



# 2022 Texas Prekindergarten Guidelines

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## I. Social and Emotional Development

### A. Self-Concept

**PK4.I.A.1** Child is aware of where own body is in space and respects personal boundaries.

**Connect4Learning® Units:**

Unit 1, Connect: How Many Are Here Today?, Week 1, Day 1, p. 28  
Unit 1, Small Group: Expectations Scavenger Hunt, Week 5, Day 3, p. 197-198  
Unit 1, Connect: Expectations Review and Friendship Wiggle, Week 1, Day 3, p. 45  
Unit 2, Connect: Expectation Freeze Dance, Week 2, Day 3, p. 85  
Unit 3, Connect: "When I Feel Angry," Week 4, Day 3, p. 170

**PK4.I.A.2** Child shows self-awareness of physical attributes, personal preferences, and own abilities.

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: Otto Goes to School, Week 1, Day 1, p. 27  
Unit 1, Art Center: Make a Self-Portrait, p. 10  
Unit 1, Small Group: Launch Meet Our Class Book and Individual Pages, Week 1, Day 1, p. 30-31  
Unit 1, Art Center: Favorite Things Classroom Collage, p. 10  
Unit 4, Small Group: Emotions Collage, Week 1, Day 3, p. 48-49  
Unit 6, Writing Center: Autobiographies, p. 12  
Unit 5: Small Group: Emotions Self-Portraits, Week 1, Day 3, p. 43  
Unit 6: Small Group: Class Video Yearbook: I'm Proud I Can..., Week 2, Day 3, p. 71

Unit 5, Connect: Feelings Follow the Leader, Week 1, Day 3, p. 42

**PK4.I.A.3** Child shows reasonable opinion of own abilities and limitations.

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: A Weekend with Wendell, Week 2, Day 3, p. 83-84  
Unit 2, Welcome & Read-Aloud: We Are Problem Solvers, Week 4, Day 3, p. 158-159  
Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, Week 2, Day 3, p. 86-87

**PK4.I.A.4** Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.

**Connect4Learning® Units:**

Unit 1, Small Group: Friendship Skill: Give a Play Idea, Week 3, Day 4, p. 132-133  
Unit 1, Dramatic Play: Home, p. 13-14  
Unit 1, Welcome & Read-Aloud: Yo? Yes!, Week 4, Day 3, p. 156  
Unit 3, Construction Zone: Paper Bridges, p. 12  
Unit 2, Welcome & Read-Aloud: We are Problem Solvers, Week 4, Day 3, p. 158-159  
Unit 2, Small Group: Problem-Solving Puppets, Week 4, Day 3, p. 161-162

## B. Self-Regulation

### 1. Behavior Control

PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.

**Connect4Learning® Units:**

Unit 1, Small Group: Counting Time, Week 1, Day 2, p. 38-39  
Unit 1, Small Group: Friendship Skill: Give a Toy, Week 1, Day 3, p. 46-47  
Unit 1, Welcome & Read-Aloud: Owl Babies and Center-Signs Sharing, Week 1, Day 5, p. 58-59  
Unit 2, Connect: Expectation Freeze Dance, Week 2, Day 3, p. 85

PK4.I.B.1.b Child takes care of and manages classroom materials

**Connect4Learning® Units:**

Unit 1, Connect: Center Sort and Outdoor Brainstorm, Week 2, Day 3, p. 84-85  
Unit 1, Connect: Where Do These Things Belong?, Week 3, Day 1, p. 110

PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults

**Connect4Learning® Units:**

Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, Week 2, Day 3, p. 86-87  
Unit 2, Small Group: Solutions 3: Trade, Play Together, and Get a Timer, Week 3, Day 3, p. 123-124

### 2. Emotional Control

PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.

**Connect4Learning® Units:**

Unit 3, Welcome & Read-Aloud: The Chocolate-Covered-Cookie Tantrum, Week 2, Day 3, p. 85-86  
Unit 3, Connect: Turtle Freeze, Week 3, Day 3, p. 131  
Unit 3, Small Group: Introduce Tucker the Turtle, Week 2, Day 3, p. 88

PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.

**Connect4Learning® Units:**

Unit 4, Connect: Emotions Bar Graphs, Week 2, Day 3, p. 83  
Unit 4, Small Group: Emotions Charades, Week 2, Day 3, p. 84  
Unit 4, Welcome & Read-Aloud: Rex Wrecks It!, Week 3, Day 3, p. 118-119  
Unit 4, Small Group: Emotions Story Writing, Week 5, Day 3, p. 156

PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.

**Connect4Learning® Units:**

Unit 3, Welcome & Read-Aloud: Sometimes I'm Bombaloo, Week 3, Day 3, p. 129-130  
Unit 3, Small Group: Tucker the Turtle Class Pages, Week 3, Day 3, Paragraphs 1-17p. 132-133  
Unit 3, Connect: "When I Feel Angry," Week 4, Day 3, p. 170  
Unit 3, Small Group: Afraid Flap Pages, Week 4, Day 3, p. 171-172

### 3. Control of Attention

PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

**Connect4Learning® Units:**

Unit 2, Small Group: Problem-Solving Puppets, Week 4, Day 3, p. 161-162

Unit 3, Small Group: Ants on a Log, Week 2, Day 1, p. 74-75

Unit 3, Connect: Conrad The Confused Chameleon Builds a Bridge, Week 2, Day 4, p. 95

Unit 3, Small Group: Ball and Scoop, Week 4, Day 4, p. 177-178

PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.

**Connect4Learning® Units:**

Unit 1, Connect: I Spy New Friends, Week 1, Day 2, p. 37

Unit 1, Connect: How Many Are Here Today?, Week 1, Day 1, p. 28

Unit 4, Welcome & Read-Aloud: Rex Wrecks It!, Week 3, Day 3, p. 118-119

## C. Relationships with Others

PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.

**Connect4Learning® Units:**

Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, Week 2, Day 3, p. 86-87

Unit 4, Connect: Emotions Bar Graphs, Week 2, Day 3, p. 83

Unit 3, Welcome & Read-Aloud: Wemberly Worried, Week 6, Day 3, p. 247-248

Unit 4, Welcome & Read-Aloud: On Monday When It Rained, Week 6, Day 3, p. 226-227

Unit 4, Connect: Emotions Crown Game, Week 4, Day 3, p. 155

PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.

**Connect4Learning® Units:**

Unit 2, Small Group: Outdoor Scavenger Hunt, Week 1, Day 4, p. 53-54

Unit 5, Small Group: Welcoming Worm Visitors, Week 3, Day 4, p. 125-126

Unit 5, Small Group: Helping Story Boards, Week 6, Day 3, p. 235-236

Unit 5, Connect: Cooperation: Watering the Garden, Week 6, Day 3, p. 234

Unit 5, Connect: Taking Care of Living Things, Week 6, Day 4, p. 242

PK4.I.C.3 Child shows competence in initiating social interactions.

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: Can I Play Too?, Week 2, Day 3, p. 82-83

Unit 1, Small Group: Friendship Skill: Give a Play Idea, Week 3, Day 4, p. 132-133

Unit 1, Small Group: Compliment Cards, Week 3, Day 3, p. 125-126

PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.

**Connect4Learning® Units:**

Unit 1, Small Group: Friendship Skill: Give a Play Idea, Week 3, Day 4, p. 132-133

Unit 1, Welcome & Read-Aloud: Yo? Yes!, Week 4, Day 3, p. 155-156

Unit 4, Dramatic Play: Teamwork—It Gets a Building Built!, Week 5, Day 1, p. 15

PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.

**Connect4Learning® Units:**

Unit 2, Small Group: Introduction to the Solution Suitcase: Wait and Take Turns and Ask Nicely, Week 1, Day 3, p. 46-47

Unit 2, Small Group: Solutions 3: Trade, Play Together, and Get a Timer, Week 3, Day 3, p. 123-124

Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, Week 2, Day 3, p. 86-87

Unit 2, Welcome & Read-Aloud: A Weekend with Wendell, Week 2, Day 3, p. 83-84

Unit 3, Small Group: Afraid Flap Pages, Week 4, Day 3, p. 171-172

PK4.I.C.6 Child demonstrates empathy and caring for others.

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: Big AI, Week 5, Day 3, p. 194-195

Unit 5, Connect: Feel-Better Charades, Week 3, Day 3, p. 118

Unit 4, Welcome & Read-Aloud: My Friend Is Sad, Week 1, Day 3, p. 45-46  
Unit 5, Small Group: Accidents Happen, Week 4, Day 3, p. 158-159

PK4.I.C.7 Child interacts with peers and has preferred friends.

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: Can I Play Too?, Week 2, Day 3, p. 82-83

Unit 1, Connect: "Elephants Went Out to Play," Week 4, Day 3, p. 157

Unit 1, Small Group: Our Class Compliment Chain, Week 6, Day 1, p. 218-219

Unit 1, Small Group: Friendship Skills Board Game, Week 6, Day 3, p. 230-231

Unit 5, Welcome & Read-Aloud: Happy, Week 1, Day 3, p. 40-41

Unit 5, Welcome & Read-Aloud: Friends, Week 3, Day 3, p. 116-117

## D. Social Awareness

PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.

**Connect4Learning® Units:**

Unit 1, Small Group: Smell and Tell, Week 5, Day 4, p. 204

Unit 6, Connect: Choose a Favorite Science Book, Week 1, Day 2, p. 27



Unit 1, Welcome & Read-Aloud: Otto Goes to School, Week 1, Day 1, p. 27  
Unit 3, Small Group: Afraid Flap Pages, Week 4, Day 3, p. 171-172  
Unit 4, Connect: Emotions Bar Graphs, Week 2, Day 3, p. 83  
Unit 4, Welcome & Read-Aloud: Rex Wrecks It!, Week 3, Day 3, p. 118-119

## II. Emergent Literacy: Language and Communication Domain

### A. Listening Comprehension

PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.

#### Connect4Learning® Units:

Unit 1, Welcome & Read-Aloud: Otto Goes to School, Week 1, Day 1, p. 27  
Unit 1, Welcome & Read-Aloud: Our Senses, Week 1, Day 4, p. 50-51

PK4.II.A.2 Child shows understanding by following three-step verbal directions.

#### Connect4Learning® Units:

Unit 1, Connect: How Many Are Here Today?, Week 1, Day 1, p. 28  
Unit 1, Connect: Introduce Get Goldilocks Home Board Game, Week 4, Day 2, p. 153  
Unit 1, Small Group: Get Goldilocks Home, Week 4, Day 2, p. 191  
Unit 1, Fast Focus: Moves to Count!, Week 1, Day 2, p. 40  
Unit 1, Fast Focus: If Your Name Starts With..., Week 1, Day 3, p. 49

### B. Speaking (Conversation)

PK4.II.B.1 Child uses language for multiple purposes.

#### Connect4Learning® Units:

Unit 1, Welcome & Read-Aloud: Goldilocks and the Three Bears and Center-Signs Sharing, Week 3, Day 1, p. 107-108  
Unit 1, Dramatic Play, p. 13-15  
Unit 2, Small Group: Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, Week 2, Day 3, p. 86-87

PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.

#### Connect4Learning® Units:

Unit 1, Welcome & Read-Aloud: Pete the Cat: I Love My White Shoes, Week 1, Day 3, p. 42-43  
Unit 2, Welcome & Read-Aloud: Goldilocks and the Three Bears: A Problem-Solving Story, Week 1, Day 3, p. 42-43

PK4.II.B.3 Child provides appropriate information in various settings.

Unit 3, Welcome & Read-Aloud: How Will We Get to the Beach?, Week 5, Day 2, p. 199-200  
Unit 3, Welcome & Read-Aloud: Wemberly Worried, Week 6, Day 3, p. 247-248

#### PK4.II.B.4 Child matches language to social contexts.

##### Connect4Learning® Units:

Unit 1, Small Group: Expectations Scavenger Hunt, Week 5, Day 3, p. 197-198

Unit 1, Dramatic Play, pp. 13-15

Unit 1, Small Group: Our Class Compliment Chain, Week 6, Day 1, p. 218-219

## C. Articulation

#### PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.

##### Connect4Learning® Units:

Unit 3, Small Group: I Know What You're Thinking, Week 2, Day 2, p. 82

Unit 3, Welcome & Read-Aloud: Spoon, Week 3, Day 5, p. 143

Unit 2, Small Group: Coral-Reef Scavenger Hunt, Week 6, Day 5, p. 248

#### PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.

##### Connect4Learning® Units:

Unit 3, Fast Focus: Rhyming with Names, Week 2, Day 4, p. 98

Unit 3, Fast Focus: The Letter Pp, Week 3, Day 3, p. 135

Unit 1, Welcome & Read-Aloud: Goldilocks and the Three Bears and Center-Signs Sharing, Week 3, Day 1, p. 107-108

Unit 3, Welcome & Read-Aloud: Franklin in the Dark, Week 4, Day 3, p. 167-168

Unit 2, Welcome & Read-Aloud: Swimmy, Week 6, Day 3, p. 232-233

Unit 2, Fast Focus: Beginning Sounds M, S, A, Week 1, Day 3, p. 48

Unit 4, Fast Focus: The Letter Jj, Week 1, Day 3, p. 51

Unit 1, Welcome & Read-Aloud: Yo? Yes!, Week 4, Day 3, p. 155-156

Unit 3, Small Group: Emotions Matching Game, Week 5, Day 3, p. 211-212

Unit 2, Welcome & Read-Aloud: Is Your Mama a Llama, Week 2, Day 4, p. 89-90

Unit 3, Fast Focus: Taking Apart Words, Week 2, Day 1, p. 76

Unit 5, Connect: Feel-Better Charades, Week 3, Day 3, p. 118

Unit 4, Welcome & Read-Aloud: On Monday When It Rained, Week 6, Day 3, p. 226-227

Unit 3, Fast Focus: The Letter Nn, Week 3, Day 1, p. 119

Unit 3, Fast Focus: Nn or Pp?, Week 3, Day 4, p. 141

Unit 3, Welcome & Read-Aloud: Franklin in the Dark, Week 4, Day 3, p. 167-168

Unit 3, Welcome & Read-Aloud: Are You Ready to Play Outside?, Week 5, Day 3, p. 207-208

## D. Vocabulary

#### PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

##### Connect4Learning® Units:

Unit 1, Connect: I Spy New Friends, Week 1, Day 1, p. 29

Unit 2, Welcome & Read-Aloud: Abiyoyo Returns, Week 3, Day 3, p. 120-121

Unit 2, Welcome & Read-Aloud: Life in the City, Week 1, Day 1, p. 28-29

Unit 3, Welcome & Read-Aloud: How Will We Get to the Beach?, Week 5, Day 2, p. 199-200

Unit 2, Connect: What's Out There?, Week 1, Day 2, p. 31  
 Unit 4, Connect: Armored and Ready!, Week 2, Day 2, p. 76  
 Unit 4, Welcome & Read-Aloud: Rex Wrecks It!, Week 3, Day 3, p. 118-119  
 Unit 4, Welcome & Read-Aloud: Dinosaurs Big and Small, Week 3, Day 2, p. 112-113  
 Unit 4, Connect: Meet the Expert: Museum Curator, Week 1, Day 2, p.39  
 Unit 4, Welcome & Read-Aloud: All about Castles, Week 4, Day 1, p. 141-142  
 Unit 2, Welcome & Read-Aloud: Clown Fish, Week 4, Day 5, p. 173  
 Unit 2, Welcome & Read-Aloud: Life in a Pond, Week 2, Day 5, p. 97  
 Unit 4, Connect: Introduce Building Exhibits, Week 1, Day 4, p. 54  
 Unit 4, Small Group: Building Exhibits, Week 1, Day 4, p. 54  
 Unit 3, Welcome & Read-Aloud: Design It! Build It!, Week 1, Day 2, p. 35-36  
 Unit 5, Welcome & Read-Aloud: Bread Comes to Life, Week 4, Day 4, p. 162-163

**PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.**

**Connect4Learning® Units:**

Unit 1, Fast Focus: Our Name Chart, Week 1, Day 4, p. 56  
 Unit 1, Fast Focus: Whose Name Is This?, Week 2, Day 2, p. 81

**PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.**

**Connect4Learning® Units:**

Unit 5, Welcome & Read-Aloud: Our Community Garden and Project Launch, Week 1, Day 1, p. 26-27  
 Unit 5, Welcome & Read-Aloud: Happy, Week 1, Day 3, p. 40-41  
 Unit 2, Welcome & Read-Aloud: Why Should I Recycle?, Week 3, Day 1, p. 106-107  
 Unit 2, Welcome & Read-Aloud: Water, Week 3, Day 1, p. 110

Unit 5, Welcome & Read-Aloud: A Bean's Life Cycle, Week 2, Day 1, p. 62-63  
 Unit 1, Welcome & Read-Aloud: Goldilocks and the Three Pancakes, Week 4, Day 1, p. 145  
 Unit 4, Dramatic Play, Curators, p. 14  
 Unit 1, Welcome & Read-Aloud: Nature Spy, Week 2, Day 5, p. 97  
 Unit 1, Welcome & Read-Aloud: Owl Babies, Week 1, Day 2, p. 34-35  
 Unit 4, Fast Focus: Conrad the Confused Chameleon Shape Review, Week 2, Day 3, p. 85  
 Unit 4, Games and Puzzles Center, Shape Pictures and Shape-Mat Hop, p. 17-18  
 Unit 3, Connect: I Spy Shapes, Week 2, Day 2, p. 79  
 Unit 3, Dramatic Play, p.13-15  
 Unit 1, Small Group: Friendship Skill: Give a Toy, Week 1, Day 3, p. 46-47  
 Unit 1, Connect: I Spy Something In The Classroom, Week 2, Day 5, p. 99

## E. Sentences and Structure

**PK4.II.E.1 Child typically uses complete sentences of four or more words with age appropriate grammatical complexity, usually in standard word order.**

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: Classroom Up Close and Center-Signs Sharing, Week 2, Day 4, p. 90-91  
 Unit 1, Welcome & Read-Aloud: A Visitor for Bear, Week 3, Day 3, p. 122-123  
 Unit 2, Small Group: Introduction to Science Journals, Week 1, Day 1, p. 32-33  
 Unit 4, Welcome & Read-Aloud: Prehistoric Actual Size, Week 2, Day 4, p. 87-88  
 Unit 3, Dramatic Play, p. 13-14



PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

**Connect4Learning® Units:**

Unit 3, Fast Focus: "This Is the Way We Build a Square," Week 2, Day 2, p. 83  
Unit 3, Fast Focus: "Five Green Speckled Frogs," Week 3, Day 1, p. 118  
Unit 3, Welcome & Read-Aloud: Spoon, Week 3, Day 2, p. 120-121  
Unit 3, Welcome & Read-Aloud: Do Goldfish Fly? Part 2, Week 5, Day 5, p. 222  
Unit 5, Small Group: Science Journals: Seeds, Week 3, Day 1, p. 104  
Unit 5, Welcome & Read-Aloud: Our Community Garden, Week 5, Day 5, p. 207-208  
Unit 1, Small Group: Our Senses Posters: Taste and Smell, Week 5, Day 1, p. 182-183  
Unit 1, Exploration Station, p. 15  
Unit 3, Welcome & Read-Aloud: Design It! Build It!, Week 1, Day 5, p. 58-59  
Unit 3, Exploration Station, p. 15  
Unit 3, Fast Focus: Taking Apart Words, Week 2, Day 1, p. 76  
Unit 1, Connect: Introduction to Our Senses Posters: Taste and Smell, Week 5, Day 1, p. 181  
Unit 3, Welcome & Read-Aloud: Who Hops?, Week 4, Day 2, Paragraphs 1-12  
Unit 3, Dramatic Play Center, Paragraph 1p. 161-162  
Unit 2, Welcome & Read-Aloud: Life in a Pond, Week 2, Day 5, Paragraphs 1-9  
Unit 2, Dramatic Play Center, p. 13-14

PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.

**Connect4Learning® Units:**

Unit 3, Welcome & Read-Aloud: The Chocolate-Covered-Cookie Tantrum, Week 2, Day 3, Pp. 85-86  
Unit 3, Small Group: Introduce Tucker the Turtle, Week 2, Day 3, p. 88-89

Unit 4, Welcome & Read-Aloud: Maisy Goes to the Museum, Week 1, Day 2, p. 38-39

Unit 4, Welcome & Read-Aloud: My Friend Is Sad, Week 1, Day 3, p. 45-46

PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.

**Connect4Learning® Units:**

Unit 5, Connect: Taking Care of Living Things, Week 6, Day 4, p. 242  
Unit 5, Small Group: Taking Care of Living Things, Week 6, Day 4, p. 243-244  
Unit 6, Small Group: The Class Video Yearbook: Excited for Kindergarten, Week 1, Day 3, p. 36  
Unit 5, Small Group: Science Journals: Seeds, Week 3, Day 1, p. 104-105  
Unit 4, Welcome & Read-Aloud: Dinosaur Armor, Week 2, Day 2, p. 74  
Unit 4, Connect: Armored and Ready!, Week 2, Day 2, p. 76

## III. Emergent Literacy: Reading Domain

### A. Motivation to Read

PK4.III.A.1 Child engages in story-related pre-reading activities.

Connect4Learning® Units:

Unit 1, Welcome & Read-Aloud: Owl Babies, Week 1, Day 2, p. 34-35  
Unit 1, Book Nook, p. 11  
Unit 1, Welcome & Read-Aloud: Pete the Cat: I Love My White Shoes, Week 1, Day 3, p. 42-43  
Unit 1, Dramatic Play, p. 15  
Unit 1, Welcome & Read-Aloud: Our Senses, Week 1, Day 4, p. 50-51  
Unit 2, Book Nook: Read to a Toy Animal, p. 10  
Unit 1, Welcome & Read-Aloud: Animal Alphabet, Week 2, Day 1, p. 67-68

PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.

Connect4Learning® Units:

Unit 1, Welcome & Read-Aloud: Goldilocks and the Three Bears and Center-Signs Sharing, Week 3, Day 1, p. 107-108  
Unit 1, Book Nook, p. 11  
Unit 1, Welcome & Read-Aloud: Goldilocks and the Three Bears and Center-Signs Sharing, Week 3, Day 2, p. 115-116  
Unit 4, Book Nook, p. 12  
Unit 1, Welcome & Read-Aloud: Classroom Up Close and Center-Signs Sharing, Week 2, Day 4, p. 90-91  
Unit 1, Writing Center, p. 19  
Unit 4, Small Group: Writing Museum Captions, Week 5, Day 1, Paragraphs 1-10  
Unit 4, Writing Center, Paragraphs 1-14

PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.

Connect4Learning® Units:

Unit 1, Small Group: Title Page for the Meet Our Class Book, Week 2, Day 1, p. 71-72  
Unit 1, Welcome & Read-Aloud: Launch Meet Our Class Book and Individual Pages, Week 1, Day 1, p. 30-31

### B. Phonological Awareness

PK4.III.B.1 Child identifies the individual words in a spoken sentence.

Connect4Learning® Units:

Unit 2, Fast Focus: Breaking Apart Compound Words, Week 1, Day 4, Paragraphs 1-3  
Unit 2, Fast Focus: Multisyllable Grab Bag, Week 2, Day 3, Paragraphs 1-2  
Unit 2, Fast Focus: Egg or Eat?, Week 3, Day 4, Page 151

PK4.III.B.2 Child distinguishes differences between similar-sounding words.

Connect4Learning® Units:

Unit 1, Fast Focus: Our Name Chart, Week 1, Day 2, p. 41  
Unit 1, Fast Focus: Our Names: Same and Different, Week 2, Day 3, p. 89  
Unit 2, Fast Focus: Rhyming with Pictures, Week 4, Day 2, p. 157  
Unit 3, Fast Focus: Rhyming with Funny Bunny, Week 2, Day 3, p. 91  
Unit 3, Fast Focus: Rhyming with Names, Week 2, Day 4, p. 98  
Unit 4, Fast Focus: Blending Bag, Week 4, Day 2, p. 152  
Unit 6, Fast Focus: Our Beginning Sounds, Week 1, Day 3, P. 38

PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.

**Connect4Learning® Units:**

Unit 1, Fast Focus: Making Compound Words, Week 4, Day 4, p. 167

Unit 1, Fast Focus: Breaking Apart Compound Words, Week 6, Day 4, p. 239

PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.

**Connect4Learning® Units:**

Unit 1, Fast Focus: Breaking Apart Compound Words, Week 6, Day 4, p. 239

PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.

**Connect4Learning® Units:**

Unit 1, Fast Focus: Syllable Beats, Week 3, Day 2, p. 121

Unit 1, Fast Focus: “Bippity Boppity”, Week 4, Day 2, p. 154

Unit 1, Fast Focus: Mm Words, Week 5, Day 2, p. 193

Unit 2, Fast Focus: Multisyllable Grab Bag, Week 2, Day 3, p. 88

Unit 2, Fast Focus: Syllable Beats, Week 4, Day 1, p. 151

Unit 2, Fast Focus: Clapping Beats in Names, Week 4, Day 3, p. 164

Unit 3, Fast Focus: Taking Apart Words, Week 1, Day 4, p. 56

Unit 4, Fast Focus: –at Words, Week 2, Day 2, p. 80

Unit 4, Fast Focus: –op Words, Week 2, Day 3, p. 86

Unit 4, Fast Focus: Get Set!, Week 4, Day 1, p. 147

PK4.III.B.6 Child Identifies Rhyming Words

**Connect4Learning® Units:**

Unit 1, Fast Focus: “Willaby Wallaby”, Week 3, Day 1, p. 114

Unit 2, Welcome and Read-Aloud: Is Your Mama a Llama?, Week 2, Day 4, p. 89-90

Unit 2, Welcome and Read-Aloud: Smash! Mash! Crash! There Goes the Trash!, Week 4, Day 1, p. 145

Unit 2, Fast Focus: Rhyming with Pictures, Week 4, Day 2, p. 157

Unit 2, Fast Focus: Rhyming Basket, Week 6, Day 2, p. 231

Unit 2, Fast Focus: Rhyming Match, Week 6, Day 4, p. 243

Unit 3, Fast Focus: Rhyming with Funny Bunny, Week 2, Day 3, p. 91

Unit 3, Fast Focus: Rhyming with Names, Week 2, Day 4, p. 98

Unit 3, Fast Focus: Rhyming Bag, Week 4, Day 3, p. 173

Unit 4, Fast Focus: “I’m So Glad to See You”, Week 5, Day 3, p. 194

Unit 5, Welcome and Read-Aloud: Bread Comes to Life, Week 4, Day 4, p. 162

PK4.III.B.7 Child identifies alliterative words with pictorial support.

**Connect4Learning® Units:**

Unit 1, Fast Focus: Our Name Chart, Week 1, Day 2, p. 41

Unit 1, Fast Focus: Whose Name Is This?, Week 2, Day 2, p. 81

Unit 1, Fast Focus: “Willaby Wallaby”, Week 3, Day 1, p. 114

Unit 1, Fast Focus: “Bippity Boppity”, Week 4, Day 2, p. 154

Unit 1, Fast Focus: Making Compound Words, Week 4, Day 4, p. 167

Unit 2, Fast Focus: The Letter E, Week 3, Day 1, p. 112

Unit 2, Fast Focus: Lila Letter’s L, Week 3, Day 3, p. 126

Unit 2, Fast Focus: The Letter B, Week 5, Day 1, p. 188

Unit 3, Fast Focus: The Letter Ff, Week 1, Day 1, p. 34

Unit 3, Fast Focus: The Letter Gg, Week 1, Day 3, p. 49

Unit 3, Fast Focus: Picture Sort, Week 2, Day 2, p. 84

Unit 4, Fast Focus: The Letter Jj, Week 1, Day 3, p. 51

Unit 5, Fast Focus: The Letter Hh, Week 1, Day 1, p. 33

PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime

**Connect4Learning® Units:**

Unit 4, Fast Focus: –at Words, Week 2, Day 2, p. 80

Unit 4, Fast Focus: –op Words, Week 2, Day 3, p. 86

PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

**Connect4Learning® Units:**

Unit 4, Fast Focus: –at Words, Week 2, Day 2, p. 80

Unit 4, Fast Focus: –op Words, Week 2, Day 3, p. 86

Unit 4, Fast Focus: Blending Bag, Week 2, Day 4, p. 93

Unit 4, Fast Focus: Get Set!, Week 4, Day 1, p. 147

Unit 4, Fast Focus: Surprise Blending Bag, Week 4, Day 4, p. 165

Unit 4, Fast Focus: Blending Bag Treasure Hunt, Week 6, Day 3, p. 232

Unit 5, Fast Focus: Put Them Together, Week 2, Day 1, p. 69

Unit 5, Fast Focus: Blending Names, Week 2, Day 3, p. 82

Unit 5, Fast Focus: More Snail Speak, Week 4, Day 4, p. 168

## C. Alphabet Knowledge

PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

**Connect4Learning® Units:**

Unit 4, Fast Focus: The Letter Bag, Week 6, Day 1, p. 219

Unit 4, Fast Focus: The Letter Bag, Week 6, Day 2, p. 225

Unit 5, Fast Focus: Six Little Letters, Week 6, Day 1, p. 223

Unit 5, Fast Focus: Six Little Letters, Week 6, Day 2, p. 231

PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.

**Connect4Learning® Units:**

Unit 5, Fast Focus: Vacation, Week 3, Day 4, p. 127

Unit 5, Fast Focus: I Spy, Week 5, Day 4, p. 205

PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.

**Connect4Learning® Units:**

Unit 5, Fast Focus: Vacation, Week 3, Day 4, p. 127

Unit 5, Fast Focus: I Spy, Week 5, Day 4, p. 205

## D. Comprehension of Text

PK4.III.D. 1 Child retells or re-enacts a story with a clear beginning, middle, and end.

**Connect4Learning® Units:**

Unit 1, Welcome and Read-Aloud: Owl Babies and Centers-Signs Sharing, Week 1, Day 5, p. 58-59

Unit 1, Welcome and Read-Aloud: Goldilocks and the Three Bears and Centers-Signs Sharing, Week 3, Day 2, p. 115-116

Unit 2, Welcome and Read-Aloud: Big Trees, Week 1, Day 2, p. 36-37

Unit 2, Connect: Goldilocks and the Three Bears, Week 3, Day 2, p. 116

Unit 2, Welcome and Read-Aloud: Trashy Town, Week 4, Day 2, p. 152

Unit 2, Welcome and Read-Aloud: Swimmy, Week 6, Day 3, p. 232-233

Unit 3, Welcome and Read-Aloud: Albert's Alphabet, Week 1, Day 1, p. 28-29

Unit 3, Small Group: Emotions Collage, Week 1, Day 3, p. 46-47

Unit 3, Welcome and Read-Aloud, Week 1, Day 4, p. 50-51

Unit 5, Welcome and Read-Aloud: The Tortilla Factory, Week 4, Day 5, p. 170



PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

**Connect4Learning® Units:**

Unit 1, Welcome and Read-Aloud: Our Senses, Week 1, Day 4, p. 50-51  
Unit 2, Welcome and Read-Aloud: Big Trees, Week 1, Day 2, p. 36-37  
Unit 2, Welcome and Read-Aloud: People and the Environment, Week 1, Day 5, p. 57-58  
Unit 3, Welcome and Read-Aloud: Design It! Build It!, Week 1, Day 2, p. 35-36  
Unit 3, Welcome and Read-Aloud: The Snowy Day, Week 1, Day 3, p. 43-44  
Unit 4, Welcome and Read-Aloud: Hannah's Collections, Week 1, Day 1, p. 30-31  
Unit 4, Welcome and Read-Aloud: Dinosaur Armor, Week 2, Day 2, p. 74-75  
Unit 5, Welcome and Read-Aloud: Life Cycle, Week 3, Day 4, p. 122

PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: Our Senses, Week 1, Day 4, p. 50-51  
Unit 2, Small Group: Squirrels, Week 2, Day 1, p. 71-72  
Unit 5, Welcome & Read-Aloud: Plants We Eat and How They Grow, Week 4, Day 2, p. 147  
Unit 3, Welcome & Read-Aloud: Who Hops?, Week 4, Day 2, p. 161-162

PK4.III.D.4 Child makes inferences and predictions about a text.

**Connect4Learning® Units:**

Unit 4, Welcome & Read-Aloud: Evermore Dragon, Week 4, Day 2, p. 148  
Unit 3, Welcome & Read-Aloud: Dream Something Big, Part 1, Week 2, Day 2, p. 77-78  
Unit 4, Welcome & Read-Aloud: Evermore Dragon, Week 4, Day 3, p. 153-154

Unit 1, Welcome & Read-Aloud: Please Don't Upset P. U. Zorilla, Week 5, Day 4, p. 201-202

Unit 1, Welcome & Read-Aloud: Goldilocks and the Three Bears and Center-Signs Sharing, Week 3, Day 1, p. 107-108

## D. Concepts of Print

PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.

**Connect4Learning® Units:**

Unit 1, Fast Focus: Looking at Letters, Week 1, Day 1, p. 33  
Unit 1, Fast Focus: Animal Alphabet, Week 3, Day 3, p. 128  
Unit 1, Fast Focus: Our Name Chart, Week 1, Day 2, p. 41  
Unit 1, Welcome & Read-Aloud: How Much Is That Doggie In The Window?, Week 5, Day 5, p. 206  
Unit 1, Welcome & Read-Aloud: Animal Alphabet, Week 6, Day 2, Pp. 222  
Unit 2, Small Group: Water, Week 3, Day 1, p. 110

PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).

**Connect4Learning® Units:**

Unit 1, Small Group: Title Page for the Meet Our Class Book, Week 2, Day 1, p. 71-72  
Unit 1, Small Group: Our Senses: Sight Poster, Week 3, Day 1, p. 111-112  
Unit 2, Welcome and Read-Aloud: Is Your Mama a Llama?, Week 2, Day 4, p. 89-90  
Unit 2, Welcome and Read-Aloud: Into the A, B, Sea, Week 5, Day 1, p. 183

PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.

**Connect4Learning® Units:**

Unit 1, Small Group: Title Page for the Meet Our Class Book, Week 2, Day 1, p. 71-72

Unit 3, Welcome & Read-Aloud: Who Hops?, Week 4, Day 2, p. 161-162

Unit 4, Welcome & Read-Aloud: Rex Wrecks It!, Week 3, Day 3, p. 118-119

Unit 5, Welcome & Read-Aloud: Growing Vegetable Soup, Week 4, Day 1, p. 140-141

Unit 6, Small Group: Class Video Yearbook: My Name, Week 1, Day 1, p. 23

## IV. Emergent Literacy: Writing Domain

### A. Motivation to Write

PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

**Connect4Learning® Units:**

Unit 1, Small Group: Compliment Cards, Week 3, Day 3, p. 125-126

Unit 1, Small Group: Our Senses Posters: Taste and Smell, Week 5, Day 1, p. 182-183

Unit 1, Small Group: Our Class Compliment Chain, Week 6, Day 1, p. 218-219

Unit 2, Small Group: Introduction to Science Journals, Week 1, Day 1, p. 32-33

Unit 3, Small Group: Chopstick Challenge, Week 3, Day 4, p. 139-140

Unit 3, Small Group: Move It...Or Not, Week 5, Day 4, 218-219

Unit 5, Small Group: Seed-Sprouting and Planting Experiment, Week 1, Day 1, p. 30-31

PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

**Connect4Learning® Units:**

Unit 4, Learning Centers: Writing Center, p. 20-21

Unit 5, Learning Centers: Writing Center, p. 17-18

Unit 5, Small Group: Science Journals: Seeds, Week 3, Day 1, p. 104-105

Unit 5, Small Group: Helping Story Boards, Week 6, Day 3, p. 235-236

### B. Writing as a Process

PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

**Connect4Learning® Units:**

Unit 3, Small Group: Adding to Not a Box, Week 3, Day 1, p. 116-117

Unit 3, Small Group: Writing a Letter about How to Play Block and Roll, Week 6, Day 4, p. 258-259

Unit 4, Small Group: On Monday Class Book, Week 6, Day 3, p. 229-230

Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, Week 2, Day 4, p. 87-88

PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.

**Connect4Learning® Units:**

Unit 2, Small Group: Welcome to the Coral Reef Signs, Week 5, Day 1, p. 185-186

Unit 3, Small Group: Writing a Letter about How to Play Block and Roll, Week 6, Day 4, p. 258-259

Unit 4, Small Group: Writing Museum Captions, Week 5, Day 1, p. 181

Unit 5, Small Group: Garden Party Program, Week 6, Day 1, p. 221

PK4.IV.B.3 Child shares and celebrates class-made and individual written products.

**Connect4Learning® Units:**

Unit 2, Small Group: Welcome to the Coral Reef, Week 5, Day 1, p. 185-184  
Unit 3, Small Group: Afraid Flap Pages, Week 4, Day 3, p. 171-172  
Unit 3, Small Group: Writing a Letter about How to Play Block and Roll, Week 6, Day 4, p. 258-259  
Unit 4, Small Group: Writing Museum Captions, Week 5, Day 1, p. 181  
Unit 5, Small Group: Science Journals: Sprouts, Week 4, Day 1, p. 144  
Unit 6, Small Group: My Favorite Thing about Pre-K, Week 2, Day 1, p. 59

## C. Conventions in Writing

PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.

**Connect4Learning® Units:**

Unit 4, Small Group: Castle Facts, Week 4, Day 1, p. 144-145  
Unit 6, Small Group: The Class Video Yearbook: My Name, Week 1, Day 1, p. 23

PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

**Connect4Learning® Units:**

Unit 3, Small Group: Writing a Letter about How to Play Block and Roll, Week 6, Day 4, p. 258-259  
Unit 4, Small Group: Writing Museum Captions, Week 3, Day 1, p. 109  
Unit 5, Small Group: Science Journals: Growth, Week 5, Day 1, p. 183  
Unit 6, Writing Center, p. 12  
Unit 6, Small Group: My Favorite Thing about Pre-K, Week 2, Day 1, p. 59

PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.

**Connect4Learning® Units:**

Unit 5, Small Group: Science Journals: Seeds, Week 3, Day 1, p. 104-105  
Unit 6, Writing Center: Autobiographies, p. 12  
Unit 6, Small Group: My Favorite Thing about Pre-K, Week 2, Day 1, p. 59

PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).

**Connect4Learning® Units:**

Unit 2, Small Group: Problem-Solving Pages, Week 6, Day 3, p. 235-236  
Unit 2, Small Group: Scavenger-Hunt Clue Writing, Week 6, Day 4, p. 242  
Unit 3, Small Group: Afraid Flap Pages, Week 4, Day 3, p. 171-172  
Unit 3, Small Group: Writing a Letter about How to Play Block and Roll, Week 6, Day 4, p. 258-259

PK4.IV.C.5 Child begins to experiment with punctuation when writing.

**Connect4Learning® Units:**

Unit 5, Small Group: Helping Story Boards, Week 6, Day 3, p. 235-236  
Unit 6, Small Group: My Favorite Thing about Pre-K, Week 2, Day 1, p. 59

## V. Mathematics Domain

### A. Number Sense

PK4.V.A.1 Child rote counts from 1 to 30.

Connect4Learning® Units:

Unit 3, Fast Focus: Keep Counting, Week 4, Day 3, p. 173

Unit 3, Fast Focus: Keep Counting, Week 6, Day 2, p. 246

PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.

Connect4Learning® Units:

Unit 1, Connect: How Many Are Here Today?, Week 1, Day 2, p. 36

Unit 1, Welcome & Read Aloud: Ten Black Dots and Center Signs Sharing, Week 2, Day 2, p. 74-75

Unit 1, Connect: How Many Feet?, Week 3, Day 4, p. 131

Unit 1, Welcome & Read Aloud: Hippos Go Berserk!, Week 6, Day 5, p. 241

PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.

Connect4Learning® Units:

Unit 1, Connect: How Many Are Here Today?, Week 1, Day 2, p. 36

Unit 1, Connect: How Many Are Here Today?, Week 1, Day 4, p. 52

Unit 1, Welcome & Read Aloud: Ten Black Dots and Center Signs Sharing, Week 2, Day 2, p. 74-74

Unit 1, Welcome & Read Aloud: Hippos Go Berserk!, Week 6, Day 5, p. 241

Unit 3, Fast Focus: Moves to Count! Forward and Back, Week 4, Day 2, p. 167

Unit 4, Fast Focus: Moves to Count! Forward and Back, Week 1, Day 2, p. 43

PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).

Connect4Learning® Units:

Unit 1, Fast Focus: Subitize!, Week 2, Day 4, p. 96

Unit 3, Fast Focus: Subitize!, Week 6, Day 4, p. 260

PK4.V.A.5 Child recognizes numerals 0-10.

Connect4Learning® Units:

Unit 2, Connect: Numeral 9, Week 6, Day 2, p. 226

Unit 2, Fast Focus: Count Jumps, Week 6, Day 3, p. 237

Unit 4, Fast Focus: Simon Shows, Week 5, Day 2, p. 189

PK4.V.A.6 Child represents quantities up to 10.

Connect4Learning® Units:

Unit 1, Connect: Body Numbers, Week 6, Day 4, p. 235

Unit 2, Welcome and Read-Aloud: The Icky Bug Counting Book, Week 1, Day 4, p. 49-50

Unit 2, Fast Focus: "Five Red Apples", Week 2, Day 2, p. 81

Unit 2, Small Group: Water, Week 3, Day 1, p. 110

Unit 3, Connect: Building Towers, Week 3, Day 2, p. 123

Unit 4, Connect: What Number Now?, Week 2, Day 4, p. 89

PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.

Connect4Learning® Units:

Unit 6, Welcome and Read-Aloud: Meet Our Class Book, Week 1, Day 1, p. 20

Unit 6, Connect: Number Fingers, Week 1, Day 1, p. 21

Unit 6, Small Group: So Much Traffic!, Week 2, Day 2, p. 66



PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).

**Connect4Learning® Units:**

Unit 4, Connect: Conrad the Confused Chameleon Compares, Week 6, Day 4, p. 234

Unit 5, Small Group: What Number Now?, Week 3, Day 2, p. 112

Unit 5, Welcome and Read-Aloud: How Many Snails?, Week 3, Day 5, p. 129

Unit 5, Fast Focus: What's My Number?, Week 3, Day 4, p. 128

Unit 6, Connect: Choose a Favorite Science Book, Week 1, Day 2, p. 27

Unit 6, Small Group: High-Low Card Game, Week 1, Day 2, p. 29

## B. Joining and Separating

PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.

**Connect4Learning® Units:**

Unit 2, Small Group: Simple Addition and Subtraction, Week 5, Day 2, p. 192

Unit 3, Small Group: What Number Now?, Week 3, Day 2, p. 125-126

Unit 3, Connect: What Number Now?, Week 4, Day 5, p. 184

Unit 5, Connect, Add It Up, Week 2, Day 1, p. 64

Unit 5, Connect, Add It Up, Week 2, Day 4, p. 85

Unit 6, Small Group: High-Low Card Game, Week 1, Day 2, p. 29

PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.

**Connect4Learning® Units:**

Unit 2, Small Group: Simple Addition and Subtraction, Week 5, Day 2, p. 192

Unit 3, Small Group: What Number Now?, Week 3, Day 2, p. 125-126

Unit 3, Small Group: What Number Now?, Week 4, Day 2, p. 165

## C. Geometry and Spatial Sense

PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.

**Connect4Learning® Units:**

Unit 1, Welcome and Read-Aloud: Goldilocks and the Three Pancakes, Week 4, Day 1, p. 145

Unit 2, Small Group: Shape Match, Week 1, Day 2, p. 39

Unit 2, Fast Focus: A Song of Shapes, Week 2, Day 1, p. 73

Unit 2, Welcome & Read-Aloud: The Shape of Things, Week 2, Day 2, p. 75-76

PK4.V.C.2 Child creates shapes using materials and/or manipulatives.

**Connect4Learning® Units:**

Unit 2, Small Group: Make Shapes, Week 2, Day 2, p. 80

Unit 3, Welcome & Read-Aloud: Building a Shape, Week 1, Day 4, p. 50-51

Unit 3, Small Group: Making Triangles, Week 1, Day 4, p. 54-55

Unit 3, Fast Focus: This Is the Way We Build a Square, Week 2, Day 2, p. 80

PK4.V.C.3 Child demonstrates use of position words.

**Connect4Learning® Units:**

Unit 1, Connect: Two Arms Wave — Show Your Partner, Week 2, Day 4, p. 92

Unit 1, Connect: Two Arms Wave, Week 2, Day 1, p. 69

Unit 1, Connect: Two Arms — Show Your Partner, Week 2, Day 2, p. 76

PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.

**Connect4Learning® Units:**

Unit 2, Connect: Introduce Shape Match, Week 1, Day 1, p. 30  
Unit 2, Small Group: Shape Match, Week 1, Day 2, p. 39  
Unit 2, Fast Focus: Triangles!, Week 2, Day 4, p. 96  
Unit 5, Small Group: Pattern-Block Picture Puzzles, Week 1, Day 2, p. 38  
Unit 5, Connect: Shapes and Forms, Week 5, Day 4, p. 203  
Unit 5, Small Group: Shapes and Forms, Week 5, Day 4, p. 204  
Unit 6, Small Group: Pattern-Block Picture Puzzles, Week 1, Day 2, p. 28

## D. Measurement

PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.

**Connect4Learning® Units:**

Unit 3, Connect: Is My Arm Longer?, Week 4, Day 1, p. 156  
Unit 3, Fast Focus: Is My Arm Longer?, Week 4, Day 4, p. 180  
Unit 3, Small Group: I Spy an Object This Long, Week 5, Day 2, p. 203-204  
Unit 3, Small Group: I Spy an Object This Long, Week 6, Day 2, p. 243-244

PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.

**Connect4Learning® Units:**

Unit 4, Fast Focus: Estimation Jar Guesstimate, Week 6, Day 1, p. 218  
Unit 4, Fast Focus: Teacher's Choice: Math, Week 6, Day 5, p. 242  
Unit 5, Exploration Station: Dry Table Activities, p. 12

PK4.V.D.3 Child recognizes and compares weights of objects.

**Connect4Learning® Units:**

Unit 3, Games and Puzzles Center: I Know What You're Thinking, p. 17  
Unit 4, Small Group: Reading Dinosaur Museum Captions, Week 2, Day 1, p. 71  
Unit 4, Welcome & Read-Aloud: Dinosaurs Big and Small, Week 3, Day 1, p. 106-107  
Unit 5, Fast Focus: More Snail Speak, Week 4, Day 4, p. 168

PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.

**Connect4Learning® Units:**

Unit 2, Small Group: Solutions 3: Trade, Play Together, and Get a Timer, Week 3, Day 3, p. 123-124  
Unit 2, Welcome & Read-Aloud: 10 Things I Can Do To Help My World, Week 3, Day 4, Pp. 127-128  
Unit 2, Small Group: Don't Throw It Away!, Week 3, Day 4, p. 130-131

## E. Classification and Patterns

PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

**Connect4Learning® Units:**

Unit 3, Connect: I Know What You're Thinking, Week 2, Day 1, p. 72  
Unit 3, Small Group: I Know What You're Thinking, Week 2, Day 2, p. 82  
Unit 4, Exploration Station: Hannah's Collections Sort, p. 16  
Unit 4, Welcome & Read-Aloud: Hannah's Collections, Week 1, Day 1, p. 30-31  
Unit 4, Connect: I Know What You're Thinking, Week 2, Day 5, p. 98  
Unit 5, Connect: Living and Nonliving: Worms, Week 3, Day 5, p. 131

PK4.V.E.2 Child collects data and organizes it in a graphic representation.

**Connect4Learning® Units:**

Unit 4, Connect: Emotions Bar Graphs, Week 2, Day 3, p. 83  
Unit 5, Connect: Creating Seed-Sprouting Charts, Week 1, Day 2, p. 36  
Unit 5, Connect: Collecting and Charting Data, Week 1, Day 5, p. 54  
Unit 5, Small Group: Science Journals: Seeds, Week 3, Day 1, p. 104-105  
Unit 5, Small Group: Science Journals: Sprouts, Week 4, Day 1, p. 144  
Unit 6, Connect: Animal Scientists, Part 1, Week 2, Day 1, p. 58  
Unit 6, Connect: Animal Scientists, Part 2, Week 2, Day 2, p. 64

PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.

**Connect4Learning® Units:**

Unit 2, Welcome & Read-Aloud: Pattern Fish, Week 6, Day 2, p. 225  
Unit 4, Welcome & Read-Aloud: Dinosaurs Big and Small, Week 3, Day 1, p. 106-107  
Unit 4, Connect: What's My Pattern?, Week 3, Day 2, p. 114  
Unit 4, Small Group: Extend the Pattern, Week 3, Day 2, p. 115  
Unit 4, Fast Focus: What's My Pattern?, Week 3, Day 3, p. 123  
Unit 4, Connect: Making Patterns, Week 3, Day 4, p. 126  
Unit 4, Connect: Creating Pattern Walls, Week 4, Day 4, p. 161

## VI. Science

### A. Physical Science

PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

**Connect4Learning® Units:**

Unit 1, Connect: I Spy New Friends, Week 1, Day 1, p. 29  
Unit 1, Small Group: Smell and Tell, Week 5, Day 4, p. 34-35  
Unit 1, Welcome & Read-Aloud: Our Senses, Week 1, Day 4, p. 50-51  
Unit 1, Small Group: Snack Time: Focus on Observation and Prediction, Week 1, Day 4, p. 54-55  
Unit 1, Small Group: Can You Feel It?, Week 4, Day 3, p. 158-159  
Unit 1, Connect: Introduction to Shake and Listen, Week 4, Day 4, p. 164  
Unit 1, Small Group: Shake and Listen, Week 4, Day 4, p. 165-166  
Unit 1, Small Group: Smell and Tell, Week 5, Day 4, p. 204  
Unit 1, Small Group: Up Close: Science Tools, Week 6, Day 4, p. 237-238  
Unit 1, Small Group: Smell and Tell, Week 5, Day 4, p. 204  
Unit 2, Small Group: Make a Clown Fish, Week 5, Day 4, p. 206  
Unit 3, Small Group: Block and Roll, Week 6, Day 4, p. 236-237  
Unit 5, Small Group: Flour Power, Week 4, Day 4, p. 166  
Unit 5, Welcome & Read-Aloud: Do You Know Which Ones Will Grow?, Week 6, Day 1, p. 218

PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.

**Connect4Learning® Units:**

Unit 3, Welcome & Read-Aloud: Changes, Changes, Week 2, Day 1, p. 70-71  
 Unit 3, Connect: Conrad The Confused Chameleon Builds a Tower, Week 2, Day 1, p. 73  
 Unit 3, Small Group: From Here to There: Bridge Building, Week 2, Day 4, p. 96-97  
 Unit 3, Welcome & Read-Aloud: Who Hops?, Week 4, Day 2, p. 161-162  
 Unit 3, Small Group: Ball and Scoop, Week 4, Day 4, p. 177-178  
 Unit 3, Connect: I Don't Have Webbed Feet, but I Can Paddle!, Week 5, Day 5, p. 223  
 Unit 3, Small Group: Block and Roll, Week 6, Day 1, p. 236-237

PK4.VI.A.3 Child uses simple scientific tools to learn about objects.

**Connect4Learning® Units:**

Unit 3, Connect: Is My Arm Longer?, Week 4, Day 1, p. 156  
 Unit 3, Small Group: I Spy an Object This Long, Week 5, Day 2, p. 203  
 Unit 5, Welcome & Read-Aloud: Zinnia's Flower Garden, Part 1, Week 1, Day 2, p. 34-35  
 Unit 5, Connect: Actual-Size Plants, Week 2, Day 2, p. 72

PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.

**Connect4Learning® Units:**

Unit 1, Small Group: Can You Feel It?, Week 4, Day 3, p. 158-159  
 Unit 2, Small Group: Don't Waste That Water!, Week 4, Day 4, p. 169-170  
 Unit 4, Connect: Meet the Experts – Construction Site, Week 5, Day 5, p. 206

Unit 5, Small Group: Seed-Sprouting and Planting Experiment, Week 1, Day 1, p. 30-31

Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, Week 2, Day 4, p. 87-88

Unit 5, Connect: Plant Experiment, Week 5, Day 1, p. 182

Unit 5, Small Group: Taking Care of Living Things, Week 6, Day 4, p. 243-244

## B. Life Science

PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

**Connect4Learning® Units:**

Unit 2, Small Group: Outdoor Scavenger Hunt, Week 1, Day 4, p. 53-54  
 Unit 3, Welcome & Read-Aloud: Do Goldfish Fly? Part 1, Week 5, Day 1, p. 191-192  
 Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, Week 2, Day 4, p. 87-88  
 Unit 5, Welcome & Read-Aloud: Do You Know Which Ones Will Grow?, Week 6, Day 1, p. 218  
 Unit 5, Small Group: Taking Care of Living Things, Week 6, Day 4, p. 243-244

PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.

**Connect4Learning® Units:**

Unit 5, Welcome & Read-Aloud: A Bean's Life Cycle, Week 2, Day 1, Paragraphs 1-13, p. 62-63  
 Unit 5, Connect: Human Beans, Week 2, Day 1, p. 65  
 Unit 5, Small Group: Science Journals: Seeds, Week 3, Day 1, p. 104-105  
 Unit 5, Small Group: Science Journals: Sprouts, Week 4, Day 1, p. 144



PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.

**Connect4Learning® Units:**

Unit 2, Small Group: Outdoor Scavenger Hunt, Week 1, Day 4, p. 53-54  
 Unit 2, Welcome & Read-Aloud: People and The Environment, Week 1, Day 5, p. 57-58  
 Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, Week 2, Day 4, p. 87-88  
 Unit 2, Welcome & Read-Aloud: Let's Visit a Coral Reef, Part 2, Week 5, Day 4, p. 202-203

## C. Earth and Space Science

PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

**Connect4Learning® Units:**

Unit 1, Small Group: Up Close: Science Tools, Week 6, Day 4, p. 237-238  
 Unit 2, Exploration Station: Soil Exploration, p. 15  
 Unit 2, Welcome & Read-Aloud: Life in the City, Week 1, Day 1, p. 28-29  
 Unit 2, Welcome & Read-Aloud: Big Trees, Week 1, Day 2, p. 36-37  
 Unit 2, Connect: What's Out There? Now We Know!, Week 1, Day 2, p. 38  
 Unit 2, Welcome & Read-Aloud: People and The Environment, Week 1, Day 5, p. 57-58  
 Unit 2, Welcome & Read-Aloud: Let's Visit a Coral Reef, Part 1, Week 5, Day 2, p. 189-190  
 Unit 2, Welcome & Read-Aloud: Let's Visit a Coral Reef, Part 2, Week 5, Day 4, p. 202-203  
 Unit 4, Exploration Station: Nature Collection, p. 17  
 Unit 5, Small Group: Planting Sprouts: A Sunlight Experiment, Week 2, Day 4, p. 87-88  
 Unit 5, Small Group: Welcoming Worm Visitors, Week 3, Day 4, p. 125-126

PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.

**Connect4Learning® Units:**

Unit 2, Welcome & Read-Aloud: Life in the City, Week 1, Day 1, p. 28-29  
 Unit 2, Connect: What's Out There? Now We Know!, Week 1, Day 2, p. 38  
 Unit 2, Small Group: Outdoor Scavenger Hunt, Week 1, Day 4, p. 53-54  
 Unit 2, Welcome & Read-Aloud: People and The Environment, Week 1, Day 5, p. 57-58

PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: Rain, Week 6, Day 1, p. 215-216  
 Unit 1, Welcome & Read-Aloud: Nature Spy, Week 6, Day 4, p. 233-234  
 Unit 2, Welcome & Read-Aloud: Big Trees, Week 1, Day 2, p. 36-37  
 Unit 5, Welcome & Read-Aloud: A Bean's Life Cycle, Week 2, Day 1, p. 62-63

PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.

**Connect4Learning® Units:**

Unit 2, Dramatic Play: Recycling Center, p. 12-13  
 Unit 2, Welcome & Read-Aloud: Why Should I Recycle?, Week 3, Day 1, p. 106-107  
 Unit 2, Connect: Numerals 1 and 2 in the Recycling Bin, Week 3, Day 1, p. 109  
 Unit 2, Welcome & Read-Aloud: 10 Things I Can Do To Help My World, Week 3, Day 4, p. 127-128  
 Unit 2, Fast Focus: Reduce, Reuse, Recycle, Week 3, Day 4, p. 133  
 Unit 2, Small Group: Don't Waste That Water!, Week 4, Day 4, p. 169-170  
 Unit 2, Connect: Let's Visit a Coral Reef, Part 3, Week 6, Day 1, p. 221

## VII. Social Studies

### A. People Past and Present

**PK4.VII.A.1** Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.

**Connect4Learning® Units:**

Unit 1, Dramatic Play: Home, p. 13-14  
 Unit 1, Show What You Know Center: Continue Self-Portraits, p. 18  
 Unit 1, Connect: I Spy New Friends, Week 1, Day 1, p. 29  
 Unit 1, Small Group: Launch Meet Our Class Book and Individual Pages, Week 1, Day 1, p. 30-31  
 Unit 5, Small Group: Review and Enrichment, Week 4, Day 5, p. 173  
 Unit 5, Welcome & Read-Aloud: Bread Comes To Life, Week 4, Day 4, p. 162-163  
 Unit 6, Art Center: Self-Portrait Exhibit, p. 9  
 Unit 6, Welcome & Read-Aloud: Meet Our Class Book, Week 1, Day 1, p. 20

**PK4.VII.A.2** Child identifies similarities and differences in characteristics of families.

**Connect4Learning® Units:**

Unit 1, Dramatic Play: Home, p. 13-14  
 Unit 1, Welcome & Read-Aloud: Owl Babies, Week 1, Day 2, p. 34-35  
 Unit 1, Welcome & Read-Aloud: Goldilocks and the Three Bears and Center-Signs Sharing, Week 3, Day 1, p. 107-108  
 Unit 6, Writing Center: Autobiographies, p. 12

**PK4.VII.A.3** Child connects his life to events, time, and routines.

**Connect4Learning® Units:**

Unit 1, Connect: How Many Are Here Today?, Week 1, Day 1, p. 28  
 Unit 1, Connect: How Many Are Here Today?, Week 1, Day 2, p. 36  
 Unit 1, Connect: I Spy Something in the Classroom, Week 2, Day 1, p. 70  
 Unit 1, Connect: I Spy Something in the Classroom, Week 2, Day 2, p. 77  
 Unit 2, Small Group: Solutions 3: Trade, Play Together, and Get a Timer, Week 3, Day 3, p. 123-124  
 Unit 6, Small Group: The Class Video Yearbook: My Name, Week 1, Day 1, p. 23  
 Unit 6, Small Group: The Class Video Yearbook: Excited for Kindergarten, Week 1, Day 3, p. 36  
 Unit 6, Small Group: My Favorite Thing about Pre-K, Week 2, Day 1, p. 59

### B. Economics

**PK4.VII.B.1** Child demonstrates an understanding that all people need food, clothing, and shelter.

**Connect4Learning® Units:**

Unit 1, Dramatic Play: Home, Pp. 13-14  
 Unit 1, Connect: I Spy New Friends, Week 1, Day 1, p. 29  
 Unit 2, Welcome & Read-Aloud: Why Should I Recycle?, Week 3, Day 1, p. 106-107  
 Unit 2, Welcome & Read-Aloud: Joseph Had a Little Overcoat, Week 4, Day 4, p. 165-166  
 Unit 3, Small Group: Ants on a Log, Week 2, Day 1, p. 74-75  
 Unit 4, Welcome & Read-Aloud: All about Castles, Week 4, Day 1, p. 141-142  
 Unit 4, Small Group: Castle Facts, Week 4, Day 1, p. 144-145  
 Unit 5, Welcome & Read-Aloud: Stone Soup, Week 4, Day 3, p. 155-156  
 Unit 5, Connect: Our Stone Soup, Week 4, Day 3, p. 157  
 Unit 5, Welcome & Read-Aloud: Bread Comes To Life, Week 4, Day 4, p. 162-163

PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.

**Connect4Learning® Units:**

Unit 3, Dramatic Play: Toy Store, p. 13-14

Unit 4, Connect: Introduce the Museum Gift Shop, Week 6, Day 1, p. 215

Unit 4, Small Group: Museum Gift Shop, Week 6, Day 2, p. 223

PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.

**Connect4Learning® Units:**

Unit 1, Dramatic Play: Home, p. 13-14

Unit 1, Dramatic Play: School, p. 15

Unit 1, Welcome & Read-Aloud: Otto Goes to School, Week 1, Day 1, p. 27

Unit 1, Welcome & Read-Aloud: Owl Babies, Week 1, Day 2, p. 34-35

Unit 1, Welcome & Read-Aloud: How Much Is That Doggie In The Window?, Week 5, Day 5, p. 206

Unit 2, Dramatic Play, Trashy Town, p. 12

Unit 2, Welcome & Read-Aloud: Smash! Mash! Crash! There Goes the Trash!, Week 4, Day 1, p. 145

Unit 2, Connect: Everything Old Is New Again, Week 4, Day 1, p. 147

Unit 2, Welcome & Read-Aloud: Trashy Town, Week 4, Day 2, p. 152

Unit 2, Small Group: Review and Enrichment, Week 4, Day 5, p. 176

Unit 6, Writing Center: Autobiographies, p. 12

Unit 6, Welcome & Read-Aloud: Otto Goes to School, Week 1, Day 2, p. 26

Unit 6, Small Group: My Favorite Thing about Pre-K, Week 2, Day 1, p. 59

## C. Geography

PK4.VII.C.1 Child identifies and creates common geographic features.

**Connect4Learning® Units:**

Unit 2, Construction Zone: Build a Pond Environment, p. 11

Unit 2, Show What You Know Center: Creating a Coral-Reef Environment, p. 18-19

Unit 2, Connect: What's Out There?, Week 1, Day 1, p. 31

Unit 2, Connect: What's Out There? Now We Know!, Week 1, Day 2, p. 38

Unit 2, Small Group: Outdoor Scavenger Hunt, Week 1, Day 4, p. 53-54

Unit 2, Welcome & Read-Aloud: People and The Environment, Week 1, Day 5, p. 57-58

Unit 5, Welcome & Read-Aloud: Our Community Garden and Project Launch, Week 1, Day 1, p. 26-27

PK4.VII.C.2 Child explores geography tools and resources.

**Connect4Learning® Units:**

Unit 3, Construction Zone: Block Maps, p. 13

Unit 4, Small Group: Building Exhibits, Week 1, Day 4, p. 55-56

Unit 4, Connect: Introduction to Maps, Week 4, Day 5, p. 170

Unit 4, Connect: Exhibit Map, Week 6, Day 4, p. 235

## D. Citizenship

PK4.VII.D.1 Child identifies the United States and Texas flag.

**Connect4Learning® Units:**

Unit 1, Introduction: Daily Routines and Transitions, p. ix-x  
Unit 1, Dramatic Play: School, p. 15

PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.

**Connect4Learning® Units:**

Unit 1, Introduction: Daily Routines and Transitions, p. ix-x

PK4.VII.D.3 The child engages in voting as a method for group decision-making.

**Connect4Learning® Units:**

Unit 1, Welcome & Read-Aloud: Otto Goes to School, Week 1, Day 1, p. 27  
Unit 6, Connect: Choose a Favorite Science Book, Week 1, Day 2, p. 27

## VIII. Fine Arts

### A. Art

PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.

**Connect4Learning® Units:**

Unit 1, Small Group: Our Senses: Sight Poster, Week 3, Day 1, p. 111-112  
Unit 1, Small Group: Our Senses: Hearing and Touch, Week 4, Day 1, p. 147-148  
Unit 1, Small Group: Our Senses: Taste and Smell, Week 5, Day 1, p. 182-183  
Unit 3, Small Group: Making Triangles, Week 1, Day 4, p. 54-55  
Unit 4, Small Group: Fossil-Forming Fun, Week 3, Day 4, p. 128

PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.

**Connect4Learning® Units:**

Unit 1, Small Group: Launch Meet Our Class Book and Individual Pages, Week 1, Day 1, p. 30-31  
Unit 2, Art Center: Draw Your Favorite Environment, p. 9-10  
Unit 2, Show What You Know Center: Creating a Coral-Reef Environment, p. 18-19  
Unit 2, Small Group: Don't Throw It Away!, Week 3, Day 4, p. 130-131  
Unit 2, Connect: What's Missing from Our Coral-Reef Environment?, Week 5, Day 4, p. 205  
Unit 2, Small Group: Make a Clown Fish, Week 5, Day 4, p. 206



PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.

**Connect4Learning® Units:**

Unit 1, Connect: I Drew That!, Week 6, Day 5, p. 242

Unit 2, Connect: What's Missing from Our Coral-Reef Environment?, Week 5, Day 4, p. 205

## B. Music

PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.

**Connect4Learning® Units:**

Unit 1, Fast Focus: "The Parts of Me," Week 1, Day 1, p. 32

Unit 1, Fast Focus: Looking at Letters, Week 1, Day 1, p. 33

Unit 2, Exploration Station: Recycled Instruments, p. 14

Unit 2, Fast Focus: A Song of Shapes, Week 2, Day 1, p. 73

Unit 2, Connect: Expectation Freeze Dance, Week 2, Day 3, p. 85

Unit 4, Fast Focus: Pattern Dance, Week 3, Day 2, p. 116

PK4.VIII.B.2 Child responds to different musical styles through movement and play.

**Connect4Learning® Units:**

Unit 1, Listening Center, p. 17

Unit 2, Listening Center, p. 17

Unit 2, Connect: Expectation Freeze Dance, Week 2, Day 3, p. 85

Unit 2, Connect: Coral-Reef Dance, Week 6, Day 5, p. 247

Unit 3, Connect: Turtle Freeze, Week 3, Day 3, p. 131

Unit 4, Fast Focus: Pattern Dance, Week 3, Day 2, p. 116

## C. Dramatic Expression

PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

**Connect4Learning® Units:**

Unit 2, Dramatic Play Center, p. 12-13

Unit 2, Connect: Goldilocks and the Three Bears, Week 3, Day 2, p. 116

Unit 3, Connect: Mirror, Mirror Game, Week 1, Day 3, p. 45

## IX. Physical Development

### A. Gross Motor Development

PK4.IX.A.1 Child demonstrates coordination and balance in isolation.

**Connect4Learning® Units:**

Unit 1, Connect: Two Arms Wave, Week 2, Day 1, p. 69

Unit 1, Fast Focus: Simon Says, "This Many," Week 3, Day 3, p. 127

Unit 4, Fast Focus: Shape-Hop Mat, Week 1, Day 4, p. 58

Unit 4, Fast Focus: Moves to Count! Forward and Back, Week 2, Day 1, p. 72

PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.

**Connect4Learning® Units:**

Unit 1, Fast Focus: "Judy Works with One Hammer," Week 6, Day 4, p. 240

Unit 3, Welcome & Read-Aloud: Do Goldfish Fly? Part 1, Week 5, Day 1, p. 191-192

## B. Fine Motor Development

PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.

**Connect4Learning® Units:**

Unit 2, Small Group: Introduction to the Solution Suitcase: Wait and Take Turns and Ask Nicely, Week 1, Day 3, p. 46-47

Unit 3, Exploration Station: Chopstick Challenge, p. 16

Unit 3, Small Group: Chopstick Challenge, Week 3, Day 4, p. 139-140

Unit 3, Small Group: Move It ... or Not, Week 5, Day 4, p. 218-219

Unit 4, Small Group: Fossil-Forming Fun, Week 3, Day 4, p. 128

PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

**Connect4Learning® Units:**

Unit 2, Small Group: Introduction to the Solution Suitcase: Wait and Take Turns and Ask Nicely, Week 1, Day 3, p. 46-47

Unit 3, Games and Puzzles Center: Missing Towers, p. 18

Unit 3, Connect: Building Towers, Week 3, Day 1, Paragraphs 3-7p. 114

## C. Personal Safety and Health

PK4.IX.C.1 Child practices good habits of personal safety.

**Connect4Learning® Units:**

Unit 1, Connect: Expectations Review and Friendship Wiggle, Week 1, Day 3, p. 45

Unit 1, Connect: Two Arms Wave, Week 2, Day 1, p. 69

PK4.IX.C.2 Child practices good habits of personal health and hygiene.

**Connect4Learning® Units:**

Unit 2, Small Group: Don't Waste That Water!, Week 4, Day 4, p. 169

Unit 5, Connect: Do People Eat...?, Week 4, Day 2, p. 149

Unit 5, Small Group: Flour Power, Week 4, Day 4, p. 166-167

PK4.IX.C.3 Child identifies good habits of nutrition and exercise.

**Connect4Learning® Units:**

Unit 3, Small Group: Ants on a Log, Week 2, Day 1, p. 74-75

Unit 3, Welcome & Read-Aloud: Do Goldfish Fly? Part 1, Week 5, Day 1, p. 191

Unit 3, Connect: Simon Says, Week 5, Day 1, p. 194

Unit 3, Fast Focus: Moves to Count!, Week 5, Day 1, p. 197

Unit 3, Connect: I Don't Have Webbed Feet, but I Can Paddle!, Week 5, Day 5, p. 223

Unit 5, Art Center: Munching and Crunching the ABCs, p. 9

Unit 5, Welcome & Read-Aloud: Munching and Crunching the ABCs, Week 6, Day 4, p. 239-240

## X. Technology Applications

### A. Technology and Devices

**PK4.X.A.1** Child opens and navigates through digital learning applications and programs, when appropriate.

**Connect4Learning® Units:**

Unit 1, Computer Center, p. 12

Unit 1, Welcome & Read-Aloud: Goldilocks and the Three Bears and Center-Signs Sharing, Week 3, Day 2, p. 116

Unit 1, Welcome & Read-Aloud: Mouse Paint, Week 5, Day 1, p. 179-180

Unit 2, Computer Center: Digital Drawing and Coloring, p. 11

Unit 4, Computer Center: Email an Expert!, p. 13

**PK4.X.A.2** Child uses and names a variety of digital tools that support and enhance learning.

**Connect4Learning® Units:**

Unit 1, Listening Center: Record Your Voice, p. 17

Unit 1, Welcome & Read-Aloud: Classroom Up Close and Center-Signs Sharing, Week 2, Day 4, p. 91

Unit 1, Small Group: Expectations Scavenger Hunt, Week 5, Day 3, p. 197

Unit 3, Small Group: Making Triangles, Week 1, Day 4, p. 54

Unit 4, Small Group: Emotions Story Writing, Week 5, Day 3, p. 193

**PK4.X.A.3** Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.

**Connect4Learning® Units:**

Unit 2, Computer Center: Digital Drawing and Coloring, p. 11

Unit 4, Computer Center: Digital Story Building, p. 13

Unit 4, Small Group: Emotions Story Writing, Week 5, Day 3, p. 193

Unit 6, Listening Center: Book Recordings, p. 12

Unit 6, Small Group: The Class Video Yearbook: I'm Proud I Can..., Week 2, Day 3, p. 71

**PK4.X.A.4** Child uses technology to access appropriate information, with adult assistance.

**Connect4Learning® Units:**

Unit 1, Exploration Station: Fingerprint Exploration, p. 16

Unit 4, Computer Center: Email an Expert!, p. 13

Unit 4, Connect: Who's the Expert?, Week 2, Day 5, p. 97

**PK4.X.A.5** Child practices safe behavior while using digital tools and resources.

**Connect4Learning® Units:**

Unit 1, Exploration Station: Fingerprint Exploration, p. 16

Unit 4, Computer Center: Email an Expert!, p. 13

Unit 4, Connect: Who's the Expert?, Week 2, Day 5, p. 97