sing</i> 246 <i>Phonological Awareness</i> 36, 46, 70, 260, 374
4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat).	Teacher Edition: <i>Alphabet</i> 158, 234 <i>Phonological Awareness</i> 70, 108, 122, 150, 154, 222, 230, 236, 260, 336, 374

STANDARDS	PAGE REFERENCES
Word Recognition	
5. Identify own name in print.	Teacher Edition: <i>Alphabet</i> 44, 82 <i>Enrichment</i> 33 <i>Phonological Awareness</i> 70 <i>Print Awareness</i> 71, 79, 185, 261
6. Recognize and name some upper and lower case letters in addition to those in first name.	Teacher Edition: <i>Alphabet</i> 44 <i>Alphabet Recognition</i> 40, 70, 78, 112, 116, 146, 150, 154, 184, 188, 192, 222, 226, 230, 260 <i>Phonological Awareness</i> 70 <i>Print Awareness</i> 79, 261 <i>Shared Writing</i> 115, 149, 191
7. Recognize that words are made up of letters (e.g., c-a-t).	Teacher Edition: <i>Alphabet</i> 348 <i>Print Awareness</i> 41, 79, 109, 117, 147, 151, 223, 269, 299
Fluency	
8. Recognize and “read” familiar words or environmental print (e.g., McDonald’s, Bob Evans).	Teacher Edition: <i>Introduce</i> 34 <i>Neighborhood Buildings</i> 202 <i>Oral Language</i> 75 <i>Print Awareness</i> 33, 71, 227, 379 <i>Shared Writing</i> 347
9. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., <i>Brown Bear</i> , <i>Brown Bear</i>).	Teacher Edition: <i>Let’s Move</i> 395 <i>Let’s Pretend</i> 127 <i>Literacy Through Music</i> 171 <i>Once upon a Time</i> 35, 39, 77, 115, 267, 305
Acquisition of Vocabulary for Early Childhood	
Contextual Understanding	
1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.	Teacher Edition: <i>Vocabulary</i> 34, 38, 39, 42, 72, 73, 76, 80, 81, 110, 118, 148, 152, 156, 186, 190, 194, 224, 228, 232, 262, 266, 270, 300, 308, 338, 342
2. Recognize and demonstrate an understanding of environmental print (e.g., STOP on a stop sign).	Teacher Edition: <i>Extension</i> 227, 261 <i>Print Awareness</i> 33, 37, 265

STANDARDS	PAGE REFERENCES
Conceptual Understanding	
<p>3. Name items in common categories (e.g., animals, food, clothing, transportation, etc.).</p>	<p>Teacher Edition: 138 <i>Let's Sing</i> 56 <i>Oral Language</i> 71, 75, 151, 155, 237, 345 <i>Picture Graphs</i> 359 <i>Plants We Eat</i> 167 <i>Science</i> 353 <i>Shared Writing</i> 149, 157 <i>Sort and Classify</i> 91, 131 <i>Swim and Swish</i> 356 <i>Theme Project</i> 250, 364 <i>Writing/Drawing</i> 158</p>
<p>4. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).</p>	<p>Teacher Edition: <i>Direction</i> 169 <i>Oral Language</i> 161, 227 <i>Position</i> 168 <i>Sort and Classify</i> 91 <i>Vocabulary</i> 39, 343, 381</p>
Tools and Resources	
<p>5. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).</p>	<p>Teacher Edition: <i>Vocabulary</i> 34, 38, 39, 42, 72, 73, 76, 80, 81, 110, 118, 148, 152, 156, 186, 190, 194, 224, 228, 232, 262, 266, 270, 300, 308, 309, 338, 339, 342, 347</p>
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies for Early Childhood	
Concepts of Print	
<p>1 Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).</p>	<p>Teacher Edition: <i>Dramatic Play</i> 83, 159, 197, 235 <i>Let's Go Shopping</i> 145 <i>Print Awareness</i> 155 <i>Shared Writing</i> 157 <i>Talk About It</i> 164</p>
<p>2. Hold books right side up, know that people read pages from front to back, top to bottom and read words from left to right.</p>	<p>Teacher Edition: <i>Introduce</i> 270 <i>Objective</i> 95 <i>Print Awareness</i> 75, 113, 189, 341 <i>Shared Writing</i> 77</p>

STANDARDS	PAGE REFERENCES
3. Begin to distinguish print from pictures.	Teacher Edition: <i>All Types of Vehicles</i> 240 <i>Dramatic Play</i> 235 <i>Introduce</i> 34, 72, 110, 186, 190, 270, 308, 342, 380 <i>Is It Day or Night?</i> 129 <i>Let's Sing</i> 360 <i>Library</i> 197 <i>Look Again</i> 53 <i>Neighborhood Buildings</i> 202 <i>Print Awareness</i> 41, 345 <i>Reread</i> 80, 384 <i>Social Studies</i> 50
Comprehension Strategies	
4. Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.	Teacher Edition: <i>Introduce</i> 110, 114, 224, 266, 308, 346, 376 <i>Library</i> 121 <i>Once Upon a Time</i> 35, 39, 119, 191, 271, 377 <i>Respond</i> 118, 300 <i>Sequence</i> 76, 148 <i>Shared Writing</i> 35, 73, 81, 111, 153
5. Predict what might happen next during reading of text.	Teacher Edition: <i>Introduce</i> 110, 114, 224, 266, 308, 346, 376 <i>Library</i> 121 <i>Once Upon a Time</i> 119, 271, 377 <i>Predicting</i> 90 <i>Respond</i> 118
6. Connect information or ideas in text to prior knowledge and experience (e.g., "I have a new puppy at home too.").	Teacher Edition: <i>Introduce</i> 228, 270, 342 <i>Library</i> 45, 83 <i>Respond</i> 34, 42, 72, 266
7. Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.	Teacher Edition: <i>Respond</i> 38, 73, 76, 81, 110, 111, 119, 148, 149, 152, 186, 301, 304, 308, 309, 338, 342, 346, 376 <i>Shared Writing</i> 35 <i>What Is a Neighborhood?</i> 202

STANDARDS	PAGE REFERENCES
Self-Monitoring Strategies	
8. Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).	Teacher Edition: <i>Library</i> 273, 349 <i>Respond</i> 81, 148, 149, 157, 225, 233, 263, 266, 270, 301, 338, 339, 347, 377, 384
Independent Reading	
9. Select favorite books and poems and participate in shared oral reading and discussions.	Teacher Edition: <i>Let’s Move</i> 395 <i>Let’s Pretend</i> 127 <i>Library</i> 235 <i>Literacy Through Music</i> 171 <i>Once Upon a Time</i> 35, 39, 77, 115, 267, 305
Reading Applications: Informational, Technical and Persuasive Text for Early Childhood	
Reading Applications	
1. Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).	Teacher Edition: <i>All Types of Vehicles</i> 240 <i>Introduce</i> 34, 72, 190, 270, 308, 380 <i>Is It Day or Night?</i> 129 <i>Our Flag</i> 50 <i>Print Awareness</i> 41, 345
2. Retell information from informational text.	Teacher Edition: <i>Model/Guide Retelling</i> 34, 72, 76, 118, 152, 190, 232, 270, 380
3. Tell the topic of a selection that has been read aloud (e.g., What is the book about?).	Teacher Edition: <i>Reread</i> 270, 304
4. Gain text information from pictures, photos, simple charts and labels.	Teacher Edition: <i>All Types of Vehicles</i> 240 <i>Introduce</i> 34, 72, 190, 270, 308, 380
5. Follow simple directions.	Teacher Edition: <i>2-D Shapes</i> 93 <i>3-D Shapes</i> 92 <i>Colors</i> 54 <i>Let’s Create</i> 55, 93, 137, 169, 207, 245, 283, 321, 359, 397 <i>Sort and Classify</i> 91

STANDARDS	PAGE REFERENCES
Reading Applications: Literary Text for Early Childhood	
Reading Applications	
1. Identify characters in favorite books and stories.	Teacher Edition: <i>Introduce</i> 346 <i>Reread</i> 42, 76, 110, 194, 380
2. Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).	Teacher Edition: <i>Once Upon a Time</i> 35, 39, 43, 73, 77, 81, 111, 115, 119, 149, 153, 157, 187, 191, 195, 225, 229, 233, 271, 377
3. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).	Teacher Edition: <i>Introduce</i> 190, 270, 346, 384 <i>Read the Book</i> 152 <i>Reread</i> 228 <i>Shared Writing</i> 191
4. Participate in shared reading of repetitious or predictable text.	Teacher Edition: <i>Let's Move</i> 395 <i>Let's Pretend</i> 127 <i>Literacy Through Music</i> 171 <i>Once upon a Time</i> 35, 39, 77, 115, 267, 305
Writing Processes for Early Childhood	
Prewriting	
1. Generate ideas for a story or shared writing with assistance.	Teacher Edition: <i>Shared Writing</i> 35, 39, 43, 73, 77, 81, 111, 115, 119, 149, 153, 157, 187, 190, 195, 229, 233, 267, 301, 305, 309
2. Choose a topic for writing related to shared or personal experience.	Teacher Edition: <i>Extension</i> 155 <i>Write About It</i> 195, 229, 267, 301 <i>Writing/Drawing</i> 82, 158, 234
3. Begin to determine purpose for writing (e.g., writing invitations to a birthday party).	Teacher Edition: <i>Shared Writing</i> 73, 77, 81, 111, 115, 149, 153, 157, 187, 195, 229, 267, 271, 309, 343, 347, 377, 381, 383 <i>Writing/Drawing</i> 386
Drafting, Revising and Editing	
4. Generate related ideas with assistance.	Teacher Edition: <i>Extension</i> 383 <i>Shared Writing</i> 187, 190, 195, 229, 267, 301, 343

STANDARDS	PAGE REFERENCES
5. Dictate or produce “writing” to express thoughts.	Teacher Edition: <i>Enrichment</i> 41 <i>Theme Project</i> 60, 288 <i>Write About It</i> 35, 39, 43, 77, 81, 115, 149, 153, 187, 195, 225, 347 <i>Writing/Drawing</i> 82, 158, 196, 234, 310, 386
6. Repeat message conveyed through dictation or “writing” (e.g., retell what was written).	Teacher Edition: <i>Theme Project</i> 60 <i>Write About It</i> 77, 115, 153 <i>Writing/Drawing</i> 120
7. Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning.	Teacher Edition: <i>Shared Writing</i> 263 <i>Vocabulary</i> 81, 111, 115, 119, 149, 153, 157, 187, 229, 233, 267, 271, 301, 305, 309, 339, 343, 377, 381, 385
Publishing	
8. Display or share writing samples, illustrations and dictated stories with others.	Teacher Edition: <i>Theme Project</i> 60 <i>Write About It</i> 77, 229, 267
Writing Applications for Early Childhood	
Writing Applications	
1. Dictate stories or produce simple stories using pictures, mock letters or words.	Teacher Edition: <i>Enrichment</i> 41 <i>Theme Project</i> 60, 288 <i>Write About It</i> 35, 39, 43, 77, 81, 115, 149, 153, 187, 195, 225, 347 <i>Writing/Drawing</i> 82, 158, 196, 234, 310, 386
2. Name objects and label with assistance from adult cues (e.g., table, door).	Teacher Edition: <i>Print Awareness</i> 33 <i>Write About It</i> 157, 229, 233, 263, 271, 305, 339 <i>Writing/Drawing</i> 158, 348
3. Play at writing from top to bottom, horizontal rows as format.	Teacher Edition: <i>Shared Writing</i> 229, 267, 305, 343
4. Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend).	Teacher Edition: <i>Shared Writing</i> 73, 77, 81, 111, 115, 149, 153, 157, 187, 195, 229, 347, 377, 381, 383 <i>Writing/Drawing</i> 348, 386

STANDARDS	PAGE REFERENCES
Writing Conventions for Early Childhood	
Handwriting	
1. Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print.	Teacher Edition: <i>Alphabet</i> 234, 272, 386 <i>Enrichment</i> 71, 109, 147, 185, 261 <i>Social Studies</i> 163 <i>Write About It</i> 73, 301, 305, 309 <i>Writing/Drawing</i> 44, 310, 348
2. Begin to demonstrate letter formation in “writing.”	Teacher Edition: <i>Enrichment</i> 79 <i>Print Awareness</i> 222, 269 <i>Write the Letter</i> 70, 74, 78, 108, 112, 116, 146, 150, 154, 184, 188, 192, 222, 230, 260, 264, 268 <i>Writing/Drawing</i> 44
Spelling	
3. Scribble familiar words with mock letters and some actual letters (e.g., love, Mom, child’s name).	Teacher Edition: <i>Writing/Drawing</i> 44, 82, 120, 196, 234, 272, 310, 348
Punctuation and Capitalization	
4. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.	Teacher Edition: <i>Print Awareness</i> 109, 117, 151, 193, 231, 303 <i>Shared Writing</i> 225
Research for Early Childhood	
Research	
1. Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store).	Teacher Edition: <i>Field Trip to...</i> 51, 89, 165, 203, 241, 279, 317, 355 <i>Library</i> 349
2. Use a variety of resources to gather information with assistance (e.g., pictionary, informational picture books).	Teacher Edition: <i>Around the World</i> 126 <i>Field Trip to...</i> 51, 89, 165, 203, 355 <i>Insects Around Us</i> 205 <i>Library</i> 45, 83, 121, 159, 197, 235, 273, 311, 349, 387 <i>Our Five Senses</i> 52 <i>Predicting</i> 90 <i>We Have Plants</i> 128

STANDARDS	PAGE REFERENCES
3. Recall information about a topic dictated or constructed by child.	Teacher Edition: <i>All Types of Vehicles</i> 240 <i>Field Trip to...</i> 89, 165 <i>Ground to Travel On</i> 242 <i>Health & Safety</i> 31, 69, 107, 183, 297 <i>Library</i> 197, 311 <i>Observe</i> 126, 128, 204, 280, 316, 319, 356, 357 <i>Our Pets</i> 278 <i>Talk About It</i> 202 <i>Understand Globes</i> 354 <i>Write About It</i> 90
4. Share findings of information through retelling, media and play (e.g., draw a picture of the desert).	Teacher Edition: <i>Be a Scientist</i> 52 <i>Extension</i> 299 <i>Field Trip to...</i> 89, 165, 355 <i>From Farm to Table</i> 164 <i>Health & Safety</i> 259, 297, 335 <i>Library</i> 159, 273 <i>Look Again</i> 53 <i>Under Your Feet</i> 318 <i>Write About It</i> 90
Communication: Oral and Visual for Early Childhood	
Listening and Viewing	
1. Attend to speakers, stories, poems and songs.	Teacher Edition: <i>Introduce</i> 34, 38, 42, 72, 76, 110, 114, 118, 148, 152, 156, 186, 194, 228, 232 <i>Once Upon a Time</i> 43, 81, 111, 149, 157, 187, 195
2. Connect information and events to personal experiences by sharing or commenting.	Teacher Edition: <i>Once Upon a Time</i> 43, 81, 111, 149, 157, 187, 195 <i>Reread</i> 42, 72, 114, 152, 186, 224 <i>Respond</i> 270, 308, 309, 376, 377, 380, 384
3. Follow simple oral directions.	Teacher Edition: <i>Oral Language</i> 37, 75, 161, 227, 375, 389 <i>Transitions That Teach</i> 85

STANDARDS	PAGE REFERENCES
Speaking Skills and Strategies	
4. Speak clearly and understandably to express ideas, feelings and needs.	Teacher Edition: <i>Field Trip to...</i> 89, 241, 279 <i>My First Day</i> 373 <i>Oral Language</i> 151, 155, 193, 231, 269, 307, 383 <i>Respond</i> 224, 376, 380 <i>Talk About It</i> 52, 53, 168, 242
5. Initiate and sustain a conversation through turn taking.	Teacher Edition: <i>Discuss</i> 30 <i>Library</i> 159, 349 <i>Oral Language</i> 113, 189 <i>Reread</i> 114 <i>Respond</i> 149, 233, 338 <i>Saying "I Am Sorry"</i> 106 <i>Talk About It</i> 88
Speaking Applications	
6. Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).	Teacher Edition: <i>Oral Language</i> 123, 189 <i>Theme Project</i> 60, 326, 402 <i>Write About It</i> 77, 229, 267
7. Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., Little Miss Muffet).	Teacher Edition: <i>Alphabet Recognition</i> 36 <i>Introduce</i> 262 <i>Let's Move</i> 205, 243, 357, 395 <i>Let's Pretend</i> 127 <i>Let's Sing</i> 284, 360, 398 <i>Literacy Through Music</i> 171, 209, 247, 361, 399 <i>Once Upon a Time</i> 35, 229, 305, 381 <i>Talk About It</i> 50
Mathematics	
Number, Number Sense and Operations for Early Childhood	
Number and Number Sense	
1. Count to 10 in the context of daily activities and play (e.g., number songs).	Teacher Edition: <i>Count 1-5</i> 206 <i>Count 1-10</i> 282 <i>Introduce</i> 118 <i>Make Sets of Five</i> 206

STANDARDS	PAGE REFERENCES
2. Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs).	Teacher Edition: <i>Count 1-5</i> 206 <i>Count 1-10</i> 282 <i>Explore 6-10</i> 283 <i>Introduce</i> 156 <i>Print Awareness</i> 151, 155 <i>Reread</i> 118 <i>Sort and Classify</i> 131 <i>Write About It</i> 119
3. Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group).	Teacher Edition: <i>Count 1-10</i> 282 <i>Explore 6-10</i> 283 <i>Extension</i> 265 <i>Math</i> 201 <i>Subtraction</i> 397 <i>Write About It</i> 119 <i>Zero</i> 207
4. Determine “how many” in sets of 5 or fewer objects.	Teacher Edition: <i>Count 1-5</i> 206 <i>Math</i> 201
5. Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks).	Teacher Edition: <i>Make Sets of Five</i> 206
6. Compare sets of equal, more, and fewer and use the language of comparison (e.g., equal, more and fewer).	Teacher Edition: <i>Count 1-5</i> 206 <i>Pet Shop Count</i> 282
7. Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).	Teacher Edition: <i>Make Sets of Five</i> 206 <i>Part-Part-Whole</i> 396 <i>Sort and Classify</i> 130, 131
8. Represent quantity using invented forms (e.g., child’s marks to represent a quantity of objects).	Teacher Edition: <i>Math</i> 125 <i>Make Sets of Five</i> 206
9. Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).	Teacher Edition: <i>Count 1-5</i> 206 <i>Count 1-10</i> 282 <i>Explore 6-10</i> 283 <i>Extension</i> 265 <i>Write About It</i> 119 <i>Zero</i> 207

STANDARDS	PAGE REFERENCES
10. Identify and name numerals 0-9.	Teacher Edition: <i>Count 1-5 206</i> <i>Count 1-10 282</i> <i>Explore 6-10 283</i>
11. Compare and order whole numbers up to 5.	Teacher Edition: <i>Count 1-5 206</i> <i>Count 1-10 282</i> <i>Literacy Through Music 361</i>
12. Identify penny, nickel, dime and quarter and recognize that coins have different values.	Teacher Edition: <i>From Farm to Table 164</i> <i>Let's Go Shopping 145</i> <i>Let's Pretend 203</i> <i>Talk About It 316</i>
Meaning of Operations	
13. Construct sets with more or fewer objects than a given set.	Teacher Edition: <i>Count 1-5 206</i> <i>Explore 6-10 283</i> <i>Math 277</i> <i>Pet Shop Count 282</i> <i>Sort and Classify 131</i>
14. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5).	Teacher Edition: <i>Explore 6-10 283</i> <i>Pet Shop Count 282</i>
15. Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks).	Teacher Edition: <i>Part-Part-Whole 396</i>
16. Equally distribute a set of objects into 2 or more smaller sets (e.g., shares 6 crackers with 3 friends equally).	Teacher Edition: <i>Math 201</i>

STANDARDS	PAGE REFERENCES
Measurement for Early Childhood	
Measurement Units	
<p>1. Begin to identify and use the language of units of time.</p> <p>For example:</p> <ul style="list-style-type: none"> a. Day, night, week; b. Yesterday, today, tomorrow. 	<p>Teacher Edition:</p> <p><i>Introduce</i> 308</p> <p><i>Is It Day or Night?</i> 129</p> <p><i>Oral Language</i> 155</p> <p><i>The Seasons</i> 319</p> <p><i>Theme Song</i> 177</p> <p><i>Time and Temperature</i> 321</p> <p><i>Vocabulary</i> 186</p>
Use Measurement Techniques and Tools	
<p>2. Recognize that various devices measure time (e.g., clock, timer, calendar).</p>	<p>Teacher Edition:</p> <p><i>Be a Scientist</i> 242</p> <p><i>Once Upon a Time</i> 343</p> <p><i>Phonological Awareness</i> 188</p> <p><i>Talk About It</i> 321</p> <p><i>Teaching Tip</i> 298</p> <p><i>Vocabulary</i> 186</p>
<p>3. Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer).</p>	<p>Teacher Edition:</p> <p><i>Ordinal Game</i> 168</p> <p><i>Reread</i> 156</p> <p><i>Talk About It</i> 321</p>
<p>4. Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less).</p>	<p>Teacher Edition:</p> <p><i>Big and Little</i> 258</p> <p><i>Math</i> 277</p> <p><i>Sort and Classify</i> 131</p> <p><i>Weight</i> 320</p>
<p>5. Order a set of objects according to size, weight or length (e.g., cups of different sizes).</p>	<p>Teacher Edition:</p> <p><i>Weight</i> 320</p>
<p>6. Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers does it take to fill one big container using sand, rice or beans).</p>	<p>Teacher Edition:</p> <p><i>Length</i> 320</p> <p><i>Math</i> 315</p>

STANDARDS	PAGE REFERENCES
Geometry and Spatial Sense for Early Childhood	
Characteristics and Properties	
1. Match identical two- and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs).	Teacher Edition: <i>2-D Shapes</i> 93 <i>3-D Shapes</i> 92 <i>Sort and Classify</i> 131
2. Sort and classify similar two- and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).	Teacher Edition: <i>2-D Shapes</i> 93 <i>3-D Shapes</i> 92 <i>Size</i> 55 <i>Sort and Classify</i> 91
3. Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).	Teacher Edition: <i>2-D Shapes</i> 93 <i>Extend Patterns</i> 245
4. Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere – "ball," cube – "box," cylinder – "can" or "tube," and cone – "ice cream cone").	Teacher Edition: <i>3-D Shapes</i> 92
Spatial Relationships	
5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).	Teacher Edition: <i>Direction</i> 169 <i>Explore 6-10</i> 283 <i>Position</i> 168 <i>Sort and Classify</i> 91
Patterns, Functions and Algebra for Early Childhood	
Use Patterns, Relations and Functions	
1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use).	Teacher Edition: <i>2-D Shapes</i> 93 <i>3-D Shapes</i> 92 <i>Big and Little</i> 258 <i>Colors</i> 54 <i>Math</i> 49, 239 <i>Size</i> 55 <i>Sort and Classify</i> 91, 130, 131

STANDARDS	PAGE REFERENCES
2. Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue pattern with blocks).	Teacher Edition: <i>Create Patterns</i> 244 <i>Extend Patterns</i> 245 <i>Math</i> 163, 239 <i>Play a Pattern</i> 57, 133
Use Algebraic Representations	
3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).	Teacher Edition: <i>Addition</i> 396 <i>Subtraction</i> 397
Data Analysis and Probability for Early Childhood	
Data Collection	
1. Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).	Teacher Edition: <i>Alike or Different</i> 130 <i>Colors</i> 54 <i>No One Just Like You</i> 182 <i>Paper Dolls</i> 183 <i>Texture Game</i> 92
2. Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).	Teacher Edition: <i>Graph Game</i> 358 <i>Math</i> 125, 353 <i>Picture Graphs</i> 359
Statistical Methods	
3. Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).	Teacher Edition: <i>Graph Game</i> 358 <i>Math</i> 353 <i>Picture Graphs</i> 359
Science	
Earth and Space Sciences for Early Childhood	
The Universe	
1. Begin to use terms such as night and day, sun and moon to describe personal observations.	Teacher Edition: <i>Is It Day or Night?</i> 129 <i>Let's Move</i> 319 <i>Oral Language</i> 303, 307 <i>Time and Temperature</i> 321

STANDARDS	PAGE REFERENCES
2. Observe and represent the pattern of day and night through play, art materials or conversation.	Teacher Edition: <i>Is It Day or Night?</i> 129 <i>Let's Create</i> 321 <i>Let's Move</i> 319 <i>Oral Language</i> 307
Processes that Shape the Earth	
3. Observe, explore and compare changes that animals and plants contribute to in their surroundings (e.g., humans building roads and houses, holes left by worms or squirrels).	Teacher Edition: <i>Ground to Travel On</i> 242 <i>Introduce</i> 270 <i>Look Again</i> 53
4. Explore and compare changes in the environment over time (e.g., soil erosion, fossils, outdoor temperature).	Teacher Edition: <i>Introduce</i> 304
5. Explore how their actions may cause changes in the environment that are sometimes reversible (e.g., sand in flowing water changes the current) and sometimes irreversible (e.g., rock dropped that breaks).	Teacher Edition: <i>Be a Scientist</i> 52 <i>Science</i> 315
6. Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, soil eroding, water running quickly down a steep hill compared to running slowly down a gentle hill).	Teacher Edition: <i>Be a Scientist</i> 52, 166 <i>Growing Takes Time</i> 296 <i>Science</i> 315
7. Observe and use language or drawings to describe changes in the weather (e.g., sunny to cloudy day).	Teacher Edition: <i>Be a Scientist</i> 242 <i>Dramatic Play</i> 311 <i>Health & Safety</i> 247 <i>Introduce</i> 300, 308 <i>Oral Language</i> 299 <i>Phonological Awareness</i> 298 <i>Shared Writing</i> 301 <i>The Seasons</i> 319 <i>Time and Temperature</i> 321

STANDARDS	PAGE REFERENCES
Life Science for Early Childhood	
Characteristics and Structure of Life	
1. Identify common needs (e.g., food, air, water) of familiar living things.	Teacher Edition: <i>Baby Animals</i> 281 <i>Be a Scientist</i> 166, 280, 318 <i>Our Pets</i> 278 <i>Science</i> 125 <i>Social Studies</i> 276 <i>We Have Plants</i> 128
2. Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals).	Teacher Edition: <i>Introduce</i> 190, 270, 346, 384 <i>Oral Language</i> 307 <i>Read the Book</i> 152 <i>Reread</i> 228 <i>Shared Writing</i> 191
Diversity and Interdependence of Life	
3. Observe and begin to recognize the ways that environments support life by meeting the unique needs of each organism (e.g., plant/soil, birds/air, fish/water).	Teacher Edition: <i>Animals' Habitats</i> 354 <i>Be a Scientist</i> 280, 356 <i>Oral Language</i> 341, 345 <i>Science</i> 125, 353 <i>We Have Plants</i> 128
Heredity	
4. Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf).	Teacher Edition: <i>Baby Animals</i> 281 <i>Introduce</i> 262 <i>Oral Language</i> 265, 269
5. Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors).	Teacher Edition: <i>Insects Around Us</i> 205 <i>No One Just Like You</i> 182 <i>Paper Dolls</i> 183 <i>Science</i> 315 <i>Sort and Classify</i> 130 <i>Trees Around Us</i> 204

STANDARDS	PAGE REFERENCES
Physical Sciences for Early Childhood	
Nature of Matter	
1. Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture).	Teacher Edition: <i>Be a Scientist</i> 52, 318 <i>Math</i> 163 <i>Oral Language</i> 351 <i>Trees Around Us</i> 204 <i>Writing/Drawing</i> 348
2. Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood).	Teacher Edition: <i>Be a Scientist</i> 52, 90 <i>Pre-Writing Technique</i> 44, 82, 120, 234, 272 <i>Science</i> 87, 201 <i>Texture Game</i> 92
3. Sort familiar objects by one or more property (e.g., size, shape, function).	Teacher Edition: <i>Big and Little</i> 258 <i>Health & Safety</i> 335 <i>Math</i> 49, 239 <i>Plants We Eat</i> 167 <i>Social Studies</i> 276 <i>Sort and Classify</i> 91, 130, 131
Forces and Motion	
4. Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward).	Teacher Edition: <i>Grow to Independence</i> 297 <i>Let's Move</i> 91 <i>Let's Sing</i> 208, 322, 398 <i>Once Upon a Time</i> 343 <i>Oral Language</i> 41, 47 <i>Vocabulary</i> 39
5. Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping).	Teacher Edition: <i>Let's Create</i> 283 <i>Let's Move</i> 167 <i>Push and Pull</i> 394 <i>Science</i> 239

STANDARDS	PAGE REFERENCES
Nature of Energy	
6. Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, slow).	Teacher Edition: <i>Let's Pretend</i> 127 <i>Let's Sing</i> 322 <i>Literacy Through Music</i> 247 <i>Phonological Awareness</i> 40 <i>Play a Pattern</i> 95 <i>Sound Game</i> 54
7. Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun, shadow).	Teacher Edition: <i>Colors</i> 54 <i>Let's Create</i> 397 <i>Oral Language</i> 47
Science and Technology for Early Childhood	
Understanding Technology	
1. Identify the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).	Teacher Edition: <i>Be a Scientist</i> 90 <i>Field Trip to...</i> 317 <i>Let's Create</i> 93, 131, 245 <i>Science</i> 49, 201 <i>Technique Tips</i> 55 <i>Theme Project</i> 364 <i>Using Silverware</i> 144
2. Explore new uses for familiar materials through play, art or drama (e.g., paper towel rolls as kazoos, pan for a hat).	Teacher Edition: <i>Be a Scientist</i> 128 <i>Math</i> 315
Abilities to do Technological Design	
3. Use familiar objects to accomplish a purpose, complete a task or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck).	Teacher Edition: <i>Field Trip to...</i> 317 <i>Math</i> 315
4. Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance.	Teacher Edition: <i>Field Trip to...</i> 317 <i>Technique Tips</i> 93

STANDARDS	PAGE REFERENCES
Scientific Inquiry for Early Childhood	
Doing Scientific Inquiry	
1. Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat).	Teacher Edition: <i>Field Trip to...</i> 51, 165, 241, 279, 317, 355
2. Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., “Where does hail come from?”).	Teacher Edition: <i>Be a Scientist</i> 52, 128, 166, 280
3. Predict what will happen next based on previous experiences (e.g., when a glass falls off the table and hits the tile floor, it most likely will break).	Teacher Edition: <i>Be a Scientist</i> 52, 166, 242, 394 <i>Predicting</i> 90 <i>Science</i> 391
4. Investigate natural laws acting upon objects, events and organisms (e.g., repeatedly dropping objects to observe the laws of gravity, observing the life cycle of insects).	Teacher Edition: <i>Be a Scientist</i> 52, 394 <i>Science</i> 239 <i>We Have Plants</i> 128
5. Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose (e.g., to record, classify, compare, talk about).	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 280, 318, 394 <i>Look Again</i> 53 <i>Math</i> 315 <i>Science</i> 49, 315 <i>Texture Game</i> 92 <i>Trees Around Us</i> 204
6. Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools).	Teacher Edition: <i>Be a Scientist</i> 90, 128, 166, 280, 318 <i>Science</i> 49, 315
7. Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks).	Teacher Edition: <i>Be a Scientist</i> 90, 166 <i>Insects Around Us</i> 205 <i>Plants We Eat</i> 167 <i>Science</i> 315 <i>Trees Around Us</i> 204 <i>Under Your Feet</i> 318 <i>Weight</i> 320

STANDARDS	PAGE REFERENCES
8. Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 280, 318, 394 <i>Look Again</i> 53 <i>Science</i> 49 <i>Writing/Drawing</i> 310
Scientific Ways of Knowing for Early Childhood	
Nature of Science	
1. Offer ideas and explanations (through drawings, emergent writing, conversation, movement) of objects organisms and phenomena, which may be correct or incorrect.	Teacher Edition: <i>Be a Scientist</i> 128, 394 <i>Heat It Up!</i> 395 <i>Matter Changes</i> 166 <i>Talk About It</i> 318
Ethical Practices	
2. Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants).	Teacher Edition: <i>Be a Scientist</i> 318 <i>Health & Safety</i> 31, 107, 335 <i>Talk About It</i> 128
Science and Society	
3. Participate in simple, spontaneous scientific explorations with others (e.g., digging to the bottom of the sandbox, testing materials that sink or float).	Teacher Edition: <i>Be a Scientist</i> 52 <i>Science</i> 163, 239
Social Studies	
History for Early Childhood	
Chronology	
1. Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow).	Teacher Edition: <i>Let's Create</i> 207 <i>Oral Language</i> 117, 155 <i>Time and Temperature</i> 321 <i>Vocabulary</i> 186
2. Label days by function (e.g., school day, stay home day, swim day, field trip day).	Teacher Edition: <i>Let's Create</i> 207 <i>Time and Temperature</i> 321 <i>Vocabulary</i> 186
3. Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.	Teacher Edition: <i>Going Away, Coming Back</i> 220 <i>Reread</i> 34 <i>Talk About It</i> 321

STANDARDS	PAGE REFERENCES
Daily Life	
4. Share episodes of personal history from birth to present through personal memorabilia or connected to stories.	Teacher Edition: <i>Extension</i> 237 <i>Write About It</i> 195, 229, 267 <i>Writing/Drawing</i> 234, 272
5. Arrange sequences of personal and shared events through pictures, growth charts and other media.	Personal events may be sequenced as an extension of other sequencing activities. Teacher Edition: <i>Once Upon a Time</i> 385 Reread 34, 76, 114, 148, 156
Heritage	
6. Share personal family stories and traditions (e.g., photo album put together by family members).	Teacher Edition: Social Studies 49, 125
People in Societies for Early Childhood	
Cultures	
1. Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).	Teacher Edition: <i>Job Squads</i> 69 <i>My First Day</i> 373 Reread 34 <i>Social Studies</i> 125, 391 <i>Theme Project</i> 136, 402 <i>Writing/Drawing</i> 120
2. Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).	Teacher Edition: 409, 410, 412 <i>Around the World</i> 126 <i>Field Trip to...</i> 51 <i>Play a Pattern</i> 133, 171, 209, 323, 399
Geography for Early Childhood	
Location	
1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).	Teacher Edition: <i>Direction</i> 169 <i>Oral Language</i> 193, 227 <i>Position</i> 168 <i>Sort and Classify</i> 91 <i>Vocabulary</i> 39, 343, 381

STANDARDS	PAGE REFERENCES
2. Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).	Teacher Edition: <i>Dramatic Play</i> 235 <i>Neighborhood Buildings</i> 202 <i>Oral Language</i> 185 <i>Print Awareness</i> 37 <i>Social Studies</i> 201
3. Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).	Teacher Edition: <i>Talk About It</i> 202
Places and Regions	
4. Navigate within familiar environments, such as home, neighborhood or school, under supervision.	Teacher Edition: <i>Extension</i> 261 <i>Field Trip to...</i> 89
5. Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground).	Teacher Edition: <i>Field Trip to...</i> 89 <i>Going Away, Coming Back</i> 220 <i>Oral Language</i> 123 <i>Social Studies</i> 87, 201
6. Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.	Teacher Edition: <i>Oral Language</i> 185 <i>Social Studies</i> 201 <i>What Is a Neighborhood</i> 202
Human Environmental Interaction	
7. Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).	Teacher Edition: <i>Animals' Habitats</i> 354 <i>Health & Safety</i> 335 <i>Theme Project</i> 364
Economics for Early Childhood	
Scarcity and Resource Allocation	
1. Recognize that people have many wants within the context of family and classroom.	Teacher Edition: <i>Dramatic Play</i> 45 <i>What Belongs to Everyone?</i> 68
2. Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably).	Teacher Edition: <i>Dramatic Play</i> 45 <i>Health & Safety</i> 69 <i>Social Studies</i> 87 <i>What Belongs to Everyone?</i> 68

STANDARDS	PAGE REFERENCES
Production, Distribution	
3. Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).	Teacher Edition: <i>From Farm to Table</i> 164 <i>Let's Go Shopping</i> 145 <i>Let's Pretend</i> 203
4. Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).	Teacher Edition: <i>Health & Safety</i> 69 <i>What Belongs to Everyone?</i> 68
Government for Early Childhood	
Role of Government	
1. Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).	Teacher Edition: <i>Follow the Rules</i> 88 <i>Rules and Limits</i> 30 <i>Social Studies</i> 87
2. Interact with familiar and appropriate adults for assistance when needed (e.g., family member, teacher, police, firefighter).	Teacher Edition: <i>Field Trip to...</i> 51, 89, 165, 203, 241, 392 <i>Health & Safety</i> 183
3. Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).	Teacher Edition: <i>Follow the Rules</i> 88 <i>Rules and Limits</i> 30 <i>What Belongs to Everyone?</i> 68
4. Recognize the flag of the United States as a symbol of our government.	Teacher Edition: 404 <i>Our Flag</i> 50
Rules and Laws	
5. Participate in creating and following classroom rules and routines.	Teacher Edition: <i>Follow the Rules</i> 88 <i>Rules and Limits</i> 30 <i>What Belongs to Everyone?</i> 68

STANDARDS	PAGE REFERENCES
Citizenship Rights and Responsibilities for Early Childhood	
Participation	
1. Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.	Teacher Edition: <i>Dramatic Play</i> 45 <i>Friends Share</i> 88 <i>Job Squads</i> 69 <i>Rules and Limits</i> 30 <i>Saying “I Am Sorry”</i> 106 <i>Social Studies</i> 87 <i>What Belongs to Everyone?</i> 68
2. Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).	Teacher Edition: <i>Friends Share</i> 88 <i>What Belongs to Everyone?</i> 68
Rights and Responsibilities	
3. Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity).	Teacher Edition: <i>Fast and Slow, Self-Control</i> 221 <i>Using Silverware</i> 144 <i>What Our Body Needs</i> 392
4. Demonstrate awareness of the outcomes of one’s own choices (e.g., picking up toys helps create a safe environment).	Teacher Edition: <i>Job Squads</i> 69 <i>Rules and Limits</i> 30 <i>Take Your Time</i> 31 <i>What Belongs to Everyone?</i> 68
Social Studies Skills and Methods for Early Childhood	
Obtaining Information	
1. Gain information through participation in experiences with objects, media, books and engaging in conversations with peers.	Teacher Edition: <i>Introduce</i> 34, 38, 42, 72, 76, 80, 110, 114, 118, 148, 152, 156, 186, 190, 194, 224, 228, 232 <i>Library</i> 45, 83, 121, 159, 197, 235
Thinking and Organizing	
2. Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).	Teacher Edition: <i>Be a Scientist</i> 52, 166, 242, 394 <i>Introduce</i> 110, 114, 224, 266, 308, 346, 376 <i>Library</i> 121 <i>Once Upon a Time</i> 119, 271, 377 <i>Predicting</i> 90 <i>Respond</i> 118 <i>Science</i> 391

STANDARDS	PAGE REFERENCES
Communicating Information	
<p>3. Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).</p>	<p>Teacher Edition: <i>Library</i> 45, 83, 121, 159, 197, 235 <i>Shared Writing</i> 35, 39, 43, 73, 77, 81, 111, 115, 119, 149, 153, 157, 187, 191, 195, 225, 229, 233</p>