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Early Childhood Standards
Head Start Outcomes Framework
Preschool



Little Treasures

Grade Pre-K
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STANDARDS	PAGE REFERENCES
Early Learning Expectations for Three- and Four-Year-Old Children	
Approaches to Learning	
1. Early Learning Expectation: <i>Children show increasing initiative and curiosity about their work and play in all areas of the curriculum. [HSCOF-ATL 6.1.3, 7.1.1, 7.1.2, 7.1.3, 7.1.4]</i>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Choose to participate in an increasing variety of tasks and activities using all five senses. 2. Make choices and value decisions, as they solve the problems in their work and play. 3. Become more comfortable with taking risks and with generating their own ideas. 4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence. 5. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. 6. Demonstrate comfort with open-ended questions and problems. 7. Value the uniqueness of their own work. 	<p>Teacher Edition:</p> <p><i>Be a Scientist</i> 90 <i>Center Time</i> 49, 87, 125, 163 <i>Fast and Slow, Self-Control</i> 221 <i>Job Squads</i> 69 <i>Math</i> 92 <i>Rules and Limits</i> 30 <i>Science</i> 52, 204, 205 <i>Take Your Time</i> 31 <i>Talk About It</i> 88, 126, 164, 166, 240 <i>Using Silverware</i> 144 <i>What Belongs to Everyone?</i> 68 <i>What Our Body Needs</i> 392</p>

STANDARDS	PAGE REFERENCES
<p>2. Early Learning Expectation: <i>Children show increasing engagement and persistence in their work and play in all areas of the curriculum.</i> [HSCOF-ATL 5.2.3, 6.1.2, 7.2.1, 7.2.2, 7.2.3, 7.3.1, 7.3.2]</p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Grow in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. 2. Demonstrate increasing ability to set goals and develop and follow through on plans. 3. Show growing capacity to maintain concentration in spite of distractions and interruptions. 4. Begin to demonstrate the ability to follow a sequence of steps to create a finished project. 5. Grow in the ability to plan individually, in small groups, and with the whole class. 	<p>Teacher Edition:</p> <p><i>Job Squads</i> 69</p> <p><i>Let's Create</i> 207, 245, 359</p> <p><i>Math</i> 49</p> <p><i>Science</i> 52, 53, 90, 91, 128, 129, 166, 167, 204, 205, 242, 243, 280, 281, 318, 319, 356, 357, 394, 395</p>
<p>3. Early Learning Expectation: <i>Children show increasing invention and imagination in their work and play in all areas of the curriculum.</i> [HSCOF-ATL 7.3.1, 7.3.2]</p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Experiment, explore, and ask questions freely. 2. Try new things and take risks. 3. Problem solve using a variety of strategies. 4. Grow in their ability to elaborate on their original ideas. 5. Increasingly show originality and flexibility in their work. 6. Use more and more complex scenarios in play. 7. Explore movement, music, and a variety of artistic modes. 	<p>Teacher Edition:</p> <p><i>Dramatic Play</i> 45, 121, 159, 197, 235, 273</p> <p><i>Let's Go Shopping</i> 145</p> <p><i>Let's Move</i> 53, 91, 129, 167, 205, 243, 281</p> <p><i>Let's Pretend</i> 89, 165, 203</p> <p><i>Literacy Through Music</i> 95</p> <p><i>Music</i> 56, 57, 94, 95, 132, 133, 170, 171, 208, 209, 246, 247</p> <p><i>Social Studies</i> 392</p>
<p>Social and Emotional Development</p>	
<p>1. Early Learning Expectation: <i>Children develop and exhibit a healthy sense of self.</i> [HSCOF-SED 6.1.1, 6.5.1]</p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Develop greater self awareness. 2. Continue to develop personal preferences. 3. Demonstrate growing confidence in expressing their feelings, needs and opinions. 4. Become increasingly more independent. 5. Recognize and have positive feelings about their own gender, family, race, culture and language. 6. Identify a variety of feelings and moods (in themselves and others). 	<p>Teacher Edition:</p> <p><i>Fast and Slow, Self-Control</i> 221</p> <p><i>Feeling Angry</i> 107</p> <p><i>Managing Our Feelings</i> 220</p> <p><i>My First Day</i> 373</p> <p><i>New Experiences</i> 372</p> <p><i>Rules and Limits</i> 30</p> <p><i>Saying "I Am Sorry"</i> 106</p>

STANDARDS	PAGE REFERENCES
<p>2. Early Learning Expectation: <i>Children show increasing ability to regulate how they express their emotions. [HSCOF-SED6.2.3]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions. 2. Grow in their ability to follow simple, clear, and consistent directions and rules. 3. Use materials purposefully, safely, and respectfully more and more of the time. 4. Begin to know when and how to seek help from an adult or peer. 5. Manage transitions and follow routines most of the time. 6. Can adapt to different environments. 	<p>Teacher Edition:</p> <p><i>Job Squads 69</i> <i>Let's Pretend 127</i> <i>Rules and Limits 30</i> <i>Social Studies 49, 87</i> <i>Take Your Time 31</i> <i>What Belongs to Everyone? 68</i></p>
<p>3. Early Learning Expectation: <i>Children develop healthy relationships with other children and adults. [HSCOF-SED 6.2.1, 6.2.2, 6.3.1, 6.3.2, 6.3.3, 6.4.1, 6.4.2, 6.4.3]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults. 2. Begin to develop and practice the use of problem-solving and conflict resolution skills. 3. Recognize similarities and differences in people (gender, family, race, culture, language). 4. Increase their capacity to take another's perspective. 5. Show increasing respect for the rights of others. 6. Show progress in developing and keeping friendships. 7. Participate successfully as a group member. 8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community. 	<p>Teacher Edition:</p> <p><i>Dramatic Play 45</i> <i>Friends Share 88</i> <i>Health & Safety 69</i> <i>Job Squads 69</i> <i>Make Good Decisions 259</i> <i>People Are Alike and Different 182</i> <i>Rules and Limits 30</i> <i>Saying "I Am Sorry" 106</i> <i>Social Studies 87, 126</i> <i>What Belongs to Everyone? 68</i></p>

STANDARDS	PAGE REFERENCES
Intellectual Development	
<p>1. Early Learning Expectation: <i>Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment. [HSCOF-ID 7.3.3]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Explore and identify the characteristics of objects, including their similarities and differences. 2. Progress from categorizing objects and events using one attribute to categorize the same set of objects or events in multiple ways. 3. Can provide reasons for grouping objects in particular ways. 4. Can classify objects and events by identifying sets of large groups (e.g., all horses and all dogs are animals, all houses are buildings). 5. Can progress from sequencing objects and events by using one attribute to sequencing the same set of objects or events in multiple ways, providing reasons for sequencing in particular ways. 	<p>Teacher Edition:</p> <p>138</p> <p><i>Count 1-5 206</i></p> <p><i>Explore 6-10 283</i></p> <p><i>Let's Sing 56</i></p> <p><i>Math 277</i></p> <p><i>Oral Language 71, 75, 151, 155, 237, 345</i></p> <p><i>Ordinal Game 168</i></p> <p><i>Pet Shop Count 282</i></p> <p><i>Picture Graphs 359</i></p> <p><i>Plants We Eat 167</i></p> <p><i>Reread 156</i></p> <p><i>Science 353</i></p> <p><i>Shared Writing 149, 157</i></p> <p><i>Sort and Classify 91, 131</i></p> <p><i>Swim and Swish 356</i></p> <p><i>Talk About It 321</i></p> <p><i>Theme Project 250, 364</i></p> <p><i>Weight 320</i></p> <p><i>Writing/Drawing 158</i></p>
<p>2. Early Learning Expectation: <i>Children represent what they understand about the world through actions, objects, and words.</i></p>	
<ol style="list-style-type: none"> 1. Recognize symbols in the environment (e.g., traffic signals, signs). 2. Use symbols to represent their thoughts and ideas through play and expressive language. 	<p>Teacher Edition:</p> <p><i>All Types of Vehicles 240</i></p> <p><i>Dramatic Play 235</i></p> <p><i>Introduce 34, 72, 110, 186, 190, 270, 308, 342, 380</i></p> <p><i>Is It Day or Night? 129</i></p> <p><i>Let's Sing 360</i></p> <p><i>Library 197</i></p> <p><i>Look Again 53</i></p> <p><i>Neighborhood Buildings 202</i></p> <p><i>Print Awareness 41, 345</i></p> <p><i>Reread 80, 384</i></p> <p><i>Social Studies 50</i></p>

STANDARDS	PAGE REFERENCES
<p>3. Early Learning Expectation: <i>Children gain, organize, and use information in increasingly complex way. [HSCOF-ID 4.1.5]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know. 2. Share through words or actions the acquisition of increasingly complex concepts. 	<p>Teacher Edition:</p> <p><i>A Farm</i> 279 <i>A Fire Station</i> 241 <i>A Police Station</i> 203 <i>A Restaurant</i> 165 <i>A Zoo</i> 355 <i>Be a Scientist</i> 128, 166 <i>Celebrate Earth Day</i> 317 <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 <i>Our Neighborhood Community</i> 212 <i>Principal's Office</i> 89 <i>Purposeful Play Prompts</i> 197 <i>Social Studies</i> 391</p>
<p>4. Early Learning Expectation: <i>Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions. [HSCOF-ID 4.2.4]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Demonstrate problem-solving skills in their hands-on activities. 2. Increase their ability to observe attentively. 3. Increase their ability to ask questions appropriate to the circumstance. 4. Increase their ability to predict outcomes by checking out and evaluating their predictions. 5. Try a variety of ways of solving problems. 6. Demonstrate enjoyment in solving their own problems. 	<p>Teacher Edition:</p> <p><i>Center Time</i> 49, 87, 125, 315, 391 <i>Growing Takes Time</i> 296 <i>Math</i> 320, 321, 358, 359 <i>Science</i> 52, 53, 90, 91, 128, 129, 166, 167, 204, 205, 242, 243, 280, 281, 318, 319, 356, 357, 394, 395</p>

STANDARDS	PAGE REFERENCES
Language and Early Literacy Development	
1. Early Learning Expectation: <i>Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</i>	
<p>Children typically:</p> <p>A. In comprehension strategies: [HSCOF-LD 1.1.3, L 2.2.1, 2.2.2] [GLCE-R.WS.00.11-.12; R.NT.00.01-.05; R.IT.00.01-.04; R.CM.01-.06; RP.00.01-.03]</p> <ol style="list-style-type: none"> 1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events). 2. Enlarge their vocabularies both with words from conversation and instructional materials and activities. 3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions). 4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time . . .”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)]. 5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy). 	<p>Teacher Edition:</p> <p><i>Model/Guide Retelling</i> 34, 38, 42, 76, 110, 152, 186, 190, 194, 224, 228, 262, 266, 270, 300</p> <p><i>Reread and Retell</i> 43, 81, 119, 187, 225, 233, 271</p> <p><i>Respond</i> 73, 76, 81, 110, 111, 119, 148, 149, 152, 186, 233, 263, 301, 304, 308, 309, 338, 342, 346, 376, 384</p> <p><i>What Is a Neighborhood?</i> 202</p>
<p>B. In print and alphabetic knowledge: [HSCOF-L 2.1.3, 2.1.5, 2.3.5, 2.5.1, 2.5.2, 2.5.3, 2.5.4] [GLCE-R.WS.00.03-.09; R.FL.00.01]</p> <ol style="list-style-type: none"> 1. Show progress in identifying and associating letters with their names and sounds. 2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment. 3. Participate in play activities with sounds (e.g., rhyming games, finger plays). 	<p>Teacher Edition:</p> <p><i>Alphabet</i> 44</p> <p><i>Alphabet Recognition</i> 40, 70, 78, 112, 116, 146, 150, 154, 184, 188, 192, 222, 226, 230, 260</p> <p><i>Phonological Awareness</i> 70</p> <p><i>Print Awareness</i> 79, 261</p> <p><i>Shared Writing</i> 115, 149, 191</p>

STANDARDS	PAGE REFERENCES
<p>C. In concepts about reading: [HSCOF-L 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.3.4] [GLCER. MT.01-.04; R.CS.00.01; R.AT.00.01-.02]</p> <ol style="list-style-type: none"> 1. Understand that ideas can be written and then read by others. 2. Understand print and book handling concepts including directionality, title etc. 3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions). 4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types). 5. Develop an understanding of the roles of authors and illustrators. 	<p>Teacher Edition: <i>Extension 71</i> <i>Introduce 228, 270, 342</i> <i>Library 45, 83</i> <i>Objective 95</i> <i>Print Awareness 41, 71, 75, 113, 147, 151, 189, 227, 269, 341</i> <i>Respond 34, 42, 72, 266</i> <i>Shared Writing 77</i></p>
<p>2. Early Learning Expectation: <i>Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.</i> [HSCOF-L 2.4.1, 2.4.2, 2.4.3, 2.4.4] [GLCE-R.GM.00.01-.04; R.PR.00.01-.04; R.PS.00.01; R.SP.00.01-.02; R.HW.00.01-.03; R.AT.00.01]</p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Begin to understand that their ideas can be written and then read by themselves or others. 2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling. 3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels). 4. Represent their own or imaginary experiences through writing (with/without illustrations). 5. Begin to write familiar words such as their own name. 6. Attempt to read or pretend to read what they have written to friends, family members, and others. 7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing). 8. Develop greater control over the physical skills needed to write letters and numbers. 	<p>Teacher Edition: <i>Alphabet Recognition 74, 78, 108, 112, 116, 146, 150, 154, 184, 188, 192, 222, 226, 230</i> <i>Pre-Writing Technique 82, 234</i> <i>Print Awareness 79, 184</i> <i>Writing/Drawing 44, 120, 158, 196</i></p>

STANDARDS	PAGE REFERENCES
<p>3. Early Learning Expectation: <i>Children develop abilities to express themselves clearly and communicate ideas to others.</i> [HSCOF-LD 1.2.1, 1.2.2, 1.2.3, 1.2.4; L 2.1.1, 2.1.2, 2.1.4, 2.2.3] [GLCE-R.WS.00.01-.02, .10; R.CN.00.01-.04; R.DS.00.01-.04]</p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others). 2. Show increasing comfort and confidence when speaking. 3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness). 4. Continue to develop vocabulary by using words learned from stories and other sources in conversations. 5. Speak in increasingly more complex combinations of words and in sentences. 6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions). 7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling). 8. Use nonverbal expressions and gestures to match and reinforce spoken expression. 9. Show progress in speaking both their home language and English (if non-English speaking children). 10. If appropriate, show progress in learning alternative communication strategies such as sign language. 	<p>Teacher Edition:</p> <p><i>Baby Animals</i> 281</p> <p><i>Discuss</i> 30</p> <p><i>Oral Language</i> 189, 307</p> <p><i>Make Good Decisions</i> 259</p> <p><i>Going New Places</i> 372</p> <p><i>Grammar</i> 41</p> <p><i>Let's Sing</i> 208</p> <p><i>My First Day</i> 373</p> <p><i>Respond</i> 148, 339</p> <p><i>Saying "I Am Sorry"</i> 106</p> <p><i>Talk About It</i> 88, 126, 207, 240, 243, 278, 319, 357, 404</p>

STANDARDS	PAGE REFERENCES
<p>4. Early Learning Expectation: <i>Children grow in their capacity to use effective listening skills and understand what is said to them. [HSCOF-LD 1.1.1, 1.1.2, 1.1.4] [GLCE-R.CN.00.01-.05]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Gain information from listening (e.g., to conversations, stories, songs, poems). 2. Show progress in listening to and following spoken directions. 3. Show progress in listening attentively, avoiding interrupting others. 4. Respond with understanding to speech directed at them. 5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker). 6. Understand and respond appropriately to non-verbal expressions and gestures. 7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children). 	<p>Teacher Edition:</p> <p><i>English Language Learners</i> 161</p> <p><i>Introduce</i> 38, 42, 72, 76, 80, 110, 114, 118, 194, 228, 266, 300, 338</p> <p><i>Let's Create</i> 93, 131, 169, 207, 245, 283, 321</p> <p><i>Make Sets of Five</i> 206</p> <p><i>Once Upon a Time</i> 229, 305</p> <p><i>Ordinal Game</i> 168</p> <p><i>Phonological Awareness</i> 32, 192</p> <p><i>Shared Writing</i> 35, 39, 43, 73, 77, 115, 149, 195, 267</p> <p><i>Sound Game</i> 54</p> <p><i>Texture Game</i> 92</p> <p><i>Weight</i> 320</p>
<p>5. Early Learning Expectation: <i>Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. View multimedia materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials). 2. Use different strategies for understanding multimedia (e.g., making predictions using what they already know, using the structure of the media, linking themselves and their experiences to the content of the media, asking relevant questions). 3. Begin to compare information across sources, question the content and producer's choices, and discriminate between fantasy and reality (critical viewing). 	<p>Teacher Edition:</p> <p>24, 62, 100, 138, 176, 214, 252, 290, 328, 366</p> <p><i>Introduce</i> 190, 270, 346, 384</p> <p><i>Let's Sing</i> 170</p> <p><i>Literacy Through Music</i> 171, 247, 361</p> <p><i>Music</i> 360</p> <p><i>Once Upon a Time</i> 43</p> <p><i>Read the Book</i> 152</p> <p><i>Reread</i> 228</p> <p><i>Shared Writing</i> 191</p>

STANDARDS	PAGE REFERENCES
<p>6. Early Learning Expectation: <i>Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity. 	<p>Teacher Edition:</p> <p><i>Let's Move</i> 395 <i>Let's Pretend</i> 127 <i>Library</i> 235, 273, 349 <i>Literacy Through Music</i> 171 <i>Once Upon a Time</i> 35, 39, 77, 115, 267, 305 <i>Respond</i> 81, 148, 149, 157, 225, 233, 263, 266, 270, 301, 338, 339, 347, 377, 384</p>
<p>7. Early Learning Expectation: <i>Children begin to understand that communication is diverse and that people communicate in a variety of ways.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Understand that some people communicate in different languages and other forms of English. 2. Become aware of the value of the language used in their homes. 3. Become aware of alternate forms of communication (e.g., Braille, sign language, lip reading). 4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication. 	<p>Teacher Edition:</p> <p>417 <i>Introduce</i> 118 <i>Transitions That Teach</i> 47, 85, 123, 161, 199, 237, 275, 313, 351, 389</p>
<p>Creative Development</p>	
<p>1. Early Learning Expectation: <i>Children show how they feel, what they think, and what they are learning through experiences in the visual arts. [HSCOF-CD 5.2.1, 5.2.2]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves). 2. Begin to plan and carry out projects with increasing persistence. 3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form). 4. Create representations that contain increasing detail. 	<p>Teacher Edition:</p> <p><i>Let's Create</i> 55, 93, 131, 169, 207, 245, 283, 321, 359, 397 <i>Make</i> 407, 410, 413, 415, 416 <i>Paper Dolls</i> 183 <i>Theme Project</i> 60, 136, 250, 364</p>

STANDARDS	PAGE REFERENCES
<p>2. Early Learning Expectation: <i>Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences. [HSCOF-CD 5.1.1, 5.1.2]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others. 2. Begin to understand that music comes in a variety of musical styles. 3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody). 4. Become more familiar with and experiment with a variety of musical instruments. 	<p>Teacher Edition:</p> <p><i>Let's Move</i> 53, 205 <i>Let's Pretend</i> 241 <i>Music</i> 56, 57, 94, 95, 132, 133, 170, 171, 208, 209, 246, 247, 284, 285, 322, 323, 360, 361, 398, 399</p>
<p>3. Early Learning Expectation: <i>Children show how they feel, what they think, and what they are learning through movement experiences. [HSCOF-CD 5.3.1, 5.3.2]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement. 2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft). 3. Begin to identify and create movement in place and through space. 	<p>Teacher Edition:</p> <p><i>Let's Move</i> 53, 91, 205, 319 <i>Let's Pretend</i> 165, 241, 317 <i>Music</i> 56, 57, 94, 95, 132, 133, 170, 171, 208, 209, 246, 247, 284, 285, 322, 323, 360, 361, 398, 399 <i>Transitions That Teach</i> 47, 123, 161, 199, 237, 275</p>
<p>4. Early Learning Expectation: <i>Children show how they feel, what they think, and what they are learning through dramatic play. [HSCOF-CD 5.4.1, 5.4.2]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Grow in the ability to pretend and to use objects as symbols for other things. 2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings. 3. Begin to understand components of dramatic play (e.g., body, voice). 4. Contribute ideas and offer suggestions to build the dramatic play theme. 5. Begin to differentiate between fantasy and reality. 	<p>Teacher Edition:</p> <p><i>Dramatic Play</i> 45, 121, 159, 197, 235, 273, 311, 349, 387 <i>Introduce</i> 190, 270, 346, 384 <i>Let's Go Shopping</i> 145 <i>Let's Move</i> 167, 281 <i>Let's Pretend</i> 51, 89, 165, 203, 241, 279 <i>Music</i> 246, 247 <i>Read the Book</i> 152 <i>Reread</i> 228 <i>Shared Writing</i> 191</p>

STANDARDS	PAGE REFERENCES
<p>5. Early Learning Expectation: <i>Children develop rich and rewarding aesthetic lives. [HSCOF-CD 5.2.4]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Develop healthy self-concepts through creative arts experiences. 2. Show eagerness and pleasure when approaching learning through the creative arts. 3. Show growing satisfaction with their own creative work and growing respect for the creative work of others. 4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired). 5. Are comfortable sharing their ideas and work with others. 6. Use the creative arts to express their view of the world. 7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art. 8. Begin to appreciate their artistic heritage and that of other cultures. 9. Can talk about their creations with peers and adults. 10. Begin to develop creative arts vocabulary. 	<p>Teacher Edition:</p> <p><i>Act Out</i> 414</p> <p><i>Let's Move</i> 167, 281</p> <p><i>Let's Pretend</i> 51, 89, 127, 165, 241, 279, 355</p> <p><i>Music</i> 246, 247</p> <p><i>Once Upon a Time</i> 35, 39, 77, 115, 153, 191, 267, 343, 381</p>
<p>Physical Development and Health</p>	
<p>1. Early Learning Expectation: <i>Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health. [HSCOF-PDH 8.3.2]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Begin to recognize and learn the names of body parts and their locations. 2. Begin to understand spatial awareness for themselves, others, and their environment. 3. Participate actively and on a regular basis, in games, outdoor play, and other forms of exercise that enhance physical fitness. 	<p>Teacher Edition:</p> <p>418-419</p> <p><i>Exercise Is Fun!</i> 392</p> <p><i>Fast and Slow, Self-Control</i> 221</p> <p><i>Introduce</i> 376</p> <p><i>Let's Move</i> 53</p> <p><i>Let's Pretend</i> 89, 365, 393</p> <p><i>Let's Sing</i> 56, 132, 208, 322</p> <p><i>Literacy Through Music</i> 57</p> <p><i>Once Upon a Time</i> 381</p> <p><i>Oral Language</i> 379, 389</p> <p><i>Taking Your Time</i> 31</p>

STANDARDS	PAGE REFERENCES
<p>2. Early Learning Expectation: <i>Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.</i> [HSCOF-PDH 8.2.1, 8.2.2, 8.3.1]</p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping. 2. Show their ability to use different body parts in a rhythmic pattern. 3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina. 	<p>Teacher Edition:</p> <p>418-419</p> <p><i>ABC Review</i> 383</p> <p><i>Let's Move</i> 71, 129, 243, 281, 395</p> <p><i>Let's Pretend</i> 241, 317, 355</p> <p><i>Let's Sing</i> 56, 208, 322</p> <p><i>Once Upon a Time</i> 381</p> <p><i>Oral Language</i> 389</p> <p><i>Perform</i> 409, 411</p> <p><i>Play a Pattern</i> 95, 133, 171, 209, 247, 285, 361, 399</p>
<p>3. Early Learning Expectation: <i>Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</i> [HSCOF-PDH 8.1.1, 8.1.2, 8.1.3]</p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology). 2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves). 	<p>Teacher Edition:</p> <p><i>Math</i> 49, 277</p> <p><i>Oral Language</i> 71</p> <p><i>Pre-Writing Technique</i> 158, 196, 234, 272, 348</p> <p><i>Take Your Time</i> 31</p> <p><i>Technique Tips</i> 55, 93, 131, 169, 207, 245, 283, 321, 397</p> <p><i>Using Silverware</i> 144</p>
<p>4. Early Learning Expectation: <i>Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others. 2. Take pride in their own abilities and increase self-motivation. 3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others. 	<p>Teacher Edition:</p> <p>418-419</p> <p><i>Let's Pretend</i> 355</p> <p><i>Oral Language</i> 379</p> <p><i>Shared Writing</i> 377</p> <p><i>Take Your Time</i> 31</p> <p><i>Writing/Drawing</i> 386</p>

STANDARDS	PAGE REFERENCES
HEALTH, SAFETY, AND NUTRITION	
5. Early Learning Expectation: <i>Children begin to have knowledge about and make age-appropriate healthy choices in daily life. [HSCOF-PDH 8.3.3, 8.3.4]</i>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting. 2. Grow in understanding of the importance of good health and its relationship to physical activity. 3. Talk about ways to prevent spreading germs and diseases to other people. 4. Develop an understanding of basic oral hygiene. 5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods). 6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines). 7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)]. 	<p>Teacher Edition:</p> <p>418-419</p> <p><i>Caring for Ourselves</i> 30</p> <p><i>Field Trip to...</i> 393</p> <p><i>Health & Safety</i> 31, 107, 145, 373</p> <p><i>Oral Language</i> 383, 389</p> <p><i>Print Awareness</i> 383</p> <p><i>Proud to Be Growing</i> 144</p> <p><i>What Our Body Needs</i> 392</p>

STANDARDS	PAGE REFERENCES
<p>6. Early Learning Expectation: <i>Children recognize that they have a role in preventing accidents or potential emergencies.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water). 2. Identify persons to whom they can turn for help in an emergency situation. 3. Begin to know important facts about themselves (e.g., address, phone number, parent's name). 4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say 'No' to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation). 5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other's blood and vomit). 	<p>Teacher Edition:</p> <p><i>Field Trip to...</i> 241</p> <p><i>Health & Safety</i> 69, 107, 183, 221, 297</p> <p><i>Oral Language</i> 383</p> <p><i>Rules and Limits</i> 30</p> <p><i>Take Your Time</i> 31</p>
<p>7. Early Learning Expectation: <i>Children become aware of and begin to develop nutritional habits that contribute to good health.</i></p>	
<ol style="list-style-type: none"> 1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals. 2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults. 3. Use age/developmentally-appropriate eating utensils safely and correctly. 4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions. 	<p>Teacher Edition:</p> <p><i>Health & Safety</i> 259</p> <p><i>Oral Language</i> 383</p> <p><i>Plants We Eat</i> 167</p>

STANDARDS	PAGE REFERENCES
Early Learning in Mathematics	
1. Early Learning Expectation: <i>Children begin to develop processes and strategies for solving mathematical problems. [HSCOF-M 3.1.1, 3.1.2]</i>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed). 2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers). 3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences. 4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations. 	<p>Teacher Edition:</p> <p><i>Math 125, 358, 396</i></p>
2. Early Learning Expectation: <i>Children begin to develop skills of comparing and classifying objects, relationships and events in their environment. [HSCOFM 3.2.4, 3.2.1, 3.3.2, 3.3.3]</i>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can describe, match, and sort. 2. Identify likenesses and differences. 3. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time). 4. Recognize that the same group can be sorted and classified in more than one way. 5. Can describe why they group or sequence in a particular way. 	<p>Teacher Edition:</p> <p><i>Be a Scientist 356</i></p> <p><i>Big and Little 258</i></p> <p><i>Math 49, 54, 55, 92, 130, 131, 163, 239, 244, 245, 320, 358, 359, 391</i></p> <p><i>Oral Language 33, 71, 109, 231, 337, 345</i></p>
3. Early Learning Expectation: <i>Children begin to develop the ability to seek out and to recognize patterns in everyday life.</i>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures. 2. Identify patterns in their environment. 3. Investigate patterns and describe relationships. 4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt). 	<p>Teacher Edition:</p> <p><i>Math 163, 239, 244, 245</i></p> <p><i>Play a Pattern 133</i></p>

STANDARDS	PAGE REFERENCES
<p>4. Early Learning Expectation: <i>Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can generate problems that involve predicting, collecting, and analyzing information. 2. Use simple estimation to make better guesses. 	<p>Teacher Edition:</p> <p><i>Be a Scientist</i> 52, 128, 166, 242, 394 <i>Math</i> 130, 131 <i>Science</i> 90, 239, 391</p>
<p>5. Early Learning Expectation: <i>Children explore and discover simple ways to measure.</i> [HSCOF-3.3.4, 4.2.3] [GLCE-M.UN.00.01-.05]</p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Show an awareness that things in their environment can be measured. 2. Begin to understand concepts of weight. 3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events. 4. Recognize personal time as it relates to their daily life (e.g., breakfast, snack). 5. Show an awareness of temperature as it affects their daily lives. 6. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children). 7. Begin to use non-standard (e.g., length of hand) measures for length and area of objects. 8. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts. 	<p>Teacher Edition:</p> <p><i>Be a Scientist</i> 242 <i>Let's Pretend</i> 203 <i>Math</i> 315, 320, 321 <i>Science</i> 319</p>

STANDARDS	PAGE REFERENCES
<p>6. Early Learning Expectation: <i>Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening. [HSCOF-M 4.1.2]</i></p>	
<ol style="list-style-type: none"> 1. Participate regularly in informal conversations about mathematical concepts and number relationships. 2. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words. 3. Show growth in understanding that number words and numerals represent quantities. 4. Begin to use symbols to represent real objects and quantities. 5. Make progress from matching and recognizing number symbols to reading and writing numerals. 6. Recognize that information comes in many forms and can be organized and displayed in different ways. 7. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number symbols. 8. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information. 	<p>Teacher Edition: <i>Be a Scientist</i> 356 <i>Math</i> 125, 130, 131, 201, 206, 207, 277, 282, 283, 353, 358, 359, 396, 397 <i>Print Awareness</i> 265 <i>Reread</i> 118 <i>Write About It</i> 119</p>

STANDARDS	PAGE REFERENCES
<p>7. Early Learning Expectation: <i>Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials. [HSCOF-M 3.1.3, 3.1.4, 3.1.5, 3.1.6] [GLCE-N.ME.00.01-.10]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems. 2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives. 3. Make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence). 4. Recognize and match number symbols for small amounts with the appropriate amounts. 5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways. 6. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life. 7. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates). 8. Develop an increasing ability to count in sequence up to ten and beyond. 9. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities). 10. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials. 	<p>Teacher Edition:</p> <p><i>Math 125, 130, 131, 201, 206, 207, 277, 282, 283, 353, 358, 359, 396, 397</i></p> <p><i>Print Awareness 265</i></p> <p><i>Reread 118</i></p> <p><i>Write About It 119</i></p>

STANDARDS	PAGE REFERENCES
<p>8. Early Learning Expectation: <i>Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods. [GLCE-G.GS.00.01-.03]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms. 2. Investigate and begin to predict the results of combining, subdividing, and changing shapes. 3. Begin to recognize and appreciate geometric shapes in their environment. 4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind). 	<p>Teacher Edition:</p> <p><i>Math</i> 49, 87, 92, 93, 168, 169, 206, 244, 245</p> <p><i>Oral Language</i> 227, 231</p> <p><i>What's Different at the Zoo?</i> 334</p>
<p>Early Learning in Science</p>	
<p>1. Early Learning Expectation: <i>Children develop positive attitudes and gain knowledge about science through observation and active play. [HSCOF-S 4.1.1, 4.1.3, 4.1.4]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science. 2. Ask questions related to their own interest and observations. 3. Talk about their own predictions, explanations and generalizations based on past and current experiences. 4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources). 5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen). 	<p>Teacher Edition:</p> <p><i>Be a Scientist</i> 90, 128, 280, 318</p> <p><i>Growing Takes Time</i> 296</p> <p><i>Science</i> 52, 53, 87, 125, 129, 163, 166, 204, 239, 281, 315, 353, 356, 357, 391</p> <p><i>Social Studies</i> 354</p>

STANDARDS	PAGE REFERENCES
<p>2. Early Learning Expectation: <i>Children show a beginning awareness of scientific knowledge related to living and nonliving things. [HSCOF-4.2.1, 4.2.2]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings). 2. Begin to categorize living and nonliving things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight). 3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest). 4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves). 5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests). 6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions). 7. Observe and can describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down). 8. Understand the way simple tools work through their play with common toys (e.g., wheels, pulleys, gears, screws). 	<p>Teacher Edition:</p> <p><i>Be a Scientist</i> 166, 167, 280, 318</p> <p><i>Growing Takes Time</i> 296</p> <p><i>Introduce</i> 38, 338</p> <p><i>Oral Language</i> 37, 189, 337, 345</p> <p><i>Science</i> 49, 52, 125, 128, 201, 204, 205, 281, 315</p> <p><i>Shared Writing</i> 339</p>
<p>3. Early Learning Expectation: <i>Children show a beginning awareness of scientific knowledge related to the earth.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can talk about observable characteristics of different seasons. 2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms. 3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit. 4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds). 5. Talk about ways to be safe during bad weather. 	<p>Teacher Edition:</p> <p><i>Be a Scientist</i> 90, 204</p> <p><i>Health & Safety</i> 297</p> <p><i>Oral Language</i> 299, 303</p> <p><i>Science</i> 243, 318, 319</p> <p><i>Shared Writing</i> 300</p> <p><i>Social Studies</i> 354</p>

STANDARDS	PAGE REFERENCES
Early Learning in the Social Studies	
1. Early Learning Expectation: <i>Children begin to understand and interpret their relationship and place within their own environment. [HSCOF-SS 6.5.4]</i>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Include representations of various physical features (e.g., roads, bodies of water, buildings) in their play. 2. Use and understand words to indicate size. 3. Use and understand words for location and direction. 	<p>Teacher Edition:</p> <p><i>Direction</i> 169</p> <p><i>Math</i> 49, 169, 283</p> <p><i>Oral Language</i> 185, 193, 227, 261</p> <p><i>Position</i> 168</p> <p><i>Science</i> 167, 243</p> <p><i>Social Studies</i> 201, 354</p> <p><i>Sort and Classify</i> 91</p> <p><i>Vocabulary</i> 39, 343, 381</p> <p><i>What Is a Neighborhood</i> 202</p>
2. Early Learning Expectation: <i>Children begin to recognize that many different influences shape people's thinking and behavior. [HSCOF-SS 6.5.2]</i>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number). 2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others. 3. Show an understanding of family and how families are alike and different. 4. Talk about ways members of a family can work together to help one another. 5. Begin to recognize that people celebrate events in a variety of ways. 6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society. 7. Participate in creating their own classroom celebrations. 	<p>Teacher Edition:</p> <p><i>Extension</i> 237</p> <p><i>Field Trip to...</i> 51, 127</p> <p><i>No One Just Like You</i> 182</p> <p><i>Oral Language</i> 113, 185</p> <p><i>Paper Dolls</i> 183</p> <p><i>Social Studies</i> 49, 125, 126, 201, 316</p> <p><i>What Is a Neighborhood</i> 202</p> <p><i>Write About It</i> 195, 229, 267</p> <p><i>Writing/Drawing</i> 234, 272</p>

STANDARDS	PAGE REFERENCES
<p>3. Early Learning Expectation: <i>Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Use words to describe time (e.g., yesterday, today, tomorrow). 2. Can talk about recent and past events. 	<p>Teacher Edition:</p> <p><i>Be a Scientist</i> 242</p> <p><i>Going Away, Coming Back</i> 220</p> <p><i>Introduce</i> 308</p> <p><i>Is It Day or Night?</i> 129</p> <p><i>Let's Create</i> 207, 321</p> <p><i>Let's Move</i> 319</p> <p><i>Once Upon a Time</i> 343</p> <p><i>Oral Language</i> 117, 155, 307</p> <p><i>Ordinal Game</i> 168</p> <p><i>Phonological Awareness</i> 188</p> <p><i>Reread</i> 34, 156</p> <p><i>Talk About It</i> 321</p> <p><i>Teaching Tip</i> 298</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>
<p>4. Early Learning Expectation: <i>Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Grow in their understanding of the need for rules for their learning environment. 2. Begin to understand consequences of following and breaking (disobeying) rules. 3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules). 	<p>Teacher Edition:</p> <p><i>Follow the Rules</i> 88</p> <p><i>Rules and Limits</i> 30</p> <p><i>Social Studies</i> 87</p> <p><i>What Belongs to Everyone?</i> 68</p>

STANDARDS	PAGE REFERENCES
<p>5. Early Learning Expectation: <i>Children increase their understanding about how basic economic concepts relate to their lives. [HSCOF-SS 6.5.3]</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can talk about some of the workers and services in their community. 2. Can talk about some of the ways people earn a living. 3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards). 4. Make simple choices about how to spend money. 	<p>Teacher Edition:</p> <p><i>Dramatic Play</i> 197</p> <p><i>Field Trip to...</i> 165, 203, 241, 279, 317, 355, 393</p> <p><i>From Farm to Table</i> 164</p> <p><i>Introduce</i> 152, 190, 270</p> <p><i>Let's Go Shopping</i> 145</p> <p><i>Let's Pretend</i> 203</p> <p><i>Oral Language</i> 189, 199</p> <p><i>Phonological Awareness</i> 184, 188</p> <p><i>Social Studies</i> 278</p> <p><i>Talk About It</i> 316</p>
<p>6. Early Learning Expectation: <i>Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love). 2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper). 	<p>Teacher Edition:</p> <p><i>Animals' Habitats</i> 354</p> <p><i>From Farm to Table</i> 164</p> <p><i>Health & Safety</i> 335</p> <p><i>Let's Go Shopping</i> 145</p> <p><i>Let's Pretend</i> 203</p> <p><i>Oral Language</i> 151, 155, 383</p> <p><i>Science</i> 167</p> <p><i>Shared Writing</i> 157</p> <p><i>Social Studies</i> 126, 164, 392</p> <p><i>Theme Project</i> 364</p>
<p>Early Skills in Using Technology</p>	
<p>1. Early Learning Expectation: <i>Children explore and use various types of technology tools.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can describe and creatively use a variety of technological tools independently or with peer or adult help. 2. Understand that technology tools can be used throughout the day. 3. Follow simple directions to use computers and other technology tools. 	<p>Teacher Edition:</p> <p>22</p> <p><i>Extension</i> 75</p> <p><i>Log On</i> 47, 85, 123, 161, 199, 237, 275, 313, 351, 389</p>

STANDARDS	PAGE REFERENCES
<p>2. Early Learning Expectation: <i>Children can name various components of computer systems and use various input devices.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can name components (e.g., screen, printer, mouse, disks, CD, keyboard). 2. Use adaptive devices to operate a software program as necessary. 	<p>Teachers may utilize computer time to identify computer components and adaptive devices.</p> <p>Teacher Edition: 22 <i>Extension 75</i></p> <p><i>Log On 47, 85, 123, 161, 199, 237, 275, 313, 351, 389</i></p>
<p>3. Early Learning Expectation: <i>Children work cooperatively with others while using technology tools.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Talk, ask questions, solve problems, and share ideas with peers and adults, when using computers and other technology tools. 2. Work cooperatively when other children are present at the computer. 3. Begin to state and follow rules for using the computer. 	<p>Teacher Edition: 22 <i>Extension 75</i></p>
<p>4. Early Learning Expectation: <i>Children demonstrate responsible handling of technology equipment.</i></p>	
<p>Children typically:</p> <ol style="list-style-type: none"> 1. Can keep foreign materials (e.g., play dough, water, paint, crayons, chalk, and small toys) away from equipment surfaces and openings. 2. Can learn to handle equipment gently and avoid dropping items. 3. Can learn to avoid turning computers off during operation. 	<p>Teacher Edition: 22 <i>Extension 75</i></p>
<p>HEAD START CHILD OUTCOMES FRAMEWORK</p>	
<p>1. LANGUAGE DEVELOPMENT</p>	
<p><i>1.1 Listening and Understanding</i></p>	
<p>1.1.1 Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</p>	<p>Teacher Edition: <i>Introduce 38, 42, 72, 76, 80, 110, 114, 118, 194, 228, 266, 300, 338</i> <i>Once Upon a Time 229, 305</i> <i>Phonological Awareness 32</i></p>

STANDARDS	PAGE REFERENCES
1.1.2 Shows progress in understanding and following simple and multiple-step directions.	Teacher Edition: <i>English Language Learners</i> 161 <i>Let's Create</i> 93, 131, 169, 207, 245, 283, 321 <i>Make Sets of Five</i> 206 <i>Ordinal Game</i> 168 <i>Phonological Awareness</i> 192 <i>Shared Writing</i> 35, 39, 43, 73, 77, 115, 149, 195, 267 <i>Sound Game</i> 54 <i>Texture Game</i> 92 <i>Weight</i> 320
1.1.3 Understands an increasingly complex and varied vocabulary. *	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
1.1.4 For non-English speaking children, progresses in listening to and understanding English. *	Teacher Edition: <i>ELL</i> 37, 71, 109, 147, 151, 185, 227, 261, 303, 337, 341, 345, 375, 379
<i>1.2 Speaking and Communicating</i>	
1.2.1 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varies purposes. *	Teacher Edition: <i>Baby Animals</i> 281 <i>Discuss</i> 30 <i>Field Trip to...</i> 89, 241, 279 <i>Going New Places</i> 372 <i>Grammar</i> 41 <i>Make Good Decisions</i> 259 <i>My First Day</i> 373 <i>Oral Language</i> 151, 155, 189, 193, 231, 269, 307, 383 <i>Respond</i> 224, 376, 380 <i>Talk About It</i> 52, 53, 88, 126, 164, 168, 207, 242, 280 <i>What Belongs to Everyone?</i> 68

STANDARDS	PAGE REFERENCES
1.2.2 Progresses in abilities to initiate and respond to appropriately in conversation and discussions with peers and adults.	Teacher Edition: <i>Discuss</i> 30 <i>Health & Safety</i> 259, 297 <i>Library</i> 45, 159, 349 <i>Extension</i> 113, 189 <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
1.2.3 Uses an increasingly complex and varied spoken vocabulary. *	Teacher Edition: <i>Oral Language</i> 33, 147 <i>Vocabulary</i> 81, 111, 115, 119, 187, 191, 225, 267, 339, 343, 343, 377, 381, 385
1.2.4 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	Teacher Edition: <i>Oral Language</i> 41, 79, 113, 117, 155, 185, 193, 223, 227, 231, 269, 307, 383
1.2.5 For non-English-speaking children, progresses in speaking English. *	Teacher Edition: <i>ELL</i> 37, 71, 109, 147, 151, 185, 227, 261, 303, 337, 341, 345, 375, 379 <i>English Language Learners</i> 47, 85, 123, 161, 199, 237, 275, 313, 351, 389
2. LITERACY	
<i>2.1 Phonological Awareness</i>	
2.1.1 Shows increasing ability to discriminate and identify sounds in spoken language.	Teacher Edition: <i>Phonological Awareness</i> 74, 84, 116, 146, 184, 188, 198, 306, 312, 378
2.1.2 Shows growing awareness of beginning and ending sounds of words.	Teacher Edition: <i>Alphabet</i> 82, 158 <i>Alphabet Recognition</i> 74, 78, 108, 112, 116, 146, 150, 154, 192, 222, 226, 230, 260, 264, 268, 298, 302, 306, 336, 340, 374 <i>Phonological Awareness</i> 70
2.1.3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.	Teacher Edition: <i>Alphabet</i> 120, 196 <i>Let’s Pretend</i> 51 <i>Once Upon a Time</i> 35, 39, 77, 115, 153, 191, 267, 381 <i>Phonological Awareness</i> 78, 84, 112, 122, 154, 192, 198, 226, 268, 344

STANDARDS	PAGE REFERENCES
2.1.4 Shows growing ability to hear and discriminate separate syllables in words.	Teacher Edition: <i>Phonological Awareness</i> 74, 84, 116, 146, 184, 188
2.1.5 Associates sounds with written words, such as awareness that different words begin with the same sound. *	Teacher Edition: <i>Alphabet</i> 158, 234 <i>Extension</i> 71 <i>Library</i> 83 <i>Phonological Awareness</i> 70, 108, 122, 150, 154, 222, 230, 236, 260, 336, 374 <i>Print Awareness</i> 41, 71, 147, 151, 227, 269
2.2 Book Knowledge and Appreciation	
2.2.1 Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.	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
2.2.2 Shows growing interest in reading related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	Teacher Edition: <i>Dramatic Play</i> 83, 159, 197, 235 <i>Let's Go Shopping</i> 145 <i>Library</i> 45, 83, 121, 159, 197, 235, 273, 311, 349, 387 <i>Print Awareness</i> 155 <i>Shared Writing</i> 157 <i>Talk About It</i> 164
2.2.3 Demonstrates progress in abilities to retell and dictate stories from books and experience to act out stories in dramatic play; and to predict what will happen next in a story.	Teacher Edition: <i>Introduce</i> 110, 114, 224, 266, 308, 346, 376 <i>Library</i> 121 <i>Model/Guide Retelling</i> 34, 38, 42, 76, 110, 118, 152, 156, 186, 190, 194, 224, 228, 262, 266, 270, 300, 346 <i>Once Upon a Time</i> 119, 271, 377 <i>Reread and Retell</i> 43, 81, 119, 187, 225, 233, 271 <i>Respond</i> 118 <i>Shared Writing</i> 34
2.2.4 Progresses in learning how to handle and care for books; knowing how to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.	Teacher Edition: <i>Introduce</i> 34, 38, 42, 72, 76, 80, 110, 114, 118, 148, 152, 156, 270 <i>Objective</i> 95 <i>Print Awareness</i> 41, 75, 113, 189, 341 <i>Shared Writing</i> 77

STANDARDS	PAGE REFERENCES
2.3 Print Awareness and Concepts	
2.3.1 Shows increasing awareness of print in classroom, home and community settings.	Teacher Edition: <i>Extension</i> 227, 261 <i>Introduce</i> 34 <i>Neighborhood Buildings</i> 202 <i>Oral Language</i> 75 <i>Print Awareness</i> 33, 37, 71, 227, 265, 379 <i>Shared Writing</i> 347
2.3.2 Develops growing understanding of the different functions of forms and print such as signs, letters, newspapers, lists, messages, and menus.	Teacher Edition: <i>Extension</i> 227, 261 <i>Introduce</i> 34 <i>Neighborhood Buildings</i> 202 <i>Oral Language</i> 75 <i>Print Awareness</i> 33, 37, 71, 227, 265, 379 <i>Shared Writing</i> 347
2.3.3 Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	Teacher Edition: <i>Extension</i> 71 <i>Introduce</i> 38, 270 <i>Library</i> 83 <i>Objective</i> 95 <i>Print Awareness</i> 41, 71, 75, 113, 147, 151, 189, 227, 269, 341 <i>Shared Writing</i> 77
2.3.4 Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	Teacher Edition: <i>Introduce</i> 38, 42, 72, 76, 80, 110, 114, 118, 148, 152, 156, 186, 190, 224, 228, 266, 270 <i>Print Awareness</i> 75, 113, 189
2.3.5 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. *	Teacher Edition: <i>Alphabet</i> 348 <i>Print Awareness</i> 41, 79, 109, 117, 147, 151, 193, 223, 227, 231, 269, 299, 303, 379 <i>Shared Writing</i> 39
2.4 Early Writing	
2.4.1 Develops understanding that writing is a way of communicating for a variety of purposes.	Teacher Edition: <i>Shared Writing</i> 35, 39, 43, 73, 77, 81, 111, 115, 149, 153, 157, 187, 191, 195, 225, 233, 263, 267, 271, 301, 305, 309

STANDARDS	PAGE REFERENCES
2.4.2 Begins to represent stories and experiences through pictures, dictation, and in play.	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
2.4.3 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	Teacher Edition: <i>Dramatic Play</i> 83 <i>Oral Language</i> 85 <i>Science</i> 87 <i>Technique Tips</i> 55 <i>Writing/Drawing</i> 44, 82, 120, 158, 196, 234, 272, 310, 348, 386
2.4.4 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	Teacher Edition: <i>Alphabet Recognition</i> 74, 78, 108, 112, 116, 146, 150, 154, 184, 188, 192, 222, 226, 230 <i>Pre-Writing Technique</i> 82, 234 <i>Print Awareness</i> 79, 184 <i>Writing/Drawing</i> 44, 120, 158, 196
2.5 Alphabet Knowledge	
2.5.1 Shows progress in associating the names of letters with their shapes and sounds.	Teacher Edition: <i>Alphabet</i> 82 <i>Alphabet Recognition</i> 32, 70, 74, 84, 108, 112, 116, 122, 146, 150, 154, 184, 188, 192, 226, 230, 260 <i>Phonological Awareness</i> 70, 222 <i>Print Awareness</i> 223
2.5.2 Increases in ability to notice the beginning letters in familiar words.	Teacher Edition: <i>Alphabet</i> 348 <i>Print Awareness</i> 41, 79, 109, 117, 147, 151, 223, 269, 299
2.5.3 Identifies at least 10 letters of the alphabet, especially those in their own 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

STANDARDS	PAGE REFERENCES
<p>2.5.4 Knows that letters of the alphabet are a special category of visual graphics that can be individually named. *</p>	<p>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</p>
<p>3. MATHEMATICS</p>	
<p><i>3.1 Numbers and Operations</i></p>	
<p>3.1.1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality.</p>	<p>Teacher Edition: <i>Be a Scientist</i> 356 <i>Count 1-5</i> 206 <i>Count 1-10</i> 282 <i>Explore 6-10</i> 283 <i>Introduce</i> 156 <i>Math</i> 125, 130, 131, 201, 206, 207, 277, 282, 283, 353, 358, 359, 396, 397 <i>Sort and Classify</i> 131 <i>Write About It</i> 119</p>
<p>3.1.2 Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.</p>	<p>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>Math</i> 125, 130, 131, 201, 206, 207, 277, 282, 283, 353, 358, 359, 396, 397 <i>Print Awareness</i> 265 <i>Reread</i> 118 <i>Write About It</i> 119 <i>Zero</i> 207</p>
<p>3.1.3 Develops increasing ability to count in sequence to 10 and beyond.</p>	<p>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, 265 <i>Reread</i> 118 <i>Sort and Classify</i> 131 <i>Write About It</i> 119</p>

STANDARDS	PAGE REFERENCES
3.1.4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	Teacher Edition: <i>Count 1-10</i> 282 <i>Explore 6-10</i> 283 <i>Extension</i> 265 <i>Math</i> 201 <i>Print Awareness</i> 265 <i>Reread</i> 118 <i>Subtraction</i> 397 <i>Write About It</i> 119 <i>Zero</i> 207
3.1.5 Begins to use languages to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	Teacher Edition: <i>Be a Scientist</i> 356 <i>Math</i> 201, 206, 277, 282, 320, 321
3.1.6 Develops increased abilities to combine, separate and name "how many" concrete objects.	Teacher Edition: <i>Math</i> 130, 131, 201, 206, 282, 396
3.2 Geometry and Spatial Sense	
3.2.1 Begins to recognize, describe, compare and name common shapes, their parts and attributes.	Teacher Edition: <i>Math</i> 92, 93
3.2.2 Progresses in ability to put together and take apart shapes.	Teacher Edition: <i>Math</i> 87, 93, 163, 391
3.2.3 Begins to be able to determine whether or not two shapes are the same size and shape.	Teacher Edition: <i>Math</i> 92, 93
3.2.4 Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape, or size.	Teacher Edition: <i>Be a Scientist</i> 356 <i>Big and Little</i> 258 <i>Math</i> 49, 54, 55, 92, 130, 131, 163, 239, 244, 245, 320, 358, 359, 391 <i>Oral Language</i> 33, 71, 109, 231, 337, 345
3.2.5 Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, insides, outside, in front and behind.	Teacher Edition: <i>Direction</i> 169 <i>Explore 6-10</i> 283 <i>Math</i> 49, 206 <i>Position</i> 168 <i>Science</i> 91 <i>Sort and Classify</i> 91

STANDARDS	PAGE REFERENCES
<i>3.3 Patterns and Measurement</i>	
3.3.1 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	Teacher Edition: <i>Math</i> 163, 239, 244, 245 <i>Play a Pattern</i> 133
3.3.2 Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	Teacher Edition: <i>Be a Scientist</i> 356 <i>Big and Little</i> 258 <i>Math</i> 49, 54, 55, 92, 130, 131, 163, 239, 244, 245, 320, 358, 359, 391 <i>Oral Language</i> 33, 71, 109, 231, 337, 345
3.3.3 Begins to make comparisons between several objects based on a single attribute.	Teacher Edition: <i>2-D Shapes</i> 93 <i>3-D Shapes</i> 92 <i>Be a Scientist</i> 356 <i>Big and Little</i> 258 <i>Colors</i> 54 <i>Math</i> 49, 55, 131, 239 <i>Science</i> 91 <i>Size</i> 55 <i>Sort and Classify</i> 91, 130, 131
3.3.4 Shows progress in using standard and non-standard measures for length and area of objects.	Teacher Edition: <i>Be a Scientist</i> 242 <i>Let's Pretend</i> 203 <i>Math</i> 315, 320, 321 <i>Science</i> 319
4. SCIENCE	
<i>4.1 Scientific Skills and Methods</i>	
4.1.1 Begins to use sense and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.	Teacher Edition: <i>Be a Scientist</i> 90, 128, 166, 280, 318 <i>Science</i> 49, 315

STANDARDS	PAGE REFERENCES
4.1.2 Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 280, 318, 394 <i>Growing Takes Time</i> 296 <i>Insects Around Us</i> 205 <i>Look Again</i> 53 <i>Math</i> 315 <i>Plants We Eat</i> 167 <i>Science</i> 49, 315 <i>Texture Game</i> 92 <i>Trees Around Us</i> 204 <i>Under Your Feet</i> 318 <i>Weight</i> 320
4.1.3 Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 280, 318, 394 <i>Growing Takes Time</i> 296
4.1.4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 280, 318, 394 <i>Growing Takes Time</i> 296 <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 <i>Writing/Drawing</i> 310
4.1.5 Begins to describe and discuss predictions, explanation, and generalizations based on past experiences.	Teacher Edition: <i>Be a Scientist</i> 52, 128, 166, 242, 394 <i>Heat It Up!</i> 395 <i>Matter Changes</i> 166 <i>Predicting</i> 90 <i>Science</i> 391 <i>Talk About It</i> 318
4.2 Scientific Knowledge	
4.2.1 Expands knowledge of abilities to observe, describe and discuss the natural world, materials, living things and natural processes.	Teacher Edition: <i>Be a Scientist</i> 52, 128, 166, 280, 318, 394 <i>Growing Takes Time</i> 296 <i>Health & Safety</i> 31, 107, 335 <i>Science</i> 204, 205, 239, 280, 281, 315 <i>Talk About It</i> 128 <i>We Have Plants</i> 128

STANDARDS	PAGE REFERENCES
4.2.2 Expands knowledge of and respect for their body and the environment.	Teacher Edition: <i>Field Trip to...</i> 317 <i>Health & Safety</i> 335 <i>Let's Pretend</i> 393 <i>Oral Language</i> 37, 47 <i>Reread</i> 38 <i>Science</i> 49, 167, 204, 205, 242, 243, 318
4.2.3 Develops growing awareness of ideas and languages related to attributes of time and temperature.	Teacher Edition: <i>Be a Scientist</i> 52, 128, 166, 242, 394 <i>Growing Takes Time</i> 296 <i>Heat It Up!</i> 395 <i>Matter Changes</i> 166 <i>Science</i> 129, 315, 319, 391, 395 <i>Talk About It</i> 318
4.2.4 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	Teacher Edition: <i>Be a Scientist</i> 52, 128, 394 <i>Growing Takes Time</i> 296 <i>Science</i> 166, 315, 391, 395
5. CREATIVE ARTS	
<i>5.1 Music</i>	
5.1.1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.	Teacher Edition: <i>Let's Move</i> 53, 205 <i>Let's Pretend</i> 241 <i>Music</i> 56, 57, 94, 95, 132, 133, 170, 171, 208, 209, 246, 247, 284, 285, 322, 323, 360, 361, 398, 399
5.1.2 Experiments with a variety of musical instruments.	Teacher Edition: <i>Let's Pretend</i> 317 <i>Music</i> 57, 95, 133, 170, 171, 209, 246, 247, 285, 322, 323, 360, 361, 398, 399 <i>Perform</i> 405, 411, 412
<i>5.2 Art</i>	
5.2.1 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	Teacher Edition: <i>Make</i> 407, 410, 413, 415, 416 <i>Paper Dolls</i> 183 <i>Technique Tips</i> 55, 93, 131, 169, 207, 245, 283, 321, 359, 397 <i>Theme Project</i> 60, 250, 364

STANDARDS	PAGE REFERENCES
5.2.2 Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.	Teacher Edition: <i>Make</i> 407, 410, 413, 415, 416 <i>Paper Dolls</i> 183 <i>Let's Create</i> 55, 93, 131, 169, 207, 245, 283, 321, 359, 397 <i>Theme Project</i> 60, 136, 250, 364
5.2.3 Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	Teacher Edition: <i>Make</i> 407, 410, 413, 415, 416 <i>Paper Dolls</i> 183 <i>Let's Create</i> 55, 93, 131, 169, 207, 245, 283, 321, 359, 397 <i>Theme Project</i> 60, 136, 250, 364
5.2.4 Begins to understand and share opinions about artistic products and experiences.	Teacher Edition: <i>Paper Dolls</i> 183 <i>Let's Create</i> 55, 93, 131, 169, 207, 245, 283, 321, 359, 397
5.3 Movement	
5.3.1 Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	Teacher Edition: <i>Let's Move</i> 53, 91, 205, 319 <i>Let's Pretend</i> 165, 241, 317 <i>Music</i> 56, 57, 94, 95, 132, 133, 170, 171, 208, 209, 246, 247, 284, 285, 322, 323, 360, 361, 398, 399 <i>Transitions That Teach</i> 47, 123, 161, 199, 237, 275
5.3.2 Shows growth in moving in time to different patterns of beat and rhythm in music.	Teacher Edition: <i>Let's Move</i> 319 <i>Let's Pretend</i> 241, 317 <i>Music</i> 57, 95, 133, 170, 171, 209, 246, 247, 285, 322, 323, 360, 361, 398, 399
5.4 Dramatic Play	
5.4.1 Participates in a variety of dramatic play activities that become more extended and complex.	Teacher Edition: <i>Dramatic Play</i> 45, 83, 121, 159, 197, 235, 273, 311, 349, 387 <i>Let's Go Shopping</i> 145 <i>Let's Move</i> 167, 281 <i>Let's Pretend</i> 51, 89, 165, 203, 241, 279 <i>Music</i> 246, 247

STANDARDS	PAGE REFERENCES
5.4.2 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	Teacher Edition: <i>Dramatic Play</i> 45, 83, 121, 159, 197, 235, 273, 311, 349, 387 <i>Let's Go Shopping</i> 145 <i>Let's Move</i> 167, 281 <i>Let's Pretend</i> 51, 89, 165, 203, 241, 279 <i>Music</i> 246, 247
6. SOCIAL AND EMOTIONAL DEVELOPMENT	
<i>6.1 Self-Concept</i>	
6.1.1 Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	Teacher Edition: <i>Caring for Ourselves</i> 30 <i>Expressing Our Feelings</i> 106 <i>Introduce</i> 42 <i>Look How You're Growing</i> 296 <i>Managing Our Feelings</i> 220 <i>People Are Alike and Different</i> 182 <i>Proud to Be Growing</i> 144 <i>Shared Writing</i> 43
6.1.2 Develops growing capacity for independence in a range of activities, routines, and tasks.	Teacher Edition: <i>Caring for Ourselves</i> 30 <i>Fast and Slow, Self-Control</i> 221 <i>Health & Safety</i> 145, 183 <i>Job Squads</i> 69 <i>Look How You're Growing</i> 296 <i>New Experiences</i> 372 <i>Using Silverware</i> 144 <i>What Our Body Needs</i> 392
6.1.3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	Teacher Edition: <i>Caring for Ourselves</i> 30 <i>Introduce</i> 42 <i>Job Squads</i> 69 <i>Look How You're Growing</i> 296 <i>New Experiences</i> 372 <i>Proud to Be Growing</i> 144 <i>Shared Writing</i> 43

STANDARDS	PAGE REFERENCES
6.2 Self-Control	
6.2.1 Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	Teacher Edition: <i>Expressing Our Feelings</i> 106 <i>Feeling Angry</i> 107 <i>My First Day</i> 373 <i>Rules and Limits</i> 30
6.2.2 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	Teacher Edition: <i>Feeling Angry</i> 107 <i>Health & Safety</i> 69 <i>Job Squads</i> 69 <i>Rules and Limits</i> 30 <i>Saying “I Am Sorry”</i> 106 <i>Social Studies</i> 88 <i>Take Your Time</i> 31 <i>What Belongs to Everyone?</i> 68
6.2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	Teacher Edition: <i>Dramatic Play</i> 45 <i>Health & Safety</i> 69, 259 <i>Job Squads</i> 69 <i>Let’s Pretend</i> 127 <i>Rules and Limits</i> 30 <i>Social Studies</i> 49, 87, 88 <i>Take Your Time</i> 31 <i>What Belongs to Everyone?</i> 68
6.3 Cooperation	
6.3.1 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.	Teacher Edition: <i>Dramatic Play</i> 45, 83 <i>Health & Safety</i> 69 <i>Rules and Limits</i> 30 <i>Social Studies</i> 87, 88 <i>Take Your Time</i> 31 <i>What Belongs to Everyone?</i> 68
6.3.2 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.	Teacher Edition: <i>Dramatic Play</i> 45 <i>Health & Safety</i> 69 <i>Rules and Limits</i> 30 <i>Saying “I Am Sorry”</i> 106 <i>Social Studies</i> 87, 88 <i>What Belongs to Everyone?</i> 68

STANDARDS	PAGE REFERENCES
6.3.3 Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	Teacher Edition: <i>Health & Safety</i> 69 <i>Rules and Limits</i> 30 <i>Social Studies</i> 87, 88 <i>What Belongs to Everyone?</i> 68
6.4 Social Relationships	
6.4.1 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	Teacher Edition: <i>Field Trip to...</i> 89 <i>Follow the Rules</i> 88 <i>Health & Safety</i> 259 <i>Rules and Limits</i> 30 <i>Social Studies</i> 87
6.4.2 Shows progress in developing friendship with peers.	Teacher Edition: <i>Dramatic Play</i> 83 <i>Introduce</i> 72 <i>Social Studies</i> 88 <i>Theme Project</i> 98
6.4.3 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Teacher Edition: <i>People Are Alike and Different</i> 182 <i>Saying "I Am Sorry"</i> 106 <i>What Belongs to Everyone?</i> 68
6.5 Knowledge of Families and Communities	
6.5.1 Develops ability to identify personal characteristics including gender and family composition.	Teacher Edition: <i>Field Trip to...</i> 51, 127 <i>Social Studies</i> 49, 125 <i>Theme Project</i> 136 <i>Writing/Drawing</i> 120
6.5.2 Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	Teacher Edition: <i>Field Trip to...</i> 127 <i>Games to Teach Alike and Different</i> 334 <i>Paper Dolls</i> 183 <i>People Are Alike and Different</i> 182 <i>Reread</i> 72 <i>Social Studies</i> 126

STANDARDS	PAGE REFERENCES
6.5.3 Develops growing awareness of jobs and what is required to perform them.	Teacher Edition: <i>Dramatic Play</i> 197 <i>Field Trip to...</i> 165, 203, 241, 279, 317, 355, 393 <i>Introduce</i> 152, 190, 270 <i>Oral Language</i> 189, 199 <i>Phonological Awareness</i> 184, 188 <i>Social Studies</i> 278
6.5.4 Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.	Teacher Edition: <i>Social Studies</i> 201, 202, 354
7. APPROACHES TO LEARNING	
<i>7.1 Initiative and Curiosity</i>	
7.1.1 Chooses to participate in an increasing variety of tasks and activities.	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 242, 280, 318, 356, 394 <i>Center Time</i> 44, 45, 82, 83 <i>Introduce</i> 34 <i>Job Squads</i> 69 <i>Shared Writing</i> 35, 39, 73, 77, 81
7.1.2 Develops increased ability to make independent choices.	Teacher Edition: <i>Caring for Ourselves</i> 30 <i>Fast and Slow, Self-Control</i> 221 <i>Health & Safety</i> 145, 183 <i>Job Squads</i> 69 <i>Look How You're Growing</i> 296 <i>New Experiences</i> 372 <i>Using Silverware</i> 144 <i>What Our Body Needs</i> 392
7.1.3 Approaches tasks and activities with increased flexibility, imagination and inventiveness.	Teacher Edition: <i>Dramatic Play</i> 45, 83, 121, 159, 197, 235, 273, 311, 349, 387 <i>Grow to Independence</i> 297 <i>Let's Go Shopping</i> 145 <i>Let's Move</i> 129, 205 <i>Let's Pretend</i> 51, 89, 127, 165, 203, 241, 279, 317, 335, 393

STANDARDS	PAGE REFERENCES
7.1.4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 242, 280, 318, 356, 394 <i>Center Time</i> 49, 87, 121, 163, 201, 239, 277, 315, 353, 391 <i>Library</i> 159, 273 <i>Science</i> 319
<i>7.2 Engagement and Persistence</i>	
7.2.1 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 242, 280, 318, 356, 394 <i>Center Time</i> 49, 87, 121, 125 <i>Job Squads</i> 69 <i>Let's Create</i> 55, 93, 131 <i>Portfolio</i> 58 <i>Take Your Time</i> 31
7.2.2 Demonstrates increasing ability to set goals and develop and follow through on plans.	Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 242, 280, 318, 356, 394 <i>Let's Create</i> 55 <i>Shared Writing</i> 35, 39, 43, 73, 77, 81, 111, 115, 119
7.2.3 Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	Teacher Edition: <i>English Language Learners</i> 161 <i>Let's Create</i> 93, 131, 169, 207, 245, 283, 321 <i>Make Sets of Five</i> 206 <i>Ordinal Game</i> 168 <i>Phonological Awareness</i> 192 <i>Shared Writing</i> 35, 39, 43, 73, 77, 115, 149, 195, 267 <i>Sound Game</i> 54 <i>Texture Game</i> 92 <i>Weight</i> 320

STANDARDS	PAGE REFERENCES
<i>7.3 Reasoning and Problem-Solving</i>	
<p>7.3.1 Develops increasing ability to find more than one solution to a question, task, or problem.</p>	<p>Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 242, 280, 318, 356, 394 <i>Fast and Slow, Self-Control</i> 221 <i>Feeling Angry</i> 107 <i>Going Away, Coming Back</i> 220 <i>Job Squads</i> 69 <i>Rules and Limits</i> 30 <i>Saying “I Am Sorry”</i> 106 <i>Science</i> 90 <i>What Belongs to Everyone?</i> 68</p>
<p>7.3.2 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>	<p>Teacher Edition: <i>Be a Scientist</i> 52, 90, 128, 166, 204, 242, 280, 318, 356, 394 <i>Feeling Angry</i> 107 <i>Math</i> 391 <i>Saying “I Am Sorry”</i> 106 <i>Science</i> 201, 239, 395 <i>Social Studies</i> 87, 88 <i>What Belongs to Everyone?</i> 68</p>
<p>7.3.3 Develops increasing abilities to classify, compare and contrast objects, events and experiences.</p>	<p>Teacher Edition: <i>2-D Shapes</i> 93 <i>3-D Shapes</i> 92 <i>Alike or Different</i> 130 <i>Big and Little</i> 258 <i>Colors</i> 54 <i>Math</i> 49, 239 <i>No One Just Like You</i> 182 <i>Paper Dolls</i> 183 <i>Science</i> 53, 205, 281, 357 <i>Size</i> 55 <i>Social Studies</i> 391 <i>Sort and Classify</i> 91, 130, 131 <i>Texture Game</i> 92</p>

STANDARDS	PAGE REFERENCES
8. PHYSICAL HEALTH AND DEVELOPMENT	
<i>8.1 Gross Motor Skills</i>	
8.1.1 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.	Teacher Edition: 419 <i>ABC Review</i> 383 <i>Let's Move</i> 129, 281, 395 <i>Let's Pretend</i> 317, 355 <i>Let's Sing</i> 208, 322 <i>Once Upon a Time</i> 381 <i>Oral Language</i> 389 <i>Play a Pattern</i> 209, 399
8.1.2 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	Teacher Edition: 419 <i>Let's Move</i> 129
<i>8.2 Fine Motor Skills</i>	
8.2.1 Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.	Teacher Edition: <i>Let's Create</i> 207 <i>Technique Tips</i> 93 <i>Using Silverware</i> 144
8.2.2 Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.	Teacher Edition: <i>Math</i> 49, 277 <i>Take Your Time</i> 31 <i>Technique Tips</i> 93 <i>Using Silverware</i> 144
8.2.3 Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.	Teacher Edition: <i>Technique Tips</i> 55, 131, 169, 207, 245, 283, 397 <i>Writing/Drawing</i> 158, 234, 272
<i>8.3 Health Status and Practices</i>	
8.3.1 Progresses in physical growth, strength, stamina, and flexibility.	Teacher Edition: 418-419 <i>Exercise Is Fun!</i> 392 <i>Let's Move</i> 129, 243, 281, 395 <i>Oral Language</i> 389 <i>Play a Pattern</i> 209

STANDARDS	PAGE REFERENCES
8.3.2 Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.	Teacher Edition: 418-419 <i>Fast and Slow, Self-Control</i> 221 <i>Let's Move</i> 129, 243, 281, 395 <i>Let's Pretend</i> 89, 241, 317, 355 <i>Let's Sing</i> 56 <i>Once Upon a Time</i> 381 <i>Oral Language</i> 389 <i>Play a Pattern</i> 95, 209, 399
8.3.3 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	Teacher Edition: 418-419 <i>Caring for Ourselves</i> 30 <i>Field Trip to...</i> 393 <i>Health & Safety</i> 31, 107, 145, 373 <i>Oral Language</i> 383, 389 <i>Print Awareness</i> 383 <i>Proud to Be Growing</i> 144 <i>What Our Body Needs</i> 392
8.3.4 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.	Teacher Edition: <i>Field Trip to...</i> 241 <i>Health & Safety</i> 69, 107, 183, 221, 297 <i>Oral Language</i> 383 <i>Rules and Limits</i> 30 <i>Take Your Time</i> 31

* Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.