



# Florida Pre-Kindergarten Performance Standards

February 2025

# Approaches to Learning

## Emotional and Behavioral Self-Regulation

Goal 1: Child manages emotions with increasing independence.

Social-Emotional Learning Competency: **Self-Management**

**Connect4Learning® Units:**

- Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 3, Welcome & Read-Aloud: Sometimes I'm Bombaloo, pages 129-130
- Unit 3, Small Group: Tucker the Turtle Class page, pages 132-133

Goal 2: Child follows rules and routines with increasing independence.

Social-Emotional Learning Competency: **Self-Management**

**Connect4Learning® Units:**

- Unit 1, Small Group: Counting Time, pages 38-39
- Unit 1, Small Group: Friendship Skill: Give a Toy, pages 46-47

Goal 3: Child appropriately handles and takes care of materials.

Social-Emotional Learning Competency: **Self-Management**

**Connect4Learning® Units:**

- Unit 1, Connect: Center Sort and Outdoor Brainstorm, pages 84-85
- Unit 2, Small Group: Introduction to the Solution Suitcase: Wait and Take Turns and Ask Nicely, page 46

Goal 4: Child manages actions, words, and behavior with increasing independence.

Social-Emotional Learning Competency: **Self-Management**

**Connect4Learning® Units:**

- Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 3, Connect: When I Feel Angry, page 170

## Cognitive Self-Regulation (Executive Functioning)

Goal 1: Child demonstrates an increasing ability to control impulses.

Social-Emotional Learning Competency: **Self-Management**

**Connect4Learning® Units:**

- Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 3, Welcome & Read-Aloud: The Chocolate-Covered- Cookie Tantrum, pages 85-86
- Unit 3, Connect: Turtle Freeze, page 131

Goal 2: Child maintains focus and sustains attention with minimal trusted adult support.

Social-Emotional Learning Competency: **Self-Management**

**Connect4Learning® Units:**

- Unit 2, Small Group: Problem-Solving Puppets, pages 161-162
- Unit 3, Small Group: Ants on a Log, pages 74-75
- Unit 1, Connect: I Spy New Friends, page 37
- Unit 1, Connect: How Many Are Here Today? page 28

Goal 3: Child persists in tasks.

Social-Emotional Learning Competency: **Self-Management**

**Connect4Learning® Units:**

- Unit 2, Small Group: Problem-Solving Puppets, pages 161-162
- Unit 3, Small Group: Ants on a Log, pages 74-75
- Unit 2, Welcome & Read-Aloud: We Are Problem Solvers, pages 158-159

## Cognitive Self-Regulation (Executive Functioning)

Goal 4: Child holds information in mind and manipulates it to perform tasks.

Social-Emotional Learning Competency: **Self-Management**

### Connect4Learning® Units:

- Unit 1, Fast Focus: If Your Name Starts With..., page 49
- Unit 1, Fast Focus: Simon Says "This Many", page 127
- Unit 2, Small Group: Outdoor Scavenger Hunt, pages 53-54
- Unit 5, Small Group: Welcoming Worm Visitors, pages 125-126

Goal 5: Child demonstrates flexibility in thinking and learning.

Social-Emotional Learning Competency: **Self-Management**

### Connect4Learning® Units:

- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 2, Small Group: Introduction to the Solution Suitcase: Wait and Take Turns and Ask Nicely, pages 46-47
- Unit 2, Small Group: Problem-Solving Puppets, page 161
- Unit 3, Small Group: Introduce Tucker the Turtle, page 88

## Initiative and Curiosity

Goal 1: Child demonstrates initiative and independence.

Social-Emotional Learning Competency: **Self-Management**

### Connect4Learning® Units:

- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 1, Dramatic Play: Home, pages 13-14
- Unit 2, Small Group: Outdoor Scavenger Hunt, page 53
- Unit 3, Learning Centers: Paper Construction, page 12
- Unit 3, Small Group: From Here to There: Bridge Building, page 96

Goal 2: Child shows interest in and curiosity about the world around them.

Social-Emotional Learning Competency: **Self-Management**

### Connect4Learning® Units:

- Unit 1, Welcome & Read-Aloud: Our Senses, pages 50-51
- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 2, Welcome and Read-Aloud: Life in the City, page 28
- Unit 2, Connect: I'm Thinking of a Friend Who..., page 234
- Unit 3, Welcome and Read-Aloud: Not a Box, page 112

## Creativity

Goal 1: Child expresses creativity in thinking and communication.

Social-Emotional Learning Competency: **Relationship Skills**

### Connect4Learning® Units:

- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 1, Connect: I Drew That!, page 242
- Unit 2, Fast Focus, page 172: "Elephants Went Out to Play"
- Unit 3, Small Group: Writing a Letter about How to Play Block and Roll, pages 258-259
- Unit 3, Welcome and Read-Aloud: Not a Box, page 112

Goal 2: Child uses imagination in play and interactions with others.

Social-Emotional Learning Competency: **Relationship Skills**

### Connect4Learning® Units:

- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 2, Small Group: Outdoor Scavenger Hunt, page 53
- Unit 3, Learning Centers: Paper Construction, page 12
- Unit 3, Small Group: From Here to There: Bridge Building, page 96
- Unit 4, Learning Centers: Collections Art, page 9



## Sense of Identity and Belonging

Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests

Social and Emotional Learning Competency: **Self-Awareness**

**Connect4Learning® Units:**

- Unit 1, Welcome & Read-Aloud: Otto Goes to School, page 27
- Unit 1, Art Center: Make a Self-Portraits, page 10
- Unit 2, Welcome & Read-Aloud: A Weekend with Wendell, pages 83-84
- Unit 3, Small Group: Afraid Flap pages, pages 171-172

Goal 2: Child expresses confidence in own skills and positive feelings about self.

Social and Emotional Learning Competency: **Self-Awareness**

**Connect4Learning® Units:**

- Unit 4, Small Group: Emotions Collage, pages 48-49
- Unit 6, Writing Center: Autobiographies, page 12
- pages 42: Unit 5, Connect: Feelings Follow the Leader, Week 1, Day 3, Paragraphs 1-10

Goal 3: Child has a sense of belonging to family, community, and other groups.

Social and Emotional Learning Competency: **Self-Awareness**

**Connect4Learning® Units:**

- Unit 1, Connect: I Spy New Friends, page 29
- Unit 1, Dramatic Play: Home, pages 13-14
- Unit 5, Small Group: Review and Enrichment, page 173 (2nd bullet point, Literacy)
- Unit 6, Learning Centers: Writing Center, Autobiographies
- Unit 6, Connect: End-Of-The-Year Compliments, page 70

## Emotional Functioning

Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others.

Social and Emotional Learning Competency: **Self-Awareness and Social Awareness**

**Connect4Learning® Units:**

- Unit 4, Connect: Emotions Bar Graphs, page 83
- Unit 4, Small Group: Emotions Charades, page 84
- Unit 4, Small Group: Emotions Story Writing, page 194
- Unit 4, Small Group: Emotions Collage, pages 48-49

Goal 2: Child expresses care and concern toward others.

Social and Emotional Learning Competency: **Social Awareness**

**Connect4Learning® Units:**

- Unit 1, Welcome & Read-Aloud: Big Al, pages 194-195
- Unit 2, Welcome and Read-Aloud: Goldilocks and the Three Bears: A Problem-Solving Story, page 42
- Unit 4, Small Group: Emotions Collage, page 48
- Unit 4, Welcome & Read-Aloud: My Friend Is Sad, page 45
- Unit 5, Connect: Feel-Better Charades, page 118

Goal 3: Child manages emotions with increasing independence.

Social and Emotional Learning Competency: **Self-Management**

**Connect4Learning® Units:**

- Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 3, Welcome & Read-Aloud: Sometimes I'm Bombaloo, pages 129-130
- Unit 3, Small Group: Tucker the Turtle Class pages, pages 132-133
- Unit 3, Connect: When I Feel Angry, page 170



## Relationships with a Trusted Adult

Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult.

Social and Emotional Learning Competency: **Relationship Skills**

### Connect4Learning® Units:

- Teacher's Handbook, page 23: Learning through Social-Emotional Experiences
- Teacher's Handbook, page 69: Social-Emotional Development in Connect4Learning
- Unit 1, Connect: How Many Are Here Today?, page 28
- Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 3, Welcome & Read-Aloud: Wimberly Worried, pages 247-248
- Unit 5, Connect: Feel-Better Charades, page 118
- Unit 5, Connect: Our Stone Soup, page 157
- Unit 5, Small Group, page 197: Pizza Problem Solving

Goal 2: Child engages in prosocial and cooperative behavior with trusted adult.

Social and Emotional Learning Competency: **Relationship Skills**

### Connect4Learning® Units:

- Unit 1, Introduction: Daily Routines and Transitions, pages ix-x
- Unit 1, Small Group: Counting Time, pages 38-39
- Unit 1, Small Group: Friendship Skills Board Game, page 230
- Unit 1, Small Group: Friendship Skill: Give a Toy, pages 46-47
- Unit 4, Connect: Prince and Princess Problem Solving, page 192
- Unit 5, Connect: Cooperation: Watering the Garden, page 234

## Relationships with Other Children

Goal 1: Child engages in and maintains positive interactions and relationships with other children.

Social and Emotional Learning Competency: **Relationship Skills**

### Connect4Learning® Units:

- Unit 1, Welcome & Read-Aloud: Can I Play Too? pages 82-83
- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 1, Welcome and Read-Aloud: Yo? Yes!, page 155
- Unit 1, Small Group: Our Class Compliment Chain, page 218
- Unit 6, Connect: End-of-the-Year Compliments, page 70

Goal 2: Child engages in cooperative play with other children.

Social and Emotional Learning Competency: **Relationship Skills**

### Connect4Learning® Units:

- Unit 1, Connect: I Spy New Friends, page 29
- Unit 1, Welcome and Read Aloud: Can I Play Too?, pages 82-83
- Unit 1, Small Group: Friendship Skills Board Game, page 230
- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 3, Connect: Mirror, Mirror Game, page 45
- Unit 5, Connect: Cooperation: Watering the Garden, page 234

Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children.

Social and Emotional Learning Competency: **Relationship Skills**

### Connect4Learning® Units:

- Unit 2, Small Group: Introduction to the Solution Suitcase: Wait and Take Turns and Ask Nicely, pages 46-47
- Unit 2, Connect: Solution Spot Game, page 122
- Unit 4, Connect: Prince and Princess Problem Solving, page 192
- Unit 5, Small Group: Pizza Problem Solving, page 197





## Attending and Understanding

**Goal 1: Child attends to communication and language from others.**

**Connect4Learning® Units:**

- Unit 1, Connect: How Many Are Here Today?, page 28
- Unit 1, Connect: Two Arms Wave, page 69
- Unit 1, Welcome & Read-Aloud: Can I Play Too? pages 82-83
- Unit 1, Small Group: Compliment Cards, page 125
- Unit 1, Small Group - Friendship Skills Board Game, page 230

**Goal 2: Child understands and responds to increasingly complex communication and language from others.**

**Connect4Learning® Units:**

- Unit 1, Welcome & Read-Aloud: Otto Goes to School, page 27
- Unit 1, Welcome & Read-Aloud: Pete the Cat: I Love My White Shoes, pages 42-43
- Unit 1, Welcome and Read-Aloud: Goldilocks and the Three Bears and Centers-Signs Sharing, page 107
- Unit 1, Welcome and Read-Aloud: A Visitor for Bear, page 151
- Unit 1, Welcome and Read-Aloud, page 169: Abiyoyo
- Unit 3, Welcome & Read-Aloud: How Will We Get to The Beach? pages 199-200

## Communicating and Speaking

**Goal 1: Child varies the amount of information provided to meet the demands of the situation.**

**Connect4Learning® Units:**

- Unit 1, Small Group: Expectations Scavenger Hunt, pages 197-198
- Unit 1, Dramatic Play, pages 13-15
- Unit 3, Welcome & Read-Aloud: How Will We Get to The Beach? pages 199-200

**Goal 2: Child understands, follows, and uses appropriate social and conversational rules.**

**Connect4Learning® Units:**

- Unit 1, Connect: Two Arms — Show Your Group, page 223
- Unit 3, Welcome & Read-Aloud: Franklin in the Dark, pages 168-167
- Unit 1, Welcome & Read-Aloud: Yo? Yes! pages 155-156
- Unit 1, Small Group: Expectations Scavenger Hunt, pages 197-198

**Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways.**

**Connect4Learning® Units:**

- Unit 3, Small Group: I Know What You're Thinking, page 82
- Unit 2, Small Group: Coral-Reef Scavenger Hunt, page 248
- Unit 2, Small Group: Introduction to Science Journals, pages 32-33

## Vocabulary

**Goal 1: Child understands and uses a wide variety of words for a variety of purposes.**

**Connect4Learning® Units:**

- Unit 5, Welcome & Read-Aloud: Our Community Garden Project Launch, pages 26-27
- Unit 5, Welcome & Read-Aloud: A Bean's Life Cycle, pages 62-63
- Unit 4, Fast Focus: Conrad the Confused Chameleon Shape Review, page 85
- Unit 4, Games and Puzzles Center, Shape Pictures and Shape-Mat Hop, pages 17-18

**Goal 2: Child shows understanding of word categories and relationships among words.**

**Connect4Learning® Units:**

- Unit 1, Connect: I Spy New Friends, page 29
- Unit 2, Week 2, Day 5, Welcome & Read-Aloud: Life in a Pond, page 97
- Unit 2, Connect: What's Out There? page 31
- Unit 4, Welcome & Read-Aloud: Rex Wrecks It! pages 118-119

## Phonological Awareness

Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### Connect4Learning® Units:

- Unit 2, Fast Focus: Multi-Syllable Grab Bag, page 88
- Unit 2, Welcome & Read-Aloud: Smash! Mash! Crash! There Goes the Trash! page 145
- Unit 2, Fast Focus: Rhyming Basket, page 231
- Unit 3, Fast Focus: Taking Apart Words, page 56
- Unit 4, Fast Focus: --at , page 80
- Unit 4, Fast Focus: Surprise Blending Bag, page 165
- Unit 5, Fast Focus: Blending Names, page 82 (Ahead of Time)

## Print and Alphabet Knowledge

Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

### Connect4Learning® Units:

- Unit 1, Learning Centers: Book Nook, Felt-Board Story, page 12
- Unit 1, Fast Focus: Our Name Chart, page 41
- Unit 1, Small Group: Title pages for the Meet Our Class Book, pages 71-72
- Unit 4, Writing Center: Fairy-Tale Author and Illustrator, page 21

Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters.

### Connect4Learning® Units:

- Unit 1, Fast Focus: Looking at Letters, page 33
- Unit 1, Fast Focus: Alphabet Clues, page 150
- Unit 4, Fast Focus: The Letter Bag, page 219
- Unit 3, Welcome and Read-Aloud: Albert's Alphabet, page 28
- Unit 3, Fast Focus: Reading the Alphabet Chart, page 56
- Unit 5, Fast Focus: Six Little Letters, page 223 (At a Glance & Ahead of Time)
- Unit 5, Fast Focus: Vacation, page 127

## Comprehension and Text Structure

Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling.

### Connect4Learning® Units:

- Unit 1, Welcome and Read-Aloud: A Visitor for Bear, page 151
- Unit 1, Welcome and Read-Aloud: Abiyoyo, page 169
- Unit 2, Connect: Goldilocks and the Three Bears, page 116
- Unit 2, Welcome and Read-Aloud, page 209: The Ocean Alphabet Book
- Unit 3, Welcome and Read-Aloud: Changes, Changes, page 70
- Unit 4, Welcome and Read-Aloud: Maisy Goes to the Museum, page 38

Goal 2: Child asks and answers questions about a book that was read aloud.

### Connect4Learning® Units:

- Unit 1, Welcome & Read-Aloud: Our Senses, pages 50-51
- Unit 5, Welcome & Read-Aloud: Plants We Eat and How They Grow, page 147
- Unit 1, Welcome & Read-Aloud: Please Don't Upset P. U. Gorilla, pages 201-202

## Writing

Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks.

### Connect4Learning® Units:

- Unit 1, Small Group: Our Senses Posters: Taste and Smell, pages 182-183
- Unit 3, Small Group: Writing a Letter about How to Play Block and Roll, pages 258-259
- Unit 5, Small Group: Science Journals: Growth, page 183
- Unit 6, Small Group: My Favorite Thing About Pre-K, page 59



## Counting and Cardinality

**Goal 1: Child knows number names and the count sequence.**

**Connect4Learning® Units:**

- Unit 1, Learning Centers: Games and Puzzles Center: How Many Is That Number?, page 17
- Unit 1, Small Group: Counting Time, page 38
- Unit 1, Connect: How Many Are Here Today?, page 52
- Unit 1, Connect: Two Arms Wave, page 69
- Unit 3, Fast Focus: Keep Counting, page 173
- Unit 5, Connect: Finger Counting, page 164

**Goal 2: Child recognizes the number of objects in a small set.**

**Connect4Learning® Units:**

- Unit 1, Welcome & Read Aloud: Hippos Go Berserk! page 241
- Unit 1, Week 3, Day 1, Fast Focus: Moves to Count! page 113
- Unit 1, Fast Focus: Subitize!, page 96
- Unit 1, Connect: Ten Black Dots, page 236
- Unit 2, Connect: Compare Subitize!, page 115
- Unit 3, Fast Focus: Simon Shows, page 90

**Goal 3: Child understands the relationship between numbers and quantities.**

**Connect4Learning® Units:**

- Unit 1, Learning Centers: Games and Puzzles Center: How Many Is That Number?, page 17
- Unit 1, Connect: How Many Are Here Today? page 36
- Unit 1, Welcome & Read Aloud: Hippos Go Berserk! page 241
- Unit 1, Week 3, Day 1, Fast Focus: Moves to Count! page 113

**Goal 4: Child compares numbers.**

**Connect4Learning® Units:**

- Unit 1, Connect: Two Arms Wave, page 36
- Unit 1, Connect: How Many Are Here Today? page 36
- Unit 5, Fast Focus: Finger Counting, page 68
- Unit 3, Small Group: What Number Now? pages 125-126

**Goal 5: Child associates a quantity with written numerals and begins to write numbers.**

**Connect4Learning® Units:**

- Unit 1, Fast Focus: Numeral Review for 1 and 2, page 111
- Unit 2, Connect: Numeral 7, page 204
- Unit 2, Connect: Numerals 1 and 2, page 108
- Unit 2, Fast Focus: Numeral Review (for 1 and 2), page 111
- Unit 3, Small Group: Tucker the Turtle Class Pages, page 132

## Operations and Algebraic Thinking

**Goal 1: Child understands addition as adding to and understands subtraction as taking away from.**

**Connect4Learning® Units:**

- Unit 2, Connect: Hidden Simple Addition and Subtraction, page 210
- Unit 3, Small Group: What Number Now? pages 125-126
- Unit 5, Week 1, Day 3, Fast Focus: Finger Counting, page 44
- Unit 5, Connect: Add It Up, page 64
- Unit 6, Small Group: High-Low Card Game, page 29

**Goal 2: Child understands simple patterns.**

**Connect4Learning® Units:**

- Unit 2, Small Group: Make a Clown Fish, page 206
- Unit 2, Welcome & Read-Aloud: Pattern Fish, page 225
- Unit 3, Fast Focus: Moves to Count!, page 197
- Unit 4, Games and Puzzles Center: Making Patterns, page 17
- Unit 4, Connect: What's My Pattern? page 114
- Unit 4, Small Group: Extend the Pattern, page 115
- Unit 4, Connect: Creating Pattern Walls, page 149





## Numbers and Operations in Base Ten

Goal 1: Child works with numbers 11 to 19 to gain foundations for place value.

### Connect4Learning® Units:

- Unit 1, Learning Centers: Games and Puzzles Center: How Many Is That Number?, page 17
- Unit 1, Fast Focus: Two Little Friends, page 168
- Unit 2, Welcome and Read-Aloud: Pattern Fish, page 225
- Unit 3, Fast Focus Let's Count!, page 213:

## Measurement and Data

Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons.

### Connect4Learning® Units:

- Unit 3, Games and Puzzles Center: I Know What You're Thinking, page 17
- Unit 3, Learning Centers: Show What You Know Center: Is My Arm Longer?, page 19
- Unit 3, Connect: Building Towers, page 114
- Unit 3, Connect: Measuring Length & Distance, page 263
- Unit 3, Connect: Is My Arm Longer?, page 156
- Unit 4, Week 2, Day 2, Connect: Armored and Ready! page 76
- Unit 4, Connect: How Big Were the Prehistoric Animals?, page 90
- Unit 5, Learning Centers: Show What You Know Center: Plant Measuring, page 17
- Unit 5, Learning Centers: Exploration Station: Growth Charts, page 13

Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10).

### Connect4Learning® Units:

- Unit 1, Learning Centers: Construction Zone, page 13: Sorting Blocks
- Unit 2, Connect, page 64: Sorting It Out
- Unit 2, Connect, page 78: More Sorting It Out
- Unit 5, Connect, page 48: I Know What You're Thinking
- Unit 4, Learning Centers: Exploration Station, page 16: Hannah's Collections Sort

## Geometry and Spatial Sense

Goal 1: Child identifies, describes, compares, and composes shapes.

### Connect4Learning® Units:

- Unit 2, Welcome & Read-Aloud: The Shape of Things, pages 75-76
- Unit 2, Small Group: Shape Match, page 39
- Unit 3, Exploration Station: Shapes, Patterns, and Forms, page 15
- Unit 3, Fast Focus: Make a Triangle, page 33
- Unit 3, Small Group: Making Triangles, pages 54-55
- Unit 3, Welcome & Read-Aloud: Building a Shape, pages 50-51
- Unit 3, Connect, page 52: Making Boxes
- Unit 4, Small Group, page 216: Build a Castle

Goal 2: Child explores the positions of objects in space.

### Connect4Learning® Units:

- Unit 1, Connect: Two Arms Wave — Show Your Partner, page 92
- Unit 2, Connect: Name That Shape!, page 59
- Unit 3, Small Group: From Here to There: Bridge Building, page 96
- Unit 3, Connect: Conrad the Confused Crow Builds Another Tower, page 103
- Unit 3, Connect: Going Up!, page 115
- Unit 3, Small Group: Block and Roll, page 236
- Unit 3, Welcome and Read-Aloud: Traffic Signs Shape Book, page 261

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# I. Physical Development Domain

## A. HEALTH AND WELL-BEING

### a. Active Physical Play

#### Standard & Benchmarks

##### 1. Engages in physical activities with increasing balance, coordination, endurance and intensity

##### a: Seeks to engage in physical activities or active play routinely with increased intensity and duration

The Connect4Learning® unit manuals include various activities to promote active physical play indoors or out. Examples include Unit 2 (page 40): the children use movement (i.e., hop, jump, touch toes) to practice counting and patterns. In Unit 3 (page 120), the children move about the room like dinosaurs (e.g., "Stomp like a dinosaur," "Walk on four legs like a Stegosaurus"). In Unit 4 (page 166), the children work on patterns by using their bodies to sit, stand, or kneel. In addition, Small Group on day 5 of each week is designated for teachers to choose concepts and skills to revisit based on the needs of the children. Day 5 Fast Focus lessons are often also designated as Teacher Choice (see Unit 3, pages 62 and 63). There is also a note on many movement lessons to provide teachers with ways to modify the movement if needed to ensure all children can participate. The Connect4Learning sample schedules build in outdoor exploration time each day.

Additional specific examples from the curriculum include:

- *Teacher's Handbook*, Chapter 3, pages 31-32: Sample Schedules
- Unit 1, Fast Focus, pages 40, 62, 80, 101, 113, 160, 192, 199, 225, 232: Moves to Count!
- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Fast Focus, page 49: If Your Name Starts with..."
- Unit 1, Fast Focus, pages 127, 220: Simon Says, "This Many"
- Unit 2, Connect, page 85: Expectation Freeze Dance
- Unit 2, Connect, page 247: Coral-Reef Dance
- Unit 3, Fast Focus, pages 90, 220: Simon Shows
- Unit 3, Connect, page 131: Turtle Freeze
- Unit 4, Learning Centers, page 19: Show What You Know, Dance or Clap a Pattern
- Unit 4, Connect, page 47: Turtle Freeze
- Unit 6, Fast Focus, page 37: Pattern Dance

### b. Safety

#### Standard & Benchmarks

##### 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities

##### a: Consistently follows basic safety rules independently across different situations

##### b: Identifies consequences of not following safety rules

Safe behaviors are emphasized, encouraged, and expected throughout Connect4Learning. During Unit 1, classroom expectations are introduced (see page 28), then reviewed throughout the unit (pp. 38, 45, 46, 50, 101). One of the three expectations is "Be safe." A poster reflecting the expectations with "Be safe" is to remain posted in the classroom. Teachers explain that the expectations help everyone to play, work, and learn safely. They also ask the children what it means to do each item on the expectations chart, and why these behaviors are important. Teachers and children discuss what may happen if they do not behave in safe and respectful ways (e.g., Unit 1, page 101). Self-regulation is also one of Connect4Learning's thinking processes that runs throughout the entire curriculum. Many Connect4Learning activities and lessons help children self-regulate, name strong emotions, and identify solutions to their problems.

The following are additional examples of personal safety practices and routines, including activities when the teacher talks about safety, children are reminded to act safely, and children follow and identify safe practices:

- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Small Group, page 38: Counting Time
- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Connect, page 84: Center Sort and Outdoor Brainstorm
- Unit 1, Small Group, page 197: Expectations Scavenger Hunt
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Connect, page 44: Problem-Solving Steps
- Unit 2, Small Group, page 46: Introduction to the Solution Suitcase: Take Turns and Ask Nicely
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say "Please Stop," Get a Teacher
- Unit 2, Welcome and Read-Aloud, page 120: *Abiyoyo Returns*
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 2, Small Group, page 161: Problem-Solving Puppets
- Unit 2, Connect, page 197: Problem-Solving Letters
- Unit 2, Small Group, page 198: Super Solver Game

- Unit 3, Welcome and Read-Aloud, page 85: *The Chocolate-Covered-Cookie Tantrum*
- Unit 3, Welcome and Read-Aloud, page 129: *Sometimes I'm Bombaloo*
- Unit 3, Welcome and Read-Aloud, page 232: *My Car*
- Unit 3, Welcome and Read-Aloud, page 261: *Traffic Signs Shape Book*
- Unit 4, Small Group, page 163: Armored and Safe

### c. Personal Care Routines

#### Standard & Benchmarks

##### 1. Responds to and initiates care routines that support personal hygiene

###### a: Initiates and completes familiar hygiene routines independently

Children have the opportunity to practice and develop appropriate health, personal-care, and hygiene skills in their Connect4Learning classroom. Some of the children's literature in Connect4Learning reflects experiences with weather and seasons, and the lessons using these books guide teachers to have authentic conversations about the book and children's own experiences. For example, they read *The Snowy Day* by Ezra Jack Keats (Unit 3, page 43) and talk about snow, cold weather, and warm clothing. They also read *How Will We Get to the Beach?* by Brigitte Luciani (Unit 3, page 199) and talk about things to take to the beach including sunscreen.

The following are some specific examples from the curriculum:

- Unit 1, Learning Centers, Book Nook, page 11: Includes examples of the genre *signs*, such as a sign reminding children to wash their hands
- Unit 1, Small Group, page 54, Snack Time: Focus on Observation and Prediction: Children wash their hands before eating their snack.
- Unit 2, Small Group, page 169, Don't Waste That Water! The guided narrative suggests that children hum the Alpha Pig song as they brush their teeth. As a hygiene practice, humming the song ensures that children brush for an extended time.
- Unit 2, Small Group, page 169, Don't Waste That Water! Children learn about water as a precious, necessary resource and pretend to brush their teeth.
- Unit 4, Connect, page 39, Meet the Expert: Museum Curator: Children guess the job after the teacher describes the person. For example, "I help people stay healthy. I give them checkups. Sometimes I give them medicine if they are sick. Am I a museum curator? No? What am I? (a doctor, nurse, or other medical professional)"
- Unit 5, Connect, page 111, What Number Now? The teacher talks about washing fruit before eating it.
- Unit 5, Welcome and Read-Aloud, page 218: *Do You Know Which Ones Will Grow?* Children learn about and discuss what plants, animals, and people need to grow and be healthy.

### d. Feeding and Nutrition

#### Standard & Benchmarks

##### 1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

###### a: Assists adults in preparing simple foods to serve to self or others

###### b: Recognizes nutritious food choices and healthy eating habits

Children develop knowledge about healthy foods in their Connect4Learning classrooms. In Units 1 and 3, healthy eating and trying new foods is incorporated into lessons. Also in Unit 3, children follow how-to directions to make ants on a log (a snack made from celery, cream cheese, and raisins) and food friends (faces made out of fruits and vegetables). In Unit 5, children study gardens and learn about healthy foods. They sort types of foods, and they learn about foods coming from a specific plant.

The following are some specific examples from the curriculum:

- Unit 1, Small Group, page 154: Snack Time: Focus on Observation and Prediction
- Unit 1, Welcome and Read-Aloud, page 187: *Lunch* (see Continue the Learning)
- Unit 1, Small Group, page 198: Expectations Scavenger Hunt (see Continue the Learning)
- Unit 3, Small Group, page 74: Ants on a Log
- Unit 3, Welcome and Read-Aloud, page 137: *Food Friends* (see Continue the Learning)
- Unit 5, Welcome and Read-Aloud, page 140: *Growing Vegetable Soup*
- Unit 5, Welcome and Read-Aloud, page 147: *Plants We Eat and How They Grow*
- Unit 5, Connect, page 157: Our Stone Soup
- Unit 5, Fast Focus, page 160: Chop, Chop, Chippety Chop
- Unit 5, Connect, page 189: Conrad the Confused Crow Mixes Up Dinner
- Unit 5, Welcome and Read-Aloud, page 207: *Our Community Garden*
- Unit 5, Connect, page 210: Where Did This Come From?
- Unit 5, Welcome and Read-Aloud, page 224: *Eating Pairs*
- Unit 5, Welcome and Read-Aloud, page 239: *Munching and Crunching the ABCs*
- Unit 5, Welcome and Read-Aloud, page 247: *The Ugly Vegetables*

## B. MOTOR DEVELOPMENT

### a. Gross Motor Development

#### Standard & Benchmarks

##### 1. Demonstrates use of large muscles for movement, position, strength and coordination

a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another

b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running

c: Engages in more complex movements (e.g., riding a tricycle with ease)

d: Engages in physical activities of increasing levels of intensity for sustained periods of time

Unit 1 of Connect4Learning includes many concepts and activities to help children increase their understanding of and control over their bodies. The *Teacher's Handbook* (chapter 3, pages 31-32) offers sample schedules that include opportunities for children to engage in outdoor free play, testing what their bodies can do and developing gross motor skills. Through various activities and learning-center opportunities, children identify, think, and talk about their bodies. The Connect4Learning unit manuals also include various activities to promote active physical play indoors or out. Examples include Unit 2 (page 40): the children use movement (i.e., hop, jump, touch toes) to practice counting and patterns. In Unit 3 (page 120), the children move about the room like dinosaurs ("Stomp like a dinosaur," "Walk on four legs like a Stegosaurus"). In addition, Small Group on Day 5 of each week is designated for teachers to choose concepts and skills to revisit based on the needs of the children. Also, Day 5 Fast Focus lessons are often also designated as teacher choice.

The following are additional specific examples from the curriculum:

- Unit 1, Learning Centers, page 18: Show What You Know Center, Growth Charts
- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Fast Focus, page 101: Moves to Count!
- Unit 1, Fast Focus, pages 127, 220: Simon Says, "This Many"
- Unit 2, Connect, page 85: Expectations Freeze Dance
- Unit 2, Connect, page 247: Coral-Reef Dance
- Unit 3, Fast Focus, page 90, 194, 220: Simon Shows
- Unit 3, Connect, page 131: Turtle Freeze
- Unit 4, Learning Centers, page 19: Show What You Know, Dance or Clap a Pattern

- Unit 4, Connect, page 47: Turtle Freeze
- Unit 6, Learning Centers, page 10: How We've Grown!
- Unit 6, Fast Focus, page 37: Pattern Dance

#### Standard & Benchmarks

##### 2. Demonstrates use of large muscles to move in the environment

a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)

The sample schedules for Connect4Learning (*Teacher's Handbook*, pages 31-32) emphasize the need for outdoor play in both half-day and full-day programs. Additionally, throughout the curriculum, games involving movement, strength, and balance are incorporated into daily activities. For example, in Unit 4 (page 166), the children work on understanding patterns by using their bodies to stand, squat, or kneel. In the activities involving jumping and other opportunities for gross motor skill development, reminders to be safe are included.

The following are some additional physical and active play activity examples:

- Unit 1, Connect, page 45: Friendship Wiggle
- Unit 1, Connect, page 69: Two Arms Wave
- Unit 1, Connect, page 157: Elephants Went Out to Play
- Unit 1, Fast Focus, page 240: "Judy Works with One Hammer"
- Unit 2, Fast Focus, page 40, 88: Moves to Count!
- Unit 2, Fast Focus, page 119: "One, Two, Buckle My Shoe"
- Unit 2, Fast Focus, page 172: "Elephants Went Out to Play"
- Unit 2, Fast Focus, page 208, 212, 213: Numeral 8 and Eight Jumps
- Unit 2, Fast Focus, page 236, 249: Count Jumps
- Unit 3, Small Group, page 81: Shape Walk
- Unit 3, Fast Focus, page 90, 220: Simon Shows
- Unit 3, Fast Focus, page 127, 197: Moves to Count!
- Unit 3, Fast Focus, page 142, 146: Wiggle, Jiggle, Jump
- Unit 4, Fast Focus, page 79, 100: Shape-Counting Jump
- Unit 4, Fast Focus, page 194: I'm So Glad to See You
- Unit 5, Fast Focus, page 39: Plant and Grow
- Unit 5, Fast Focus, page 95: Grow, Grow, Grow
- Unit 5, Fast Focus, page 184: Make Body Triangles
- Unit 6, Fast Focus, page 30, 50: Shape-Counting Jump



## b. Gross Motor Perception (Sensorimotor)

### Standard & Benchmarks

#### 1. Uses perceptual information to guide motions and interactions with objects and other people

a: Acts and moves with purpose and independently recognizes differences in direction, distance and location

b: Demonstrates spatial awareness through play activities

Throughout Connect4Learning, games involving movement, strength, and balance are incorporated into daily activities that enable children to use sensory information to plan and carry out movements. For example, Unit 3 (page 191), before reading *Do Goldfish Fly?* the children discuss the movements animals make. The guided instruction says, "Talk some more about how various parts help animals to move in certain ways that help them get around their environment. Ask the children to do some of the animal movements and to describe why they can or cannot do them. If time allows, have the children move in patterns. For example, ask them to do two kangaroo hops and a duck paddle, then repeat."

The following are some other specific examples from the curriculum:

- Unit 1, Learning Centers, page 15: Exploration Station - Fingerprint Exploration, Fun with Sight, Fun with Smells, Fun-with-Senses Sort, Fun with Touch, Fun with Sound
- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Connect: page 69: Two Arms Wave
- Unit 2, Connect, page 85: Expectations Freeze Dance
- Unit 2, Fast Focus, page 172: "Elephants Went Out to Play"
- Unit 2, Fast Focus, page 208, 212, 213: Numeral 8 and Eight Jumps
- Unit 3, Fast Focus, page 90, 194, 220: Simon Shows
- Unit 3, Fast Focus, page 142, 146: Wiggle, Jiggle, Jump
- Unit 4, Learning Centers, page 19: Show What You Know, Dance or Clap a Pattern
- Unit 5, Fast Focus, page 39: Plant and Grow
- Unit 5, Fast Focus, page 184: Make Body Triangles
- Unit 6, Fast Focus, page 37: Pattern Dance

## c. Fine Motor Development

### Standard & Benchmarks

#### 1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

a: Shows hand control using various drawing and art tools with increasing coordination

Children in Connect4Learning classrooms are invited to use a variety of tools throughout the day. Within the various learning centers (dramatic play, exploration station, show what you know, art center, writing center, construction zone, games and puzzles center), children develop their fine motor skills daily, using various items and tools throughout their activities. The art center contains paintbrushes, crayons, markers, and scissors among other materials, while the writing center offers various writing tools including pencils, markers, chalk and chalkboard, to name a few. Puzzles and manipulatives are also available to help build fine motor skills. Within Connect4Learning lessons, activities to build fine motor skills are introduced and skills are reinforced. Specifically, in Unit 3 (page 139), children play a Chopstick Challenge game in which they use bound chopsticks to pick up pompoms and beads. They then discuss which of the two is easier to pick up: the large, soft pompoms or the small, hard beads. Children also string beads in Unit 3 (page 218) comparing how it feels to string beads when they can and cannot bend their fingers (supporting the unit's focus on form and function). During Unit 3, children learn about how-to texts: they follow them and create their own. All of the how-to texts are hands-on and require the use of fine motor skills: cutting fruit, picking up raisins, spreading cream cheese, and so on. Connect4Learning includes many writing and drawing opportunities. Children observe and draw in their science journals in Units 2-6. They create self-portraits throughout the year, and the art and writing centers are open for children every day.

The following are some additional examples of fine motor practice:

- Unit 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
- Unit 1, Small Group, page 237: Up Close: Science Tools
- Unit 2, Small Group, page 148: Scavenger Hunt Invitations
- Unit 3, Connect, page 149: Creating Pattern Walls
- Unit 3, Small Group, page 177: Ball and Scoop
- Unit 3, Small Group, page 236: Block and Roll
- Unit 4, Connect, page 155: Emotions Crown Game
- Unit 5, Learning Centers, page 11: Construction Zone, Block Maze

## Standard & Benchmarks

2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)

b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting

c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)

Children in Connect4Learning classrooms learn about their bodies and relate that understanding to a variety of movement tasks, including eye-hand coordination tasks such as building with blocks, writing invitations, cutting paper to make flowers, creating with clay, doing fingerplays, and working with puzzles. The Connect4Learning sample daily schedules (*Teacher's Handbook*, pages 31-32) also include snack time, during which the children should be pouring and drinking their own water/milk.

Additional examples of eye-hand coordination practice include:

- Unit 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
- Unit 1, Small Group, page 237: Up Close: Science Tools
- Unit 2, Fast Focus, page 223: "Ten Little Hermit Crabs"
- Unit 2, Small Group, page 148: Scavenger Hunt Invitations
- Unit 3, Connect, page 149: Creating Pattern Walls
- Unit 3, Fast Focus, page 76: "Itsy Bitsy Spider"
- Unit 4, Small Group, page 144: Castle Facts
- Unit 5, Small Group, page 87: Planting Sprouts: A Sunlight Experiment
- Unit 5, Learning Centers, page 11: Farmers' Market
- Unit 6, Learning Centers, page 12: What We Have Learned

## II. Approaches to Learning Domain

### A. EAGERNESS AND CURIOSITY

#### Standard

1. Shows increased curiosity and is eager to learn new things and have new experiences

The Connect4Learning curriculum manuals guide teachers to support children's creativity and provide engaging activities and spaces for them to investigate and discover. Teachers ask children open-ended questions and allow time for children to also ask questions. Teachers are also given guidance on providing time and materials for children to self-select play and center activities. This is done through information on scheduling the day as well as organizing and managing learning centers. Further, curiosity is one of the Connect4Learning thinking processes, and it runs throughout the entire curriculum.

Specific examples from the curriculum include:

- *Teacher's Handbook*, pages 31–32: Sample Schedules
- *Teacher's Handbook*, pages 38–45: Using Learning Centers
- Unit 1, Learning Centers, page 10: Color Creation!
- Unit 1, Learning Centers, page 13: Sorting Blocks
- Unit 1, Connecting with School and Friends, page 3: Learning Overview
- Unit 1, Overview of Unit 1, page 4: Unit 1 Project
- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Welcome and Read-Aloud, page 42: *Pete the Cat: I Love My White Shoes*
- Unit 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
- Unit 2, Learning Centers, page 11: Build a Pond Environment
- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Small Group, page 53: Outdoor Scavenger Hunt
- Unit 3, Learning Centers, page 10: Block and Roll
- Unit 3, Learning Centers, page 12: Paper Construction
- Unit 3, Learning Centers, page 14: Toy Factory
- Unit 3, Small Group, page 96: From Here to There: Bridge Building
- Unit 4, Learning Centers, page 9: Collections Art
- Unit 4, Learning Centers, page 14: Museum Gift Shop
- Unit 4, Small Group, page 144: Castle Facts
- Unit 4, Small Group, page 163: Armored and Safe
- Unit 5, Learning Centers, page 11: Farmers' Market

- Unit 5, Learning Centers, page 12: Worm Visitors
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Welcome and Read-Aloud, page 108: *Wonderful Worms*
- Unit 6, Learning Centers, page 10: Build a Jungle or Woods
- Unit 6, Learning Centers, page 12: So Much Traffic!

## B. PERSISTENCE

### Standard

#### 1. Attends to tasks for a brief period of time

Throughout Connect4Learning, activities are designed to foster children's development in various cognitive processes, including communicating and representing as well as persisting, attending, and self-regulation. Children are encouraged daily to continue their own learning in the various learning centers, while they also engage in creative, flexible thinking, simple experimentation, and frequent one-on-one conversations with their peers. Each unit includes a culminating project that integrates skills and concepts introduced and practiced throughout the entire unit. See Unit 4 (page 4) for an overview of the museum project, and see pages 55-56, 109-110, 127, 236-237, and 240 for examples of specific activities the children engage in over time to create their class museum.

Additional specific examples from the curriculum include:

- *Teacher's Handbook*, page 7: Project-based learning
- *Teacher's Handbook*, pages 38-41: Using Learning Centers
- Units 1-5, page 4: Unit Project description (This is on page 3 in Unit 6.)
- Units 1-6, page 7: Learning Centers
- Unit 1, Welcome and Read-Aloud, page 122: *A Visitor for Bear*
- Unit 1, Welcome and Read-Aloud, page 194: *Big Al*
- Unit 2, Small Group, page 46: Introduction to the Solution Suitcase: *Wait and Take Turns* and *Ask Nicely*
- Unit 2, Welcome and Read-Aloud, page 83: *A Weekend with Wendell*
- Unit 2, Welcome and Read-Aloud, page 120: *Abiyoyo Returns*
- Unit 2, Fast Focus, page 133: Reduce, Reuse, Recycle
- Unit 3, Welcome and Read-Aloud, page 77: *Dream Something Big*, Part 1
- Unit 3, Welcome and Read-Aloud, page 112: *Not a Box*
- Unit 5, Connect, page 28: Seed Packets
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Small Group, page 49: How to Make Green-Haired Gus

- Unit 5, Small Group, page 104: Science Journals: Seeds
- Unit 6, Connect, page 27: Choose a Favorite Science Book

## C. CREATIVITY

### Standard

#### 1. Approaches daily activities with creativity and inventiveness

Connect4Learning's comprehensive approach empowers children to be creative and actively use their imaginations. Whole-class and small-group activities, in addition to child choice in learning centers, provide children with flexibility and diverse options for them to explore and build on their learning every day. Each unit manual provides guidance and enhancements for modifying the learning centers, including--but not limited to--the art center, construction zone, exploration station, games and puzzles center, and dramatic play center. Examples of these enhancements can be found in each unit manual starting on page 7. Extended time is dedicated each day to allow children to freely engage in learning centers and express their individual ideas. Two of the Connect4Learning thinking processes, (1) creating, imagining, and innovating and (2) curiosity, also run throughout the entire curriculum. Many Connect4Learning concept explorations and activities encourage children to create, think flexibly, and seek new information.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 125: Compliment Cards
- Unit 1, Connect, page 157: "Elephants Went Out to Play"
- Unit 1, Small Group, page 218: Our Class Compliment Chain
- Unit 1, Small Group, page 230: Friendship Skills Board Game
- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Small Group, page 130: Don't Throw It Away!
- Unit 2, Fast Focus, page 172: "Elephants Went Out to Play"
- Unit 2, Connect, page 234: I'm Thinking of a Friend Who...
- Unit 3, Welcome and Read-Aloud, page 112: *Not a Box*
- Unit 5, Connect, page 157: Our Stone Soup
- Unit 5, Small Group, page 197: Pizza Problem Solving
- Unit 6, Connect, page 70: End-of-the-Year Compliments

## D. PLANNING AND REFLECTION

### Standard

#### 1. Demonstrates some planning and learning from experiences

By developing an early childhood community of learners engaging with content on a deep level, Connect4Learning raises the bar for children through a consistent approach of rich content, responsive teaching, meaningful classroom tools, iterative learning cycles with reflection and practice, and project-based learning. Children work on a variety of tasks, both individually and as a group, that require them to reflect and plan a series of steps. Challenges throughout the curriculum offer children opportunities to complete a hands-on task by paying careful attention to the process and steps required to complete the task. Teachers are also encouraged and prompted to ask the children, "How do you know?" in many lessons throughout Connect4Learning. This questioning encourages children to think about their own thinking. In Unit 6, children have an opportunity to reflect on their own growth and look toward their goals as kindergartners.

Specific examples from the curriculum include:

- *Teacher's Handbook*, page 44: How Do You Know?
- *Teacher's Handbook*, page 51: Thinking about Thinking
- Unit 1, Small Group, page 30: Launch *Meet Our Class* Book and Individual Pages
- Unit 1, Small Group, page 71: Title Page for the *Meet Our Class* Book
- Unit 1: Welcome and Read-Aloud, page 107: *Goldilocks and the Three Bears* and Centers-Sign Sharing
- Unit 1, Small Group, page 158: Can You Feel It?
- Unit 1, Fast Focus, page 161: Name Puzzles
- Unit 1, Welcome and Read-Aloud, page 194: *Big AI*
- Unit 1, Connect, page 242: I Drew That!
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2: Connect, page 44: Problem-Solving Steps
- Unit 2, Small Group, page 161: Problem-Solving Puppets
- Unit 2, Small Group, page 185: Welcome to the Coral Reef Signs
- Unit 2, Welcome and Read-Aloud, page 232: *Swimmy*
- Unit 3: Connect, page 53: Forms Around the Room
- Unit 3: Welcome and Read-Aloud, page 70: *Changes, Changes*
- Unit 3, Connect, page 122: Breakfast with Conrad the Confused Crow
- Unit 3, Small Group, page 132: Tucker the Turtle Class Pages

- Unit 3, Small Group, page 139: Chopstick Challenge
- Unit 4, Small Group, page 156: Emotions Story Writing
- Unit 4, Connect, page 192: Prince and Princess Problem Solving
- Unit 5, Connect, page 28: Seed Packets
- Unit 5: Connect, pages 86: Keep Growing
- Unit 5, Small Group, page 104: Science Journals: Seeds
- Unit 5, Welcome and Read-Aloud, page 194: *The Little Red Hen (Makes a Pizza)*
- Unit 5, Small Group, page 197: Pizza Problem Solving
- Unit 5, Connect, page 210: Where Did This Come From?

## III. Social and Emotional Development Domain

### A. EMOTIONAL FUNCTIONING

#### Standard & Benchmarks

#### 1. Expresses, identifies and responds to a range of emotions

##### a: Recognizes the emotions of peers and responds with empathy and compassion

Children engage in Connect4Learning activities that help them learn to recognize and identify both their own emotions and the emotions of others. Children also learn to regulate their own emotions and learn calming strategies. Additionally, children gain an understanding of the causes for emotions and learn cooperation and problem-solving skills to recognize and react to the emotions of others in positive ways. The importance of kind words, sharing, respect, and cooperation are also emphasized through all group interactions and are highlighted in the curriculum's classroom expectations, which are introduced in Unit 1.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Connect, pages 70, 77, 93, & 99: I Spy Something in the Classroom
- Unit 1, Small Group, page 165: Shake and Listen
- Unit 2, Connect, page 85: Expectation Freeze Dance
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 3, Welcome and Read-Aloud, page 85: *The Chocolate-Covered-Cookie Tantrum*
- Unit 3, Small Group, page 88: Introduce Tucker the Turtle
- Unit 3, Welcome and Read-Aloud, page 168: *Franklin in the Dark*

- Unit 3, Connect, page 170: When I Feel Angry
- Unit 3, Welcome and Read-Aloud, page 247: *Wemberly Worried*
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Small Group, page 156: Emotions Story Writing
- Unit 5, Connect, page 118: Feel-Better Charades

## Standard & Benchmarks

### 2. Demonstrates appropriate affect (emotional response) between behavior and facial expression

a: Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately

Feelings and emotions are invited and respected as part of the curriculum from Unit 1, Week 1, Day 1 (see page 27 of Unit 1) when children are invited to share their feelings about starting school. The needs and feelings of others are also supported in Connect4Learning through the teaching of friendship skills in Unit 1. See, for example, Unit 1 pages 86-87 and 230-231, when children are introduced to a specific friendship skill (helping a friend) and then play the Friendship Skills Board Game after learning about each friendship skill. In Unit 2, children learn problem-solving skills and create their own Solution Suitcases. Teachers teach these skills to children and are encouraged to reinforce the use of the Solution Suitcase throughout the day and year. For examples, see Unit 2 pages 42-47 and the ideas for teachers under Continue the Learning on page 84. A more in-depth exploration of emotions occurs in Unit 3: On pages 46-47, children start an emotions collage; on pages 88-89, Tucker the Turtle is introduced as a puppet and book character who teaches the children to "take time to tuck and think" when they feel angry. The Connect4Learning *Teacher's Handbook* (pages 23-24 and 73) also provide strategies for supporting the appropriate expression of feelings.

Additional specific examples from the curriculum include:

- Unit 1, Learning Centers, art center, page 10: Make a Self-Portrait
- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Connect, page 196: Who's Behind the Blanket?
- Unit 1, Welcome and Read-Aloud, page 206: *How Much Is that Doggie in the Window?*
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 2, Welcome and Read-Aloud, page 232: *Swimmy*
- Unit 3, Welcome and Read-Aloud, page 85: *The Chocolate-Covered-Cookie Tantrum*

- Unit 3, Small Group, page 88: Introduce Tucker the Turtle
- Unit 3, Connect, page 170: When I Feel Angry
- Unit 4, Welcome and Read Aloud, page 45: *My Friend Is Sad*
- Unit 4, Small Group, page 48: Emotions Collage
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Welcome and Read-Aloud, page 118: *Rex Wrecks It!*
- Unit 4, Connect, page 192: Prince and Princess Problem Solving
- Unit 5, Connect, page 79: Feelings Photos
- Unit 5, Connect, page 118: Feel Better Charades
- Unit 6, Welcome and Read-Aloud, page 32: *Kindergarten Rocks!*

## B. MANAGING EMOTIONS

### Standard & Benchmarks

#### 1. Demonstrates the ability to self-regulate

a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support

Connect4Learning is grounded in research to help children adapt and develop self-regulation. Reasoning and problem-solving skills are also integrated into daily Connect4Learning lessons. Children learn to regulate their own emotions and learn calming strategies (e.g., Unit 3 includes Tucker the Turtle). Additionally, children gain an understanding of the causes for emotions and learn cooperation and problem-solving skills to recognize and react to the emotions of others in positive ways. Connect4Learning starts the school year by teaching classroom expectations and routines. Children are supported as they work cooperatively with and help their peers and engage in problem-solving and conflict-resolution activities. The importance of kind words, sharing, respect, and cooperation are also emphasized through all group interactions and are highlighted in the curriculum's classroom expectations, which are introduced in Unit 1. Friendship skills are introduced and practiced in Unit 1, with building classroom community as the focus (see pages 4 and 230-231). During the first half of Unit 2, problem solving is taken to the next step with the introduction of the Solution Suitcase. Two or three solutions are introduced weekly, and children each make an individual solution suitcase. By the end of week 3, children have their own Solution Suitcases with eight problem-solving solutions. (See pages 42-43, 46-47, and 123-124 for examples in Unit 2.) The individual and class Solution Suitcases are then used for the remainder of the year whenever problems arise.

Additional specific examples from the curriculum include:

- *Teacher's Handbook*, page 23: Learning through Social-Emotional Experiences
- *Teacher's Handbook*, page 69: Social-Emotional Development in Connect4Learning



- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 197: Expectations Scavenger Hunt
- Unit 2, Connect, page 85: Expectation Freeze Dance
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 3, Welcome and Read-Aloud, page 85: *The Chocolate-Covered-Cookie Tantrum*
- Unit 3, Small Group, page 88: Introduce Tucker the Turtle
- Unit 3, Welcome and Read-Aloud, page 168: *Franklin in the Dark*
- Unit 3, Connect, page 170: When I Feel Angry
- Unit 3, Welcome and Read-Aloud, page 247: *Wemberly Worried*
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Welcome and Read-Aloud, page 118: *Rex Wrecks It!*
- Unit 5, Connect, page 118: Feel Better Charades

#### Standard & Benchmarks

### 2. Attends to sights, sounds, objects, people and activities

#### a: Increases attention to preferred activities and begins to attend to non-preferred activities

Connect4Learning is grounded in research to help children develop curiosity, persistence, and self-regulation as they increase their attention to both preferred activities and nonpreferred activities. Children also engage in creative, flexible thinking; simple experimentation; and long-term projects. Additionally, children engage in play with their peers not only during learning-center and free-play time (art center, dramatic play center, games and puzzles center, etc.), but also during large- and small-group activities, at which time they both initiate their own learning and follow peers' suggestions.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 125: Compliment Cards
- Unit 1, Welcome and Read-Aloud, page 151: *A Visitor for Bear*
- Unit 1, Connect, page 157: "Elephants Went Out to Play"
- Unit 1, Small Group, page 218: Our Class Compliment Chain

- Unit 1, Small Group, page 230: Friendship Skills Board Game
- Unit 2, Small Group, page 130: Don't Throw It Away!
- Unit 2, Fast Focus, page 172: "Elephants Went Out to Play"
- Unit 2, Connect, page 234: I'm Thinking of a Friend Who...
- Unit 3, Welcome and Read-Aloud, page 77: *Dream Something Big*, Part 1
- Unit 3, Welcome and Read-Aloud, page 85: *The Chocolate-Covered-Cookie Tantrum*
- Unit 3, Connect, page 170: When I Feel Angry
- Unit 3, Welcome and Read-Aloud, page 199: *How Will We Get to the Beach?*
- Unit 4, Small Group, page 48: Emotions Collage
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Small Group, page 104: Science Journals: Seeds
- Unit 5, Connect, page 157: Our Stone Soup
- Unit 5, Small Group, page 197: Pizza Problem Solving
- Unit 6, Connect, page 27: Choose a Favorite Science Book
- Unit 6, Connect, page 70: End-of-the-Year Compliments

## C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS

#### Standard & Benchmarks

### 1. Develops positive relationships with adults

#### a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults

Connect4Learning approaches behavior management as the foundation upon which all other learning takes place. Everything--from classroom setup to engaging learning centers to developmentally appropriate activities and lessons--functions as strategies to promote positive behavior. Connect4Learning provides structure to the research-validated methods in the Pyramid Model and reinforces its concepts throughout the curriculum. Friendship skills are introduced and practiced in Unit 1, with building classroom community as the focus (see pages 4 and 230-231). During the first half of Unit 2, problem solving is taken to the next step with the introduction of the Solution Suitcase. Two or three solutions are introduced weekly, and children each make an individual solution suitcase. By the end of Unit 2, Week 3, children have their own Solution Suitcases with eight problem-solving solutions. (See pages 42-43, 46-47, and 123-124 for examples in Unit 2.) Children use these positive lessons and rules as they engage not only with their peers but also with the teacher and adults in the classroom. The individual and class Solution Suitcases are then used for the remainder of the year whenever problems arise. The daily schedule includes small-group activities, during which groups

of three or four children engage with the teacher in exploring a topic in a deeper way. The teacher provides direct instruction, and the children have opportunities to communicate their understandings, ask questions, and think aloud with their peers and teacher. (See *Teacher's Handbook*, page 35.)

The following are some specific examples:

- *Teacher's Handbook*, page 23: Learning through Social-Emotional Experiences
- *Teacher's Handbook*, page 69: Social-Emotional Development in Connect4Learning
- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 30: Launch *Meet Our Class* Book and Individual Pages
- Unit 1, Connect, page 157: "Elephants Went Out to Play"
- Unit 1, Small Group, page 218: Our Class Compliment Chain
- Unit 1, Small Group, page 230: Friendship Skills Board Game
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 2, Small Group, page 235: Problem-Solving Pages
- Unit 2, Connect, page 234: I'm Thinking of a Friend Who...
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Welcome and Read-Aloud, page 118: *Rex Wrecks It!*
- Unit 4, Small Group, page 163: Armored and Safe
- Unit 5, Connect, page 118: Feel Better Charades
- Unit 5, Small Group, page 197: Pizza Problem Solving
- Unit 5, Connect, page 234: Cooperation: Watering the Garden

## Standard & Benchmarks

### 2. Develops positive relationships with peers

a: Plays with peers in a coordinated manner including assigning roles, materials and actions

b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking

c: Responds appropriately to bullying behavior

Children's relationships with each other are supported from the beginning of the curriculum

year, when lessons focus on getting to know each other. Friendship skills are introduced in Unit 1, with building classroom community as the focus (see pages 4 and 230-231). One of the three classroom expectations is to "Be a Team Player," and the children learn about how to play and work together (see page 28). In Unit 2, problem solving is taken to the next step with the introduction of the Solution Suitcase. Starting in week one, two or three solutions are introduced, and children each make an individual solution suitcase. By the end of Unit 2, Week 3, each child has his or her own Solution Suitcase with eight problem-solving solutions. (See pages 42-43, 46-47, and 123-124 for examples in Unit 2.) These solutions are used throughout the year as the children practice their developing social and problem-solving skills.

Additional specific examples from the curriculum include:

- *Teacher's Handbook*, page 23: Learning through Social-Emotional Experiences
- *Teacher's Handbook*, page 69: Social-Emotional Development in C4L
- Unit 1, Overview of Unit 1, page 4: Unit 1 Project
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Welcome and Read-Aloud, page 155: *Yo? Yes!*
- Unit 1, Connect, page 157: "Elephants Went Out to Play"
- Unit 1, Small Group, page 125: Compliment Cards
- Unit 1, Connect, page 196: Who's Behind the Blanket?
- Unit 1, Small Group, page 218: Our Class Compliment Chain
- Unit 1, Small Group, page 230: Friendship Skills Board Game
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 2, Welcome and Read-Aloud, page 232: *Swimmy*
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Connect, page 192: Prince and Princess Problem Solving
- Unit 5, Connect, page 118: Feel-Better Charades
- Unit 5, Connect, page 157: Our Stone Soup
- Unit 5, Small Group, page 197: Pizza Problem Solving
- Unit 5, Connect, page 234: Cooperation: Watering the Garden
- Unit 6, Connect, page 70: End-of-the-Year Compliments

## Standard & Benchmarks

### 3. Develops increasing ability to engage in social problem solving

**a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution**

Children's relationships with each other are supported from the beginning of the curriculum year, when lessons focus on getting to know each other. In Unit 1, friendship skills are introduced, with building classroom community as the focus (see pages 4 and 230-231). In Unit 2, problem solving is taken to the next step with the introduction of the Solution Suitcase. Starting in the first week, two or three solutions are introduced, and children each make an individual solution suitcase. By the end of Unit 2, Week 3, each child has his or her own Solution Suitcase with eight problem-solving solutions. (See pages 42-43, 46-47, and 123-124 for examples in Unit 2). Teachers teach these skills to children and are encouraged to reinforce the use of the Solution Suitcase throughout the day and year. (For examples, see Unit 2 pages 42-47 and the ideas for teachers under Continue the Learning on page 84.) A more in-depth exploration of emotions occurs in Unit 3 (see pages 46-47) when children start an emotions collage. Tucker the Turtle is introduced as a puppet and book character who teaches the children to "take time to tuck and think" when angry (pages 88-89). The importance of kind words, sharing, respect, and cooperation are also emphasized through all group interactions and are highlighted in the classroom expectations.

Additional specific examples from the curriculum include:

- *Teacher's Handbook*, page 23: Learning through Social-Emotional Experiences
- *Teacher's Handbook*, page 69: Social-Emotional Development in C4L
- Unit 1, Overview of Unit 1, page 4: Unit 1 Project
- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Welcome and Read-Aloud, page 155: *Yo? Yes!*
- Unit 1, Connect, page 157: Elephants Went Out to Play
- Unit 1, Small Group, page 125: Compliment Cards
- Unit 1, Connect, page 196: Who's Behind the Blanket?
- Unit 1, Small Group, page 218: Our Class Compliment Chain
- Unit 1, Small Group, page 230: Friendship Skills Board Game
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 3, Welcome and Read-Aloud, page 43: *The Snowy Day*
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Connect, page 192: Prince and Princess Problem Solving
- Unit 5, Connect, page 118: Feel-Better Charades

- Unit 5, Connect, page 157: Our Stone Soup
- Unit 5, Small Group, page 197: Pizza Problem Solving
- Unit 5, Connect, page 234: Cooperation: Watering the Garden
- Unit 6, Connect, page 70: End-of-the-Year Compliments

**Standard & Benchmarks**

**4. Exhibits empathy by demonstrating care and concern for others**

**a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive**

Feelings and emotions are invited and respected as part of the curriculum from the beginning (see page 27 of Unit 1), when children are invited to share their feelings about starting school. The needs and feelings of others are also supported in Connect4Learning through the teaching of friendship skills in Unit 1 (e.g., Unit 1, pages 86-87 and 230-231). Children are introduced to specific friendship skills, such as helping a friend, giving a play idea, and giving a toy. Then the children play the Friendship Skills Board Game after learning about each skill. In Unit 2, children learn problem-solving skills and create their own Solution Suitcases. Teachers teach these skills to children and are encouraged to reinforce the use of the Solution Suitcase throughout the day and year. (For examples, see Unit 2 pages 42-47 and the ideas for teachers under Continue the Learning on page 84.) Additionally, children gain an understanding of the causes for emotions and learn cooperation and problem-solving skills to recognize and react to the emotions of others in positive ways. The importance of kind words, sharing, respect, and cooperation are also emphasized through all group interactions and are highlighted in the curriculum's classroom expectations, which are introduced in Unit 1.

Additional specific examples from the curriculum include:

- Unit 1, Learning Centers, Art Center, page 10: Make a Self Portrait
- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Connect, page 196: Who's Behind the Blanket?
- Unit 1, Welcome and Read-Aloud, page 206: *How Much Is that Doggie in the Window?*
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 2, Welcome and Read-Aloud, page 232: *Swimmy*
- Unit 3, Welcome and Read-Aloud, page 85: *The Chocolate-Covered-Cookie Tantrum*
- Unit 3, Small Group, page 88: Introduce Tucker the Turtle

- Unit 3, Connect, page 170: When I Feel Angry
- Unit 4, Welcome and Read-Aloud, page 45: *My Friend Is Sad*
- Unit 4, Small Group, page 48: Emotions Collage
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Welcome and Read-Aloud, page 118: *Rex Wrecks It!*
- Unit 4, Connect, page 192: Prince and Princess Problem Solving
- Unit 5, Connect, page 79: Feelings Photos
- Unit 5, Connect, page 118: Feel Better Charades
- Unit 6, Welcome and Read-Aloud, page 32: *Kindergarten Rocks!*

## D. SENSE OF IDENTITY AND BELONGING

### Standard & Benchmarks

#### 1. Develops sense of identity and belonging through play

##### a: Engages in associative play and begins to play cooperatively with friends

Throughout Connect4Learning, children learn about themselves and how to effectively communicate their preferences to others. Starting early in Unit 1, children learn how to ask a friend to play, how to communicate an idea for playing with peers, and ways to communicate wanting to be friends. As children learn more about using solutions for problems, they learn how to communicate their needs to the teachers in the room and how to communicate positively with peers. Children learn these strategies in a mixture of small-group and whole-group lessons and have opportunities to practice both through role-play and natural interactions during learning centers and play.

Following are some specific examples from the curriculum:

- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 132: Friendship Skill: Give a Play Idea
- Unit 1, Welcome and Read-Aloud, page 155: *Yo? Yes!*
- Unit 2, Small Group, page 86: Solutions 2: Ignore, say "Please Stop," and Get a Teacher
- Unit 2, Small Group, page 46: Introduction to the Solution, Suitcase: Wait, Take Turns, and Ask Nicely
- Unit 5, Welcome and Read-Aloud, page 116: *Friends*
- Unit 5, Small Group, page 158: Accidents Happen

### Standard & Benchmarks

#### 2. Develops sense of identity and belonging through exploration and persistence

##### a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Throughout Connect4Learning, activities are designed to foster children's development in various cognitive processes, including communicating and representing as well as persisting, attending, and self-regulation. Children are encouraged daily to continue their own learning in the various learning centers, while they also engage in creative, flexible thinking; simple experimentation; and frequent one-on-one conversations with their peers. Each unit includes a culminating project that integrates skills and concepts introduced and practiced throughout the entire unit. (e.g., See Unit 4, page 4 for an overview of the museum project. See pages 55-56, 109-110, 127, 236-237, and 240 for examples of specific activities the children engage in over time that culminate in the class museum.)

Additional specific examples from the curriculum include:

- *Teacher's Handbook*, An Overview, page 7: Project-based learning
- *Teacher's Handbook*, page 38: Using Learning Centers
- Units 1-5, page 4: Unit Project description (This is on page 3 in Unit 6.)
- Units 1-6, page 7: Learning Centers
- Unit 1, Welcome and Read-Aloud, page 122: *A Visitor for Bear*
- Unit 1, Welcome and Read-Aloud, page 194: *Big Al*
- Unit 2, Small Group, page 46: Introduction to the Solution Suitcase: Wait and Take Turns and Ask Nicely
- Unit 2, Welcome and Read-Aloud, page 83: *A Weekend with Wendell*
- Unit 2, Welcome and Read-Aloud, page 120: *Abiyoyo Returns*
- Unit 2, Fast Focus, page 133: Reduce, Reuse, Recycle
- Unit 3, Welcome and Read-Aloud, page 77: *Dream Something Big*, Part 1
- Unit 3, Welcome and Read-Aloud, page 112: *Not a Box*
- Unit 5, Connect, page 28: Seed Packets
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Small Group, page 49: How to Make Green-Haired Gus
- Unit 5, Small Group, page 104: Science Journals: Seeds
- Unit 6, Connect, page 27: Choose a Favorite Science Book

### Standard & Benchmarks

#### 3. Develops sense of identity and belonging through routines, rituals and interactions

#### a: Demonstrates willingness to be flexible if routines must change

Connect4Learning starts the school year by teaching classroom expectations and routines. Children are supported as they work cooperatively with and help their peers. They engage in problem-solving and conflict-resolution activities to build their skills in resolving problems. Effective communication techniques are embedded directly in Connect4Learning lessons as children learn to express their feelings and opinions through appropriate gestures, actions, and language. In addition to treating their peers, teachers, and classroom materials in a respectful manner, children learn about their local environment and the Earth and gain an understanding of their role as part of a larger community. By learning specific problem-solving skills, children learn to consider options and to be flexible in their responses to situations.

Specific examples from the curriculum include:

- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Connect, page 196: Who's behind the Blanket?
- Unit 1, Small Group, page 197: Expectations Scavenger Hunt
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Fast Focus, page 133: Reduce, Reuse, Recycle
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 2, Small Group, page 169: Don't Waste That Water!
- Unit 2, Welcome and Read-Aloud, page 232: *Swimmy*
- Unit 4, Welcome and Read-Aloud, page 118: *Rex Wrecks It!*
- Unit 4, Connect, page 192: Prince and Princess Problem Solving
- Unit 5, Welcome and Read-Aloud, page 70: *In the Garden: Who's Been Here?*
- Unit 5, Welcome and Read-Aloud, page 207: *Our Community Garden*

#### Standard & Benchmarks

#### 4. Develops sense of self-awareness and independence

a: Uses words to communicate personal characteristics, preferences, thoughts and feelings

b: Recognizes preferences of others

c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)

d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)

Children are given wide exposure to developing a sense of self throughout the Connect4Learning curriculum. Through read-aloud lessons, hands-on activities, and reflective responses, children have opportunities to identify their unique abilities, interests, emotions, and culture. Children share their feelings, needs, and opinions both verbally through group discussions and Think, Pair, Share activities and expressively through art, dramatic play, and other learning centers. Children develop their curiosity, become problem solvers, self-regulate, and seek to make sense and gain independence, while also gaining positive feelings and respect for both themselves and others.

Specific examples from the curriculum include:

- Unit 1, Overview of Unit 1, page 3: Learning Overview
- Unit 1, Overview of Unit 1, page 4: Unit 1 Project
- Unit 1, Learning Centers, page 10: Art Center, Make a Self-Portrait
- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Welcome and Read-Aloud, page 206: *How Much Is That Doggie in the Window?*
- Unit 2, Connect, page 51: Introduction to the Classroom Scavenger Hunt
- Unit 2, Connect, page 234: I'm Thinking of a Friend Who...
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 3, Welcome and Read-Aloud, page 85: *The Chocolate-Covered-Cookie Tantrum*
- Unit 3, Small Group, page 88: Introduce Tucker the Turtle
- Unit 3, Welcome and Read-Aloud, page 168: *Franklin in the Dark*
- Unit 3, Connect, page 170: "When I Feel Angry"
- Unit 3, Welcome and Read-Aloud, page 247: *Wemberly Worried*
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Small Group, page 156: Emotions Story Writing
- Unit 5, Connect, page 118: Feel-Better Charades
- Unit 5, Connect, page 234: Cooperation: Watering the Garden
- Unit 6, Connect, page 27: Choose a favorite Science Book
- Unit 6, Connect, page 70: End-of-the-Year Compliments



## IV. Language and Literacy Domain

### A. LISTENING AND UNDERSTANDING

#### Standard & Benchmarks

##### 1. Demonstrates understanding when listening

a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others

b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said

Connect4Learning's emphasis on learning through play facilitates language development with the implementation of engaging learning centers and project-based learning. Children have opportunities to explore their interests and practice communicating with peers. Each week includes lessons to promote listening skills, oral-language development, as well as featured vocabulary words to support the children's growing understanding of concepts within the unit. Each day of the Connect4Learning curriculum starts with a Welcome and Read-Aloud, during which one of the 120 children's books provided in the book set is read aloud to the class. The lessons guide teachers to ask questions and have conversations about the book and its content as it relates to children's lives and the concepts featured in the unit. During Unit 1 (introduced on page 28, then reviewed throughout the unit on pp. 38, 45, 46, 50, 101), classroom expectations are reviewed. One of the three classroom expectations introduced and reinforced throughout Connect4Learning is "Be Respectful." Teachers are encouraged to help children understand the various ways we show respect, including being a good listener. The Think, Pair, Share technique introduced in Unit 1 (see pages 42-43) and then used throughout the curriculum year provides regular opportunities for the children to participate in one-on-one conversations (see also Unit 3, page 224). Additionally, the Welcome and Read-Aloud (e.g., Unit 1, pages 67-68) and Small Group (e.g., Unit 1, page 86) lessons offer daily opportunities for children to participate in conversations. Small-group lessons include guidance for teachers on the skills to observe and the questions to ask to elicit children's understandings.

Additional specific examples from the curriculum include:

- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 125: Compliment Cards
- Unit 1, Small Group, page 230 - Friendship Skills Board Game
- Unit 2, Small Group, page 71: Squirrels
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*

- Unit 2, Connect, page 234: I'm Thinking of a Friend Who...
- Unit 3, Welcome and Read-Aloud, page 43: *The Snowy Day*
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 3, Small Group, page 211: Emotions Matching Game
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Welcome and Read-Aloud, page 68: *Meet the Dinosaurs*
- Unit 5, Welcome and Read-Aloud, page 102: *An Earthworm's Life*
- Unit 5, Connect, page 234: Cooperation: Watering the Garden
- Unit 5, Welcome and Read-Aloud, page 247: *The Ugly Vegetables*
- Unit 6, Welcome and Read-Aloud, page 46: *Sonia Sotomayor: A Judge Grows in the Bronx*
- Unit 6, Connect, page 70: End-of-the-Year Compliments

#### Standard & Benchmarks

##### 2. Increases knowledge through listening

a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge

b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, information text or creative play

An interdisciplinary curriculum, Connect4Learning promotes integration of standards across all learning domains through conceptual units that provide a framework for building knowledge and skills. The Connect4Learning curriculum introduces new books every week that are related to the concepts of the unit. The 120 titles in the book set include both familiar and less-familiar fiction, informational how-to texts, biographies, and 25 books written specifically for the curriculum. Each unit provides a list of book titles to be used throughout that unit (e.g., Unit 1, page 5; Unit 2, pages 6-7). Books are typically introduced during the Welcome and Read-Aloud and may later be used in small group or added to a learning center. In addition to reading, songs and storytelling are included throughout the curriculum to provide children with more opportunities to participate and engage in English literacy activities. Additionally, the Welcome and Read-Aloud (e.g., Unit 1, pages 67-68) and Small Group (e.g., Unit 1, page 86) offer daily opportunities for children to participate in conversations. Vocabulary words relevant to the activities and lessons are emphasized on a weekly basis in the curriculum unit manuals and intentionally utilized in the context of the curriculum materials and conversations teachers have with children in Connect4Learning classrooms.

Additional specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Connect, page 28: How Many Are Here Today?

- Unit 1, Small Group, page 30: Launch Meet Our Class Book and Individual Pages
- Unit 1, Fast Focus, page 114: "Willaby, Wallaby"
- Unit 1, Welcome and Read-Aloud, page 145: *Goldilocks and the Three Pancakes*
- Unit 1, Small Group, pages 158-159: Can You Feel It?
- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 71: Squirrels
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Fast Focus, page 157: Rhyming with Pictures
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 3, Welcome and Read-Aloud, page 28: *Albert's Alphabet*
- Unit 3, Fast Focus, page 56: Reading the Alphabet Chart
- Unit 3, Welcome and Read-Aloud, page 112: *Not a Box*
- Unit 3, Welcome and Read-Aloud, page 199: *How Will We Get to the Beach?*
- Unit 4, Welcome and Read-Aloud, page 68: *Meet the Dinosaurs*
- Unit 5, Connect, page 157: Our Stone Soup
- Unit 5, Small Group, pages 166-167: Flour Power
- Unit 5, Welcome and Read-Aloud, page 186: *The Shape of Things*
- Unit 6, Welcome and Read-Aloud, page 20: *Meet Our Class Book*

## Standard & Benchmarks

### 3. Follows Directions

#### a: Achieves mastery of two-step directions and usually follows three-step directions

Many of the games and activities during Fast Focus require careful listening and understanding, as children follow directions and respond to prompts from the teacher and peers. Children learn how to follow directions, achieving mastery of two-step directions, and follow more complicated instructions with support. Unit 3 books include how-to texts with multiple directions for children to follow to create a finished product. (See, for example, Unit 3, page 54, Making Triangles.)

Examples from the curriculum include:

- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Small Group, page 38: Counting Time
- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle

- Unit 1, Connect, page 131: Where Do You Find...?
- Unit 2, Learning Center: Games & Puzzles Center, page 17: High-Low Card Game
- Unit 2, Small Group, page 46: Introduction to the Solution Suitcase: Wait and Take Turns and Ask Nicely
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Small Group, page 155: Simon Shows
- Unit 3, Learning Centers: Art Center, page 10: Procedural Drawings
- Unit 3, Welcome and Read-Aloud, page 50: *Building a Shape*
- Unit 3, Small Group, page 74: Ants on a Log
- Unit 3, Welcome and Read-Aloud, page 154: *How to Make a Bookmark*
- Unit 4, Fast Focus, page 194: I'm So Glad to See You
- Unit 4, Connect, page 47: Turtle Freeze
- Unit 5, Welcome and Read-Aloud, page 140: *Growing Vegetable Soup*

## B. SPEAKING

### Standard & Benchmarks

#### 1. Speaks and is understood when speaking

##### a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

Connect4Learning includes multiple opportunities every day for children to express themselves through spoken language. Children have daily opportunities to hear new words in context and to practice speaking them. Daily Fast Focus activities throughout all 6 units of Connect4Learning focus on aspects of phonological awareness, often through songs, rhymes, and playful experiences. Dramatic play and felt boards are also used in the curriculum as ways to encourage storytelling and role-taking. Children also learn about reading the faces and emotions of others during their interactions and conversations with them. Connect4Learning incorporates techniques that support students' speaking and language, regardless of ability. Think, Pair, Share is another technique used throughout Connect4Learning for engaging all children during group activities, and it can be used to incorporate social skills into math or science activities. Because they work in pairs during this activity, it allows all children to speak and be heard, regardless of language ability. Dual-language learners (DLLs) are also supported through both Think, Pair, Share and with the use of Conrad the Confused Crow, a hand-puppet character who regularly appears in Connect4Learning. Conrad makes many mistakes, and children are encouraged to correct him; this is especially helpful for children from cultures that prize deference to adults, since they may be hesitant to correct teachers.

Examples from the curriculum include:

- Unit 1, Learning Centers, page 12: Book Nook, Felt-Board Story
- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Welcome and Read-Aloud, page 145: *Goldilocks and the Three Pancakes*
- Unit 1, Small Group, pages 158-159: Can You Feel It?
- Unit 1, Welcome and Read-Aloud, page 194: *Big Al*
- Unit 2, Learning Centers, page 12: Dramatic Play Center, *Big Trees*
- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 71: Squirrels
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 2, Connect, page 227: Introduce Conrad the Confused Crow
- Unit 3, Welcome and Read-Aloud, page 28: *Albert's Alphabet*
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 3, Connect, page 87: Feelings Follow the Leader
- Unit 3, Connect, page 175: Conrad the Confused Crow Makes a Game
- Unit 4, Welcome and Read-Aloud, page 45: *My Friend Is Sad*
- Unit 4, Welcome and Read-Aloud, page 68: *Meet the Dinosaurs*
- Unit 5, Welcome and Read-Aloud, page 52: *The Vegetable Garden*
- Unit 5, Small Group, page 104: Science Journals: Seeds
- Unit 5, Welcome and Read-Aloud, page 108: *Wonderful Worms*
- Unit 5, Connect, page 157: Our Stone Soup
- Unit 5, Small Group, pages 166-167: Flour Power
- Unit 6, Welcome and Read-Aloud, page 20: *Meet Our Class Book*
- Unit 6, Small Group, page 36: The Class Video Yearbook: Excited for Kindergarten

## C. VOCABULARY

### Standard & Benchmarks

#### 1. Shows an understanding of words and their meanings (receptive)

a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

b: Demonstrates mastery of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below, and describing people and settings) in multiple environments and settings

c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)

Throughout the units, the children are exposed to a rich variety of words related to the topics they are learning about. You will find featured vocabulary words listed at the beginning of each unit and at the beginning of each week. These vocabulary lists are intended neither as words the children must use nor as spelling words. Instead, teachers are encouraged to use these words as they engage the children in conversation and to encourage them to use the words, too.

Through meaningful experiences and collaboration, robust vocabulary, interactive science lessons, and an emphasis on the universal language of mathematics, Connect4Learning is designed to benefit young learners as they grow their vocabulary in the classroom. Vocabulary words relevant to the concepts and lessons are featured each week and intentionally utilized in the context of the curriculum materials to promote the development of vocabulary skills in all children. Connect4Learning includes multiple opportunities every day for children to express themselves through spoken language. In each lesson, the "At a Glance" boxed element includes a short description of the focus of the lesson, the objectives, and any vocabulary to emphasize with the children. Children have daily opportunities to hear new words in context and to practice speaking them. For example (see Unit 1, page 69), children explore directionality and location by describing and comparing the positions and motions of objects. Many Connect4Learning activities engage children to use actions and words to indicate position, location, movement, and orientation. Children also engage in classroom activities using positional words, following directions to show understanding.

Connect4Learning also incorporates techniques that support students' speaking and language, regardless of ability. Think, Pair, Share is another technique used throughout Connect4Learning for engaging all children during group activities, and it can be used to incorporate social skills into math or science activities. Because they work in pairs during this activity, Think, Pair, Share allows all children to speak and be heard, regardless of language ability. Dual-language learners (DLLs) are also supported through both think, pair, share, and with the use of Conrad the Confused Crow, a regular hand-puppet character in Connect4Learning; Conrad makes many mistakes, and children are encouraged to correct him; this is especially helpful for children from cultures that prize deference to adults, since they may be hesitant to correct teachers. Further, in the "Continue the Learning" part of the daily Welcome and Read-Aloud activities of Unit 1, teachers are encouraged to teach interested children about American Sign Language (ASL) and the relevant vocabulary ASL signs from the story (see Unit 1, page 156, for example).

Additional specific examples and resources from the curriculum include:

- *Formative Assessment*, page 217: Unit 1 Vocabulary (vocabulary for Units 2-6 follow)
- Unit 1, Learning Centers, page 12: Book Nook, Felt-Board Story

- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Small Group, page 30: Launch Meet Our Class Book and Individual Pages
- Unit 1, Fast Focus, page 48: Johnny Has One Friend & If Your Name Starts With...
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Fast Focus, page 114: "Willaby Wallaby"
- Unit 1, Welcome and Read-Aloud, page 145: *Goldilocks and the Three Pancakes*
- Unit 1, Welcome and Read-Aloud, page 155: *Yo? Yes!*
- Unit 1, Welcome and Read-Aloud, page 194: *Big Al*
- Unit 2, Learning Centers, page 12: Dramatic Play Center, *Big Trees*
- Unit 2, Fast Focus, page 88: Multisyllable Grab Bag
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Connect, page 227: Introduce Conrad the Confused Crow
- Unit 2, Fast Focus, page 231: Rhyming Basket
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 3, Connect, page 87: Feelings Follow the Leader
- Unit 3, Fast Focus, page 98: Rhyming with Names
- Unit 3, Fast Focus, page 128: Noisy Nancy
- Unit 4, Welcome and Read-Aloud, page 45: *My Friend Is Sad*
- Unit 4, Fast Focus, page 80: --at Word
- Unit 4, Fast Focus, page 165: Surprise Blending Bag
- Unit 4, Connect, page 235: Exhibit Map
- Unit 5, Welcome and Read-Aloud, page 52: *The Vegetable Garden*
- Unit 5, Fast Focus, page 69: Put Them Together
- Unit 5, Small Group, page 104: Science Journals: Seeds
- Unit 5, Welcome and Read-Aloud, page 108: *Wonderful Worms*
- Unit 5, Fast Focus, page 115: Where Does It Go?
- Unit 5, Fast Focus, page 193: Picture Sort: *Qq, Ww, Yy*
- Unit 6, Welcome and Read-Aloud, page 20: *Meet Our Class Book*
- Unit 6, Small Group, page 36: The Class Video Yearbook: Excited for Kindergarten
- Unit 6, Fast Focus, page 44: Rhyming with Funny Bunny

## Standard & Benchmarks

### 2. Uses increased vocabulary to describe objects, actions, and events (expressive)

- a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses

them appropriately in context) (typically has a vocabulary of more than 1,500 words)

b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)

c: Identifies unfamiliar words asking for clarification

d: Uses words in multiple contexts, with the understanding that some words have multiple meanings

Vocabulary words relevant to the activities and lessons are introduced on a weekly basis. These words are intentionally utilized in the context of the curriculum materials to promote the development of vocabulary skills in all children. The weekly vocabulary is found on the first page of each new week, within "The Lessons" section of a unit manual (e.g., Unit 2, pages 23, 63, 101, 141, 179, and 215). Daily Fast Focus activities are also provided throughout all 6 units of Connect4Learning and often focus on phonological awareness, alphabet knowledge, and reinforcing vocabulary. The predictable routines within Connect4Learning, introduced in Unit 1 and carried on throughout the curriculum, further support children in gaining familiarity, gradually learning new concepts, and sharing learning experiences with their peers. The Think, Pair, Share technique introduced in Unit 1 (page 42) also provides regular opportunities for the children to participate in small- and large-group conversations and to practice new words (see also Unit 3, page 224). In addition, when introducing new vocabulary, teachers are often instructed to use similar words or synonyms, when applicable, to help children understand and use the new word.

Specific examples and resources from the curriculum include:

- *Formative Assessment*, page 217: Unit 1 Vocabulary (vocabulary for Units 2-6 follow)
- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Small Group, page 30: Launch *Meet Our Class* Book and Individual Pages
- Unit 1, Welcome and Read-Aloud, page 34: *Owl Babies*
- Unit 1: Fast Focus, page 73: Alpha Pig's Alphabet Song
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 71: Squirrels
- Unit 2, Connect, page 122: Solution Spot Game
- Unit 3, Fast Focus, page 119: The Letter *Nn*
- Unit 4, Welcome and Read-Aloud, page 226: *On Monday When It Rained*
- Unit 5, Fast Focus, page 193: Picture Sort: *Qq, Ww, Yy*
- Unit 5, Welcome and Read-Aloud, page 232: *The Gigantic Turnip*

## D. SENTENCES AND STRUCTURE

### Standard & Benchmarks

#### 1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

a: Typically uses complete sentences of five or more words, usually with subject, verb and object order

b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement

Children are provided with multiple speaking opportunities daily. During read-aloud lessons, children ask and answer questions about the text and discuss the story. The Think, Pair, Share technique introduced in Unit 1 (page 42) also provides regular opportunities for the children to participate in small- and large-group conversations and to practice new words (see also Unit 3, page 224). In classroom discussions, children learn to talk about both one thing and groups of things (using plurals) and are exposed to a rich vocabulary (adjectives, adverbs) to describe things. Through modeling and prompts from the teacher, children begin to organize their thoughts and oral responses in complete sentences.

Specific examples from the curriculum include:

- Unit 1, Small Group, page 30: Launch *Meet Our Class Book* and Individual Pages
- Unit 1, Fast Focus, page 33: Looking at Letters
- Unit 1, Welcome and Read-Aloud, page 42: *Pete the Cat: I Love My White Shoes*
- Unit 1, Small Group, page 71: Title Page for the *Meet Our Class Book*
- Unit 1, Fast Focus, page 81: Whose Name Is This?
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 132: Friendship Skill: Give a Play Idea
- Unit 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
- Unit 1, Small Group, page 182: Our Senses Posters: Taste and Smell
- Unit 1, Small Group, page 237: Up Close: Science Tools
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 185: Welcome to the Coral Reef Signs
- Unit 2, Small Group, page 248: Coral-Reef Scavenger Hunt
- Unit 3, Welcome and Read-Aloud, page 43: *The Snowy Day*
- Unit 3, Welcome and Read-Aloud, page 50: *Building a Shape*
- Unit 3, Welcome and Read-Aloud, page 77: *Dream Something Big*, Part 1
- Unit 3, Small Group, page 116: Adding to Not a Box
- Unit 4, Small Group, page 34: Sorting and Re-Sorting Our Collections

- Unit 4, Welcome and Read-Aloud, page 106: *Dinosaurs Big and Small*
- Unit 4, Small Group, page 109: Writing Museum Captions
- Unit 4, Connect, page 127: What Do We Still Want to Know?
- Unit 4, Connect, page 133: Fossils Tell Stories
- Unit 5, Small Group, page 66: Garden Party Invitations
- Unit 5, Small Group, page 183: Science Journals: Growth
- Unit 5, Welcome and Read-Aloud, page 186: *The Shape of Things*
- Unit 5, Welcome and Read-Aloud, page 232: *The Gigantic Turnip*
- Unit 6, Small Group, page 23: The Class Video Yearbook: My Name
- Unit 6, Small Group, page 59: My Favorite Thing About Pre-K

### Standard & Benchmarks

#### 2. Connects words, phrases and sentences to build ideas

a: Uses sentences with more than one phrase

b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)

c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning

The Connect4Learning curriculum provides extensive opportunities for children to build their language and communication background knowledge through immersion in a language-rich classroom environment. Connect4Learning includes multiple daily opportunities for children to learn new words, ask questions, and practice speaking in a variety of settings: group activities/responses; playing with peers; and small-group activities. The Welcome and Read-Aloud (e.g., Unit 1, pages 67-68) and Small Group lessons (e.g., Unit 1, page 86) offer daily opportunities for children to participate in conversations.

In almost every Connect4Learning lesson, teachers are reminded to ask children about their thinking: "How do you know what you know?" As explained in "Thinking about Thinking" (*Teacher's Handbook*, p. 51), being able to process and explain their thinking is important for children's cognitive and language development. These open-ended questions and the conversations that ensue build on learning and provide meaningful ways for children to share their ideas and questions and to make connections.

Additional specific examples from the curriculum include:

- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Welcome and Read-Aloud, page 145: *Goldilocks and the Three Pancakes*
- Unit 1, Small Group, pages 158-159: Can You Feel It?



- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
  - Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
  - Unit 2, Small Group, page 71: Squirrels
  - Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
  - Unit 3, Welcome and Read-Aloud, page 28: *Albert's Alphabet*
  - Unit 3, Welcome and Read-Aloud, page 112: *Not a Box*
  - Unit 4, Welcome and Read-Aloud, page 68: *Meet the Dinosaurs*
  - Unit 4, Small Group, page 163: Armored and Safe
- 
- Unit 4, Connect, page 180: Teamwork—It Gets a Building Built!
  - Unit 4, Connect, page 192: Prince and Princess Problem Solving
  - Unit 5, Welcome and Read-Aloud, page 116: *Friends*
  - Unit 5, Welcome and Read-Aloud, page 194: *The Little Red Hen (Makes a Pizza)*
  - Unit 5, Small Group, page 197: Pizza Problem Solving

## E. CONVERSATION

### Standard & Benchmarks

1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences and resolve problems

a: Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")

Throughout Connect4Learning, children learn how to effectively communicate with others. Starting early in Unit 1, children learn how to ask a friend to play, how to communicate an idea for playing with peers, and ways to communicate wanting to be friends. As children learn more about using solutions for problems, they learn how to communicate their needs to the teachers in the room and how to communicate positively with peers. Children learn these strategies in a mixture of small-group and whole-group lessons and have the ability to practice both through role-play and natural interactions during learning centers and play.

Specific examples from the curriculum includes:

- Unit 1, Learning Centers, page 13: Dramatic Play Center
- Unit 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
- Unit 1, Welcome and Read-Aloud, page 215: *Rain*
- Unit 2, Fast Focus, page 55: Reading the Alphabet Chart

- Unit 2, Welcome and Read-Aloud, page 145: *Smash! Mash! Crash! There Goes the Trash!*
- Unit 3, Small Group, page 258: Writing a Letter about How to Play Block and Roll
- Unit 3, Small Group, page 74: Ants on a Log
- Unit 4, Welcome and Read-Aloud, page 196: *The Princess and the Pea* and *The Very Smart Pea and the Princess-to-Be*
- Unit 4, Welcome and Read-Aloud, page 226: *On Monday When It Rained*
- Unit 5, Small Group, page 144: Science Journals: Sprouts
- Unit 6, Welcome and Read-Aloud, page 81: Sharing the Class Video Yearbook
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 132: Friendship Skill: Give a Play Idea
- Unit 1, Welcome and Read-Aloud, page 155: *Yo? Yes!*
- Unit 2, Small Group, page 86: Solutions 2: Ignore, say "Please Stop," and Get a Teacher
- Unit 2, Small Group, page 46: Introduction to the Solution, Suitcase: Wait, Take Turns, and Ask Nicely
- Unit 5, Welcome and Read-Aloud, page 116: *Friends*
- Unit 5, Small Group, page 158: Accidents Happen

### Standard & Benchmarks

2. Asks questions, and responds to adults and peers in a variety of settings

a: Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations

Children are encouraged to ask questions through the daily instruction in Connect4Learning. They learn the "Think, Pair, Share" strategy, which teaches them how to share with their peers on a teacher-directed question. They also learn how to ask questions to meet their own needs and knowledge. In both small- and whole-group lessons, children have opportunities to ask questions and respond to others' ideas.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, page 42: *Pete the Cat: I Love My White Shoes*
- Unit 1, Small Group, page 46: Friendship Skill: Give a Toy
- Unit 1, Welcome and Read-Aloud, page 155: *Yo? Yes!*
- Unit 2, Small Group, page 71: Squirrels
- Unit 2, Welcome and Read-Aloud, page 106: *Why Should I Recycle?*
- Unit 2, Small Group, page 169: Don't Waste That Water!
- Unit 3, Connect, page 122: Breakfast with Conrad the Confused Crow

- Unit 3, Connect, page 175: Conrad the Confused Crow Makes a Game
- Unit 4, Welcome and Read-Aloud, page 95: *Dinosaur Field Guide*
- Unit 4, Connect, page 97: Who's the Expert?
- Unit 4, Connect, page 108: Observing Fossils
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Small Group, page 87: Planting Sprouts: A Sunlight Experiment
- Unit 5, Welcome and Read-Aloud, page 162: *Bread Comes to Life*
- Unit 6, Welcome and Read-Aloud, page 39: *Me...Jane*
- Unit 6, Small Group, page 42: Me, Animal Scientist

## Standard & Benchmarks

### 3. Demonstrates understanding of the social conventions of communication and language use

a: Demonstrates increased awareness of nonverbal conversational rules

b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)

c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)

Learning in a Connect4Learning classroom is active and interactive, incorporates the senses, and allows children to express themselves in a variety of nonverbal ways. Connect4Learning encourages teachers to support children in their efforts to comprehend, engage with teachers and peers, and show what they know. Connect4Learning supports children in seeking and accepting guidance from adults through establishing clear expectations early in the year. Experiences on monitoring and adapting their behavior and language responses in appropriate ways are also provided and taught. In conversations, children talk about the past (what happened to them, in stories, in time--e.g., dinosaurs), present (their feelings, class activities, observations), and the future (dreams, looking forward to kindergarten, predictions).

Specific examples from the curriculum includes:

- Unit 1, Welcome and Read-Aloud, page 42: *Pete the Cat: I Love My White Shoes*
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Small Group, page 132: Friendship Skill: Give a Play Idea
- Unit 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
- Unit 1, Welcome and Read-Aloud, page 215: *Rain*
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Fast Focus, page 55: Reading the Alphabet Chart
- Unit 2, Welcome and Read-Aloud, page 145: *Smash! Mash! Crash! There Goes the Trash!*

- Unit 3, Welcome and Read-Aloud, page 43: *The Snowy Day*
- Unit 3, Small Group, page 74: Ants on a Log
- Unit 3, Welcome and Read-Aloud, page 77: *Dream Something Big*, Part 1
- Unit 3, Small Group, page 258: Writing a Letter about How to Play Block and Roll
- Unit 4, Welcome and Read-Aloud, page 106: *Dinosaurs Big and Small*
- Unit 4, Connect, page 127: What Do We Still Want to Know?
- Unit 4, Connect, page 133: Fossils Tell Stories
- Unit 4, Welcome and Read-Aloud, page 196: *The Princess and the Pea* and *The Very Smart Pea and the Princess-to-Be*
- Unit 4, Welcome and Read-Aloud, page 226: *On Monday When It Rained*
- Unit 5, Small Group, page 144: Science Journals: Sprouts
- Unit 5, Welcome and Read-Aloud, page 232: *The Gigantic Turnip*
- Unit 6, Small Group, page 23: The Class Video Yearbook: My Name
- Unit 6, Small Group, page 59: My Favorite Thing about Pre-K
- Unit 6, Welcome and Read-Aloud, page 81: Sharing the Class Video Yearbook

## F. EMERGENT READING

### Standard & Benchmarks

#### 1. Shows motivation for and appreciation of reading

a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others

b: Makes real-world connections between stories and real-life experiences

c: Interacts appropriately with books and other materials in a print-rich environment

d: Asks to be read to, asks the meaning of written text or compares books/stories

e: Initiates and participates in conversations that demonstrate appreciation of printed materials

The Connect4Learning pre-K kit includes 120 children's books related to the content and concepts in the curriculum. Books are used across topics within various lessons and are made accessible in the Book Nook (classroom library). The books are varied, with many including multicultural themes and/or depictions. Each day of the Connect4Learning curriculum starts with a Welcome and Read-Aloud, where one of the 120 books is read aloud to the class. The lessons are written to guide teachers in asking questions and having conversations about the book and its content as it relates to children's lives and the concepts featured in the unit. One

of the three classroom expectations introduced and reinforced throughout Connect4Learning is "Be Respectful." Teachers are encouraged to help children understand the various ways we show respect, including being a good listener during the read-aloud. Children formulate and express opinions related to text and social-emotional scenarios with modeling and support.

Making connections is an integral part of Connect4Learning. One of the lesson types in the curriculum is called a Connect lesson, simply because it helps children connect new information to prior knowledge. In addition, through daily read-aloud lessons, children have the opportunity to make text-to-self, text-to-text, and text-to-world connections, with the guidance of the teacher. For each read-aloud, the teacher is instructed to introduce the book to the children, often including the cover, title, author, and illustrator. For new and/or unfamiliar words, teachers are provided with guidance on how to introduce and use the new words with children. Children are encouraged to revisit favorite books in the Book Nook as well

Specific examples from the curriculum include:

- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Welcome and Read-Aloud, page 97: *Nature Spy*
- Unit 1, Welcome and Read-Aloud, page 145: *Goldilocks and the Three Pancakes*
- Unit 1, Small Group, pages 158-159: Can You Feel It?
- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Welcome and Read-Aloud, page 42: *Goldilocks and the Three Bears: A Problem-Solving Story*
- Unit 2, Small Group, page 71: Squirrels
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
- Unit 3, Welcome and Read-Aloud, page 28: *Albert's Alphabet*
- Unit 3, Welcome and Read-Aloud, page 43: *The Snowy Day*
- Unit 3, Small Group, page 46: Emotions Collage
- Unit 3, Welcome and Read-Aloud, page 112: *Not a Box*
- Unit 4, Writing Center, page 21: Fairy-Tale Author and Illustrator
- Unit 4, Welcome and Read-Aloud, page 30: *Hannah's Collections*
- Unit 4, Welcome and Read-Aloud, page 68: *Meet the Dinosaurs*
- Unit 5, Connect, page 157: Our Stone Soup
- Unit 5, Small Group, pages 166-167: Flour Power
- Unit 6, Welcome and Read-Aloud, page 20: *Meet Our Class Book*

## Standard & Benchmarks

### 2. Shows age-appropriate phonological awareness

- a: Distinguishes individual words within spoken phrases or sentences
- b: Combines words to make a compound word (e.g., "foot" + "ball" = "football")
- c: Deletes a word from a compound word (e.g., "starfish" - "star" = "fish")
- d: Combines syllables into words (e.g., "sis" + "ter" = "sister")
- e: Deletes a syllable from a word (e.g., "trumpet" - "trum" = "pet" or "candy" - "dy" = "can")
- f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says /c/ + "at," child can select the picture of the cat)

Connect4Learning includes multiple opportunities every day for children to express themselves through spoken language. Children have daily opportunities to hear new words in context and practice speaking them. Daily Fast Focus activities throughout all 6 units of Connect4Learning focus on aspects of phonological awareness, often through songs, rhymes, and playful experiences. These lessons incorporate various letter/sound activities, in addition to more complex activities, such as syllable, blending, and rhyming. Children are introduced to, and continue to use, concepts of rhyming, blending, and multisyllable words through fun group activities. The *Teacher's Handbook* (pp. 65–66) includes important points about implementing Fast Focus activities for literacy. Additionally, during the read-alouds, teachers are directed to show the text and sometimes point to individual words when reading aloud.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Fast Focus, pages 48 and 49: Johnny Has One Friend & If Your Name Starts With...
- Unit 1, Welcome and Read-Aloud, page 82: *Can I Play Too?*
- Unit 1, Fast Focus, page 114: Willaby Wallaby
- Unit 1, Welcome and Read-Aloud, page 155: *Yo? Yes!*
- Unit 2, Fast Focus, page 88: Multisyllable Grab Bag
- Unit 2, Small Group, page 110: Water
- Unit 2, Fast Focus, page 231: Rhyming Basket
- Unit 3, Welcome and Read-Aloud, page 28: *Albert's Alphabet*
- Unit 3, Small Group, page 74: Ants on a Log
- Unit 3, Fast Focus, page 98: Rhyming with Names
- Unit 3, Fast Focus, page 128: Noisy Nancy

- Unit 3, Welcome and Read-Aloud, page 181: *Not a Box*
- Unit 4, Fast Focus, page 80: --*at* Word
- Unit 4, Fast Focus, page 165: Surprise Blending Bag
- Unit 5, Fast Focus, page 69: Put Them Together
- Unit 5, Fast Focus, page 115: Where Does It Go?
- Unit 5, Fast Focus, page 193: Picture Sort: *Qq, Ww, Yy*
- Unit 6, Fast Focus, page 44: Rhyming with Funny Bunny

## Standard & Benchmarks

### 3. Shows alphabetic and print knowledge

#### a: Recognizes that print conveys meaning

b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

c: Names most letters (e.g., when shown an upper case or lower case letter, can accurately say its name)

d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)

Connect4Learning encourages a classroom with rich print for children to interact with and learn from. The Connect4Learning kit includes visual and print posters that reinforce classroom expectations, alphabet knowledge, and social-emotional skills. Classroom environmental print, including children's names and the names of their peers, is discussed, and children have opportunities to learn and explore the print through read-aloud lessons and small-group work.

Connect4Learning focuses on letter sounds just as much as it focuses on upper- and lowercase letter recognition. All facets of phonemic awareness are addressed in the curriculum, including rhyming, segmentation, blending, onsets and rimes, and name work. The Fast Focus lessons are used for much of the phonemic-awareness instruction so that the concepts are addressed in a playful and interactive format. Additionally, the puppet Lila Letter, in the Connect4Learning kit, is used to make lessons engaging for children.

Specific examples from the curriculum include:

- *Formative Assessment*, page 213: Alphabet Knowledge
- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*

- Unit 1, Small Group, page 30: Launch *Meet Our Class* Book and Individual Pages
- Unit 1, Fast Focus, page 33: Looking at Letters
- Unit 1, Small Group, page 71: Title Page for the *Meet Our Class* Book
- Unit 1, Fast Focus, page 81: Whose Name Is This?
- Unit 1, Small Group, page 111: Our Senses: Sight Poster
- Unit 1, Fast Focus, page 114: "Willaby, Wallaby"
- Unit 1, Fast Focus, page 121: Syllable Beats
- Unit 1, Fast Focus, page 150: Alphabet Clues
- Unit 2, Fast Focus, page 41: The Letter S
- Unit 2, Fast Focus, page 157: Rhyming with Pictures
- Unit 2, Small Group, page 185: Welcome to the Coral Reef Signs
- Unit 2, Fast Focus, page 231: Rhyming Basket
- Unit 3, Welcome and Read-Aloud, page 28: *Albert's Alphabet*
- Unit 3, Fast Focus, page 56: Reading the Alphabet Chart
- Unit 3, Fast Focus, page 135: The Letter Pp
- Unit 3, Fast Focus, page 160: Rhyming with Funny Bunny
- Unit 3, Fast Focus, page 213: Comparing R and D
- Unit 4, Fast Focus, page 219: The Letter Bag
- Unit 5, Fast Focus, page 77: Put Them Together
- Unit 5, Fast Focus, page 161: Snail Speak
- Unit 5, Fast Focus, page 238: One of These Things Is Different
- Unit 6, Small Group, page 23: The Class Video Yearbook: My Name
- Unit 6, Fast Focus, page 68: Blending Bag Treasure Hunt

## Standard & Benchmarks

### 4. Demonstrates comprehension of books read aloud

#### a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud

b: Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?" "How would you feel if you...?")

The Connect4Learning curriculum introduces new books every week related to the overarching theme of the unit. The 120 titles in the book set include familiar and less familiar fiction, nonfiction, how-to-texts, biographies, and 24 books written specifically for the curriculum. Each unit provides a list of book titles to be used throughout that unit (see Unit 1, page 5; Unit 2, pages 6-7). Books are typically introduced during the Welcome and Read-Aloud and may later be used in small group or added to a learning center. Additionally,

in each of the units, children are introduced to various types of texts and engage with those texts for specific purposes: Unit 1 features signs, labels, and descriptive text; Unit 2, informational text, invitations, and lists; Unit 3, how-to text and letters (to someone, not the alphabet); Unit 4, fairy tales, captions, and signs; Unit 5, biography and informational text; and Unit 6, biography and expository information. During read-alouds, children ask and answer questions about the day's text/story, including the plot, characters, themes, etc. After reading a story/text, children have many opportunities to recount, recall, revisit, and/or retell it in Small Group, Connect lessons, and in the learning centers.

Specific examples from the curriculum include:

- *Formative Assessment*, page 217: Unit 1 Vocabulary (vocabulary for Units 2-6 follow)
- Unit 1, Welcome and Read-Aloud, page 107: *Goldilocks and the Three Bears* and Centers-Signs Sharing
- Unit 1, Welcome and Read-Aloud, page 151: *A Visitor for Bear*
- Unit 1, Welcome and Read-Aloud, page 169: *Abiyoyo*
- Unit 1, Welcome and Read-Aloud, page 215: *Rain*
- Unit 2, Small Group, page 71: *Squirrels*
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 2, Welcome and Read-Aloud, page 209: *The Ocean Alphabet Book*
- Unit 3, Welcome and Read-Aloud, page 70: *Changes, Changes*
- Unit 3, Welcome and Read-Aloud, page 154: *How to Make a Bookmark*
- Unit 3, Welcome and Read-Aloud, page 199: *How Will We Get to the Beach?*
- Unit 4, Welcome and Read-Aloud, page 38: *Maisy Goes to the Museum*
- Unit 4, Welcome and Read-Aloud, page 95: *Dinosaur Field Guide*
- Unit 4, Small Group, page 229: *On Monday* Class Book
- Unit 5, Small Group, page 183: Science Journals: Growth
- Unit 5, Welcome and Read-Aloud, page 186: *The Shape of Things*

## G. EMERGENT WRITING

### Standard & Benchmarks

1. Begins to show motivation to engage in written expression, appropriate knowledge of forms and functions of written composition

a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)

b: Uses letter-like shapes or letters to write words or parts of words

c: Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters

All six units of Connect4Learning provide enhancements to the basic materials typically found in a writing center and provide children with many opportunities to practice writing. In Connect4Learning learning centers, children actively participate by listening, exploring, creating, and constructing. In Unit 2, guidance is given to teachers to provide materials for creating written items such as invitations, recycling signs, and charts. Children are also encouraged to use their fingers to write in sand. Another strategy utilized throughout Connect4Learning is the science journal. During Unit 2, week 1, each child is given his or her own science journal and introduced to using it as a way to record observations (pages 32-33). The science journals provided to children (included in the kit), and used with various activities throughout the curriculum, include unlined space on each page to allow children to draw, scribble, write, add photos and document their observations at their individual skill levels. Scaffolded writing is encouraged, as children progress from drawing to scribbling, to copying/writing. (The Connect4Learning Pre-K *Teacher's Handbook* discusses literacy throughout the Connect4Learning day (pages 64-69), including providing an example of scaffolded writing. The technique is recommended throughout the curriculum materials.) Children often practice writing their names, use capital letters when appropriate, and attempt to spell simple words phonetically. Additionally, throughout Connect4Learning, adaptations to activities are provided for teachers so they can provide additional support to learners as needed, and additional challenge to those who are ready for it.

Specific examples in the curriculum include:

- Unit 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
- Unit 1, Small Group, page 182: Our Senses Posters: Taste and Smell
- Unit 1, Small Group, page 237: Up Close: Science Tools
- Unit 2, Small Group, page 185: Welcome to the Coral Reef Signs
- Unit 2, Small Group, page 248: Coral-Reef Scavenger Hunt
- Unit 3, Welcome and Read-Aloud, page 50: *Building a Shape*
- Unit 3, Small Group, page 116: Adding to Not a Box
- Unit 4, Small Group, page 34: Sorting and Re-Sorting Our Collections
- Unit 4, Small Group, page 109: Writing Museum Captions
- Unit 4, Small Group, page 144: Castle Facts
- Unit 5, Small Group, page 66: Garden Party Invitations
- Unit 5, Small Group, page 183: Science Journals: Growth
- Unit 5, Welcome and Read-Aloud, page 186: *The Shape of Things*
- Unit 6, Small Group, page 23: The Class Video Yearbook: My Name
- Unit 6, Small Group, page 59: My Favorite Thing About Pre-K



## V. Mathematical Thinking Domain

### A. NUMBER SENSE

Math is one of the four primary domains featured in Connect4Learning. Lessons build on the research on math learning trajectories by Connect4Learning authors Douglas Clements and Julie Sarama. The math learning trajectories, which are woven throughout the activities, provide a developmental progression for teachers to use for modifying activities, whether harder or easier. Math activities are available daily in Welcome and Read-Aloud, Connect, Fast Focus, and Small Group, as well as opportunities to engage in math-based play in the learning centers, including Connect4Learning math games in the Computer Center. Throughout Connect4Learning, children will engage in simple math operations and begin algebraic thinking. Lessons include activities for children to compose and decompose numbers, compare sizes, order objects, estimate, and subitize. Additionally, activities will allow children to visualize math through creating graphs, comparing, and classifying.

Mathematical literacy and counting are applied in many places throughout Connect4Learning. Children have opportunities to engage in increasingly complex counting activities, including counting forward from a number other than one, understanding the plus-one pattern in the counting sequence, comparing sets by counting, ordering numbers, and creating groups of up to ten objects. Understanding the final quantity is a point of emphasis in Connect4Learning. An important level in the math trajectories is children's ability to count a set of objects and answer the question, "How many?" This is supported through whole-group and small-group lessons. Children will also begin to demonstrate an understanding of the connection between counting and simple addition and subtraction.

#### Standard

##### 1. Subitizes (immediately recognizes without counting) up to five objects

- Unit 1, Fast Focus, page 96: Subitize!
- Unit 1, Connect, page 236: Ten Black Dots
- Unit 2, Connect, page 115: Compare Subitize!
- Unit 3, Fast Focus, page 90: Simon Shows

#### Standard

##### 2. Counts and identifies the number sequence "1 to 31"

- Unit 1, Fast Focus, page 168: Two Little Friends
- Unit 2, Welcome and Read-Aloud, page 225: *Pattern Fish*
- Unit 3, Fast Focus, page 213: Let's Count!

#### Standard

##### 3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)

- Unit 1, Learning Centers: Games and Puzzles Center, page 17: How Many Is That Number?
- Unit 1, Fast Focus, page 220: Simon Says, "This Many!"
- Unit 2, Connect, page 210: Hidden Simple Addition and Subtraction

#### Standard

##### 4. Identifies the last number spoken tells "how many" up to ten (cardinality)

- Unit 1, Connect, page 52: How Many Are Here Today?
- Unit 4, Welcome and Read-Aloud, pages 30: *Hannah's Collections*
- Unit 5, Connect, page 111: What Number Now?
- Unit 6, Connect, page 47: Total It

#### Standard

##### 5. Constructs and counts sets of objects (one to 10 and beyond)

- Unit 5, Fast Focus, page 145: Moving by the Numbers
- Unit 5, Connect, page 164: Finger Counting
- Unit 6, Connect, page 63: Counting Fish

#### Standard

##### 6. Uses counting and matching strategies to find which is more, less than or equal to 10

- Unit 3, Small Group, page 125: What Number Now?
- Unit 4, Small Group, page 223: Museum Gift Shop
- Unit 4, Connect, page 234: Conrad the Confused Crow Compares

#### Standard

##### 7. Reads and writes some numerals one to 10 using appropriate activities

- Unit 1, Fast Focus, page 111: Numeral Review for 1 and 2
- Unit 2, Connect, page 204: Numeral 7
- Unit 3, Small Group, page 132: Tucker the Turtle Class Pages

## B. NUMBER AND OPERATIONS

The mathematical learning in Connect4Learning is based on learning trajectories that move children through the various stages of counting and into beginning concepts of addition and subtraction. This begins with conceptual subitizing, where children can automatically recognize and name the sum of two small groups. While not strictly addition, this does establish the ability for two groups to be combined. As the year progresses, children begin to learn about the plus-one strategy and counting on from any number. An example of this type of lesson can be found in Unit 3. A small-group lesson called "What Number Now?" (page 125) has children counting a set of cubes, then having those cubes covered by a cloth and counting on from the established number under the cloth. With the cubes covered, children must internalize the quantity under the cloth and count from there to discover the new number.

### Standard

#### 1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems

- Unit 1, Small Group, page 153: Get Goldilocks Home
- Unit 2, Small Group, page 155: Simon Shows
- Unit 3, Fast Focus, page 48: Moves to Count!
- Unit 4, Small Group, page 223: Museum Gift Shop

### Standard

#### 2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight, using objects, fingers and acting out

- Unit 2, Small Group, page 192: Simple Addition and Subtraction
- Unit 2, Fast Focus, page 223: "Ten Little Hermit Crabs"
- Unit 5, Connect, page 164: Finger Counting
- Unit 6, Fast Focus, page 72: What Number Now?

## C. PATTERNS

Children learn how to copy, create, and extend simple patterns throughout Connect4Learning. Children explore order and patterns by describing and comparing various objects, and also by recognizing, describing, duplicating, and extending simple and repeating patterns and their units. During Connect4Learning activities, children have many opportunities to recognize and describe simple patterns; recognize and discuss the core units of repeating patterns; and recognize, duplicate, and extend repeating patterns.

### Standard

#### 1. Identifies and extends a simple AB repeating pattern

- Unit 2, Welcome and Read-Aloud, page 225: *Pattern Fish*
- Unit 2, Small Group, page 206: Make a Clown Fish
- Unit 3, Fast Focus, page 197: Moves to Count!

### Standard

#### 2. Duplicates a simple AB pattern using different objects

- Unit 1, Fast Focus, page 225: Moves to Count!
- Unit 4, Art Center, page 10: Patterns
- Unit 4, Games and Puzzles Center, page 17: Making Patterns
- Unit 4, Writing Center, page 20: Letter Patterns
- Unit 4, Small Group, page 115: Extend the Pattern

### Standard

#### 3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)

- Unit 3, Exploration Station, page 15: Shapes, Patterns, and Forms
- Unit 3, Welcome and Read-Aloud, page 191: *Do Goldfish Fly?* Part 1
- Unit 4, Games and Puzzles Center, page 17: Making Patterns
- Unit 4, Connect, page 149: Creating Pattern Walls

## D. GEOMETRY

Through Connect4Learning activities, children learn to correctly name, describe, compare, and create/build two- and three-dimensional shapes. Children will have many opportunities throughout the curriculum to find, identify, describe, and further explore shapes, including building shapes from their parts, composing shapes to make new shapes, decomposing shapes into constituent shapes, matching congruent shapes, and exploring two- and three-dimensional objects. In Connect4Learning, shapes are introduced through attributes, not just recognition. Therefore, children do not generalize one formation of a shape. They are able to identify shapes regardless of size or orientation. An example from Unit 3 (Connect, page 37) has children helping the puppet Conrad the Confused Crow correct misconceptions about a rectangle by focusing on attributes such as straight sides, closed lines, and right angles.

Through a variety of lessons and activities, children are asked to look at multiple representations of shapes in different configurations, including nonexamples of shapes such as a musical triangle or an open square.

In addition to identifying and describing shapes by their attributes, children use their knowledge of shapes to create them using a variety of materials. The building of shapes is supported through certain read-aloud lessons (e.g., Unit 3, Welcome and Read-Aloud, page 50) and hands-on activities such as building triangles out of a variety of materials (e.g., Unit 3, Small Group, page 54). In lessons such as “Making Triangles,” children are presented with materials ideal for building triangles, such as coffee stirrers, and materials that present challenges, such as pipe cleaners, so that children have to truly consider the attributes of a shape while they are building.

#### Standard

##### 1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation

- Unit 2, Connect, page 59: Name That Shape!
- Unit 3, Small Group, page 81: Shape Walk
- Unit 4, Connect, page 69: Conrad the Confused Crow Explores Shapes
- Unit 5, Small Group, page 229: Shape-Mat Hop

#### Standard

##### 2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)

- Unit 3, Small Group, page 39: Name That Shape!
- Unit 2, Welcome and Read-Aloud, page 181: *Not a Box*
- Unit 4, Connect, page 69: Conrad the Confused Crow Explores Shapes
- Unit 5, Connect, page 48: I Know What You’re Thinking

#### Standard

##### 3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)

- Unit 4, Connect, page 69: Conrad the Confused Crow Explores Shapes
- Unit 4, Connect, page 209: Make Shapes into Something New
- Unit 5, Small Group, page 38: Pattern-Block Picture Puzzles
- Unit 6, Connect, page 75: Make Shape Images

#### Standard

##### 4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)

- Unit 3, Fast Focus, page 33: Make a Triangle
- Unit 3, Welcome and Read-Aloud, page 50: Building a Shape
- Unit 3, Connect, page 52: Making Boxes
- Unit 4, Small Group, page 216: Build a Castle

## E. SPATIAL RELATIONS

Children explore directionality and location by describing and comparing the positions and motions of objects. Many Connect4Learning activities engage children to use actions and words to indicate position, location, movement, and orientation. Children also engage in classroom activities using positional words, following directions to show understanding (e.g., Unit 1, page 69: “Wave your elbows in front of you....Place your feet above your head...Wiggle five fingers between your legs.”)

#### Standard

##### 1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)

- Unit 3, Connect, page 115: Going Up!
- Unit 3, Small Group, page 236: Block and Roll
- Unit 3, Small Group, page 258: Writing a Letter about How to Play Block and Roll

#### Standard

##### 2. Uses directions to move through space and find places in space

- Unit 1, Connect, page 69: Two Arms Wave
- Unit 3, Connect, page 103: Conrad the Confused Crow Builds Another Tower
- Unit 4, Connect, page 235: Exhibit Map

## F. MEASUREMENT AND DATA

Throughout Connect4Learning, children have many opportunities to make comparisons and understand measurement. Additionally, children learn and use appropriate vocabulary and comparative phrases when talking about measurement and comparing/contrasting objects (long/longer, big/bigger, tall/taller, etc.). Children learn about time and sequence, which is especially reinforced during classroom experiments. Children will practice measuring throughout Connect4Learning, including measuring their own growth throughout the year.

Children's first exposure to measurement in the Connect4Learning curriculum comes in Unit 1, where they participate in nonstandard measurements of themselves as a part of the unit project. The focus continues as children begin to use cubes to measure and compare objects (see Unit 3, Small Group, page 203). Children focus on the fundamentals of measurement by identifying errors made by the puppet Conrad the Confused Crow as he attempts to measure common objects (see Unit 3, Connect, page 242). More work on measurement is done through working on actual-size measurements and looking at the relative sizes of animals.

In Connect4Learning children have multiple opportunities not only to sort through math but to learn the observational skills through science that help them analyze, compare, and classify information. Unit 4 in the curriculum focuses heavily on sorting as children learn about collections and creating a museum in the classroom. Through this unit of study, children look closely at building collections by common attributes and apply that understanding in the creation of a classroom museum.

#### Standard

##### 1. Measures object attributes using a variety of standard and nonstandard tools

- Unit 1, Show What you Know Center, page 18: Growth Charts
- Unit 3, Show What You Know Center, page 19: Is My Arm Longer?
- Unit 3, Connect, page 114: Building Towers
- Unit 5, Connect, page 72: Actual-Size Plants

#### Standard

##### 2. Identifies measureable attributes such as length and weight and solves problems by making direct comparisons of objects

- Unit 3, Learning Centers: Show What You Know Center, page 19: Is My Arm Longer?
- Unit 3, Connect, page 114: Building Towers
- Unit 4, Connect, page 90: How Big Were the Prehistoric Animals?
- Unit 4, Welcome and Read Aloud, page 106: *Dinosaurs Big and Small*

#### Standard

##### 3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube tube towers or unit blocks)

- Unit 1, Welcome and Read-Aloud, page 115: *Goldilocks and the Three Bears* and Centers-Signs Sharing
- Unit 3, Games and Puzzles Center, page 18: Missing Towers
- Unit 3, Connect, page 193: What's Missing?
- Unit 4, Exploration Station, page 16: Collections from Home

#### Standard

##### 4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)

- Unit 2, Connect, page 78: More Sorting It Out
- Unit 3, Connect, page 263: Measuring Length and Distance
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 5, Connect, page 54: Collecting and Charting Data
- Unit 6, Connect, page 58: Animal Scientists, Part 1

#### Standard

##### 5. Begins to predict the results of data collection

- Unit 2, Exploration Station, page 14: Water-Table Wave Pool
- Unit 3, Small Group, page 236: Block and Roll
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Connect, page 143: Sunlight Experiment

## VI. Scientific Inquiry Domain

### A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY

#### Standard & Benchmarks

##### 1. Uses senses to explore and understand their social and physical environment

a: Identifies each of the five senses and the relationship to each of the sense organs

b: Begins to identify and make observations about what can be learned about the world using each of the five senses

c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)

Children are introduced to each of their five senses during Unit 1, and using their senses is an ongoing theme through the entire curriculum. Children are provided many opportunities to engage in hands-on explorations using their senses, exploring sight, smell, touch, sound, and taste. Throughout lessons and learning center activities, children identify, describe, and compare and contrast sights, smells, sounds, tastes, and textures.

Examples from the curriculum include:

- Unit 1, Learning Centers, page 12: Book Nook, Picture Walk with Your Senses
- Unit 1, Learning Centers, page 16: Exploration Station, Fun with Sight, Smells, Touch, Sound, Senses Sort
- Unit 1, Welcome & Read-Aloud, page 49: *Our Senses*
- Unit 1, Small Group, page 54: Snack Time: Focus on Observation and Prediction
- Unit 1, Welcome & Read-Aloud, page 90: *Classroom Up Close* and Centers-Signs Sharing
- Unit 1, Small Group, page 94: Classroom Spy
- Unit 1, Welcome & Read-Aloud, page 97: *Nature Spy*
- Unit 1, Welcome & Read-Aloud, page 107: *Goldilocks and the Three Bears* and Centers-Signs Sharing
- Unit 1, Small Group: Our Senses Posters: Sight (page 111), Hearing and Touch (page 147), Taste and Smell (182)
- Unit 1, Small Group, page 158: Can You Feel It?
- Unit 1, Connect, page 164: Introduction to Shake and Listen
- Unit 2, Listening Center, page 17: Environment Sounds
- Unit 2, Connect, page 51: Introduction to the Classroom Scavenger Hunt
- Unit 3, Connect, page 79: I Spy Shapes
- Unit 4, Welcome and Read-Aloud, page 159: *Komodo Dragons*
- Unit 4, Connect, page 40: Introduce Hidden Shapes

## Standard & Benchmarks

### 2. Uses tools in scientific inquiry

#### a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)

Connect4Learning develops general thinking processes as children use many types of tools in their scientific inquiries. For example, Connect4Learning engages children in diverse activities to communicate their ideas, including drawing, writing, taking pictures, and using tools to build and observe. Children practice cooperation as they take photos of one another and record stories for each other. They compare and classify objects and animals, using the internet to further research animals or explore dinosaurs in the *Dinosaur Field Guide*. (These are also examples of how technology supports children's growing curiosity.) Children have opportunities to use and discuss other tools when problem solving as well. In their explorations, children use their senses (sight, touch, smell, sound) and a variety of tools, including magnifiers, measurement tools, and gardening tools.

Specific examples from the curriculum include:

- Unit 1, Connect, page 217: Introduction to Magnifiers

- Unit 2, Learning Centers, page 11: Computer Center
- Unit 2, Small Group, page 32: Introduction to Science Journals
- Unit 3, Learning Centers, Exploration Station, page 16: Chopstick Challenge
- Unit 3, Welcome and Read-Aloud, page 254: *Machines Go to Work*
- Unit 3, Connect, page 263: Measuring Length and Distance
- Unit 4, Welcome and Read-Aloud, page 95: *Dinosaur Field Guide*
- Unit 4, Connect, page 143: Castle Tour
- Unit 5, Connect, page 72: Actual-Size Plants
- Unit 5, Connect, page 103: Welcoming Worm Visitors
- Unit 6, Small Group, page 36: The Class Video Yearbook: Excited for Kindergarten
- Unit 6, Connect, page 48: Observing Chimps Using Tools

## Standard & Benchmarks

### 3. Uses understanding of causal relationships to act on social and physical environments

#### a: Makes predictions and tests their predictions through experimentation and investigation

b: Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawings, tallies and graphs)

#### c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)

#### d: Shares findings and outcomes of experiments

Science, as one of the four key domains in Connect4Learning, provides children with regular opportunities to demonstrate scientific thinking. In many Connect4Learning lessons, children engage in science practices, use science vocabulary, and report on data collected in experiments. Teachers place items in the exploration station for children to observe, draw, and label in their science journals. Items include objects collected on class nature walks, photos of the environment, and other items related to children's explorations. Children make predictions during a nature walk on what they will hear, see, touch, and smell, then are encouraged to make notes in their science journals. Children have opportunities to further explore scientific themes and engage in science practices through classroom experiments. In addition, children engage in experiments and use their science journals regularly throughout the curriculum to record their observations and experiment results.

Examples from the curriculum include:

- Unit 1, Connect, page 70: I Spy Something in the Classroom
- Unit 1, Small Group, page 158: Can You Feel it?
- Unit 1, Small Group, page 204: Smell and Tell



- Unit 2, Writing Center, page 20: Science-Journal Writing
- Unit 2, Small Group, page 32: Introduction to Science Journals
- Unit 2, Welcome and Read-Aloud, page 68: *Squirrels*
- Unit 2, Small Group, page 169: Don't Waste That Water!
- Unit 3, Connect, page 217: Guess My Name Game
- Unit 4, Connect, page 108: Observing Fossils
- Unit 4, Small Group, page 128: Fossil-Forming Fun
- Unit 4: Welcome and Read-Aloud, page 159: *Komodo Dragons*
- Unit 5, Exploration Station, page 12: Seed-Sprouting Experiment
- Unit 5, Show What You Know Center, page 17: The Life Cycle of a Radish
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Connect, page 72: Actual-Size Plants
- Unit 5, Small Group, page 87: Planting Sprouts: A Sunlight Experiment
- Unit 5, Welcome and Read-Aloud, page 102: *An Earthworm's Life*
- Unit 5, Connect, page 103 and 125: Welcoming Worm Visitors
- Unit 5, Small Group, page 104: Science Journals: Seeds
- Unit 5, Small Group, page 144: Science Journals: Sprouts
- Unit 5, Small Group, page 166: Flour Power
- Unit 5, Small Group, page 183: Science Journals: Growth
- Unit 5, Connect, page 210: Where Did This Come From?
- Unit 6, Exploration Station, page 11: Scientists

## B. LIFE SCIENCE

### Standard & Benchmarks

#### 1. Demonstrates knowledge related to living things and their environments

a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)

b: Notices the similarities and differences among various living things

c: Understands that all living things grow, change and go through life cycles

d: Begins to distinguish between living and non-living things

e: Observes that living things differ with regard to their needs and habitats

During various small-group activities and nature walks throughout the curriculum, children have opportunities to sort objects into categories, including living and nonliving things, and to observe, discuss, and report on characteristics of the environment. During Unit 1, children explore their own bodies by identifying, thinking, and talking about their senses and body parts. Children learn to describe living things and understand what they need to grow and survive. They experiment with their own bodies, plants, and worms as they learn about growth, life, environments, and similarities/differences among living things and their needs.

Examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, page 50: *Our Senses*
- Unit 1, Small Group, page 165: Shake and Listen
- Unit 1, Small Group, page 237: Up Close: Science Tools
- Unit 2, Connect, page 33: Collection Connection
- Unit 2, Welcome and Read-Aloud, page 68: *Squirrels*
- Unit 2, Connect, page 78: More Sorting It Out
- Unit 2, Small Group, page 169: Don't Waste That Water!
- Unit 2, Small Group, page 206: Make a Clown Fish
- Unit 3, Welcome and Read-Aloud, page 143: *Spoon*
- Unit 3, Welcome and Read-Aloud, page 191: *Do Goldfish Fly?* Part 1
- Unit 3, Small Group, page 218: Move it ... or Not
- Unit 3, Connect, page 234: Does a Ball Gallop?
- Unit 4, Welcome and Read-Aloud, page 106: *Dinosaurs Big and Small*
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Small Group, page 104: Science Journals: Seeds
- Unit 5, Connect, page 131: Living and Nonliving: Worms
- Unit 5, Welcome and Read-Aloud, page 147: *Plants We Eat and How They Grow*
- Unit 5, Small Group, page 243: Taking Care of Living Things
- Unit 6, Connect, page 58: Animal Scientists, Part 1

## C. PHYSICAL SCIENCE

### Standard & Benchmarks

#### 1. Demonstrate knowledge related to physical science

a: Discusses what makes objects move the way they do and how the movement can be controlled

b: Makes predictions about how to change the speed of an object, tests predictions through

experiments and describes what happens

c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)

d: Investigates and describes changing states of matter –liquid, solid and gas

e: Explores the relationship of objects to light (e.g., light and shadows)

With one of its core domains being science, Connect4Learning provides children with ample opportunities to observe and describe the properties of physical objects; children also actively engage in understanding and sorting by various attributes and properties, including by texture, shape, color, size, etc. Children explore and describe properties of natural and human-made materials and objects, and also compare and contrast the attributes of objects and events during Connect4Learning activities. Children also have opportunities to observe and describe features of the local environment and explore, describe, and compare positions and motion of objects, both living and nonliving. Further, children identify the sequence in which an event occurs, explain why one step has to happen before the next, and explore physical changes of materials; examples of this can be seen in many of the Connect4Learning experiments, such as seed planting, playdough making, and color mixing.

Specific examples from the curriculum include:

- Unit 1, Art Center, page 10: Color Creation!
- Unit 2, Exploration Station, page 13: Our Environment Sort; Recycle and Reuse
- Unit 2, Writing Center, page 20: Science-Journal Writing
- Unit 2, Small Group, page 32: Introduction to Science Journals
- Unit 3, Construction Zone, page 12: Block and Roll Ramps
- Unit 3, Construction Zone, page 13: Racing Ramps
- Unit 3, Connect, page 115: Going Up!
- Unit 3, Welcome and Read-Aloud, page 191: *Do Goldfish Fly?* Part 1
- Unit 3, Welcome and Read-Aloud, page 232: *My Car*
- Unit 3, Connect, page 263: Measuring Length and Distance
- Unit 4, Construction Zone, page 13: Shadow Buildings
- Unit 4, Small Group, page 34: Sorting and Re-Sorting Our Collections
- Unit 4, Welcome and Read-Aloud, page 106: *Dinosaurs Big and Small*
- Unit 5, Exploration Station, page 12: Seed-Sprouting Experiment
- Unit 5, Connect, page 143: Sunlight Experiment
- Unit 5, Small Group, page 166: Flour Power
- Unit 5, Connect, page 182: Plant Experiment
- Unit 5, Welcome and Read-Aloud, page 218: *Do You Know Which Ones Will Grow?*

## D. EARTH AND SPACE SCIENCE

### Standard & Benchmarks

1. Demonstrate knowledge related to the dynamic properties of earth and sky

a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)

b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)

c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars

d: Compares the daytime and nighttime cycle

e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)

Throughout Connect4Learning, children are observers and documenters. For example, they use their science journals to both draw their observations of something in the natural environment (Unit 2, pages 32-33) and to conduct an experiment where they predict how seeds respond to various conditions (Unit 5, pages 87-88, 143, 182). Children also explore and discuss weather and its effects, seasons, the importance of sunlight, and how living things depend on the earth's resources. There are ample opportunities to gain understanding and discuss components that make up an environment (animals, people, plants, earth features). Children further explore as they learn about the interdependence and connections among people, animals, plants, and the earth's resources and understand the importance of caring for our environment. Many activities throughout Connect4Learning provide children with the opportunity to observe, describe, and compare events over a series of days and to share their own past experiences. Finally, children explore and describe the relationship between form and function in both natural and human-made objects.

Specific examples from the curriculum include:

- Unit 1, Small Group, page 237: Up Close: Science Tools
- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Welcome and Read-Aloud, page 57: *People and the Environment*
- Unit 2, Small Group, page 110: Water
- Unit 2, Welcome and Read-Aloud, page 120: *Abiyoyo Returns*
- Unit 2, Small Group, page 169: Don't Waste That Water!
- Unit 3, Welcome and Read-Aloud, page 43: *The Snowy Day*

- Unit 3, Welcome and Read-Aloud, page 199: *How Will We Get to the Beach?*
- Unit 4, Connect, page 70: Paleo Protection
- Unit 4, Welcome and Read-Aloud, page 141: *All About Castles*
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Connect, page 36: Creating Seed-Sprouting Charts
- Unit 5, Welcome and Read-Aloud, page 147: *Plants We Eat and How They Grow*
- Unit 5, Small Group, page 166: Flour Power
- Unit 5, Welcome and Read-Aloud, page 218: *Do You Know Which Ones Will Grow?*

## E. ENVIRONMENT

### Standard & Benchmarks

1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment

a: Demonstrates how people use objects and natural resources in the environment

b: Participates in daily routines demonstrating basic conversation strategies (e.g., conserving water when washing hands or brushing teeth)

c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)

Within Connect4Learning, children have many opportunities to observe, explore, and discuss the connections between people and the environment. Children are frequently asked to think about and share their opinions and preferences and to learn about and describe ways to help the environment. In fact, Unit 2's focus is the environment! Children observe their local environment, learn about various habitats and how animals, plants, and earth features are connected, and they take steps to care for the earth. In Unit 2, the class project is to use recyclable materials to create a classroom coral-reef exhibit. In Unit 5, children learn about caring for living things as part of their classroom environment.

Specific examples from the curriculum include:

- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Welcome and Read-Aloud, page 57: *People and the Environment*
- Unit 2, Connect, page 129: Recycling Center! Part 1
- Unit 2, Fast Focus, page 133: Reduce, Reuse, Recycle
- Unit 2, Welcome and Read-Aloud, page 152: *Trashy Town*
- Unit 2, Connect, page 221: Let's Visit a Coral Reef, Part 3

- Unit 3, Connect, page 137: Recycling Center! Part 2
- Unit 4, Exploration Station, page 17: Nature Collection
- Unit 5, Welcome and Read-Aloud, page 70: *In the Garden: Who's Been Here?*
- Unit 5, Welcome and Read-Aloud, page 155: *Stone Soup* Theme and Activities
- Unit 5, Small Group, page 242: Taking Care of Living Things

## F. ENGINEERING AND TECHNOLOGY

### Standard & Benchmarks

1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)

b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)

c: Uses appropriate tools and materials with greater flexibility to create or solve problems

d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)

Connect4Learning develops general thinking processes as children use many types of tools in their scientific inquiries. For example, Connect4Learning engages children in diverse activities to communicate their ideas, including drawing, writing, taking pictures, and using tools to build and observe. Children practice cooperation as they take photos of one another and record stories for each other. They compare and classify objects and animals, using the internet to further research animals or explore dinosaurs in the *Dinosaur Field Guide*. (These are also examples of how technology supports children's growing curiosity.) Children have opportunities to use and discuss other tools when problem solving as well. In their explorations, children use their senses (sight, touch, smell, sound) and a variety of tools, including magnifiers, measurement tools, and gardening tools. The learning centers include a wide variety of technology tools for children to explore, including computers, cameras, microphones, and cash registers. Unit 3 focuses on form and function, and the children make toys for their own use and to share with other children.

Specific examples from the curriculum include:

- Unit 1, Connect, page 217: Introduction to Magnifiers
- Unit 2, Small Group, page 32: Introduction to Science Journals
- Unit 3, Learning Centers, Exploration Station, page 16: Chopstick Challenge

- Unit 3, Welcome and Read-Aloud, page 254: *Machines Go to Work*
- Unit 3, Small Group, page 96: From Here to There: Bridge Building
- Unit 4, Connect, page 143: Castle Tour
- Unit 5, Connect, page 72: Actual-Size Plants
- Unit 5, Connect, page 103 and Small Group, page 125: Welcoming Worm Visitors
- Unit 6, Small Group, page 36: The Class Video Yearbook: Excited for Kindergarten
- Unit 6, Connect, page 48: Observing Chimps Using Tools

## VII. Social Studies Domain

### A. CULTURE

Connect4Learning promotes the learning of all children through lessons and activities that develop an understanding of diverse cultures. Teachers are encouraged to consider the social and cultural contexts of children's lives and to incorporate children's personal experiences and backgrounds into the classroom and class activities. Equity and the importance of giving children the opportunity to speak and be heard are at the core of the curriculum. Connect4Learning includes experiences related to multicultural awareness—the lessons, strategies, books, and materials are reflective of the diversity in our country—and the curriculum upholds this diversity as important. The curriculum includes 120 children's books related to the content and concepts introduced. Books are used across topics within various lessons and are made accessible in the book nook (classroom library). The books are varied, with many including multicultural themes and/or depictions. For example, *Life in the City* (Unit 2, page 28) depicts familiar scenes in a city and diverse populations. *Sonia Sotomayor: A Judge Grows in the Bronx* (Unit 6, page 46) follows the childhood of the U.S. Supreme Court justice as she grew up in the South Bronx. *Yo? Yes!* (Unit 1, page 155) tells the story of a new friendship between boys from different backgrounds who meet on the street. In addition to the books, diversity is also reflected throughout the Connect4Learning curriculum materials, including classroom games, card aids, and posters.

Throughout Connect4Learning, children have many opportunities to recognize their own traits and personal information about themselves and to describe and discuss this information. Children also discuss and understand similarities and differences among people and the importance of respecting others. Additionally, materials familiar to children's homes and backgrounds are placed in the learning centers, and classroom items are labeled in children's home languages to provide additional support. Children have many opportunities to share their past experiences and family with the class, and their families are welcome to attend many Connect4Learning events.

#### Standard

##### 1. Identifies self as a member of a culture

- Unit 1, Overview of Unit 1, pages 3 and 4
- Unit 1, Small Group, page 30: *Meet Our Class* Book and Individual Page Activities
- Unit 3, Small Group, page 88: Introduce Tucker the Turtle

#### Standard

##### 2. Understands everyone belongs to a culture

- Unit 1, Dramatic Play Learning Centers, page 13: Home
- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Welcome and Read-Aloud, page 57: *People and the Environment*

#### Standard

##### 3. Explores culture of peers and families in the classroom and community

- Unit 1, Small Group, page 30: Launch *Meet Our Class* Book and Individual Pages
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 6, Connect, page 70: End-of-the-Year Compliments

#### Standard

##### 4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)

- Unit 4, Welcome and Read-Alouds, pages 196 and 203: *The Princess and the Pea* and *The Very Smart Pea and the Princess-to-Be*
- Unit 5, Welcome and Read-Aloud, page 247: *The Ugly Vegetables*
- Unit 6, Welcome and Read-Aloud, page 46: *Sonia Sotomayor: A Judge Grows in the Bronx*

### B. INDIVIDUAL DEVELOPMENT AND IDENTITY

Children are given wide exposure to developing a sense of self throughout the Connect4Learning curriculum. Through read-aloud lessons, hands-on activities, and reflective responses, children have opportunities to identify their unique abilities, interests, emotions, and opinions. This sense of self is extended into the contexts of family, the classroom community, and the larger community both locally and globally. And, the classroom expectations in Connect4Learning are "Be Safe," "Be Respectful," and "Be a Team Player." These expectations are used often to explain the importance of using materials in a safe manner, in the way they are intended and in a way that allows all children to use materials. Lessons include discussion of how being a member of the classroom includes the responsibility of being "team player."

## Standard

### 1. Identifies characteristics of self as an individual

- Unit 1, Learning Centers, page 10: Art Center, Make a Self-Portrait
- Unit 1, Small Group, page 30: *Meet Our Class* Book and Individual Page Activities
- Unit 4, Welcome and Read-Aloud, page 220: *Harold's Fairy Tale*

## Standard

### 2. Identifies the ways self is similar to and different from peers and others

- Unit 1, Connect, page 29: I Spy New Friends
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 5, Welcome and Read-Aloud, page 247: *The Ugly Vegetables*

## Standard

### 3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)

- Unit 2, Welcome and Read-Aloud, page 57: *People and the Environment*
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 5, Connect, page 234: Cooperation: Watering the Garden

## C. INDIVIDUALS AND GROUPS

Children are invited to share their own backgrounds, cultural identities, and interests throughout the Connect4Learning classroom and in lessons. Throughout the curriculum, the classroom community is actively built. For example, in Unit 3 children bring in a drawing, photo, or description of their own homes and compare them to other homes. In Unit 5 children name plant parts they eat at home, and the teacher records the information on chart paper. Children's families are invited to a variety of class events throughout the year, and they are welcome in the classroom on a daily basis. The show what you know learning center is wonderful to engage families, as it is a showcase for children's project work. Respect for differences and the importance of diversity is evident in a Connect4Learning classroom by labeling objects in children's home languages, having children make and hang posters about their families and their communities, and including photographs and books that reflect individual children's families and communities. Connect4Learning also encourages teachers to consider the social and cultural contexts of children's lives and to incorporate children's personal experiences and backgrounds into the classroom and class activities.

## Standard

### 1. Identifies differences and similarities of self and others as part of a group

- Unit 1, Small Group, page 125: Compliment Cards
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 5, Welcome and Read-Aloud, page 247: *The Ugly Vegetables*

## Standard

### 2. Explains the role of groups within a community

- Unit 2, Welcome and Read-Aloud, page 57: *People and the Environment*
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 5, Connect, page 234: Cooperation: Watering the Garden

## Standard

### 3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)

- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Small Group, page 46: Friendship Skill: Give a Toy
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher

## Standard

### 4. Exhibits leadership skills and roles (e.g., line leader and door holder)

- Unit 2, Small Group, page 248: Coral-Reef Scavenger Hunt
- Unit 3, Connect, page 45: Mirror, Mirror Game
- Unit 3, Connect, page 87: Feelings Follow the Leader

## D. SPACES, PLACES, AND ENVIRONMENTS

The Connect4Learning approach to science is based on research that shows that children actively construct their own knowledge. The curriculum provides children with opportunities to think about ideas: how they use their senses to make different kinds of observations; the connections among people, animals, plants, and earth features in an environment; how the form of a tool influences the functions it can perform; what living things need to survive. Over many weeks and through a variety of learning experiences, including read-alouds of informational texts, small-group investigations, and center-based explorations, children have lots of opportunities to explore these ideas. Across all domains, Connect4Learning provides children with opportunities to build new knowledge by connecting to prior experiences. And, within Connect4Learning, children have many opportunities to observe, explore, and discuss the connections between people and the environment.



## Standard

### 1. Identifies the relationship of personal space to surroundings

- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 2, Welcome and Read-Aloud, page 36: *Big Trees*
- Unit 2, Welcome and Read-Aloud, page 57: *People and the Environment*

## Standard

### 2. Identifies the differences and similarities between own environment and other locations

- Unit 2, Welcome and Read-Aloud, page 28: *Life in the City*
- Unit 2, Welcome and Read-Aloud, page 57: *People and the Environment*
- Unit 2, Connect, page 221: Let's Visit a Coral Reef, Part 3

## Standard

### 3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)

- Unit 2, Small Group, page 53: Outdoor Scavenger Hunt
- Unit 4, Connect, page 143: Castle Tour
- Unit 5, Welcome and Read-Aloud, page 26: *Our Community Garden* and Project Launch

## Standard

### 4. Uses spatial words (e.g., far/close, over/under and up/down)

- Unit 3, Learning Centers: Block Center, page 12: Block and Roll Ramps
- Unit 3, Small Group, page 96: From Here to There: Bridge Building
- Unit 3, Connect, page 115: Going Up!

## Standard

### 5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)

- Unit 3, Learning Centers: Block Center, page 13: Block Maps
- Unit 4, Small Group, page 55: Building Exhibits
- Unit 4, Connect, page 170: Introduction to Maps

## Standard

### 6. Begins to identify the relationship between human decisions and the impact on the

### environment (e.g., (recycling and water conservation)

- Unit 2, Connect, page 129: Recycling Center! Part 1
- Unit 2, Fast Focus, page 133: Reduce, Reuse, Recycle
- Unit 2, Small Group, page 169: Don't Waste That Water!

## E. TIME, CONTINUITY, AND CHANGE

Daily schedules and routines are built into Connect4Learning, introduced in Unit 1 and then reinforced throughout the rest of the curriculum. Many activities throughout Connect4Learning provide children with the opportunity to observe, describe, and compare events over a series of days and to share their own past experiences. In Unit 2, children focus on the environment, observing and describing features of the local environment, while also discussing the components that make up the environment. In Unit 3, the class project is to make a set of toys for their classroom, as well as a set to donate to another classroom in their community. During Unit 4, the class creates a map of the classroom, and children have the opportunity to discuss construction, design blueprints, and then build their designs. Connect4Learning also helps children explore growth and gain an understanding that people and places change over time. Children measure both their own growth and that of plants in their experiments, and they explore various times of the past, such as medieval times and the dinosaur era.

## Standard

### 1. Identifies changes within a sequence of events to establish a sense of order and time

- Unit 1, Connect, page 28: How Many Are Here Today?
- Unit 1, Small Group; page 54: Snack Time: Focus on Observation and Prediction
- Unit 4, Welcome and Read-Aloud, page 68: *Meet the Dinosaurs*

## Standard

### 2. Observes and recognizes changes that take place over time in the immediate environment

- Unit 5, Exploration Center, page 13: Growth Charts
- Unit 5, Week 1, page 30: Seed-Sprouting and Planting Experiment Activities
- Unit 5, Connect, page 36: Creating Seed-Sprouting Charts

## F. GOVERNANCE, CIVIC IDEALS, AND PRACTICES

Connect4Learning starts the school year by teaching classroom expectations and routines. Problem solving is a central topic in Connect4Learning. Children are intentionally taught steps and strategies for solving problems and then asked to use those strategies in practice. Children

are supported as they work cooperatively with and help their peers and engage in problem-solving and conflict-resolution activities. In Unit 3, the class project is to make a set of toys for their classroom, as well as a set to donate to another classroom in their community. In Unit 5, children also have opportunities to consider social problems and think of novel solutions, particularly involving ways to cooperate.

#### Standard

##### 1. Recognizes and follows rules and expectations in varying settings

- Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle
- Unit 1, Small Group, page 46: Friendship Skill: Give a Toy
- Unit 2, Small Group, page 86: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher

#### Standard

##### 2. Participates in problem solving and decision making

- Unit 2, Connect, page 122: Solution Spot Game
- Unit 2, Welcome and Read-Aloud, page 158: *We Are Problem Solvers*
- Unit 4, Connect, page 192: Prince and Princess Problem Solving

#### Standard

##### 3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)

- Unit 1, Welcome and Read-Aloud, page 27: *Otto Goes to School*
- Unit 1, Connect, page 229: Children's Choice
- Unit 4, Learning Centers: Book Nook, page 12: Favorite Book Collections

## G. ECONOMICS AND RESOURCES

Numerous social-studies learning opportunities are incorporated in Connect4Learning lessons, providing children with lessons in economics, history, the environment, and civics, among other topics. Children gain an understanding of basic economic principles as they run their own farmer's market as part of their learning about plants and gardening. Activities throughout the curriculum include exploration of various professions and the opportunity to act out these professions in the dramatic play center. During large- and small-group activities in Units 4 and 5, children role-play counting money and shopping, including figuring out prices, making change, creating receipts, and making budgeting decisions.

#### Standard

##### 1. Recognizes the difference between wants and needs

- Unit 2, Welcome and Read-Aloud, page 57: *People and the Environment*
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Small Group, page 75: Farmers' Market

#### Standard

##### 2. Begins to recognize that people work to earn money to buy things they need or want

- Unit 2, Welcome and Read-Aloud, page 113: *I Drive a Garbage Truck*
- Unit 4, Connect, page 39: Meet the Expert: Museum Curator
- Unit 4, Small Group, page 223: Museum Gift Shop

## H. TECHNOLOGY AND OUR WORLD

Connect4Learning develops general thinking processes as children use many types of technology tools in their scientific inquiries. For example, Connect4Learning engages children in diverse activities to communicate their ideas, including drawing, writing, taking pictures, and using tools to build and observe. Children practice cooperation as they take photos of one another and record stories for each other. They compare and classify objects and animals, using the internet to research animals or explore dinosaurs in the *Dinosaur Field Guide*. Children have opportunities to use and discuss other tools when problem solving as well. In their explorations, children use their senses (sight, touch, smell, sound) and a variety of tools, including magnifiers, measurement tools, and gardening tools.

As children learn math concepts in the classroom, they engage with computers, playing and progressing in Connect4Learning computer math activities. Research shows computer math activities are particularly effective in teaching math competencies to young children (Clements et al., 2011; Foster et al., 2015). Children are further supported to use appropriate technology in their investigations and in recording their observations. They see how the internet can help them research and learn more about various topics (such as dinosaurs or chimpanzees) and use digital cameras to include photos in their science journals.

#### Standard

##### 1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)

- Unit 1, Learning Center, page 12: Computer Center
- Unit 2, Small Group, page 32, Introduction to Science Journals

- Unit 3, Welcome and Read-Aloud, page 254, *Machines Go to Work*
- Unit 4, Welcome and Read-Aloud, page 95 *Dinosaur Field Guide*
- Unit 4, Connect, page 143, Castle Tour
- Unit 5, Connect, page 72, Actual-Size Plants
- Unit 5, Connect, page 103, Welcoming Worm Visitors
- Unit 5, Small Group, page 125, Welcoming Worm Visitors
- Unit 6, Small Group, page 36, The Class Video Yearbook: Excited for Kindergarten
- Unit 6, Connect, page 48, Observing Chimps Using Tools

## VIII. Creative Expression Through the Arts Domain

### A. SENSORY ART EXPERIENCE

Throughout all six units in Connect4Learning, children have opportunities to express and communicate their understandings through visual art and movement activities. Each unit has specific activities for the art center, dramatic play, and the exploration station, which connect art activities to content (See page 7 of each unit manual). Additionally, each unit has an ongoing unit project that connects the concepts of the unit to creative experiences for children, including designing and building a toy using recycled materials, using recyclable materials to create a coral reef in the classroom, and planning and creating a classroom museum.

#### Standard

##### 1. Combines with intention a variety of open-ended, process-oriented and diverse art materials

- Unit 1, Learning Centers, page 11: Art Center, Make Puppets
- Unit 2, Learning Centers, page 10: Art Center, Playing in Our Environment
- Unit 5, Learning Centers, page 16: Show What you Know Center, Garden Mural

### B. MUSIC

Throughout Connect4Learning, children have many opportunities to engage with music and experiment with sound, including a welcome song at the daily Welcome and Read-Aloud, lesson activities, and learning-center play. Children in Connect4Learning classrooms listen to music, sing, participate in fingerplays, engage in singing games, and create their own music with various musical instruments.

Every day begins with singing one of the many welcome songs (sung to familiar tunes, such as "Twinkle, Twinkle Little Star," with the words changed) listed in the curriculum manuals. Fast

Focus lessons typically include fingerplays, songs, and chants. Throughout the curriculum, children are invited to participate in movement activities. In Unit 1, children move while counting and creating rhythms. In later units, children move around the space while the music plays, then stop on a designated shape. The concepts of "fast," "slow," "loud," and "soft" are woven into lessons on letter names and sounds as well as singing activities.

#### Standard

##### 1. Actively participates in a variety of individual and group musical activities

- Units 1-6, Appendix A: Welcome Songs: a welcome song is sung at the beginning of each day
- Unit 1, Fast Focus, pages 73, 95, 205: Alpha Pig's Alphabet Song
- Unit 1, Connect and Small Group, page 164: Shake and Listen

#### Standard

##### 2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities

- Unit 2, Learning Centers, page 13, Exploration Station, Recycled Instruments
- Unit 2, Connect, page 85: Expectations Freeze Dance
- Unit 2, Learning Centers, page 17, Listening Center, Music

### C. CREATIVE MOVEMENT

The children are encouraged to participate in creative movement and/or teacher-directed movement during daily lessons and transitions. Fast Focus lessons also often include movement activities and are great to use for transitions.

An example of teacher-directed movement from Unit 1 (Fast Focus, Moves to Count! page 40) includes the following: "Explain that everyone has a body with parts that can move. Invite the children to move in different ways and count how many times they do each of the moves! Say, "To be safe, stay in your space." Start with a simple movement, such as patting heads or clapping hands, to the count of three or a number appropriate for the group. "Let's clap three times. One [clap], two [clap], three [clap]." Continue with other simple movements, being sure to name the motion and times it should be performed. Invite the children to suggest a number and body motion for the class to try."

An example of children's creative movement from Unit 4 (Welcome and Read-Aloud, *Dinosaurs Big and Small*, page 112) includes the following: "Play the music and encourage the children to move about the space like dinosaurs. Stop the music, and have the children move to the emotion card that is closest."

## Standard

### 1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

- Unit 2, Connect, page 85: Expectations Freeze Dance
- Unit 2, Connect, page 247: Coral-Reef Dance
- Unit 6, Fast Focus, page 37: Pattern Dance

## D. IMAGINATIVE AND CREATIVE PLAY

The learning centers in Connect4Learning support imaginative and creative play through the materials provided and the framework of center activities. Open-ended center activities and dramatic play are used throughout the curriculum to reinforce representing ideas through symbolic play. Dramatic play is a cornerstone of each unit; on a daily basis, both in teacher-guided lessons and within the child-directed learning centers, children have opportunities to use imagination and creativity to express themselves. By using objects to create representations of real-life objects or activities, representing fantasy and real-life experiences through pretend play, imitating roles of people or animals, using props and costumes, and creating props from available materials, children discover, explore, and develop concepts and themes critical to their development. Within each unit manual, guidance and recommendations are provided for manipulating the dramatic play center to support the concepts and learning in each unit. See the Learning Center section, starting on page 7 of each unit manual.

## Standard

### 1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally and non-verbally, with others using a variety of objects in own environment

- Unit 1, Learning Centers, page 13: Dramatic Play, Home; School; Goldilocks and the Three Bears
- Unit 2, Learning Centers, page 12: Dramatic Play, Big Trees; Recycling Center; Trashy Town!; Underwater Adventure
- Unit 4, Learning Centers, page 14: Dramatic Play, Curators; Museum Gift Shop; Archaeologists and Paleontologists; Museum Display Reenactment

## E. APPRECIATION OF THE ARTS

Children's development in fine and creative arts, for example, is not only supported daily in the art, dramatic play, and other learning centers, but it is also facilitated through children's

hands-on learning in other domains. Children in Connect4Learning classrooms listen to music, sing, participate in fingerplays, engage in singing games, and create their own music with various musical instruments. Throughout the curriculum, teachers are given guidance to ask children open-ended questions, support their creativity, afford them opportunities to share their thinking, and provide engaging activities and spaces for them to investigate and discover. Through books and photo cards provided as part of the curriculum kit, children in Connect4Learning classrooms are exposed to a variety of art techniques (collage, photography, sculpture, paintings, drawings, etc.), and they spend time discussing them. Children can also engage in activities of their own choosing in the learning centers to express themselves through whatever medium they would like. Connect4Learning learning centers help children further develop and share their creativity. The art learning center is the hub of creative energy in a Connect4Learning classroom—it provides a creative outlet for children to explore new materials and discover new ways to express themselves. The show what you know learning center gives children a way to share and demonstrate pride in their work.

## Standard

### 1. Uses appropriate art vocabulary to describe own art creations and those of others

- Unit 1, Small Group, page 30: Launch *Meet Our Class* Book and Individual Pages
- Unit 1, Connect, page 242: I Drew That!
- Unit 5, Learning Centers, page 16: Show What you Know Center, Garden Mural

## Standard

### 2. Compares own art to similar art forms

- Unit 2, Learning Centers, page 19: Show What You Know Center, Problem-Solving Puppets and Creating a Coral-Reef Environment
- Unit 3, Small Group, page 31: Using Materials to Make Letters
- Unit 4, Welcome and Read-Aloud, page 196: *The Princess and the Pea* and *The Very Smart Pea and the Princess-to-Be*

## Standard

### 3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past

- Unit 2, Small Group, page 130: Don't Throw It Away!
- Unit 4, Connect, page 143: Castle Tour
- Unit 6, Small Group, page 42: Me, Animal Scientist