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The Pre-K Curriculum

Head Start Early Learning Outcomes Correlation

EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Goal P-ATL 1. Child manages emotions with increasing independence.

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
- Unit 4, Small Group: Emotions Charade, page 84
- Unit 3, Welcome & Read-Aloud: Sometimes I'm a Bombaloo, pages 129-130
- Unit 4, Welcome & Read-Aloud: My Friend Is Sad, pages 45-46

Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.

Connect4Learning® Units:

- Unit 1, Connect: I Spy New Friends, page 29
- Unit 1, Learning Center: Construction Zone, Sorting Blocks, page 12
- Unit 2, Learning Center: Exploration Station, Nature Investigations, page 15
- Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 4, Learning Center: Exploration Station, Hannah's Collections Sort, page 16
- Unit 4, Small Group: Sorting & Re-Sorting Our Collections, pages 34-35
- Unit 4, Small Group: Emotions Charades, page 84

Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.

Connect4Learning® Units:

- Unit 1, Small Group: Up Close, Science Tools, page 237
- Unit 2, Learning Center: Book Nook, Read to a Toy Animal, page 10
- Unit 3, Learning Center: Book Nook, Lift-the-Flap, page 11
- Unit 6, Learning Center: Book Nook, Favorite-Book Partner Read, page 9

Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.

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 4, Connect: Turtle Freeze (What to Do), page 47
- Unit 5, Welcome & Read-Aloud: The Way I Feel, page 78

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.

Connect4Learning® Units:

- Unit 1, Connect: I Spy New Friends, page 29
- Unit 1, Welcome & Read Aloud: Can I Play Too?, pages 82-83
- Unit 1, Welcome & Read-Aloud: A Visitor for Bear, pages 122-123
- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 2, Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 2, Connect: I'm Thinking of a Friend Who..., page 234

Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

Connect4Learning® Units:

- Unit 1, Small Group: Snack Time: Focus on Observations & Prediction, pages 54-55
- Unit 1, Learning Center: Construction Zone, Sorting Blocks, page 12
- Unit 2, Learning Center: Exploration Station, Nature Investigations, page 15
- Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 4, Learning Center: Exploration Station, Hannah's Collections Sort, page 16
- Unit 4, Small Group: Sorting & Re-Sorting Our Collections, pages 34-35

Goal P-ATL 7. Child persists in tasks.

Connect4Learning® Units:

- Unit 1, Connect: Who's Behind the Blanket?, page 124
- Unit 2, Welcome & Read-Aloud: A Weekend with Wendell, pages 83-84
- Unit 1, Connect: Who's Behind the Blanket?, page 124
- Unit 5, Small Group: Pizza Problem Solving, pages 197-198
- Unit 5, Small Group: Helping Story Boards, pages 235-236

Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.

Connect4Learning® Units:

- Unit 1, Small Group: Friendship Skill: Help a Friend, pages 86-87
- Unit 3, Connect: Conrad the Confused Chameleon and Rectangles, page 37
- Unit 5, Small Group: Pizza Problem Solving, pages 197-198

Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.

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 4, Connect: Turtle Freeze (What to Do), page 47
- Unit 5, Welcome & Read-Aloud: The Way I Feel, page 78

INITIATIVE AND CURIOSITY

Goal P-ATL 10. Child demonstrates initiative and independence.

Connect4Learning® Units:

- Unit 1, Small Group: Snack Time: Focus on Observation & Prediction, pages 54-55
- Unit 1, Learning Center: Games and Puzzles, What's Missing?, page 17
- Unit 1, Welcome & Read-Aloud: Goldilocks & the Three Bears and Center-Signs Sharing (*Continue the Learning), pages 115-*116
- Unit 2, Welcome & Read-Aloud: The Ocean Alphabet Book: Continue the Learning, page 209

Goal P-ATL 11. Child shows interest in and curiosity about the world around them.

Connect4Learning® Units:

- Unit 2, Welcome & Read-Aloud: The Ocean Alphabet Book, page 209
- Unit 5, Connect: Creating Seed-Sprouting Charts, page 36
- Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, page 87
- Unit 5, Connect: Sunlight Experiment, page 143
- Unit 5, Welcome & Read-Aloud: Our Community Garden, pages 207-208
- Unit 5, Week 5, Day 5, Connect: Where Did This Come From?, page 210

CREATIVITY

Goal P-ATL 12. Child expresses creativity in thinking and communication.

Connect4Learning® Units:

- Unit 1, Learning Center: Art Center, Make Puppets, page 11
- Unit 2, Learning Center: Art Center, Water Painting, page 9
- Unit 2, Learning Center: Art Center, Draw Your Favorite Environment, pages 9-10
- Unit 2, Connect: Coral-Reef Dance, page 247
- Unit 4, Learning Center: Art Center, Design a Dinosaur, pages 9-10
- Unit 4, Learning Center: Art Center, Make a Crown, page 11
- Unit 5, Learning Center: Art Center, Plant Collage, page 9
- Unit 6, Fast Focus: Pattern Dance, page 37

Goal P-ATL 13. Child uses imagination in play and interactions with others.

Connect4Learning® Units:

- Unit 1, Learning Center: Dramatic Play, Home, pages 13-14
- Unit 1, Learning Center: Dramatic Play, School, page 15
- Unit 1, Learning Center: Dramatic Play, Goldilocks & the Three Bears, page 15
- Unit 2, Learning Center: Dramatic Play, Big Trees, page 12
- Unit 2, Learning Center: Dramatic Play, Recycling Center, pages 12-13
- Unit 2, Learning Center: Dramatic Play, Trashy Town!, page 13
- Unit 2, Learning Center: Dramatic Play, Underwater Adventure, page 13
- Unit 3, Learning Center: Dramatic Play, Toy Store, page 14
- Unit 3, Learning Center: Dramatic Play, Toy Factory, pages 14-15
- Unit 4, Learning Center: Dramatic Play, Curators, pages 14-15
- Unit 4, Learning Center: Dramatic Play, Museum Gift Shop, page 15
- Unit 4, Learning Center: Dramatic Play, Museum Display Reenactment, page 15
- Unit 5, Learning Center: Dramatic Play, Farmers' Market, page 11
- Unit 5, Learning Center: Dramatic Play, Farmers' Market & Flower Stall, page 11
- Unit 6, Learning Center: Dramatic Play, Science Play, page 10



RELATIONSHIPS WITH ADULTS

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Connect4Learning® Units:

- Unit 1, Small Group: Compliment Cards, pages 125-126
- 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
- Unit 3, Welcome & Read-Aloud: Franklin in the Dark, pages 168-169
- Unit 4, Small Group: Emotions Charade, page 84
- Unit 5, Small Group: Accidents Happen, pages 158-159

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Connect4Learning® Units:

- Unit 1, Week 1, Day 3, Small Group: Compliment Cards, pages 125-126
- Unit 2, Week 2, Day 3, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 3, Week 4, Day 3, Welcome & Read-Aloud: Franklin in the Dark, pages 168-169
- Unit 5, Week 4, Day 3, Small Group: Accidents Happen, pages 158-159

RELATIONSHIPS WITH OTHER CHILDREN

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Connect4Learning® Units:

- Unit 1, Connect: I Spy New Friends, page 29
- Unit 1, Welcome & Read Aloud: Can I Play Too?, pages 82-83
- Unit 1, Welcome & Read-Aloud: A Visitor for Bear, pages 122-123
- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 2, Connect: I'm Thinking of a Friend Who..., page 234

Goal P-SE 4. Child engages in cooperative play with other children.

Connect4Learning® Units:

- Unit 1, Small Group: Friendship Skill: Give a Toy, pages 46-47
- 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 2, Learning Center: Art Center, Playing in Our Environment, page 10

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Connect4Learning® Units:

- Unit 1, Connect: Who's Behind the Blanket?, page 124
- Unit 5, Small Group: Pizza Problem Solving, pages 197-198
- Unit 5, Small Group: Helping Story Boards, pages 235-236

EMOTIONAL FUNCTIONING

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Connect4Learning® Units:

- Unit 1, Connect: I Spy New Friends, page 29
- Unit 1, Small Group: Friendship Skill: Give a Play Idea, pages 132-133
- Unit 3, Small Group: Emotions Collage, pages 46-47
- Unit 4, Small Group: Emotions Charade, page 84
- Unit 4, Small Group: Emotions Story Writing, page 156
- Unit 5, Small Group: Emotions Self-Portraits, page 43

Goal P-SE 7. Child expresses care and concern toward others.

Connect4Learning® Units:

- Unit 1, Welcome & Read-Aloud: A Visitor for Bear, pages 122-123
- Unit 2, Connect: I'm Thinking of a Friend Who..., page 234
- Unit 3, Welcome & Read-Aloud: How Will We Get to the Beach? pages 199-200



Goal P-SE 8. Child manages emotions with increasing independence.

Connect4Learning® Units:

Unit 1, Learning Center: Games and Puzzles, What's Missing?, page 17

Unit 1, Welcome & Read-Aloud: Goldilocks & the Three Bears and Center-Signs Sharing (*Continue the Learning), pages 115-*116

Unit 2, Welcome & Read-Aloud: The Ocean Alphabet Book: Continue the Learning, page 209

SENSE OF IDENTITY AND BELONGING

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Connect4Learning® Units:

Unit 1, Connect: I Spy New Friends, page 29

Unit 1, Small Group: Friendship Skill: Give a Toy, pages 46-47

Unit 1, Welcome & Read-Aloud: A Visitor for Bear, pages 122-123

Unit 2, Connect: I'm Thinking of a Friend Who..., page 234

Continue to Next Area

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

Connect4Learning® Units:

Unit 1, Small Group: Launch Meet Our Class Book and Individual Pages, pages 30-31

Unit 2, Connect: What's Out There?, page 31

Unit 3, Connect: Conrad the Confused Chameleon and Rectangles, page 37

Unit 4, Learning Center: Writing Center, Fairy-Tale Author & Illustrator, page 21

Unit 5, Learning Center: Art Center, Favorite Plant Drawing, page 9

Unit 6, Small Group: My Favorite Thing About Pre-K, page 59

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

Connect4Learning® Units:

Unit 1, Small Group: Launch Meet Our Class Book and Individual Pages, page 30

Unit 6, Learning Center: Art Center, Self Portrait Exhibit, page 9

Unit 6, Welcome & Read-Aloud: Meet Our Class Book, page 20



ATTENDING AND UNDERSTANDING

Goal P-LC 1. Child attends to communication and language from others.

Connect4Learning® Units:

- Unit 1, Learning Center: Book Nook, Puppet Storytelling, page 11
- Unit 1, Learning Center: Book Nook, Goldilocks & the Three Bears Felt Story, page 12
- Unit 2, Learning Center: Book Nook, Felt Board & Stories, page 10

Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.

Connect4Learning® Units:

- Unit 3, Welcome & Read-Aloud, How to Make a Bookmark, pages 154-155
- Unit 4, Small Group: Emotions Story Writing, page 156
- Unit 4, Welcome & Read-Aloud: The Knight & the Dragon, page 191
- Unit 5, Small Group: Welcoming Worm Visitors, pages 125-126

COMMUNICATING AND SPEAKING

Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.

Connect4Learning® Units:

- Unit 5, Connect: Creating Seed-Sprouting Charts, page 36
- Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, pages 87-88
- Unit 5, Small Group: Science Journals: Seeds, page 104
- Unit 5, Connect: Sunlight Experiment, page 143

Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.

Connect4Learning® Units:

- Unit 3, Learning Center: Book Nook, Felt-Board Transportation Set, page 11
- Unit 4, Welcome & Read-Aloud: Maisy Goes to the Museum, page 38
- Unit 4, Small Group: Hidden Shapes, pages 41-42
- Unit 5, Welcome & Read-Aloud: Zinnia's Flower Garden, Part 2, pages 45-46

Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

Connect4Learning® Units:

- Unit 1, Small Group: Launch Meet Our Class Book and Individual Pages, pages 30-31
- Unit 2, Connect: What's Out There?, page 31
- Unit 3, Connect: Conrad the Confused Chameleon and Rectangles, page 37
- Unit 4, Learning Center: Writing Center, Fairy-Tale Author & Illustrator, page 21
- Unit 5, Learning Center: Art Center, Favorite Plant Drawing, page 9
- Unit 6, Small Group: My Favorite Thing About Pre-K, page 59

VOCABULARY

Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

Connect4Learning® Units:

- Unit 1, Learning Center: Book Nook, Puppet Storytelling, page 11
- Unit 1, Learning Center: Book Nook, Goldilocks & the Three Bears Felt Story, page 12
- Unit 2, Learning Center: Book Nook, Felt Board & Stories, page 10
- Unit 3, Welcome & Read-Aloud, How to Make a Bookmark, pages 154-155
- Unit 4, Small Group: Emotions Story Writing, page 156

Goal P-LC 7. Child shows understanding of word categories and relationships among words.

Connect4Learning® Units:

- Unit 4, Small Group: Sorting & Re-Sorting Our Collections, pages 34-35
- Unit 4, Small Group: Emotions Story Writing, page 156
- Unit 4, Welcome & Read-Aloud: The Knight & the Dragon, page 191
- Unit 5, Small Group: Welcoming Worm Visitors, pages 125-126



Goal P-LC 7. Child shows understanding of word categories and relationships among words.

Connect4Learning® Units:

- Unit 4, Small Group: Sorting & Re-Sorting Our Collections, pages 34-35
- Unit 4, Small Group: Emotions Story Writing, page 156
- Unit 4, Welcome & Read-Aloud: The Knight & the Dragon, page 191
- Unit 5, Small Group: Welcoming Worm Visitors, pages 125-126

PHONOLOGICAL AWARENESS

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Connect4Learning® Units:

- Unit 2, Fast Focus: Lila Letter's L, page 126
- Unit 2, Fast Focus: Egg or Eat?, page 132
- Unit 2, Fast Focus: Octopus & Oval, page 207
- Unit 3, Fast Focus: The Letter Ff, page 34

PRINT AND ALPHABET KNOWLEDGE

Goal P-LIT 2. 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 2, Learning Center: Book Nook, Read to a Toy Animal, page 10
- Unit 6, Learning Center: Book Nook, Favorite-Book Partner Read, page 9

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

Connect4Learning® Units:

- Unit 2, Fast Focus: Lila Letter's L, page 126
- Unit 2, Fast Focus: Egg or Eat?, page 132
- Unit 2, Fast Focus: Octopus & Oval, page 207
- Unit 3, Fast Focus: The Letter Ff, page 34

COMPREHENSION AND TEXT STRUCTURE

Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.

Connect4Learning® Units:

- Unit 1, Learning Center: Book Nook, Puppet Storytelling, page 11
- Unit 1, Learning Center: Book Nook, Goldilocks & the Three Bears Felt Story, page 12
- Unit 2, Learning Center: Book Nook, Felt Board & Stories, page 10
- Unit 5, Small Group: Helping Story Boards, pages 235-236

Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.

Connect4Learning® Units:

- Unit 2, Learning Center: Book Nook, Read to a Toy Animal, page 10
- Unit 3, Learning Center: Book Nook, Lift-the-Flap, page 11
- Unit 4, Learning Center: Book Nook, Favorite Book Collections, page 13
- Unit 6, Learning Center: Book Nook, Favorite-Book Partner Read, page 9

WRITING

Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Connect4Learning® Units:

- Unit 1, Small Group: Friendship Skill: Help a Friend, pages 86-87
- Unit 2, Learning Center: Art Center, Draw Your Favorite Environment, page 9
- Unit 2, Learning Center: Writing Center, Writing in Sand, page 20
- Unit 2, Learning Center: Art Center, Water Painting, page 9
- Unit 2, Small Group: Welcome to the Coral Reefs, pages 185-186
- Unit 3, Small Group: Adding to Not a Box, pages 116-117
- Unit 4, Learning Center: Writing Center, Tracing, page 20
- Unit 5, Learning Center: Writing Center, Garden Labels, page 18



COUNTING AND CARDINALITY

Goal P-MATH 1. Child knows number names and the count sequence.

Connect4Learning® Units:

- Unit 1, Learning Center: Games & Puzzles Center, How Many Is That Number?, page 17
- Unit 1, Week 1, Day 1, Connect: How Many Are Here Today?, page 28
- Unit 1, Week 1, Day 2, Small Group: Counting Time, page 38
- Unit 1, Week 2, Day 5, Connect: Subitize!, page 98
- Unit 1, Week 3, Day 3: Fast Focus: Simon Says, "This Many", page 127
- Unit 2, Week 6, Day 1, Fast Focus: "Ten Little Hermit Crabs", page 223
- Unit 5, Week 2, Day 3, Fast Focus: Finger Counting, page 82
- Unit 6, Week 2, Day 2, Connect: Counting Fish, page 63

Goal P-MATH 2. Child recognizes the number of objects in a small set.

Connect4Learning® Units:

- Unit 1, Welcome & Read-Aloud: Ten Black Dots and Centers-Signs Sharing, page 74
- Unit 1, Small Group: Explore Dot Pictures, page 77
- Unit 1, Fast Focus: Subitize!, page 96
- Unit 1, Connect: Subitize!, page 98
- Unit 1, Connect: Ten Black Dots, page 236

Goal P-MATH 3. Child understands the relationship between numbers and quantities.

Connect4Learning® Units:

- Unit 1, Connect: How Many Are Here Today?, page 28
- Unit 2, Games & Puzzles Center, High-Low Card Game, page 17
- Unit 2, Day 2, Connect: Compare Subitize!, page 115
- Unit 3, Day 4, Small Group: From Here to There: Bridge Building, page 96
- Unit 3, Day 1, Connect: Is My Arm Longer?, page 156
- Unit 5, Fast Focus: What's My Number?, page 128

Goal P-MATH 4. Child compares numbers.

Connect4Learning® Units:

- Unit 1, Small Group: Explore Dot Pictures, page 77
- Unit 2, Learning Center: Games & Puzzles Center, High-Low Card Game, page 17
- Unit 2, Connect: Compare Subitize!, page 115
- Unit 2, Connect: Introduce Simple Addition & Subtraction, page 184
- Unit 2, Connect: Hidden Addition & Subtraction, page 210
- Unit 2, Fast Focus: "Ten Little Hermit Crabs", page 223
- Unit 5, Fast Focus: What's My Number?, page 128

Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

Connect4Learning® Units:

- Unit 2, Fast Focus: Teacher's Choice: Math, Go!, page 177
- Unit 3, Learning Centers: Dramatic Play Center, Toy Store, page 14
- Unit 3, Learning Centers: Dramatic Play Center: Toy Factory
- Unit 5, Small Group: Garden Party Invitations, pages 66-67
- Unit 6, Connect: Number Fingers, page 21

OPERATIONS AND ALGEBRAIC THINKING

Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.

Connect4Learning® Units:

- Unit 2, Learning Center: Games & Puzzles Center, High-Low Card Game, page 17
- Unit 2, Connect: Compare Subitize!, page 115
- Unit 2, Connect: Introduce Simple Addition & Subtraction, page 184
- Unit 2, Small Group: Simple Addition & Subtraction, page 192
- Unit 2, Connect: Hidden Addition & Subtraction, page 210
- Unit 3, Small Group: From Here to There: Bridge Building, page 96
- Unit 3, Connect: Is My Arm Longer?, page 156
- Unit 5, Fast Focus: What's My Number?, page 128

Goal P-MATH 7. Child understands simple patterns.

Connect4Learning® Units:

- Unit 2, Learning Center: Exploration Station, Shapes, Patterns, & Forms, page 15
- Unit 2, Fast Focus: Moves to Count!, page 40
- Unit 2, Welcome & Read-Aloud: Pattern-Fish, page 225
- Unit 4, Learning Center: Art Center, Patterns, pages 10-11
- Unit 4, Learning Center: Games & Puzzles Center, Making Patterns, page 18



MEASUREMENT

Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

Connect4Learning® Units:

Unit 3, Connect: Is My Arm Longer?, page 156

Unit 3, Connect: Measure Length & Distance, page 263

Unit 5, Learning Center: Show What You Know Center Learning Center, Plant Measuring, page 17

Unit 5, Learning Center: Exploration Station, Growth Charts, page 13

GEOMETRY AND SPATIAL SENSE

Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.

Connect4Learning® Units:

Unit 2, Fast Focus: Name That Shape!, page 56

Unit 2, Fast Focus: Triangles!, page 96

Unit 3, Connect: Rectangles & Prisms, page 38

Unit 3, Connect: Conrad the Confused Chameleon Builds a Tower, page 73

Unit 3, Welcome & Read-Aloud: Traffic Signs Shape Book, page 261

Unit 4, Small Group: Hidden Shapes, pages 41-42

Unit 4, Fast Focus: Shape-Mat Hop, page 58

Goal P-MATH 10. Child explores the positions of objects in space.

Connect4Learning® Units:

Unit 1, Welcome & Read-Aloud: Goldilocks & the Three Pancakes, page 145

Unit 2, Learning Center: Exploration Station, Shapes, Patterns, & Forms, page 15

Unit 3, Connect: Name That Shape!, page 30

Unit 3, Small Group: From Here to There: Bridge Building, page 96

Unit 4, Small Group: Hidden Shapes, pages 41-42

Continue to Next Area

SCIENTIFIC INQUIRY

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

Connect4Learning® Units:

Unit 2, Learning Center: Exploration Station, Nature Investigations, page 15
Unit 2, Connect: Sorting it Out, page 70
Unit 4, Learning Center: Exploration Station, Nature Collection, page 17
Unit 5, Small Group: Seed-Sprouting & Planting Experiment, pages 30-31
Unit 5, Small Group: Science Journals: Seeds, page 104
Unit 5, Connect: Sunlight Experiment, page 143
Unit 5, Small Group: Science Journals: Sprouts, page 144

Goal P-SCI 2. Child engages in scientific talk.

Connect4Learning® Units:

Unit 1, Connect: Center Sort & Outdoor Brainstorm, pages 84-85
Unit 2, Welcome & Read-Aloud: Big Trees, After Reading, page 36
Unit 2, Small Group: Outdoor Scavenger Hunt, pages 53-54
Unit 4, Learning Center: Exploration Station, Nature Collection, page 17
Unit 5, Small Group: Seed-Sprouting & Planting Experiment, pages 30-31
Unit 5, Welcome & Read-Aloud: A Bean's Life Cycle, After Reading, pages 62-63

Goal P-SCI 3. Child compares and categorizes observable phenomena.

Connect4Learning® Units:

Unit 1, Connect: Center Sort & Outdoor Brainstorm, pages 84-85
Unit 2, Learning Center: Exploration Station, Nature Investigations, page 15
Unit 2, Welcome & Read-Aloud: Big Trees, After Reading, page 36
Unit 2, Small Group: Outdoor Scavenger Hunt, pages 53-54
Unit 5, Connect: Creating Seed-Sprouting Charts, page 36
Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, pages 87-88
Unit 5, Small Group: Science Journals: Seeds, page 104
Unit 5, Connect: Sunlight Experiment, page 143
Unit 5, Small Group: Science Journals: Sprouts, page 144

REASONING AND PROBLEM-SOLVING

Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.

Connect4Learning® Units:

Unit 1, Snack Time: Focus on Observation & Prediction, pages 54-55
Unit 5, Connect: Creating Seed-Sprouting Charts, page 36
Unit 5, Small Group: Science Journals: Seeds, page 104
Unit 5, Small Group: Science Journals: Sprouts, page 144

Goal P-SCI 5. Child plans and conducts investigations and experiments.

Connect4Learning® Units:

Unit 2, Learning Center: Exploration Station, Nature Investigations, page 15
Unit 4, Learning Center: Exploration Station, Nature Collection, page 17
Unit 5, Connect: Sunlight Experiment, page 143
Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, pages 87-88

Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

Connect4Learning® Units:

Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, pages 87-88
Unit 5, Small Group: Science Journals: Seeds, page 104
Unit 5, Connect: Sunlight Experiment, page 143
Unit 5, Small Group: Science Journals: Sprouts, page 144
Unit 5, Welcome & Read-Aloud: Do You Know Which Ones Will Grow?, page 218

Perceptual, Motor, and Physical Development

GROSS MOTOR

Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

Connect4Learning® Units:

- Unit 2, Fast Focus: Numeral 8 & Eight Jumps, page 208
- Unit 2, Fast Focus: Count Jumps, page 237
- Unit 3, Fast Focus: "Wiggle, Wiggle, Jump" page 142
- Unit 4, Fast Focus: Pattern Dance, page 116
- Unit 4, Fast Focus: Moves to Count!, page 152

Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.

Connect4Learning® Units:

- Unit 2, Fast Focus: Numeral 8 & Eight Jumps, page 208
- Unit 2, Fast Focus: Count Jumps, page 237
- Unit 3, Fast Focus: "Wiggle, Wiggle, Jump" page 142
- Unit 4, Fast Focus: Pattern Dance, page 116
- Unit 4, Fast Focus: Moves to Count!, page 152

FINE MOTOR

Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

Connect4Learning® Units:

- Unit 1, Learning Center: Art Center, Finger Paint a Picture, page 10
- Unit 1, Learning Center: Show What You Know Center, Continue Self-Portraits, page 18
- Unit 2, Learning Center: Art Center, Water Painting, page 9
- Unit 2, Learning Center: Art Center, Draw Your Favorite Environment, pages 9-10
- Unit 2, Learning Center: Art Center, Draw Your Favorite Environment, page 9
- Unit 2, Learning Center: Writing Center, Writing in Sand, page 20
- Unit 2, Learning Centers: Writing Center, Invitations, page 20
- Unit 3, Fast Focus: "Itsy Bitsy Spider", page 76
- Unit 3, Small Group: Chopstick Challenge, pages 139-140
- Unit 4, Small Group: Castle Facts, pages 144-145
- Unit 5, Small Group: Emotions Self-Portraits, page 43

HEALTH, SAFETY, AND NUTRITION

Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.

Connect4Learning® Units:

- Unit 1, Learning Center: Book Nook (Introduction to Book Nook Center), page 11
- Unit 1, Small Group: Snack Time: Focus on Observations & Prediction, pages 54-55
- Unit 2, Small Group: Don't Waste That Water!, pages 169-170
- Unit 5, Welcome & Read-Aloud: Do You Know Which Ones Will Grow?, page 218

Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.

Connect4Learning® Units:

- Unit 1, Learning Center: Book Nook (Introduction to Book Nook Center), page 11
- Unit 1, Small Group: Snack Time: Focus on Observations & Prediction, pages 54-55
- Unit 5, Connect: Flour Power, page 165
- Unit 5, Connect: Where Did This Come From?, page 210
- Unit 5, Welcome & Read-Aloud: Do You Know Which Ones Will Grow?, page 218
- Unit 5, Welcome & Read-Aloud: Eating Pairs, pages 224-225
- Unit 5, Welcome & Read-Aloud: Munching & Crunching the ABCs, pages 239-240
- Unit 5, Welcome & Read-Aloud: The Ugly Vegetables, pages 247-248

Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.

Connect4Learning® Units:

- Unit 1, Connect: Expectations Review & Friendship Wiggle, page 45
- Unit 1, Small Group: Snack Time: Focus on Observations & Prediction, pages 54-55
- Unit 2, Small Group: Introduction to the Solution Suitcase: Wait & Take Turns & Ask Nicely, pages 46-47
- Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, pages 86-87
- Unit 2, Small Group: Don't Waste That Water!, page 169