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The Pre-K Curriculum
Maryland
Early Learning Standards
Correlation



L.LU - Listening and Understanding

L.LU.1 Attends and responds to others and develops the ability to engage in joint attention with another person.

Pre-K3 Indicator: Attends to what others say while interacting with them for an extended period of time, showing understanding by responding with words, phrases, or sentences, or sentences over several back and forth exchanges or by doing a series of actions related to the conversation.

Connect4Learning® Units:

Unit 1, Connect, page 28: How Many Are Here Today?
Unit 1, Connect, page 29: I Spy New Friends
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

L.LU.2: Understands and follows directions.

Pre-K3 Indicator: Follows directions with several parts, even if some of the steps refer to something that isn't in the immediate environment.

Connect4Learning® Units:

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

L.LU.3: Understands increasingly complex sentences and utterances.

Pre-K3 Indicator: Understands longer and more complex sentences and utterances such as a wh- questions, short stories, or multiple sentences strung together.

Connect4Learning® Units:

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



L.CS: Communicating and Speaking

L.CS.1 Uses increasingly complex grammar to communicate.

Pre-K3 Indicator: Uses more complex grammatical structures, such as sentences with multiple connected clauses, speaking about the past and future, and using contractions.

Connect4Learning® Units:

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

L.CS.2 Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.

Pre-K3 Indicator: Uses sentences combining three or more words to express interests, wants and needs (a child who is learning more than one language may combine words across languages during this period).

Connect4Learning® Units:

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



L.CS: Communicating and Speaking

L.CS.3 Develops the capacity to speak or sign clearly.

Pre-K3 Indicator: Speaks or signs clearly enough that most words are free of errors and can be understood by both familiar and unfamiliar adults

Connect4Learning® Units:

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

L.CS.4 Learns to engage in conversation.

Pre-K3 Indicator: Initiates, continues, or extends conversations with others, using meaningful and appropriate responses and questions

Connect4Learning® Units:

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

L.VO.Vocabulary

L.VO.1 Understands an increasing number and variety of words heard in familiar environments, play, and routines.

Pre-K3 Indicator: Understands vocabulary words describing familiar actions, ideas, and emotions, as well as words used to categorize objects (such as fruits or animals). Understands increasingly longer sentences containing a variety of words, Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.

Connect4Learning® Units:

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



Language and Literacy

L.VO.1 Understands an increasing number and variety of words heard in familiar environments, play, and routines. (continued)

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

L.VO.2 Uses an increasing number and variety of words when communicating with others.

Pre-K3 Indicator: Speaks or signs in multi-word phrases or sentences, using nouns, verbs, and adjectives.

Connect4Learning® Units:

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

L.VO.3 Uses an increasing number of words to describe people and objects in the environment.

Pre-K3 Indicator: Uses and increasingly wide variety of words to describe with greater specificity, different characteristics of people or objects (for example, tall, long, hard, soft, fast, slow)

Connect4Learning® Units:

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, Small Group, page 54: Making Triangles

Unit 3, Connect, page 87: Feelings Follow the Leader



Language and Literacy

L.VO.3 Uses an increasing number of words to describe people and objects in the environment. (continued)

Unit 3, Fast Focus, page 98: Rhyming with Names
 Unit 3, Fast Focus, page 128: Noisy Nancy
 Unit 3, Small Group, page 203: I Spy an Object This Long
 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 5, Small Group, page 191: Making Shapes
 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

L.EL. Early Literacy

L.EL.1 Interacts with books, developing an understanding of book-handling behaviors and print conventions.

Pre-K3 Indicator: Demonstrates an understanding of basic print conventions and book-handling behaviors, such as looking at the title of a book, orienting a book, and turning pages in a single direction

Connect4Learning® Units:

Unit 1, Connect, page 28: How Many Are Here Today?
 Unit 1, Small Group, page 30: Title Page for the Meet Our Class Book
 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, Welcome & Read-Aloud, page 122: A Visitor for Bear
 Unit 1, Small Group, pages 158-159: Can You Feel It?
 Unit 1, Welcome & Read-Aloud, page 215: Rain
 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

L.EL.2 Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.

Pre-K3 Indicator: Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers.

Connect4Learning® Units:

Unit 1, Fast Focus, page 121: Syllable Beats
 Unit 2, Fast Focus, page 231: Rhyming Basket
 Unit 3, Fast Focus, page 160: Rhyming with Funny Bunny
 Unit 1, Fast Focus, page 134: Two Little Friends
 Unit 1, Fast Focus, page 240: Judy Works with one Hammer
 Unit 2, Fast Focus, page 48: Bees in the Beehive
 Unit 2, Fast Focus, page 35: Lila Letter
 Unit 2, Fast Focus, page 81: Five Red Apples
 Unit 2, Welcome and Read Aloud, page 152: Trashy Town
 Unit 3, Fast Focus, page 118: Five Green and Speckled Frogs
 Unit 6, Fast Focus, page 68: Blending Bag Treasure Hunt



Language and Literacy

L.EL. Early Literacy

L.EL.3 Understands the meaning communicated through stories, pictures, and informational books.

Pre-K3 Indicator: Retells, reenacts, or draws events from a story. Names, describes, plays, or creates art to demonstrate something learned from informational text.

Connect4Learning® Units:

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

L.EL. 4 Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.

Pre-K3 Indicator: Demonstrates understanding that letters or other linguistic characters (for example, Chinese hanzi) are a distinct kind of symbol that can be read to convey meaning.

Connect4Learning® Units:

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, 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, Welcome & Read-Aloud, page 236: Ten Black Dots and Centers Signs Sharing

Unit 2, Connect, page 42: Goldilocks & the Three Bears

Unit 2, Fast Focus, page 157: Rhyming with Pictures

Unit 2, Small Group, page 185: Welcome to the Coral Reef Signs

Unit 2, Welcome & Read-Aloud, page 225: Pattern Fish

Unit 3, Small Group, p. 171: Afraid Flap Pages

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

Unit 4, Small Group, page 109: Writing Museum Captions

Unit 5, Welcome & Read-Aloud, page 116: Friends

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

L.EL. 5 Develops ability to recognize highly familiar text and a few letters

Pre-K3 Indicator: Names a few letters of the alphabet with adult modeling and support.

Connect4Learning® Units:

Formative Assessment, page 213: Alphabet Knowledge

Unit 1, Fast Focus, page 33: Looking at Letters

Unit 1, Fast Focus, page 150: Alphabet Clues

Unit 2, Fast Focus, page 41: The Letter S

Unit 2, Fast Focus, page 74: The Letter T

Unit 2, Fast Focus, page 82: The Name Reveal

Unit 2, Fast Focus, page 95: S or T?

Unit 2, Fast Focus, page 112: The Letter E

Unit 2, Fast Focus, page 188: The Letter B

Unit 2, Fast Focus, page 195: The Letter Naming Bag

Unit 2, Fast Focus, page 201: The Letter O

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 213: Comparing R and D



L.EL. Early Literacy

L.EL.6 Develops an understanding of the sounds that make up words (phonological awareness).

Pre-K3 Indicator: Recognizes similarities in the sounds of words, such as noticing rhyming sounds or matching words that have the same first sound, with adult support.

Connect4Learning® Units:

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

L.EL.7 Draws or writes marks with increasing control.

Pre-K3 Indicator: Produces or copies lines or approximations of letters or characters. Their letters or characters may not be recognizable (for example, may appear as squiggles). With adult support, the child uses a modified three-or-four finger grasp near the tip of the writing tool and uses forearm movements.

Connect4Learning® Units:

Unit 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
Unit 1, Small Group, page 218: Our Class Compliment Chain
Unit 2, Fast Focus, page 223: Ten Little Hermit Crabs
Unit 3, Fast Focus, page 76: Itsy Bitsy Spider
Unit 5, Small Group, page 87: Planting Sprouts: A Sunlight Experiment
Unit 5, Small Group, page 144: Science Journals: Sprouts
Unit 6, Small Group, page 59: My Favorite Thing About Pre-K

L.EL.8 Makes or scribbles on paper with the intention to convey meaning.

Pre-K3 Indicator: Uses drawings and early attempts at writing alphabet letters along with an explanation to convey meaning, demonstrating an understanding of the difference between the drawing and letters.

Connect4Learning® Units:

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



Early Cognition and STEAM

C.GCD: General Cognitive Development

C.GCD.1: Develops the ability to store, recall, and share information about people, objects, and previous experiences.

Pre-K3 Indicator: Communicates about past experiences. Uses time-related vocabulary (for example, before, yesterday, morning) when trying to describe when things happen.

Connect4Learning® Units:

Unit 1, Connect, page 28: How Many Are Here Today?
Unit 1, Connect, page 70: I Spy Something in the Classroom
Unit 6, Small Group, page 59: My Favorite Thing About Pre-K
Unit 6, Small Group, page 71: The Class Video Yearbook: I'm Proud I Can...

C.GCD.2: Uses memories to anticipate what will happen and engages in more complex actions.

Pre-K3 Indicator: Recreates a series of steps from a familiar activity or routine, or even from books or stories.

Connect4Learning® Units:

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, 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

C.GCD.3: Observes people and imitates their behaviors, sounds, or words.

Pre-K3 Indicator: Imitates complex actions and behaviors involving multiple steps to solve problems and achieve goals.

Connect4Learning® Units:

Unit 1, Welcome and Read-Aloud, page 27: Otto Goes to School
Unit 2, Connect, page 44: Problem-Solving Steps
Unit 3, Learning Centers: Art Center, page 10: Procedural Drawings

C.GCD.4: Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.

Pre-K3 Indicator: Develops an understanding of symbols and how they can be used to represent objects, actions, or ideas.

Connect4Learning® Units:

As 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)

C.MT: Mathematics

C.MT.1: Develops a sense of numbers and demonstrates some basic knowledge of counting.

Pre-K3 Indicator: Recites the number list to ten with increasing accuracy. Shows an emerging understanding that numbers represent "how many," and uses one-to-one correspondence to count small sets.

Connect4Learning® Units:

Unit 1, Learning Centers: Games and Puzzles Center, page 17: How Many Is That Number?
Unit 1, Connect, page 52: How Many Are Here Today?
Unit 1, Small Group, page 38: Counting Time
Unit 2, Fast Focus, page 223: "Ten Little Hermit Crabs"
Unit 3, Fast Focus, page 213: Let's Count!
Unit 1, Fast Focus, page 220: Simon Says, "This Many!"
Unit 2, Connect, page 210: Hidden Simple Addition and Subtraction
Unit 5, Connect, page 164: Finger Counting



C.MT: Mathematics

C.MT.2: Develops spatial understanding and explores how objects and their own bodies move and fit in space.

Pre-K3 Indicator: Demonstrates increased understanding of spatial vocabulary to describe the relative position of objects and people in space (for example, above, below, next to, behind). Follows spatial directions involving their own body.

Connect4Learning® Units:

Unit 2, Connect, page 59: Name That Shape!
Unit 3, Connect, page 103: Conrad the Confused Crow Builds Another Tower
Unit 3, Small Group, page 96: From Here to There: Bridge Building
Unit 3, Welcome and Read-Aloud, page 261: Traffic Signs Shape Book

C.MT.3: Identifies and recognizes a few basic shapes.

Pre-K3 Indicator: Recognizes, matches, and names simple shapes varying in size (for example, circles, squares, triangles).

Connect4Learning® Units:

Unit 2, Learning Centers: Exploration Station, page 13: Shapes, Patterns, & Forms
Unit 2, Fast Focus, page 65: Triangles!
Unit 3, Small Group, page 39: Name That Shape!
Unit 3, Connect, page 53: Forms Around the Room
Unit 3, Connect, page 103: Conrad the Confused Crow Builds Another Tower
Unit 3, Welcome and Read-Aloud, page 261: Traffic Signs Shape Book
Unit 4, Connect, page 40: Introduce Hidden Shapes

C.MT.4: Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.

Pre-K3 Indicator: Sorts objects into two or more groups based on one property such as shape, color, size, or their function with increasing accuracy. Notices and creates simple patterns.

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

Unit 4, Small Group, page 26: Sorting & Re-Sorting Our Collections

Unit 4, Welcome & Read-Aloud, page 26: Hannah's Collections

Unit 5, Connect, page 48: I Know What You're Thinking

Unit 3, Exploration Station, page 15: Shapes, Patterns, and Forms

Unit 2, Welcome and Read-Aloud, page 225: Pattern Fish

Unit 4, Learning Center: Art Center, pages 10-11: Patterns

Unit 4, Learning Center: Games & Puzzles Center, page 18: Making Patterns

C.MT.5: Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.

Pre-K3 Indicator: Understands and uses words to describe differences in size, length, or weight of objects (for example, bigger, longer, heavier). With adult support, compares and orders objects by size or length.

Connect4Learning® Units:

Unit 3, Learning Centers: Show What You Know Center, page 19: Is My Arm Longer?

Unit 3, Connect, page 114: Building Towers

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

Unit 4, Connect, page 90: How Big Were the Prehistoric Animals?

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

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



C.STE: Science, Technology and Engineering

C.STE.1: Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.

Pre-K3 Indicator: Asks simple questions, makes predictions, and engages in sustained explorations and investigations of objects and events. Explains or describes observations.

Connect4Learning® Units:

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 5, Learning Centers: 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, 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, Learning Centers: Exploration Station, page 11: Scientists

C.STE.2: Develops an understanding of the causes and effects of actions and events.

Pre-K3 Indicator: Asks questions about why things happen. Explains the impact of specific actions on objects and events.

Connect4Learning® Units:

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 5, Small Group, page 87: Planting Sprouts: A Sunlight Experiment
Unit 5, Connect, page 143: Sunlight Experiment

C.STE.3: Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.

Pre-K3 Indicator: Describes the needs of living things and how living things (plants and animals) change over time, the properties of materials and objects, and how the weather and objects in the sky (sun, moon, stars, and clouds) appear to move and change.

Connect4Learning® Units:

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.STE: Science, Technology and Engineering

C.STE.4: Takes action, uses tools, and carries out solutions to achieve goals or solve problems.

Pre-K3 Indicator: With adult support, designs and tests solutions for solving a problem or reaching a goal using a sequence of multiple steps and a variety of tools. Collaborates with peers and adults to plan and carry out solutions.

Connect4Learning® Units:

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 Al
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

C.A: Arts

C.A.1: Demonstrates interest in and increasing capacity to create visual art.

Pre-K3 Indicator: Creates drawings and paintings using controlled lines and three-dimensional forms using a variety of materials. Demonstrates the ability to create a few basic representations of objects, people, or scenes.

Connect4Learning® Units:

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

C.A.2: Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.

Pre-K3 Indicator: Demonstrates increased vocal and physical control when exploring and responding to rhythm, tempo (speed), and dynamics (loudness). Produce simple rhythms and short tunes using objects, instruments, or voices.

Connect4Learning® Units:

Units 1-6, Appendix A: Welcome Songs: Welcome songs are 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
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.A.3: Develops the ability to engage in role-play.

Pre-K3 Indicator: Engages in role-play, acting out characters or scenes by themselves or with others using a few simple gestures, expressions, and props to convey emotions or characteristics.

Connect4Learning® Units:

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



SE.RA: Relationships With Adults

SE.RA.1: Initiates and engages in interactions with familiar adults.

Pre-K3 Indicator: Engages in extended reciprocal interactions with adults that have a specific focus or goal, such as participating in cooperative activities or problem solving.

Connect4Learning® Units:

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 SE.RA.2: Develops close relationships with familiar adults who provide consistent care.

Pre-K3 Indicator: Communicates about emotional connection and attachment to caregiving adults. Turns to caregiving adults for protection, comfort, and getting needs met. g.

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, 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

SE.RC: Relationships With Children

SE.RC.1: Initiates and engages in interactions with other children.

Pre-K3 Indicator: Initiates and maintains extended interactions with other children, or engages in prosocial behaviors, with or without support from an adult.

Connect4Learning® Units:

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



Social Emotional Development

SE.RC.1: Initiates and engages in interactions with other children. (continued)

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

SE.RC.2: Develops relationships with peers through interactions over time.

Pre-K3 Indicator: Demonstrates preference for playing with peers they identify as friends. Friendships are more reciprocal and consistent.

Connect4Learning® Units:

Unit 1, Connect, page 29: I Spy New Friends
Unit 1, Small Group, page 125: Compliment Cards
Unit 1, Small Group, page 132: Friendship Skill: Give a Play Idea
Unit 1, Small Group, page 218: Our Class Compliment Chain
Unit 2, Connect, page 234: I'm Thinking of a Friend Who...
Unit 6, Connect, page 70: End-of-the-Year Compliments

SE.RC.3: Engages in play with other children.

Pre-K3 Indicator: Engages with peers in simple, cooperative play, such as complex make-believe play, games, and other extended play with a common goal.

Connect4Learning® Units:

Unit 1, Week 1, Day 2, Connect: I Spy New Friends
Unit 1, Week 2, Day 3, Welcome and Read Aloud: Can I Play Too?
Unit 1, Week 3, Day 3, Small Group: Compliment Cards

Unit 1, Week 5, Day 1, Small Group: Our Senses Posters: Taste and Smell
Unit 2, Week 6, Day 4, Welcome and Read Aloud: A House for Hermit Crab
Unit 2, Week 4, Day 4, Fast Focus: Elephants Went Out to Play
Unit 2, Week 5, Day 3, Small Group: Super Solver Game
Unit 4, Week 3 Day 3, Small Group: Emotions Matching Game
Unit 5, Week 6, Day 3, Small Group: Helping Story Boards
Unit 5, Week 6, Day 3, Connect: Cooperation, Watering the Garden

SE.EF: Emotional Functioning

SE.EF.1: Develops an understanding of one's own emotions.

Pre-K3 Indicator: Uses words or gestures to identify some of their own basic and complex emotions, including happiness, sadness, anger, pride, and embarrassment.

Connect4Learning® Units:

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 3, Connect, page 249: Emotions Game: Children's Choice
Unit 4, Connect, page 83: Emotions Bar Graphs
Unit 4, Welcome and Read-Aloud, page 118: Rex Wrecks It!
Unit 4, Small Group, page 156: Emotions Story Writing
Unit 5, Connect, page 118: Feel Better Charades



SE.EF: Emotional Functioning

SE.EF.2: Develops an understanding of the emotions of others.

Pre-K3 Indicator: Uses words or gestures to describe some emotions in others. Identifies the causes of others' emotions occasionally.

Connect4Learning® Units:

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, Welcome and Read Aloud, page 155: Yo? Yes!
Unit 1, Small Group, page 165: Shake and Listen
Unit 1, Welcome and Read Aloud, page 194: Big AI
Unit 2, Connect, page 85: Expectation Freeze Dance
Unit 2, Welcome and Read Aloud, page 232: Swimmy
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, Welcome & Read-Aloud, page 45: My Friend Is Sad
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

SE.EF.3: Responds with care and concern toward others.

Pre-K3 Indicator: Shows concern for others and tries to help others with an increased range of more complex actions. .

Connect4Learning® Units:

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!



SE.SR: Emotional Self-Regulation

SE.SR.1: Develops the ability to manage own emotions and their expression.

Pre-K3 Indicator: Manages some emotions or distress with less adult support. Relies on support from familiar adults to cope with intense distress or strong emotions.

Connect4Learning® Units:

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

SE.IB: Sense of Identity and Belonging

SE.IB.1: Develops an understanding of self in relation to others.

Pre-K3 Indicator: Describes themselves and their family using multiple characteristics, including physical features, behaviors, and preferences.

Connect4Learning® Units:

Unit 1, Learning Centers, page 10: Art Center, Make a Self-Portrait
Unit 5, Welcome & Read-Aloud, page 78: The Way I Feel
Unit 6, Learning Centers: Writing Center, Autobiographies
Unit 6, Connect, page 70: End-Of-The-Year Compliments

SE.IB.2: Expresses comfort and a sense of belonging with their family and other familiar people.

Pre-K3 Indicator: Communicates a sense of belonging to a family or other familiar groups through words or other forms of expression.

Connect4Learning® Units:

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

ATL.IC: Initiative and Curiosity

ATL.IC.1: Shows initiative in interactions, routines, play, and other experiences.

Pre-K3 Indicator: Regularly starts and continues some activities, play, and routines independently. Shows enjoyment and interest in engaging in new activities.

Connect4Learning® Units:

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 2, Small Group, page 53: Outdoor Scavenger Hunt
Unit 3, Learning Centers, page 12: Paper Construction
Unit 3, Small Group, page 96: From Here to There: Bridge Building
Unit 4, Learning Centers, page 9: Collections Art

ATL.IC.2: Shows curiosity and interest when engaging with new objects, people, and experiences.

Pre-K3 Indicator: Pursues detailed information about new people, objects, and events. Approaches new experiences with interest, sometimes taking risks to try out new ideas.

Connect4Learning® Units:

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

ATL.IC.3: Shows engagement and interest in play.

Pre-K3 Indicator: Engages in more complex play with peers. Pretend play is more elaborate and may include both real and fantasy elements. Physical play and constructive play may include rules, joint planning, and extended engagement.

Connect4Learning® Units:

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 Al
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

ATL.EF: Executive Functioning

ATL.EF.1: Develops the ability to persist in actions and behaviors.

Pre-K3 Indicator: Persists on tasks, trying multiple strategies over a sustained period to achieve a goal, sometimes with adult support.

Connect4Learning® Units:

Units 1-6, page 7: Learning Centers - Construction Zone, Sorting Blocks
Unit 1, Welcome and Read-Aloud, page 122: A Visitor for Bear
Unit 1, Welcome and Read-Aloud, page 194: Big Al
Unit 1, Connect, pages 70, 77, 93, & 99: I Spy Something in the Classroom
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

ATL.EF: Executive Functioning

ATL.EF.1: Develops the ability to persist in actions and behaviors.
(continued)

Unit 2, Fast Focus, page 133: Reduce, Reuse, Recycle
Unit 2, Small Group, page 130: Don't Throw It Away!
Unit 2, Learning Centers, page 19: Show What You Know Center, Problem-Solving Puppets
Unit 2, Learning Center, page 15: Exploration Station, Nature Investigations
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 3, Connect, page 103: Conrad the Confused Crow Builds Another Tower
Unit 3, Small Group, page 139: Chopstick Challenge
Unit 4, Learning Center: Exploration Station, page 16: Hannah's Collections Sort
Unit 4, Small Group, page 26: Sorting & Re-Sorting Our Collections
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

ATL.EF.2: Develops the ability to keep information in mind active for immediate use (working memory).

Pre-K3 Indicator: Keeps complex two-step directions or concepts in mind and uses the information for multistep play, performing tasks, and following more complex directions, with limited adult support.

Connect4Learning® Units:

Unit 1, Fast Focus: If Your Name Starts With...
Unit 1, Fast Focus: Simon Says "This Many"
Unit 1, Small Group: Get Goldilocks Home
Unit 1, Connect: Two Arms - Show Your Group
Unit 2, Connect: Expectation Freeze Dance

ATL.EF.3: Develops the ability to manage impulses and reactions (inhibitory control)*.

Pre-K3 Indicator: More consistently and independently manages impulsive behaviors by pausing before reacting.

Connect4Learning® Units:

Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
Unit 2, Small Group: Solutions 3: Trade, Play Together, and Get a Timer

ATL.EF.4: Develops the ability to maintain attention and focus (sustained attention).

Pre-K3 Indicator: Focuses on an activity, intently, for an extended period of time, despite distractions, with adult support.

Connect4Learning® Units:

Units 1-6, page 7: Learning Centers - Construction Zone, Sorting Blocks
Unit 1, Welcome and Read-Aloud, page 122: A Visitor for Bear
Unit 1, Welcome and Read-Aloud, page 194: Big Al
Unit 1 Connect: I Spy Something in the Classroom
Unit 1 Connect: I Spy Something in the Classroom
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 2, Small Group: Don't Throw It Away!
Unit 2, Small Group: Problem-Solving Puppets
Unit 2, Learning Center: Exploration Station, Nature Investigations
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 3, Connect: Conrad the Confused Chameleon Builds a Bridge and Small Group: From Here to There: Bridge Building
Unit 3, Small Group: Chopstick Challenge
Unit 4, Learning Center: Exploration Station, Hannah's Collections Sort
Unit 4, Small Group: Sorting & Re-Sorting Our Collections
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

ATL.EF.5: Develops flexibility in attention, actions, and behaviors (cognitive flexibility).

Pre-K3 Indicator: Demonstrates flexibility in thinking and behavior, considers alternatives to solving a problem, and switches approaches with the support of an adult.

Connect4Learning® Units:

Unit 2, Small Group: Introduction to the Solution Suitcase: Wait & Take Turns and Ask Nicely
Unit 2, Connect: Problem-Solving Steps
Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher
Unit 2, Welcome & Read-Aloud: We Are Problem-Solvers
Unit 2, Small Group: Problem-Solving Puppets
Unit 3, Small Group: Introduce Tucker the Turtle

Physical Well-Being and Motor Development

P.PS: Perception and Sensory Integration

P.PS.1: Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.

Pre-K3 Indicator: Integrates information across all the senses and uses perceptual information about objects and their own body in space to problem-solve and accomplish increasingly complex behaviors.

Connect4Learning® Units:

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 1, Small Group, page 147: Our Senses Posters: Hearing and Touch
 Unit 1, Small Group, page 182: Our Senses Posters: Taste and Smell
 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

P.GM: Gross Motor

P.GM.1: Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).

Pre-K3 Indicator: Moves with ease and has greater balance and coordination of large muscles to accomplish complex movements.

Connect4Learning® Units:

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

P.GM.2: Use large muscles and whole-body movements to explore their environment and interact with others.

Pre-K3 Indicator: Coordinates a variety of complex whole-body movements as part of play and interactions with others (for example, dancing) and in navigating more challenging environments.

Connect4Learning® Units:

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
 Unit 6, Fast Focus, page 37: Pattern Dance

Physical Well-Being and Motor Development

P.FM: Fine Motor

P.FM.1: Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.

Pre-K3 Indicator: Demonstrates highly precise, refined, and coordinated use of fingers to accomplish everyday activities.

Connect4Learning® Units:

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

P.FM.2: Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.

Pre-K3 Indicator: Uses tools to attempt to accomplish tasks that require careful attention to detail.

Connect4Learning® Units:

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

P.RH: Daily Routines, Health & Nutrition

P.RH.1: Develops increasing independence around daily routines and self-care.

Pre-K3 Indicator: Engages in routine self-care, such as trips to the bathroom, dressing and undressing, and toothbrushing, with limited help/page

Connect4Learning® Units:

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.

P.RH.2: Shows an interest in healthy eating habits and nutritious food.

Pre-K3 Indicator: Eats a variety of foods and demonstrates understanding that eating different types of food will help their body grow and be healthy.

Connect4Learning® Units:

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