



Alabama Early Learning Standards

Alabama Developmental Standards for Preschool Children	Learn Every Day Preschool Curriculum, Learning Objectives Several examples of the Learn Every Day learning objectives are included for each Of the Alabama Developmental Standard for Preschool Children. This list in not meant to be an all inclusive list.
Approaches to Learning	LED Foundations (page 32 -35): Learning Centers. LED Foundations (page 36-40): Setting the stage for Success, or the Four-Week “Fix” that Lasts All Year.
1. Children will develop curiosity, initiative, self-direction, and persistence.	
AL.P.1.1. Make and express choices, plans and decisions.	Unit 1 (V1, page 2): Follow two-step directions. Unit 2 (V1, page 24): Make choices based on previously learned skills. Unit 3 (V1, page 44): Identify common emotions. Unit 7 (V1, page 124): Express ideas using age-appropriate language. Unit 27 (V2, page 578): Make decisions based on personal preferences. Unit 29 (V2, page 628): Make decisions about preferences and friend.
AL.P.1.2. Choose and complete challenging tasks.	Unit 1 (V1, page 2): Solve a simple problem. Unit 3 (V1, page 44): Classify items into two categories. Unit 4 (V1, page 62): Learn to ask complex questions. Unit 5 (V1, page 82): Solve a problem using previously learned information. Unit 6 (V1, page 104): Solve riddles. Unit 28 (V2, page 602): Answer questions that indicate his ability to analyze and synthesize what he hears and experiences.

AL.P.1.3. Understand and follow rules and routines.	<p>LED Foundations (page 41-42): Transitions. Unit 13 (V1, page 252): Play games with rules. Unit 17 (V1, page 342): Articulate basic safety rules. Unit 31 (V2, page 674): Work cooperatively in a group. Unit 35 (V2, page 770): Follow simple rules, routines, and directions.</p>
AL.P.1.4. Accept changes in plans and schedules.	<p>LED Foundations (page 11-13): Sample Daily Schedules LED Foundations (page 29-31): How Can You Help Children Develop Resilience?</p> <p>Unit 1 (V1, page 2): Learn vocabulary associated with going to school. Unit 5 (V1, page 82): Learn about trust. Unit 15 (V1, page 296): Recognize and label the emotions of others. Unit 31 (V2, page 674): Recognize and honor choices made by others.</p>
AL.P.1.5. Demonstrate increasing ability to complete task and maintain concentration over time.	<p>Unit 4 (V1, page 62): Develop observation skills; Develop listening skills. Unit 8 (V1, page 144): Solve a problem using deductive reasoning. Unit 17 (V1, page 342): Maintain interest in a project until it is completed. Unit 25 (V2, page 526): Use comparative sentences to describe their experiences. Unit 36 (V2, page 796): Complete a task after it is started.</p>
2. Children will develop positive attitudes, habits, and learning styles.	
AL.P.2.1. Demonstrate an eagerness and interest in learning	<p>Unit 5 (V1, page 82): Recognize cause and effect; Ask and answer questions requiring a complex answer. Unit 7 (V1, page 124): Ask questions for clarification; Enjoy a collaborative group activity. Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities. Unit 19 (V2, page 392): Show personal interest by choice of</p>

AL.P.2.1. <i>continued</i>	activities and materials. Unit 29 (V2, page 628): Work collaboratively with others.
AL.P.2.2. Develop increasing ability to find more than one solution to a question or problem.	Unit 2 (V1, page 24): Make choices based on previously learned skills; Identify multiple uses for an object. Unit 8 (V1, page 144): Test predictions through exploration and experimentation. Unit 9 (V1, page 164): Seek multiple solutions to solve a problem. Unit 14 (V1, page 274): Use a variety of tools to solve problems and draw conclusions. Unit 15 (V1, page 296): Make and verify predictions. Unit 26 (V2, page 550): Solve complex problems with multiple solutions.
Language and Literacy	The Learn Every Day (LED) Foundations for Learning provides Language Arts information in the article by Pam Schiller and Clarissa Willis entitled "Building Blocks of Literacy" and the article by Jana Crosby entitled "Emergent Writing"
1. Children will develop listening comprehension skills (receptive language).	
LL.P.1.1. Understand and follow spoken directions.	Unit 1 (V1, page 2): Follow two-step directions. Unit 2 (V1, page 24): Answer simple questions requiring a one-word answer. Unit 13 (V1, page 252): Understand concepts such as <i>up/down, over/under, above/below</i> . Unit 31 (V2, page 674): Demonstrate an understanding of prepositions.
LL.P.1.2. Listen attentively to stories or class discussions.	Unit 2 (V1, page 24): Listen with intent. Unit 4 (V1, page 62): Develop listening skills; Listen with intent. Unit 7 (V1, page 124): Ask questions for clarification. Unit 18 (V1, page 366): Experience stories from other cultures.
LL.P.1.3. Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experiences.	Unit 5 (V1, page 82): Retell a simple story. Unit 12 (V1, page 230): Retell a favorite story. Unit 14 (V1, page 275): Recite short stories and rhymes. Unit 28 (V2, page 602): Retell simple story in correct sequence.

LL.P.1.4. Begin to use pre-reading skills and strategies (ex. prior knowledge to text, making predictions about text and using picture clues).	<p>Unit 2 (V1, page 24): Make choices based on previously learned skills.</p> <p>Unit 5 (V1, page 82): Make predictions.</p> <p>Unit 8 (V1, page 144): Understand that a book has a beginning, middle and end; Hold a book upright facing the reader.</p> <p>Unit 19 (V2, page 392): Understand the concepts of <i>same</i> and <i>different</i>.</p>
2. Children will develop phonological awareness skills to discriminate the sounds of language.	
LL.P.2.1. Discriminate and identify sounds in spoken language.	<p>LED Foundations (page 63-64): Phonological Awareness.</p> <p>Unit 16 (V1, page 320): Be introduced to onomatopoeia.</p> <p>Unit 30 (V2, page 650): Be exposed to onomatopoeia words.</p> <p>Unit 32 (V2, page 698): Increase phonemic awareness.</p> <p>Unit 35 (V2, page 770): Build phonemic awareness.</p>
LL.P.2.2. Recognize common sounds at the beginning of a series of words.	<p>LED Foundations (page 63-64): Phonological Awareness.</p> <p>Unit 11 (V1, page 208): Continue to develop phonemic awareness.</p> <p>Unit 13 (V1, page 252): Develop letter recognition and phonemic awareness.</p> <p>Unit 33 (V2, page 720): Improve phonemic awareness.</p>
LL.P.2.3. Identify syllables in words.	<p>LED Foundations (page 63-64): Phonological Awareness.</p> <p>Unit 27 (V2, page 578): Begin to understand onset rime.</p> <p>Unit 34 (V2, page 746): Be exposed to a haiku</p>
LL.P.2.4. Identify words that rhyme.	<p>LED Foundations (page 63-64): Phonological Awareness.</p> <p>Unit 10 (V1, page 186): Sing fingerplays and rhymes.</p> <p>Unit 14 (V1, page 275): Recite short stories and rhymes.</p> <p>Unit 23 (V2, page 482): Recognize words that rhyme in song or poem.</p> <p>Unit 35 (V2, page 770): Identify rhyming words.</p>
3. Children will develop an understanding of new vocabulary.	
LL.P.3.1. Name a variety of pictures/objects and/or actions in the natural environment.	<p>Unit 7 (V1, page 124): Identify common shapes in the environment.</p> <p>Unit 9 (V1, page 164): Use vocabulary related to numbers, size, and so forth.</p>

LL.P.3.1. <i>continued</i>	<p>Unit 13 (V1, page 252): Use vocabulary related to sports and exercise.</p> <p>Unit 14 (V1, page 275): Classify, compare, and contrast experiences related to community places.</p> <p>Unit 16 (V1, page 320): Continue to develop environmental-print knowledge.</p>
LL.P.3.2. Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.	<p>Unit 3 (V1, page 44): Use descriptive words when discussing an activity.</p> <p>Unit 4 (V1, page 62): Learn new vocabulary related to the senses and identify the function of each sense.</p> <p>Unit 10 (V1, page 186): Learn vocabulary associated with music and musical instruments.</p> <p>Unit 12 (V1, page 230): Use increasingly complex vocabulary.</p>
LL.P.3.3. Connect new vocabulary with prior educational experiences.	<p>Unit 5 (V1, page 82): Ask and answer questions requiring a complex answer.</p> <p>Unit 9 (V1, page 164): Use past knowledge to build new knowledge.</p> <p>Unit 12 (V1, page 230): Differentiate between fiction and non-fiction books.</p> <p>Unit 18 (V1, page 366): Use vocabulary related to maps and directions.</p>
4. Children will develop speaking skills for the purpose of communication (expressive language).	
LL.P.4.1. Express wants and needs.	<p>Unit 7 (V1, page 124): Express ideas using age-appropriate language.</p> <p>Unit 15 (V1, page 296): Recognize and label the emotions of others.</p> <p>Unit 20 (V2, page 414): Demonstrate confidence and positive self image.</p> <p>Unit 21 (V2, page 436): Communicate needs and wants clearly.</p> <p>Unit 36 (V2, page 796): Show confidence in his abilities.</p>
LL.P.4.2. Respond to questions.	<p>Unit 5 (V1, page 82): Ask and answer questions requiring a complex answer.</p> <p>Unit 7 (V1, page 124): Ask question for clarification.</p> <p>Unit 17 (V1, page 342): Solve a problem with oral information.</p>

LL.P.4. 3. Engage in conversations with peers and adults.	<p>Unit 5 (V1, page 82): Ask and answer questions requiring a complex answer.</p> <p>Unit 11 (V1, page 208): Use multiple-word sentences to describe feelings and activities.</p> <p>Unit 15 (V1, page 296): Connect phrases and sentences to build ideas.</p>
LL.P.4.4. Increase length and grammatical complexity of sentences.	<p>Unit 8 (V1, page 144): Use complex sentences to describe routines and activities.</p> <p>Unit 16 (V1, page 320): Demonstrate knowledge of prepositions with increasing accuracy in spoken language.</p> <p>Unit 24 (V2, page 506): Use increasingly complex vocabulary.</p>
LL.P.4.5. Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays.	<p>Unit 10 (V1, page 186): Sing fingerplays and rhymes.</p> <p>Unit 14 (V1, page 275): Recite short stories and rhymes.</p> <p>Unit 23 (V2, page 482): Recognize words that rhyme in song or poem.</p> <p>Unit 35 (V2, page 770): Identify rhyming words.</p>
LL.P.4.6. Engage in storytelling and pretend play, using oral language.	<p>Unit 5 (V1, page 82): Retell a simple story.</p> <p>Unit 10 (V1, page 186): Retell favorite stories; sing fingerplays and rhymes.</p> <p>Unit 12 (V1, page 230): Recite short stories and rhymes.</p> <p>Unit 20 (V2, page 414): Use increasingly complex sentences to describe what he sees and experiences.</p>
LL.P.4.7. Show progress in speaking English (for non-English speaking children).	<p>LED Foundations (page 43-56): Teaching Dual and English Language Learners.</p> <p>Unit 1 (V1, page 2): Make a picture book of your classroom picture schedule to send home so family members can help the child understand what to expect at school.</p> <p>Unit 4 (V1, page 62): Use nonverbal demonstrations to engage ELL in exploration of the five senses.</p> <p>Unit 8 (V1, page 144): Involve families in the exploration of size-related concepts by stocking your lending library with bilingual- or home-language books that address the desired information.</p> <p>Unit 22 (V2, page 457): Invite family members or volunteers to</p>

LL.P.4.7. <i>continued</i>	visit the classroom and serve as “assistant scientist” to engage children in rich discussions about the concepts being learned. Unit 23 (V2, page 482): The environment is a big concept for dual language learners. Start small by investigating the immediate environment inside your classroom.
5. Children will develop age-appropriate writing skills.	LED Foundations (page 57-59): Emergent Writing
LL.P.5.1. Experiment with a variety of writing tools and materials.	Unit 2 (V1, page 24): Experiment with a variety of writing tools. Unit 12 (V1, page 230): Continue to develop fine motor skills through emergent writing. Unit 16 (V1, page 320): Develop emergent writing skills. Unit 21 (V2, page 436): Be introduced to the concept of writing a letter. Unit 24 (V2, page 506): Participate in activities requiring complexity with fine motor skills. Unit 30 (V2, page 650): Continue to develop fine motor skills through writing.
LL.P.5.2. Progress from using scribbles, shapes, or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names.	Unit 2 (V1, page 24): Experiment with a variety of writing tools. Unit 12 (V1, page 230): Continue to develop fine motor skills through emergent writing. Unit 20 (V2, page 414): Use symbolic representation to represent people, places and things through drawing. Unit 21 (V2, page 436): Manipulate writing and drawing tools; write with increasing skill.
6. Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).	LED Foundations (page 65-66): Print Awareness
LL.P.6.1. Demonstrate an interest in books and exhibit appropriate book handling skills.	Unit 8 (V1, page 144): Understand that a book has a beginning, middle and end; Hold a book upright facing the reader. Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books. Unit 36 (V2, page 796): Select and enjoy a book of her choice.

LL.P.6.2. Show increasing awareness of environment print in the classroom, home, and community.	<p>Unit 3 (V1, page 44): Recognize her name in print.</p> <p>Unit 14 (V1, page 275): Recognize environmental print.</p> <p>Unit 20 (V2, page 414): Continue to recognize print-sound connection.</p> <p>Unit 23 (V2, page 482): Develop environmental print knowledge.</p>
LL.P.6.3. Understand that writing is used as a form of communication for a variety of purposes.	<p>Unit 21 (V2, page 436): Be introduced to the concept of writing a letter; Develop print awareness.</p> <p>Unit 23 (V2, page 482): Develop environmental print awareness.</p>
LL.P.6.4. Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.	<p>Unit 1 (V1, page 2): Learn the rudiments of connecting words and ideas to form sentences.</p> <p>Unit 21 (V2, page 436): Develop print awareness.</p> <p>Unit 26 (V2, page 550): continue to build print awareness.</p>
LL.P.6.5. Show progress in recognizing the association between spoken and written words by following print as it is read aloud.	<p>Unit 19 (V2, page 392): Continue to recognize meaning in visual symbols.</p> <p>Unit 20 (V2, page 414): Continue to recognize print-sound connection.</p> <p>Unit 21 (V2, page 436): Develop print awareness.</p>
7. Children will develop alphabet knowledge.	
LL.P.7.1. Identify letters of the alphabet, especially letters in own name.	<p>Unit 1 (V1, page 2): Recognize the first letter in her name.</p> <p>Unit 5 (V1, page 82): Identify the first letter in his name.</p> <p>Unit 13 (V1, page 252): Understand and use prepositions; Develop letter recognition and phonemic awareness.</p> <p>Unit 24 (V2, page 506): Continue to develop letter recognition.</p>
LL.P.7.2. Show progress in identifying the names of letters and the sounds they represent.	<p>Unit 11 (V1, page 208): Continue to develop phonemic awareness.</p> <p>Unit 13 (V1, page 252): Develop letter recognition and phonemic awareness.</p> <p>Unit 31 (V2, page 674): Further develop phonemic awareness; increase letter recognition.</p>
LL.P.7.3. Demonstrate increased ability to recognize letters at the beginning of words.	<p>Unit 1 (V1, page 2): Recognize the first letter in her name.</p> <p>Unit 5 (V1, page 82): Identify the first letter in his name.</p> <p>Unit 13 (V1, page 252): Develop letter recognition and phonemic</p>

LL.P.7.3. <i>continued</i>	awareness. Unit 26 (V2, page 550): Continue to build print awareness.
Mathematics	The math activities in LED focus on more than just numbers, operations, geometry, and measurement. In keeping with the National Council of Teachers of Mathematics (NCTM), algebra and data analysis are woven into the lessons. LED utilizes the information in the article in the LED Foundations book entitled “Science and Math, Building a Foundation” (page 67 -78) by Sharon MacDonald, to develop
1. Children will begin to develop an awareness and understanding of numbers.	
M.P.1.1. Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.	Unit 3 (V1, page 44): Begin to identify number concepts up to ten. Unit 5 (V1, page 82): Explore one-to-one correspondence. Unit 12 (V1, page 230): Represent numbers up to 10. Unit 32 (V2, page 698): Group items into sets and count them.
M.P.1.2. Show increasing ability to count in sequence to 10 and beyond.	Unit 3 (V1, page 44): Begin to identify number concepts up to ten; Make simple comparisons. Unit 29 (V2, page 628): Count to 10. Unit 30 (V2, page 650): Count to 20.
M.P.1.3. Begin to understand the concept of estimation.	Unit 17 (V1, page 342): Estimate based on facts. Unit 22 (V2, page 458): Estimate based on various criteria. Unit 34 (V2, page 746): Estimate based on prior knowledge.
M.P.1.4. Use language to compare numbers of objects with terms such as more, less, equal to, greater than, or fewer than.	Unit 4 (V1, page 62): Learn to make a simple graph. Unit 8 (V1, page 144): Understand the concepts of <i>more</i> and <i>less</i> . Unit 9 (V1, page 164): Recognize number and quantity in everyday environments; Use a variety of strategies related to numbers such as comparison, sets, and graphs. Unit 20 (V2, page 414): Compare size attributes; order objects by size and length.
M.P.1.5. Use ordinal number words to describe the position of objects (ex: “first,” “second,” “third,” etc.).	Unit 26 (V2, page 550): Communicate about something using ordinal number words such as <i>first, second, next, last, etc.</i>

M.P.1.6. Begin to use numbers and counting as a means for solving problems and measuring quantity.	<p>Unit 2 (V1, page 24): Introduce the concept of size; Make simple comparisons.</p> <p>Unit 3 (V1, page 44): Be introduced to the concept of distance.</p> <p>Unit 8 (V1, page 144): Begin to compare height, weight, and capacity.</p> <p>Unit 23 (V2, page 482): Use standard and nonstandard techniques to measure and compare.</p> <p>Unit 30 (V2, page 650): Measure temperature.</p>
2. Children will develop an understanding of basic geometric shapes, their parts, and attributes.	
M.P.2.1. Recognize, describe, compare, and name common shapes, their parts attributes.	<p>Unit 1 (V1, page 2): Begin to identify and recognize patterns.</p> <p>Unit 7 (V1, page 124): Classify by common shapes.</p> <p>Unit 8 (V1, page 144): Sort by categories with multiple attributes.</p> <p>Unit 31 (V2, page 674): Place items into sets due to similar attributes.</p>
M.P.2.2. Use math language to indicate understanding of positional concepts.	<p>Unit 9 (V1, page 164): Develop a growing understanding of position in space, geographical location, and direction.</p> <p>Unit 13 (V1, page 252): Understand concepts of <i>up/down, over/under, above/below</i>.</p>
M.P.2.3. Use classroom materials to combine shapes to create other shapes.	<p>Unit 12 (V1, page 230): Sort, classify, and serialize (put in a pattern).</p> <p>Unit 14 (V1, page 274): Identify shapes in the environment.</p> <p>Unit 21 (V2, page 436): Recognize, duplicate, and extend simple patterns.</p>
M.P.2.4. Begin to understand concept of “part” and “whole” using real objects.	<p>Unit 9 (V1, page 164): Be introduced to the concept of fractions.</p>
3. Children will show awareness of, recognize, and create patterns.	
M.P.3.1. Match, sort, place in a series, and regroup objects according to attributes (color, shape, size, etc.).	<p>Unit 2 (V1, page 24): Introduce the concept of size; Make simple comparisons.</p> <p>Unit 6 (V1, page 104): Classify by color.</p> <p>Unit 7 (V1, page 124): Classify common shapes.</p> <p>Unit 11 (V1, page 208): Continue to develop understanding of</p>

	shapes including cylinders.
M.P.3.2. Describe, duplicate, and extend simple patterns using a variety of materials or objects.	<p>Unit 21 (V2, page 436): Recognize, duplicate, and expand simple patterns.</p> <p>Unit 34 (V2, page 746): Sequence up to five items following a pattern.</p> <p>Unit 35 (V2, page 770): Repeat complex patterns.</p>
M.P.3.3. Recognize and identify patterns in the environment.	<p>Unit 9 (V1, page 164): Recognize number and quantity in everyday environment.</p> <p>Unit 10 (V1, page 186): Continue to recognize patterns.</p> <p>Unit 24 (V2, page 506): Recognize geometric shapes that appear in nature.</p>
4. Children will explore concepts of basic measurements.	
M.P.4.1. Use comparative/superlative terms to describe and contrast objects (ex: long, longer, longest; short, shorter, shortest; small, medium, large).	<p>Unit 2 (V1, page 24): Make simple comparisons.</p> <p>Unit 8 (V1, page 144): Begin to compare height, weight, and capacity.</p> <p>Unit 15 (V1, page 296): Understand concepts of weight and size; Order objects by size and length.</p> <p>Unit 17 (V1, page 342): Understand size and length.</p>
M.P.4.2. Use standard and non standard measurement tools to determine length, volume, and weight of objects.	<p>Unit 8 (V1, page 144): Begin to compare height, weight and capacity.</p> <p>Unit 15 (V1, page 296): Understand concepts of weight and size; Order objects by size and length.</p> <p>Unit 23 (V2, page 482): Use standard and nonstandard techniques to measure and compare.</p>
M.P.4.3. Demonstrate an understanding of measureable concepts of time and sequence.	<p>Unit 26 (V2, page 550): Sequence with increasing complexity.</p> <p>Unit 31 (V2, page 674): Differentiate among past, present, and future.</p>
5. Children will analyze data within small and large group settings.	
M.P.5.1. Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.	<p>Unit 2 (V1, page 24): Make simple comparisons.</p> <p>Unit 8 (V1, page 144): Understand concept of <i>more</i> and <i>less</i>.</p>

M.P.5.1. <i>continued</i>	Unit 19 (V2, page 392): compare groups of items in a chart, in similar groups, and in a mixed group.
M.P.5.2. Classify objects using more than one attribute.	Unit 9 (V1, page 164): Combine items based on similar attributes. Unit 12 (V1, page 230): Classify by using two or more attributes. Unit 16 (V1, page 320): Be introduced to the concept of a Venn diagram.
M.P.5.3. Sort and classify objects using self selected criteria.	Unit 7 (V1, page 124): Classify by common shapes. Unit 12 (V1, page 230): Sort, classify and serialize.
M.P.5.4. Develop ability to collect, describe, and record information through drawings, maps, charts, and graphs.	Unit 4 (V1, page 62): Learn to make a simple graph. Unit 9 (V1, page 164): Use a variety of strategies related to numbers such as comparisons, sets, and graphs. Unit 18 (V1, page 366): Experience the directions of a map.
Science and Environmental Education	The science component of LED was designed to ensure that children entering kindergarten will have a working knowledge about the natural world, including understanding cause and effect; recognition of some of the differences between animate and inanimate objects; a basic knowledge of the ways in which people's beliefs, goals, and desires affect behavior; and a rudimentary understanding of substances and their properties. The Foundations Guide contains an article on Science and Math on pp. 67-78
1. Children will develop the ability to use scientific processes and inquiry.	
S.P.1.1. Use senses to gather information, classify objects, observe processes, and describe materials	Unit 5 (V1, page 82): Identify similarities and differences. Unit 9 (V1, page 164): Observe and discuss common properties. Unit 21 (V2, page 436): Observe, describe, and discuss properties of materials.
S.P.1.2. Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions.	Unit 1 (V1, page 2): Make predictions. Unit 3 (V1, page 44): Practice making a hypothesis based on information.

S.P.1.2. <i>continued</i>	Unit 16 (V1, page 320): Observe, investigate, and ask questions about the world around him.
S.P.1.3. Record observations using simple visual tools such as drawings, graphs, charts, logos.	Unit 2 (V1, page 24): Understand the concept of charting based on one attribute. Unit 4 (V1, page 62): Develop observation skills.
S.P.1.4. Describe simple cause and effect relationships.	Unit 5 (V1, page 82): Recognize cause and effect. Unit 23 (V2, page 482): Recognize cause and effect relationships, especially as they relate to the environment. Unit 34 (V2, page 746): Recognize cause and effect relationships.
2. Children will acquire knowledge related to physical science.	
S.P.2.1. Investigate, explore, and compare objects in the classroom and on the playground.	Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world. Unit 9 (V1, page 164): Observe and discuss common properties.
S.P.2.2. Examine and describe the properties of solids and liquids.	Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world. Unit 7 (V1, page 124): Acquire knowledge about the physical properties of the world. Unit 9 (V1, page 164): Observe and discuss common properties. Unit 21 (V2, page 436): Observe, describe, and discuss properties of materials.
S.P.2.3. Name and use simple machines in the context of daily play and problem-solving.	Unit 14 (V1, page 274): Use a variety of tools to solve problems and draw conclusions. Unit 15 (V1, page 296): Use equipment for investigation.
S.P.2.4. Explore and describe different types of speed, motion, and sounds.	Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world. Unit 7 (V1, page 124): Acquire knowledge about the physical properties of the world
S.P.2.5. Design and create items with simple tools.	Unit 14 (V1, page 274): Use a variety of tools to solve problems and draw conclusions.

S.P.2.5. <i>continued</i>	Unit 31 (V2, page674): Use science tools for discovery. Unit 33 (V2, page 720): Use scientific tools appropriately.
3. Children will acquire knowledge related to earth sciences and our environment.	
S.P.3.1. Identify, describe and compare natural items from their immediate environment.	Unit 26 (V2, page 550): Describe the natural world.
S.P.3.2. Demonstrate respect for preserving the environment.	Unit 23 (V2, page 482): Recognize cause and effect relationships, especially as they relate to the environment: Use correct terms such as <i>recycle, reuse</i> and <i>renew</i> .
S.P.3.3. Describe basic needs of how to care for living things.	Unit 23 (V2, page 482): Understand that people can take care of the environment through activities and actions.
S.P.3.4. Demonstrate knowledge of changes that plants and animals pass through during life cycles.	Unit 26 (V2, page 550): Understand the life cycle of a plant. Unit 34 (V2, page 746): Sequence the life cycle of a butterfly.
S.P.3.5. Identify and describe common animals and insects, and their natural habitats.	Unit 24 (V2, page 506): Describe characteristics of living things. Unit 34 (V2, page 746): Understand the role of bugs and spiders in the environment.
4. Children will acquire knowledge related to earth and space science.	
S.P.4.1. Identify four seasons and seasonal changes.	Unit 29 (V2, page 628): Recognize how what we wear depends on the weather and how it can affect our health; Describe nature and understand the effects of each season on the natural world.
S.P.4.2. Identify types of weather and impact on environment.	Unit 23 (V2, page 482): Be able to articulate how wind can be used as energy. Unit 29 (V2, page 628): Describe nature and understand the effects of each season on the natural world. Unit 30 (V2, page 650): Use vocabulary related to weather.
S.P.4.3. Identify and classify objects observed in the day sky and in the night sky.	Unit 30 (V2, page 650): Observe characteristics of Earth and space.
S.P.4.4. Identify common earth materials and landforms.	Unit 30 (V2, page 650): Observe characteristics of Earth and space.

S.P.4.5. Observe and describe light and shadows.	Unit 30 (V2, page 650): Observe characteristics of Earth and space.
Technology	
1. Children will gain knowledge of technology.	
T.P.1.1. Demonstrate basic knowledge of computer skills.	While LED does not specifically include objectives for Technology, objectives could be added throughout each of the units for the development of technology skills and knowledge.
T.P.1.2. Demonstrate knowledge of a variety of media and technology tools.	
T.P.1.3. Demonstrate knowledge of the use of technology as a communication system of the world.	
Social-Emotional Development	LED Foundations (pages 28-31) Socially Strong, Emotionally Secure: Learn Every Day was written with the philosophy of helping children develop their ability to handle the changing world around them. The Social-Emotional elements were designed around the core philosophy of the Devereux Center for Resilient Children (www.CenterforResilientChildren.org) which maintains there are certain protective factors that help children develop resilience. These include attachment, initiative, and self-regulation.
1. Children will develop confidence and positive self-awareness.	
SE.P.1.1 Display a healthy self image.	Unit 6 (V1, page 104): Feel positive about who she is and how she looks. Unit 20 (V2, page 414): Demonstrate confidence and positive self-image. Unit 36 (V2, page 796): Show confidence in his abilities.
SE.P.1.2. Demonstrate awareness of attributes of self (abilities, characteristics, and preferences).	Unit 3 (V1, page 44): Participate in small-group discussions about emotions and feelings. Unit 6 (V1, page 104): Feel positive about who she is and how she looks. Unit 12 (V1, page 230): Appreciate and understand that everyone has strengths and weaknesses.
SE.P.1.3. Demonstrate knowledge of self through recognition of body parts.	Unit 2 (V1, page 24): Use vocabulary related to body parts.

SE.P.1.3. <i>continued</i>	Unit 4 (V1, page 62): Learn about various body parts and their functions.
SE.P.1.4. Demonstrate growth in capacity for independence.	Unit 10 (V1, page 186): Develop self-esteem through making individual choices. Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities. Unit 22 (V2, page 458): Demonstrate age-appropriate independence. Unit 27 (V2, page 578): Make decisions based on personal preferences.
2. Children will increase the capacity for self control.	LED Foundations (pages 18-21) Ten terrific Tips for Teachers; (pages 28-31) Socially Strong, Emotionally Secure: (pages 36-40) Setting the Stage for Success, or the Four-Week “Fix” that Lasts all Year.
SE.P 2.1. Initiate play with other children.	Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities. Unit 13 (V1, page 252): Play games with rules. Unit 19 (V2, page 392): Show personal interest by choice of activities and materials
SE.P 2.2. Recognize and manage feelings and impulses in developmentally appropriate ways.	Unit 2 (V1, page 24): Begin to identify emotions, participate in small-group discussions Unit 17 (V1, page 342): Recognize the feelings of others. Unit 21 (V2, page 436): Understand the feelings of others.
SE.P 2.3. Demonstrate the ability to control behavior when changing activities with class or group.	Unit 14 (V1, page 274): Cooperate with others Unit 16 (V1, page 320): work together to achieve a common goal. Unit 24 (V2, page 506): Enjoy social interactions with peers.
SE.P 2.4. Separate easily from family.	Unit 22 (V2, page 458): Demonstrate age-appropriate independence.
3. Children will develop interpersonal and social skills for relating with other people.	
SE.P.3.1. Sustain interactions with peers by cooperating, playing and interacting.	Unit 5 (V1, page 82): Learn about trust Unit 7 (V1, page 124): Enjoy a collaborative group activity;

SE.P.3.1. <i>continued</i>	Cooperate in group activities with one or more children. Unit 25 (V2, page 526): Collaborate with others to complete an activity.
SE.P.3.2. Understand how actions affect others and begin to accept consequences.	Unit 1 (V1, page 2): Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school.
SE.P.3.3. Show increasing ability to use compromise and discussion to resolve conflict with peers.	Unit 16 (V1, page 320): Work together to achieve a common goal. Unit 24 (V2, page 506): Understand the feelings of others; Enjoy social interactions with peers.
4. Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and community.	
SE.P.4.1. Show progress in understanding similarities and respecting differences in people.	Unit 1 (V1, page 2): Recognize that people differ and that we respect those differences. Unit 5 (V1, page 82): Learn about trust. Unit 8 (V1, page 144): Value individual differences. Unit 21 (V2, page 436): Understand the feeling of others
SE.P.4.2. Show understanding and respect for the property of others.	Unit 21 (V2, page 436): Engage with peers in a social situation.
SE.P.4.3. Develop an awareness of how actions positively affect the classroom environment.	Unit 4 (V1, page 62): Begin to recognize that people depend on each other. Unit 5 (V1, page 82): Understand the importance of being a member of a community group. Unit 34 (V2, page 746): Work in a group and understand we all have strengths and weaknesses.
Physical Development	Physical Development and Motor Skills (Gross and Fine) are embedded into the daily activities of Learn Every Day. All domains (physical, social, emotional, and cognitive) of learning are interconnected and impacted by what takes place in others.
1. Children will develop gross motor skills.	
PD.P.1.1. Develop and demonstrate strength and coordination of large muscles.	Unit 2 (V1, page 24): Build gross motor skills by running, jumping and hopping.
PD.P.1.2. Develop and demonstrate skills for walking.	Unit 9 (V1, page 164): continue to participate in active outdoor games involving running, skipping, hopping, and jumping.
PD.P.1.3. Develop and demonstrate skills for sitting.	
PD.P.1.4. Develop and demonstrate skills for rolling.	

PD.P.1.4. <i>continued</i>	Unit 11 (V1, page 208): Participate in activities that will build physical fitness. Unit 19 (V2, page 392): Demonstrate competence in coordinated movements using large muscles.
2. Children will develop fine motor skills.	
PD.P.2.1. Develop and demonstrate strength and coordination of small muscles.	Unit 2 (V1, page 24): Experiment with different writing tools. Unit 5 (V1, page 82): Build motor skills by cutting out patterns.
PD.P.2.2. Develop eye-hand coordination in a purposeful way.	Unit 25 (V2, page 526): Use fine motor skills with increasing complexity. Unit 31 (V2, page 674): Show increased skill in writing letters and words.
Health and Daily Living	Physical Development and Motor Skills (Gross and Fine) are embedded into the daily activities of Learn Every Day. All domains (physical, social, emotional, and cognitive) of learning are interconnected and impacted by what takes place in others.
1. Children will acquire knowledge of healthy personal care routines.	
HDL.P.1.1. Wash and dry hands without assistance.	Unit 1 (V1, page 2): Begin to learn about basic hygiene and ways to stay healthy in a school setting; Perform Simple self-help skills Unit 8 (V1, page 144): Understand the importance of basic hygiene and cleanliness.
HDL.P.1.2. Toilet independently.	
HDL.P.1.3. Brush teeth independently.	
HDL.P.1.4. Cover mouth and nose when sneezing and coughing.	
HDL.P.1.5. Manipulate clothing/fasteners.	
HDL.P.1.6. Put on/take off coat, socks, and shoes.	
2. Children will acquire knowledge of healthy nutritional practices.	
HDL.P.2.1. Follow mealtime routines and procedures.	Unit 8 (V1, page 144): Understand the importance of basic hygiene and cleanliness. Unit 12 (V1, page 230): Understand the function of social events such as mealtime.
HDL.P.2.2. Open a food/drink container.	While these are not specific objectives listed in the LED curriculum, children will acquire the ability to perform these skills
HDL.P.2.3. Eat with a spoon or fork.	

HDL.P.2.4. Drink from an open cup.	through fine motor development and the focus on self-help and mealtime routines.
HDL.P.2.5. Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables).	<p>Unit 23 (V2, page 482): Recognize the role of the environment in personal safety and good health.</p> <p>Unit 26 (V2, page 550): Discover how plants provide many of the healthy foods we eat; Learn to make healthy choices about foods they eat.</p> <p>Unit 27 (V2, page 578): Make healthy food choices; Understand fruits and vegetables are healthy choices.</p> <p>Unit 35 (V2, page 770): Recognize that many healthy food choices come from farms and farm animals.</p>
3. Children will acquire knowledge of safety practices.	
HDL.P.3.1. Demonstrate knowledge of personal safety.	<p>Unit 17 (V1, page 342): Understand the value of personal safety; Articulate basic safety rules.</p> <p>Unit 23 (V2, page 482): Recognize the role of the environment in personal safety and good health.</p> <p>Unit 29 (V2, page 628): Recognize how what we wear depends on the weather and how it can affect our health.</p>
HDL.P.3.2. Recognize and know to avoid potentially harmful situations.	<p>Unit 7 (V1, page 124): Learn about safety when working with certain elements.</p> <p>Unit 16 (V1, page 320): Recognize the importance of traffic rules and laws.</p> <p>Unit 34 (V2, page 746): Understand that some bugs and spiders are dangerous.</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health.</p>
HDL.P.3.3. Recognize and know to avoid potentially harmful substances.	<p>Unit 7 (V1, page 124): Learn about safety when working with certain elements.</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health.</p>
Creative Arts	The Creative Development (Arts) in Learn Every Day includes such things as spontaneous creative play, singing, dancing, drawing, and role-playing. The arts are multisensory by design and involve a variety of modalities, including the kinesthetic,

	auditory, and visual. Expected outcomes from children include: developing imagination while refining problem-solving skills; discovering a sense of craftsmanship, quality task performance, and goal-setting; increasing self-confidence; and nurturing values such as team-building skills and respecting others' points of view.
1. Children will use art for creative expression and representation.	
CA.P.1.1. Use different art media and materials in a variety of ways for creative expression.	Unit 1 (V1, page 2): Use more than one medium to create artwork. Unit 3 (V1, page 44): Express himself through various mediums; Unit 6 (V1, page 104): Mix colors to make new color combinations. Unit 27 (V2, page 578): Use various media to create art both individually and in a group.
CA.P.1.2. Progress in ability to create drawings, paintings, and sculptures that are more detailed, creative or realistic.	Unit 18 (V1, page 366): Construct sculptures and other art from various materials.
CA.P.1.3. Understand and share opinions about artistic endeavors and experiences.	Unit 4 (V1, page 62): Express herself using various mediums. Unit 25 (V2, page 526): Recognize the aesthetic value of natural elements such as rocks. Unit 30 (V2, page 650): Use collaboration in completing an art project.
2. Children will show self-expression through music and movement.	
CA.P.2.1. Use a variety of musical instruments, rhythms, and songs to develop creative expression.	Unit 1 (V1, page 2): Participate in creative movement and music activities. Unit 5 (V1, page 82): Learn how music can be used to express feelings. Unit 16 (V1, page 320): Participate in songs and express himself through music.
CA.P.2.2. Participate in creative music and movement activities.	Unit 1 (V1, page 2): Participate in creative movement and music activities. Unit 3 (V1, page 44): Participate in group music activities.

CA.P.2.2. <i>continued</i>	<p>Unit 7 (V1, page 124): Participate in singing songs and dancing to music.</p> <p>Unit 10 (V1, page 186): Express herself through participation in creating music.</p>
CA.P.2.3. Identify and appreciate different types of music from various cultures.	<p>Unit 5 (V1, page 82): Listen intentionally to music.</p> <p>Unit 10 (V1, page 186): Understand that other cultures have different types and styles of music.</p> <p>Unit 11 (V1, page 208): Understand that other cultures have different types and styles of music and art.</p>
3. Children will participate in a variety of dramatic play activities.	
CA.P.3.1. Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences.	<p>Unit 9 (V1, page 164): Show growing creativity and imagination in using materials and in dramatic play situations.</p> <p>Unit 12 (V1, page 230): Participate in creative expression through acting out a familiar story.</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health.</p>
CA.P.3.2. Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations.	<p>Unit 9 (V1, page 164): Work cooperatively in groups.</p> <p>Unit 15 (V1, page 296): Use creativity and imagination in role-play situations.</p> <p>Unit 29 (V2, page 628): Participate in creative expression and dramatic play with props and music.</p>