



**Arizona's Early Learning Standards, 3rd Edition  
Alignment with  
Learn Every Day (LED) Preschool Curriculum**

Arizona Standards, Strands, Concepts and Indicators	Learn Every Day Preschool Curriculum Learning Objectives <i>Several examples of LED Learning Objectives are listed for each of the Arizona concepts. This is not intended to be an all inclusive list.</i>
<b>SOCIAL EMOTIONAL STANDARD</b> <b>LED Foundations (pages 28-31) "Socially Strong, Emotionally Secure"</b> , by Nefertiti Bruce and Karen B. Cairone. 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 ( <a href="http://www.CenterforResilientChildren.org">www.CenterforResilientChildren.org</a> ) which maintains there are certain protective factors that help children develop resilience. These include attachment, initiative, and self-regulation.	
<b>SOCIAL EMOTIONAL STANDARD</b> <b>STRAND 1: SELF</b>	
<b>Concept 1: Self-Awareness</b> <i>Indicators:</i> <ol style="list-style-type: none"> <li>a. Demonstrates self-confidence.</li> <li>b. Makes personal preferences known to others.</li> <li>c. Demonstrates knowledge of self-identity.</li> <li>d. Shows an awareness of similarities and differences between self and others.</li> </ol>	<b>Unit 1 (V1, page 2):</b> Recognize that people differ and that we respect those differences. <b>Unit 6 (V1, page 104):</b> Feel positive about who she is and how she looks. <b>Unit 20 (V2, page 414):</b> Demonstrate confidence and positive self-image. <b>Unit 36 (V2, page 796):</b> Show confidence in his abilities.
<b>Concept 2: Recognizes and Expresses Feelings</b> <i>Indicators:</i> <ol style="list-style-type: none"> <li>a. Associates emotions with words, facial expressions and body language.</li> <li>b. Identifies, describes and expresses their own feelings.</li> <li>c. Identifies and describes feelings of others.</li> <li>d. Expresses empathy for others.</li> </ol>	<b>Unit 2 (V1, page 24):</b> Begin to identify emotions, participate in small-group discussions <b>Unit 3 (V1, page 44):</b> Participate in small-group discussions about emotions and feelings. <b>Unit 17 (V1, page 342):</b> Recognize the feelings of others. <b>Unit 21 (V2, page 436):</b> Understand the feelings of others.

<p><b>Concept 3: Self-Regulation</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Understands and follows expectations in the learning environment.</li> <li>Manages transitions, daily routines and unexpected events.</li> <li>Modifies behavior for various situations and settings.</li> <li>Chooses appropriate words and actions.</li> </ol>	<p><b>Foundations (page 30) Self-Control</b>  <b>Unit 2 (V1, page 24):</b> Communicates likes and/or dislikes  <b>Unit 6 (V1, page 104):</b> Explores ways to express needs, wants, and feelings  <b>Unit 7 (V1, page 124):</b> Express ideas using age-appropriate language  <b>Unit 14 (V1, page 274):</b> Cooperate with others  <b>Unit 16 (V1, page 320):</b> Work together to achieve a common goal.  <b>Unit 24 (V2, page 506):</b> Enjoy social interactions with peers.</p>
<p><b>SOCIAL EMOTIONAL STANDARD</b> <b>STRAND 2: RELATIONSHIPS</b></p>	
<p><b>Concept 1: Attachment</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Expresses affection for familiar adults.</li> <li>Seeks security and support from familiar adults.</li> <li>Demonstrates the ability to engage with new adults or children with the support of familiar adults.</li> <li>Separates from familiar adult with minimal distress.</li> </ol>	<p><b>Foundations (page 29-30) Attachments</b>  <b>Unit 1 (V1, page 2):</b> Learn vocabulary associated with going to school  <b>Unit 2 (V1, page 24):</b> Begin to identify emotions  <b>Unit 5 (V1, page 82):</b> Learn about trust.  <b>Unit 10 (V1, page 186):</b> Develop self-esteem through making individual choices.  <b>Unit 22 (V2, page 458):</b> Demonstrate age-appropriate independence.</p>
<p><b>Concept 2: Social Interactions</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Responds when adults or other children initiate interactions.</li> <li>Initiates and sustains positive interactions with adults and other children.</li> <li>Children work together to build a road.</li> <li>Demonstrates positive ways to resolve conflict.</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school.  <b>Unit 2 (V1, page 24):</b> Participate in small-group discussions  <b>Unit 5 (V1, page 82):</b> Learn about trust  <b>Unit 7 (V1, page 124):</b> Enjoy a collaborative group activity; Cooperate in group activities with one or more children.  <b>Unit 25 (V2, page 526):</b> Collaborate with others to complete an activity.</p>
<p><b>Concept 3: Respect</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Respects the rights and property of others.</li> <li>Defends own rights and the rights of others.</li> <li>Shows respect for learning materials in the learning environment.</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Recognize that people differ and that we respect those differences.  <b>Unit 4 (V1, page 62):</b> Begin to recognize that people depend on each other.  <b>Unit 5 (V1, page 82):</b> Learn about trust; Understand the importance of being a member of a community group.  <b>Unit 8 (V1, page 144):</b> Value individual differences.  <b>Unit 21 (V2, page 436):</b> Understand the feeling of others; Engage with peers in a social situation.  <b>Unit 34 (V2, page 746):</b> Work in a group and understand we all have strengths and weaknesses</p>

<b>APPROACHES TO LEARNING</b>	
LED Foundations for Learning book was designed to help teachers as they prepare an interactive, multisensory learning environment for children. <b>Foundations (page 18-21) “Ten Terrific Tips for Teachers”</b> , by Clarissa Willis, helps teachers to develop the skills to promote learning within the classroom setting.	
<b>APPROACHES TO LEARNING Strand 1: Initiative and Curiosity</b>	
<p><b>Concept 1: Initiative</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Seeks interaction with others.</li> <li>Develops independence during activities, routines and play.</li> <li>Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.</li> </ol>	<p><b>Foundations (page 30) Initiative</b> <b>Unit 10 (V1, page 186):</b> Develop self-esteem through making individual choices. <b>Unit 11 (V1, page 208):</b> Demonstrate initiative in chosen learning activities. <b>Unit 22 (V2, page 458):</b> Demonstrate age-appropriate independence. <b>Unit 27 (V2, page 578):</b> Make decisions based on personal preferences.</p>
<p><b>Concept 2: Curiosity</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Shows interest in learning new things and trying new experiences.</li> <li>Expresses interest in people.</li> <li>Asks questions to get information.</li> </ol>	<p><b>Unit 5 (V1, page 82):</b> Recognize cause and effect; Ask and answer questions requiring a complex answer. <b>Unit 7 (V1, page 124):</b> Ask questions for clarification; Enjoy a collaborative group activity. <b>Unit 11 (V1, page 208):</b> Demonstrate initiative in chosen learning activities. <b>Unit 19 (V2, page 392):</b> Show personal interest by choice of activities and materials. <b>Unit 29 (V2, page 628):</b> Work collaboratively with others.</p>
<b>APPROACHES TO LEARNING STRAND 2: ATTENTIVENESS (engagement) AND PERSISTENCE</b>	
<p><b>Concept 1: Attentiveness</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Displays ability to hold attention when engaged in an activity.</li> <li>Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.</li> <li>Increase ability to focus attention, and can return to activities after distractions and interruptions.</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Follow two-step directions. <b>Unit 2 (V1, page 24):</b> Make choices based on previously learned skills. <b>Unit 3 (V1, page 44):</b> Identify common emotions. <b>Unit 7 (V1, page 124):</b> Express ideas using age-appropriate language. <b>Unit 27 (V2, page 578):</b> Make decisions based on personal preferences. <b>Unit 29 (V2, page 628):</b> Make decisions about preferences and friend.</p>

<p><b>Concept 2: Persistence</b>  <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Pursues challenges.</li> <li>b. Copes with frustration or disappointment with support.</li> <li>c. Establishes goals, generates plans and follows through to completion.</li> </ul>	<p><b>Unit 4 (V1, page 62):</b> Develop observation skills; Develop listening skills.  <b>Unit 8 (V1, page 144):</b> Solve a problem using deductive reasoning.  <b>Unit 17 (V1, page 342):</b> Maintain interest in a project until it is completed.  <b>Unit 25 (V2, page 526):</b> Use comparative sentences to describe their experiences.  <b>Unit 36 (V2, page 796):</b> Complete a task after it is started.</p>
<p><b>APPROACHES TO LEARNING</b>  <b>STRAND 3: CONFIDENCE</b></p>	
<p><b>Concept 1: Confidence</b>  <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Expresses opinions or ideas.</li> <li>b. Views self as competent and skilled.</li> <li>c. Is willing to take risks and consider a variety of alternatives.</li> </ul>	<p><b>Unit 6 (V1, page 104):</b> Feel positive about who she is and how she looks.  <b>Unit 10 (V1, page 186):</b> Develop self-esteem through making individual choices.  <b>Unit 20 (V2, page 414):</b> Demonstrate confidence and positive self-image.  <b>Unit 36 (V2, page 796):</b> Show confidence in his abilities.</p>
<p><b>APPROACHES TO LEARNING</b>  <b>STRAND 4: CREATIVITY</b></p>	
<p><b>Concept 1: Creativity</b>  <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Uses imagination to generate new ideas.</li> <li>b. Appreciates humor.</li> <li>c. Engages in inventive social play.</li> </ul>	<p><b>Unit 1 (V1, page 2):</b> Engage in symbolic play with other children.  <b>Unit 3 (V1, page 44):</b> Express himself through various mediums.  <b>Unit 9 (V1, page 164):</b> Show growing creativity and imagination in using materials and in dramatic play situations.  <b>Unit 11 (V1, page 208):</b> Demonstrate imagination and inventiveness in approaching tasks and activities.  <b>Unit 15 (V1, page 296):</b> Use creativity and imagination in role-play situations.  <b>Unit 27 (V2, page 578):</b> Use various media to create art both individually and in a group.</p>
<p><b>APPROACHES TO LEARNING</b>  <b>STRAND 5: REASONING AND PROBLEM-SOLVING</b></p>	
<p><b>Concept 1: Reasoning</b>  <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Gathers information and reaches a conclusion.</li> <li>b. Recognizes relationships between cause and effect.</li> <li>c. Uses prior knowledge to build new knowledge and skills.</li> </ul>	<p><b>Unit 5 (V1, page 82):</b> Recognize cause and effect; Identify similarities and differences.  <b>Unit 13 (V1, page 252):</b> Draw conclusions.  <b>Unit 27 (V2, page 578):</b> Solve problems using previously acquired knowledge.  <b>Unit 28 (V2, page 602):</b> Answer questions that indicate his ability to analyze and synthesize that he hears and experiences.</p>

<p><b>Concept 2: Problem-solving</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Recognizes problems.</li> <li>Seeks adult assistance when support is required.</li> <li>Tries to solve problems.</li> <li>Works to solve a problem independently.</li> </ol>	<p><b>Unit 2 (V1, page 24):</b> Make choices based on previously learned skills; Identify multiple uses for an object.  <b>Unit 8 (V1, page 144):</b> Test predictions through exploration and experimentation.  <b>Unit 9 (V1, page 164):</b> Seek multiple solutions to solve a problem.  <b>Unit 14 (V1, page 274):</b> Use a variety of tools to solve problems and draw conclusions.  <b>Unit 15 (V1, page 296):</b> Make and verify predictions.  <b>Unit 26 (V2, page 550):</b> Solve complex problems with multiple solutions.</p>
<p><b>LANGUAGE AND LITERACY STANDARD</b></p> <p><b>Foundations (page 60-66) “Building Blocks of Literacy”,</b> by Pam Schiller and Clarissa Willis, helps teachers to provide an intentional framework for enhancing the literacy skills of early learners. Based on best practices, LED provides a variety of language and literacy learning throughout all areas of development.</p>	
<p><b>LANGUAGE AND LITERACY STANDARD</b></p> <p><b>STRAND 1: LANGUAGE</b></p>	
<p><b>Concept 1: Receptive Language Understanding</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.</li> <li>Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.</li> <li>c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Follow two-step directions.  <b>Unit 2 (V1, page 24):</b> Answer simple questions requiring a one-word answer; Listen with intent.  <b>Unit 4 (V1, page 62):</b> Develop listening skills; Listen with intent.  <b>Unit 7 (V1, page 124):</b> Ask questions for clarification.  <b>Unit 10 (V1, page 186):</b> Sing finger-plays and rhymes.  <b>Unit 14 (V1, page 275):</b> Recite short stories and rhymes.  <b>Unit 18 (V1, page 366):</b> Experience stories from other cultures.</p>
<p><b>Concept 2: Expressive Language and Communication Skills</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Communicates needs, wants, ideas, and feelings through three to five word sentences.</li> <li>Speaks clearly and understandably to express ideas, feelings and needs.</li> <li>Makes relevant responses to questions and comments from others.</li> <li>Initiates, sustains, and expands conversations with peers and adults.</li> <li>With modeling and support, uses acceptable language and</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Learn the rudiments of connecting words and ideas to form sentences.  <b>Unit 2 (V1, page 24):</b> Answer simple questions requiring a one-word answer.  <b>Unit 4 (V1, page 62):</b> Learn to ask complex questions  <b>Unit 5 (V1, page 82):</b> Ask and answer questions requiring a complex answer.  <b>Unit 7 (V1, page 124):</b> Express ideas using age-appropriate language; Ask question for clarification.  <b>Unit 11 (V1, page 208):</b> Use multiple-word sentences to describe feelings and activities.</p>

<p>social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.</p> <p>f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.</p> <p>g. Recognizes when the listener does not understand and uses techniques to clarify the message.</p> <p>h. h. With modeling and support, uses increasingly complex phrases and sentences.</p>	<p><b>Unit 15 (V1, page 296):</b> Recognize and label the emotions of others; Connect phrases and sentences to build ideas.</p> <p><b>Unit 18 (V1, page 366):</b> Continue to build oral-language skills</p> <p><b>Unit 21 (V2, page 436):</b> Communicate needs and wants clearly.</p>
<p><b>Concept 3: Vocabulary</b> <i>Indicators:</i></p> <p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety</p> <p>b. of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.</p> <p>c. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.</p> <p>d. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.</p> <p>e. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.</p>	<p><b>Unit 1 (V1, page 2):</b> Learn vocabulary associated with going to school.</p> <p><b>Unit 2 (V1, page 24):</b> Use vocabulary related to body parts</p> <p><b>Unit 3 (V1, page 44):</b> Use descriptive words when discussing an activity.</p> <p><b>Unit 4 (V1, page 62):</b> Learn new vocabulary related to the senses and identify the function of each sense.</p> <p><b>Unit 7 (V1, page 124):</b> Identify common shapes in the environment.</p> <p><b>Unit 9 (V1, page 164):</b> Use vocabulary related to numbers, size, and so forth.</p> <p><b>Unit 10 (V1, page 186):</b> Learn vocabulary associated with music and musical instruments.</p> <p><b>Unit 12 (V1, page 230):</b> Use increasingly complex vocabulary.</p> <p><b>Unit 13 (V1, page 252):</b> Use vocabulary related to sports and exercise.</p> <p><b>Unit 18 (V1, page 366):</b> Use vocabulary related to maps and directions.</p>
<p><b>LANGUAGE AND LITERACY STANDARD</b> <b>STRAND 2: EMERGENT LITERACY</b></p>	
<p><b>Concept 1: Concepts of Print</b> <i>Indicators:</i></p> <p>a. Identifies signs, symbols and labels in the environment.</p> <p>b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.</p> <p>c. Recognizes that letters are grouped to form words.</p> <p>d. Recognizes own written name and the written names of</p>	<p><b>Unit 1 (V1, page 2):</b> Learn the rudiments of connecting words and ideas to form sentences.</p> <p><b>Unit 3 (V1, page 44):</b> Recognize her name in print.</p> <p><b>Unit 14 (V1, page 275):</b> Recognize environmental print.</p> <p><b>Unit 20 (V2, page 414):</b> Continue to recognize print-sound connection.</p> <p><b>Unit 21 (V2, page 436):</b> Be introduced to the concept of writing a letter; Develop print awareness</p>

<p>friends and family. e. Seeks information in printed materials.</p>	<p><b>Unit 23 (V2, page 482):</b> Develop environmental print knowledge <b>Unit 26 (V2, page 550):</b> Continue to build print awareness.</p>
<p><b>Concept 2: Book Handling Skills</b> <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.</li> <li>b. Identifies where in the book to begin reading.</li> <li>c. Understands a book has a title, author and/or illustrator.</li> </ul>	<p><b>Unit 8 (V1, page 144):</b> Understand that a book has a beginning, middle and end; Hold a book upright facing the reader. <b>Unit 20 (V2, page 414):</b> Exhibit a variety of behaviors when interacting with books. <b>Unit 36 (V2, page 796):</b> Select and enjoy a book of her choice.</p>
<p><b>Concept 3: Phonological Awareness</b> <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).</li> <li>b. With modeling and support, identifies rhyming words.</li> <li>c. With modeling and support, produces rhyming words.</li> <li>d. With modeling and support, recognizes spoken words that begin with the same sound.</li> <li>e. Hears and shows awareness of separate words within spoken phrases or sentences.</li> <li>f. With modeling and support, identifies and discriminates syllables in words.</li> <li>g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support. With modeling and support, repeats words and identifies the common final sound.</li> </ul>	<p><b>LED Foundations (page 63-64):</b> Phonological Awareness. <b>Unit 10 (V1, page 186):</b> Sing finger-plays and rhymes. <b>Unit 13 (V1, page 252):</b> Develop letter recognition and phonemic awareness. <b>Unit 14 (V1, page 275):</b> Recite short stories and rhymes. <b>Unit 16 (V1, page 320):</b> Be introduced to onomatopoeia. <b>Unit 23 (V2, page 482):</b> Recognize words that rhyme in song or poem. <b>Unit 27 (V2, page 578):</b> Begin to understand onset rime. <b>Unit 30 (V2, page 650):</b> Be exposed to onomatopoeia words. <b>Unit 32 (V2, page 698):</b> Increase phonemic awareness. <b>Unit 33 (V2, page 720):</b> Improve phonemic awareness. <b>Unit 34 (V2, page 746):</b> Be exposed to a haiku <b>Unit 35 (V2, page 770):</b> Build phonemic awareness; Identify rhyming words.</p>

<p><b>Concept 4: Alphabet Knowledge</b></p> <p><i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Discriminates letters from other shapes and symbols.</li> <li>Matches and recognizes similarities and differences in letters, with modeling and support.</li> <li>Recognizes as many as 10 letters, especially those in own name, family and friends.</li> <li>Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Recognize the first letter in her name.</p> <p><b>Unit 3 (V1, page 44):</b> Identify the letters in his name; Recognize her name in print.</p> <p><b>Unit 5 (V1, page 82):</b> Identify the first letter in his name.</p> <p><b>Unit 7 (V1, page 124):</b> Recognize environmental print.</p> <p><b>Unit 9 (V1, page 164):</b> Identify the letters in his name.</p> <p><b>Unit 13 (V1, page 252):</b> Understand and use prepositions; Develop letter recognition and phonemic awareness.</p> <p><b>Unit 24 (V2, page 506):</b> Continue to develop letter recognition.</p>
<p><b>Concept 5: Comprehension</b></p> <p><i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Takes an active role in reading activities.</li> <li>With prompting and support, identifies characters and major events in a story.</li> <li>With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.</li> <li>With prompting and support, draws connections between story events and personal experiences.</li> <li>With prompting and support, identifies events and details in the story and makes predictions.</li> <li>With prompting and support, gives an opinion for liking or disliking a book or story.</li> <li>With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.</li> <li>With modeling and support, identifies the topic of informational text that has been read aloud.</li> <li>With modeling and support, retells or reenacts a story in sequence with pictures or props.</li> <li>With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.</li> </ol>	<p><b>Unit 5 (V1, page 82):</b> Retell a simple story.</p> <p><b>Unit 6 (V1, page 104):</b> Be introduced to the concept of <i>simile</i>.</p> <p><b>Unit 10 (V1, page 186):</b> Retell favorite stories; sings finger-plays and rhymes.</p> <p><b>Unit 12 (V1, page 230):</b> Participate in creative expression through acting out a familiar story; Differentiate between fiction and nonfiction books; understand the difference between real and make-believe; Retell favorite story; be exposed to children’s literature from cultures around the world.</p> <p><b>Unit 14 (V1, page 274):</b> Recite short stories and rhymes.</p> <p><b>Unit 19 (V2, page 392):</b> Continue to recognize meaning in visual symbols; Ask complex questions to seek new information.</p> <p><b>Unit 20 (V2, page 414):</b> Use increasingly complex sentences to describe what he sees and experiences; Exhibit a variety of behaviors when interacting with books.</p> <p><b>Unit 21 (V2, page 436):</b> Recognize the difference between pretend and real situations.</p> <p><b>Unit 23 (V2, page 482):</b> Develop environmental-print knowledge; Recognize words that rhyme in a song or poem.</p> <p><b>Unit 25 (V2, page 526):</b> Increase comprehension by participating in a K-W-L chart.</p> <p><b>Unit 26 (V2, page 550):</b> Learn to identify fiction and nonfiction in a story or song.</p> <p><b>Unit 27 (V2, page 578):</b> Begin to understand onset rime.</p> <p><b>Unit 36 (V2, page 796):</b> Select and enjoy a book of her choice.</p>



**LANGUAGE AND LITERACY STANDARD  
STRAND 3: EMERGENT WRITING**

**Concept 1: Early Writing, Writing Processes, and Writing Applications**

*Indicators:*

**Early Writing**

- a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.

**Writing Processes**

- b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.

**Writing Applications**

- c. Dictates to and shares thoughts, ideas, and stories with adults.
- d. Writes own name using letter-like forms or conventional print.
- e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.
- f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).
- g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

**Unit 2 (V1, page 24):** Experiment with a variety of writing tools.

**Unit 5 (V1, page 82):** Build motor skills by cutting out patterns.

**Unit 10 (V1, page 186):** Develop fine motor skills by using musical instruments that require manipulation.

**Unit 12 (V1, page 230):** Continue to develop fine motor skills through emergent writing.

**Unit 16 (V1, page 320):** Develop emergent writing skills.

**Unit 20 (V2, page 414):** Use symbolic representation to represent people, places and things through drawing; Demonstrate spatial awareness in both fine and gross motor activities.

**Unit 21 (V2, page 436):** Be introduced to the concept of writing a letter; Manipulate writing and drawing tools; Write with increasing skill.

**Unit 23 (V2, page 482):** Demonstrate the behaviors of a beginning writer.

**Unit 24 (V2, page 506):** Participate in activities requiring complexity with fine motor skills.

**Unit 25 (V2, page 526):** Use fine motor skills with increasing complexity (stringing beads, for example)

**Unit 30 (V2, page 650):** Continue to develop fine motor skills through writing.

**Unit 31 (V2, page 674):** Show increased skill in writing letters and words.

**Unit 33 (V2, page 720):** Increase fine motor skills through writing.

<b>MATHEMATICS STANDARD</b>	
<p>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 <b>LED Foundations (page 67 -78) “Science and Math, Building a Foundation”</b>, by Sharon MacDonald, to develop appropriate mathematical concept development for preschool children.</p>	
<b>MATHEMATICS STANDARD STRAND 1: COUNTING AND CARDINALITY</b>	
<p><b>Concept 1: Counts Out Loud</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Shows interest in and awareness of counting.</li> <li>b. Counts out loud to 10.</li> </ol>	<p><b>Unit 3 (V1, page 44):</b> Begin to identify number concepts up to ten.  <b>Unit 29 (V2, page 628):</b> Count to 10.  <b>Unit 30 (V2, page 650):</b> Count to 20.  <b>Unit 32 (V2, page 698):</b> Group items into sets and count them.</p>
<p><b>Concept 2: Knows Number Names and Symbols</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Uses numerals and number symbols in the context of daily routines, activities, and play.</li> <li>b. Uses and creates symbols to represent numbers.</li> <li>c. Identifies numerals one to 10.</li> </ol>	<p><b>Unit 3 (V1, page 44):</b> Begin to identify number concepts up to ten; Make simple comparisons.  <b>Unit 9 (V1, page 164):</b> Recognize number and quantity in everyday environments.  <b>Unit 12 (V1, page 230):</b> Represent numbers up to 10.  <b>Unit 26 (V2, page 550):</b> Communicate about something using ordinal number words such as <i>first, second, next, last</i>, etc.</p>
<p><b>Concept 3: Counts to Tell Number of Objects</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Counts groups of objects using one-to-one correspondence (one object for each number word).</li> <li>b. Counts a collection of up to 10 items using the last counting word to tell, “How many?”</li> <li>c. Matches numerals to quantities they represent using physical models and representations.</li> <li>d. Identifies quantity of three-five objects without counting (subitize).</li> </ol>	<p><b>LED Foundations (page 67 -78) “Science and Math, Building a Foundation”</b>, by Sharon MacDonald, to develop appropriate mathematical concept development for preschool children.  <b>Unit 5 (V1, page 82):</b> Explore one-to-one correspondence.  <b>Unit 32 (V2, page 698):</b> Group items into sets and count them.</p>
<p><b>Concept 4: Compares Numbers and Quantities</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Compares two sets of objects using terms such as more, fewer, or the same.</li> </ol>	<p><b>Unit 4 (V1, page 62):</b> Learn to make a simple graph.  <b>Unit 8 (V1, page 144):</b> Understand the concepts of <i>more</i> and <i>less</i>.  <b>Unit 9 (V1, page 164):</b> Recognize number and quantity in everyday environments; Use a variety of strategies related to numbers such as comparison, sets, and graphs.  <b>Unit 20 (V2, page 414):</b> Compare size attributes; order objects by size and length.</p>

<b>MATHEMATICS STANDARD</b>	
<b>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</b>	
<p><b>Concept 1: Explores Addition and Subtraction</b></p> <p><i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Demonstrates an understanding that adding increases the number of objects in a group.</li> <li>Describes changes in two or more sets of objects when they are combined.</li> <li>Demonstrates an understanding that taking away decreases the number of objects in a group.</li> <li>Describes changes in a set of objects when they are separated into parts.</li> </ol>	<p><b>Unit 4 (V1, page 62):</b> Learn to make a simple graph.</p> <p><b>Unit 5 (V1, page 82):</b> Explore one-to-one correspondence</p> <p><b>Unit 8 (V1, page 144):</b> Understand the concepts of <i>more</i> and <i>less</i>.</p> <p><b>Unit 9 (V1, page 164):</b> Be introduced to the concept of fractions.</p> <p><b>Unit 28 (V2, page 602):</b> Use complex oral cues to solve a problem involving numbers.</p> <p><b>Unit 32 (V2, page 698):</b> Group items into sets and count them.</p> <p><b>Unit 35 (V2, page 770):</b> Begin to understand coins and their value; add simple sets together to make another set.</p>
<p><b>Concept 2: Patterning</b></p> <p><i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Recognizes patterns in the real world.</li> <li>Copies simple patterns.</li> <li>Extends simple patterns.</li> <li>Creates simple patterns.</li> <li>Describes similarities and differences in patterns.</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Begin to identify and recognize patterns.</p> <p><b>Unit 10 (V1, page 186):</b> Continue to recognize patterns.</p> <p><b>Unit 12 (V1, page 230):</b> Sort, classify, and serialize (put in a pattern)</p> <p><b>Unit 13 (V1, page 252):</b> Recognize patterns.</p> <p><b>Unit 21 (V2, page 436):</b> Recognize, duplicate, and expand simple patterns.</p> <p><b>Unit 26 (V2, page 550):</b> Sequence with increasing complexity.</p> <p><b>Unit 29 (V2, page 628):</b> Construct patterns</p> <p><b>Unit 34 (V2, page 746):</b> Sequence up to five items following a pattern.</p> <p><b>Unit 35 (V2, page 770):</b> Repeat a complex pattern.</p>
<b>MATHEMATICS STANDARD</b>	
<b>STRAND 3: MEASUREMENT AND DATA</b>	
<p><b>Concept 1: Sorts and Classifies</b></p> <p><i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).</li> <li>Explains how items were sorted into groups.</li> </ol>	<p><b>Unit 2 (V1, page 24):</b> Introduce the concept of size; Make simple comparisons.</p> <p><b>Unit 6 (V1, page 104):</b> Classify by color.</p> <p><b>Unit 7 (V1, page 124):</b> Classify common shapes.</p> <p><b>Unit 8 (V1, page 144):</b> Sort by categories with multiple attributes <b>Unit 9 (V1, page 164):</b> Combine items based on similar attributes.</p> <p><b>Unit 11 (V1, page 208):</b> Continue to develop understanding of shapes including cylinders.</p> <p><b>Unit 12 (V1, page 230):</b> Classify by using two or more attributes; Sort, classify, and serialize (put in a pattern)</p> <p><b>Unit 16 (V1, page 320):</b> Be introduced to the concept of a Venn diagram.</p> <p><b>Unit 19 (V2, page 392):</b> Compare groups of items in a chart, in similar</p>

<p><b>Concept 1: Sorts and Classifies, <i>continued</i></b></p>	<p>groups, and in mixed groups.  <b>Unit 31 (V2, page 674):</b> Place items into sets due to similar attributes.</p>
<p><b>Concept 2: Data Analysis</b>  <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Asks questions to gather information.</li> <li>Displays data to answer simple questions about themselves or the environment.</li> <li>Uses descriptive language to compare data in picture graphs or other concrete representations.</li> <li>Uses charts and graphs to analyze information or answer questions.</li> </ol>	<p><b>Unit 2 (V1, page 24):</b> Make simple comparisons.  <b>Unit 4 (V1, page 62):</b> Learn to make a simple graph.  <b>Unit 5 (V1, page 82):</b> Continue to learn about graphing  <b>Unit 8 (V1, page 144):</b> Understand concept of <i>more</i> and <i>less</i>.  <b>Unit 17 (V1, page 342):</b> Estimate based on fact.  <b>Unit 19 (V2, page 392):</b> Compare groups of items in a chart, in similar groups, and in a mixed group.</p>
<p><b>Concept 3: Measures</b>  <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.</li> <li>Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.</li> <li>Uses various standard measuring tools for simple measuring tasks.</li> <li>Orders objects by measurable attributes.</li> <li>Uses appropriate vocabulary to describe time and sequence related to daily routines.</li> </ol>	<p><b>Unit 2 (V1, page 24):</b> Make simple comparisons.  <b>Unit 8 (V1, page 144):</b> Begin to compare height, weight, and capacity.  <b>Unit 15 (V1, page 296):</b> Understand concepts of weight and size; Order objects by size and length.  <b>Unit 17 (V1, page 342):</b> Understand size and length.  <b>Unit 20 (V2, page 414):</b> Order objects by size and length.  <b>Unit 23 (V2, page 482):</b> Use standard and nonstandard techniques to measure and compare.  <b>Unit 25 (V2, page 526):</b> Make comparisons using weight and measurement.  <b>Unit 30 (V2, page 650):</b> Measure temperature.</p>
<p><b>MATHEMATICS STANDARD</b>  <b>STRAND 4: GEOMETRY</b></p>	
<p><b>Concept 1: Spatial Reasoning</b>  <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Uses and responds to positional terms (e.g., between, inside, under, above, behind).</li> <li>Describes the position or location of objects in relation to self or to other objects.</li> </ol>	<p><b>Unit 3 (V1, page 44):</b> Classify items into two categories (outside/inside)  <b>Unit 13 (V1, page 252):</b> Understand concepts such as <i>up/down, over/under, above/below</i>.  <b>Unit 18 (V1, page 366):</b> Experience the directions on a map.</p>
<p><b>Concept 2: Shapes</b>  <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Recognizes basic two-dimensional shapes.</li> <li>Uses the names of geometric shapes when describing objects found in the environment.</li> </ol>	<p><b>Unit 7 (V1, page 124):</b> Classify common shapes.  <b>Unit 11 (V1, page 208):</b> Continue to develop understanding of shapes, including cylinders.  <b>Unit 14 (V1, page 274):</b> Identify shapes found in the environment.  <b>Unit 24 (V2, page 506):</b> Recognize geometric shapes that appear in nature.</p>

<ul style="list-style-type: none"> <li>c. Creates two- and three-dimensional shapes during play.</li> <li>d. Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.</li> </ul>	<p><b>Unit 32 (V2, page 698):</b> Recognize geometric shapes in the environment.</p>
<p><b>SCIENCE STANDARD</b></p> <p>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. <b>The LED Foundations (pages 67-78) “Science and Math, Building a Foundation”</b>, by Sharon MacDonald, provide teachers the information they need to begin designing early scientific learning in the classroom.</p>	
<p><b>SCIENCE STANDARD</b></p> <p><b>STRAND 1: INQUIRY AND APPLICATION</b></p>	
<p><b>Concept 1: Exploration, Observations, and Hypotheses</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.</li> <li>b. Identifies attributes of objects, living things, and natural events in the environment.</li> <li>c. Describes changes in objects, living things, and the natural events in the environment.</li> <li>d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.</li> <li>e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.</li> </ul>	<p><b>Unit 1 (V1, page 2):</b> Make predictions</p> <p><b>Unit 2 (V1, page 24):</b> Make simple comparisons</p> <p><b>Unit 3 (V1, page 44):</b> Practice making a hypothesis based on information.</p> <p><b>Unit 4 (V1, page 62):</b> Develop observation skills.</p> <p><b>Unit 5 (V1, page 82):</b> Identify similarities and differences.</p> <p><b>Unit 6 (V1, page 104):</b> Acquires knowledge about the physical properties of the world.</p> <p><b>Unit 7 (V1, page 124):</b> Predict the outcome of a scientific experiment.</p> <p><b>Unit 8 (V1, page 144):</b> Test predictions through exploration and experimentation</p> <p><b>Unit 9 (V1, page 164):</b> Observe and discuss common properties.</p> <p><b>Unit 16 (V1, page 320):</b> Observe, investigate, and ask questions about the world around him.</p> <p><b>Unit 21 (V2, page 436):</b> Observe, describe, and discuss properties of materials.</p>
<p><b>Concept 2: Investigation</b></p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Uses a variety of tools and materials to investigate.</li> <li>b. Makes predictions and checks them through hands-on investigation with adult support.</li> <li>c. Adjusts the experiment if results are different than expected and continues testing.</li> </ul>	<p><b>Unit 1 (V1, page 2):</b> Solve a simple problem; Make predictions.</p> <p><b>Unit 2 (V1, page 24):</b> Makes choices based on previously learned skills</p> <p><b>Unit 4 (V1, page 62):</b> Develop observation skills.</p> <p><b>Unit 8 (V1, page 144):</b> Test predictions through exploration and experimentation; Solve a problem using deductive reasoning.</p> <p><b>Unit 9 (V1, page 164):</b> Seek multiple solutions to a problem; Observe and discuss common properties</p>

<p>d. Persists with an investigation.</p>	<p><b>Unit 14 (V1, page 274):</b> Use a variety of tools to solve problems and draw conclusions.  <b>Unit 15 (V1, page 296):</b> Use equipment for investigation.  <b>Unit 16 (V1, page 320):</b> Observe, investigate, and ask questions about the world around him.  <b>Unit 22 (V2, page 458):</b> Recognize tools associated with science</p>
<p><b>Concept 3: Analysis and Conclusion</b>  <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Uses a variety of materials to record and organize data.</li> <li>b. Identifies cause and effect relationships.</li> <li>c. Constructs explanation about investigations.</li> </ul>	<p><b>Unit 5 (V1, page 82):</b> Recognize cause and effect; Identify similarities and differences.  <b>Unit 13 (V1, page 252):</b> Draw conclusions.  <b>Unit 23 (V2, page 482):</b> Recognize cause and effect relationships, especially as they relate to the environment.  <b>Unit 27 (V2, page 578):</b> Solve problems using previously acquired knowledge.  <b>Unit 28 (V2, page 602):</b> Answer questions that indicate his ability to analyze and synthesize that he hears and experiences.  <b>Unit 34 (V2, page 746):</b> Recognize cause and effect relationships.</p>
<p><b>Concept 4: Communication</b>  <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Displays and interprets data.</li> <li>b. Presents their scientific ideas in a variety of ways.</li> <li>c. Conducts further investigation based on prior experience and information gained.</li> </ul>	<p><b>Unit 1 (V1, page 2):</b> Make predictions  <b>Unit 2 (V1, page 24):</b> Understand the concept of charting based on one attribute.  <b>Unit 10 (V1, page 186):</b> Generate explanations regarding experiments and explorations.  <b>Unit 19 (V2, page 392):</b> Obtain and use evidence to promote explanations.  <b>Unit 20 (V2, page 414):</b> Generate explanations and communicate conclusions regarding their experiments and explorations.  <b>Unit 22 (V2, page 458):</b> Use scientific language when describing science-related experiences.</p>

<b>SOCIAL STUDIES STANDARD</b>	
<p>Social Studies permeates the preschool classroom, from learning about celebrations and community helpers to exploring identity in terms of family, culture, and community. Preschoolers using this curriculum begin their social studies explorations as they examine themselves, their families, and their communities. While social studies involves learning about the world and its people, it also leads to the development of a strong social-emotional center as children begin to take on the perspectives of others, while becoming active participants in the larger world in which they live.</p>	
<b>SOCIAL STUDIES STANDARD STRAND 1: FAMILY</b>	
<p><b>Concept 1: Understands Family</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Views self as a member of the family unit.</li> <li>b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.</li> <li>c. Describes/discusses own family's cultural or family traditions.</li> <li>d. Identifies similarities and differences in their family composition and the families of</li> <li>e. Develops an awareness of their personal &amp; family history.</li> <li>f. Shows knowledge of family members' roles and responsibilities in the home.</li> </ol>	<p><b>Foundations (page 91-96): The Stepping Stones of Family Involvement</b> <b>Unit 2 (V1, page 24):</b> Identify similarities and differences in family characteristics. <b>Unit 3 (V1, page 44):</b> Understand family relationships and how families help each other.</p>
<b>SOCIAL STUDIES STANDARD STRAND 2: COMMUNITY</b>	
<p><b>Concept 1: Understands Community</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.</li> <li>b. Identifies, discusses and asks questions about similarities and differences in other people in their community</li> <li>c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.</li> </ol>	<p><b>Unit 2 (V1, page 24):</b> Learn more about others and how all people differ <b>Unit 6 (V1, page 104):</b> Learn about other cultures. <b>Unit 7 (V1, page 124):</b> Recognize that people from different cultures may have customs that are unfamiliar. <b>Unit 8 (V1, page 144):</b> Value individual differences <b>Unit 12 (V1, page 230):</b> Be exposed to children's literature from cultures around the world.</p>
<p><b>Concept 2: Rights, Responsibilities and Roles within Community</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Demonstrates responsible behaviors.</li> <li>b. Shows an understanding of how to care for the environment.</li> </ol>	<p><b>Unit 4 (V1, page 62):</b> Develop an understanding of the role an optometrist plays in caring for vision; Begin to recognize that people depend on each other. <b>Unit 5 (V1, page 82):</b> Understand the importance of being a member of a</p>

<ul style="list-style-type: none"> <li>c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.</li> <li>d. Seeks opportunities for leadership.</li> <li>e. Describes the purpose of rules.</li> <li>f. Recognizes that people have wants and must make choices because resources and materials are limited.</li> <li>g. Describes their role at home, at school, and in the community.</li> </ul>	<p>community group; Learn what it means to be a good citizen.  <b>Unit 8 (V1, page 144):</b> Begin to understand the use of money in society  <b>Unit 12 (V1, page 230):</b> understand the function of social events such as mealtime  <b>Unit 13 (V1, page 252):</b> Understand the value of participation in group activities without competition; Be exposed to the cultural value of team sports and good sportsmanship.  <b>Unit 17 (V1, page 342):</b> Understand the role of community helpers in society.  <b>Unit 27 (V2, page 578):</b> Understand the role of farmers and farming in society; Increase understanding of how people in the world depend on fruits and vegetables for food.</p>
<p><b>Concept 3: Geography</b>  <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Uses words to describe directionality and/or location within the community.</li> <li>b. Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains</li> </ul>	<p><b>Unit 9 (V1, page 164):</b> Develop a growing understanding of position in space, geographical location and direction.  <b>Unit 14 (V1, page 274):</b> Understand the importance of places in the community to society.  <b>Unit 16 (V1, page 320):</b> Understand the role of transportation in society; Recognize the value of public transportation.  <b>Unit 18 (V1, page 366):</b> Be exposed to the way others eat, live, dress, and play  <b>Unit 19 (V2, page 392):</b> Develop a growing understanding of position in space, geographical location and direction.  <b>Unit 20 (V2, page 414):</b> Understand the relationships between people and the environments in which they live.</p>
<p><b>SOCIAL STUDIES STANDARD</b>  <b>STRAND 3: HISTORICAL THINKING</b></p>	
<p><b>Concept 1: Understands Time – Past, Present and Future</b>  <i>Indicators:</i></p> <ul style="list-style-type: none"> <li>a. Demonstrates an understanding of time in the context of daily experiences.</li> <li>b. Understands that events happened in the past and how these events relate to one’s self, family and community.</li> </ul>	<p><b>Unit 19 (V2, page 392):</b> Recognize the contribution of people around the world.  <b>Unit 21 (V2, page 436):</b> Recognize events that happened in the past; Understand how people lived in the past and how their lives changed over time; Recognize that in the past people had more trouble fulfilling their basic needs  <b>Unit 29 (V2, page 628):</b> Recognize the natural passage of time and the role different seasons play in our lives.  <b>Unit 31 (V2, page 674):</b> Differentiate among past, present, and future.</p>



<b>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY</b>	
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.	
<b>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT</b>	
<b>Concept 1: Gross Motor Development</b> <i>Indicators:</i> <ol style="list-style-type: none"> <li>Moves with balance.</li> <li>Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).</li> <li>Moves with coordination.</li> <li>Demonstrates spatial awareness in physical activity.</li> </ol>	<b>Unit 2 (V1, page 24):</b> Build gross motor skills by running, jumping and hopping. <b>Unit 9 (V1, page 164):</b> continue to participate in active outdoor games involving running, skipping, hopping, and jumping. <b>Unit 11 (V1, page 208):</b> Participate in activities that will build physical fitness. <b>Unit 19 (V2, page 392):</b> Demonstrate competence in coordinated movements using large muscles.
<b>Concept 2: Fine Motor Development</b> <i>Indicators:</i> <ol style="list-style-type: none"> <li>Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).</li> <li>Uses eye-hand coordination to perform simple tasks.</li> <li>Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.</li> <li>Uses fine motor skills in daily living</li> </ol>	<b>Unit 2 (V1, page 24):</b> Experiment with different writing tools. <b>Unit 5 (V1, page 82):</b> Build motor skills by cutting out patterns. <b>Unit 25 (V2, page 526):</b> Use fine motor skills with increasing complexity. <b>Unit 31 (V2, page 674):</b> Show increased skill in writing letters and words.
<b>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STRAND 2: HEALTH</b>	
<b>Concept 1: Personal Health and Hygiene Practices</b> <i>Indicators:</i> <ol style="list-style-type: none"> <li>Demonstrates hygiene practices.</li> <li>Demonstrates healthy practices.</li> <li>Awareness of the functions of body parts.</li> </ol>	<b>Unit 1 (V1, page 2):</b> Begin to learn about basic hygiene and ways to stay healthy in a school setting; Perform Simple self-help skills <b>Unit 8 (V1, page 144):</b> Understand the importance of basic hygiene and cleanliness. <b>Unit 12 (V1, page 230):</b> Understand the function of social events such as mealtime.

<b>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STRAND 3: SAFETY</b>	
<p><b>Concept 1: Safety and Injury Prevention</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.</li> <li>Demonstrates transportation and street safety practices.</li> <li>Enforces personal boundaries (safety, self-advocacy and boundary awareness).</li> <li>Knows personal information.</li> <li>Demonstrates emergency safety practices.</li> <li>Identifies how adults help to keep us safe.</li> </ol>	<p><b>Unit 7 (V1, page 124):</b> Learn about safety when working with certain elements.</p> <p><b>Unit 16 (V1, page 320):</b> Recognize the importance of traffic rules and laws.</p> <p><b>Unit 17 (V1, page 342):</b> Understand the value of personal safety; Articulate basic safety rules; Participate in role-play activities related to safety and health.</p> <p><b>Unit 23 (V2, page 482):</b> Recognize the role of the environment in personal safety and good health.</p> <p><b>Unit 29 (V2, page 628):</b> Recognize how what we wear depends on the weather and how it can affect our health.</p> <p><b>Unit 34 (V2, page 746):</b> Understand that some bugs and spiders are dangerous.</p>
<b>FINE ARTS STANDARD</b>	
<p>The Creative Development (Arts) in LED 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.</p>	
<b>FINE ARTS STANDARD STRAND 1: VISUAL ARTS</b>	
<p><b>Concept 1: Creates and Understands Visual Arts</b> <i>Indicators:</i></p> <ol style="list-style-type: none"> <li>Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).</li> <li>Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.</li> <li>Creates art in two and three dimensions.</li> <li>Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Use more than one medium to create artwork.</p> <p><b>Unit 3 (V1, page 44):</b> Express himself through various mediums;</p> <p><b>Unit 4 (V1, page 62):</b> Express herself using various mediums.</p> <p><b>Unit 6 (V1, page 104):</b> Mix colors to make new color combinations.</p> <p><b>Unit 18 (V1, page 366):</b> Construct sculptures and other art from various materials.</p> <p><b>Unit 25 (V2, page 526):</b> Recognize the aesthetic value of natural elements such as rocks.</p> <p><b>Unit 27 (V2, page 578):</b> Use various media to create art both individually and in a group.</p> <p><b>Unit 30 (V2, page 650):</b> Use collaboration in completing an art project.</p>

<b>FINE ARTS STANDARD</b> <b>STRAND 2: MUSIC AND CREATIVE MOVEMENT</b>	
<p><b>Concept 1: Creates and Understands Music, Movement and Dance</b></p> <p><i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.</li> <li>b. Sings and moves to familiar rhymes, songs, and chants.</li> <li>c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.</li> <li>d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, Gospel, bluegrass, lullabies, marches and country music).</li> <li>e. Uses creative movement and dance to interpret the mood of various types of music and stories.</li> </ol>	<p><b>Unit 1 (V1, page 2):</b> Participate in creative movement and music activities.</p> <p><b>Unit 3 (V1, page 44):</b> Participate in group music activities.</p> <p><b>Unit 5 (V1, page 82):</b> Learn how music can be used to express feelings; Listen intentionally to music.</p> <p><b>Unit 7 (V1, page 124):</b> Participate in singing songs and dancing to music.</p> <p><b>Unit 10 (V1, page 186):</b> Express herself through participation in creating music; Understand that other cultures have different types and styles of music.</p> <p><b>Unit 11 (V1, page 208):</b> Understand that other cultures have different types and styles of music and art.</p> <p><b>Unit 16 (V1, page 320):</b> Participate in songs and express himself through music.</p>
<b>FINE ARTS STANDARD</b> <b>STRAND 3: DRAMA</b>	
<p><b>Concept 1: Creates Dramatic Activities</b></p> <p><i>Indicators:</i></p> <ol style="list-style-type: none"> <li>a. Assumes roles from daily activities using a variety of props.</li> <li>b. Takes on more than one dramatic play role at a time.</li> <li>c. Pretends an object exists without using a prop.</li> <li>d. Dramatizes familiar stories.</li> <li>e. Adds details and new elements to dramatic play situations.</li> </ol>	<p><b>Unit 9 (V1, page 164):</b> Show growing creativity and imagination in using materials and in dramatic play situations.</p> <p><b>Unit 12 (V1, page 230):</b> Participate in creative expression through acting out a familiar story.</p> <p><b>Unit 15 (V1, page 296):</b> Use creativity and imagination in role-play situations.</p> <p><b>Unit 17 (V1, page 342):</b> Participate in role-play activities related to safety and health.</p> <p><b>Unit 29 (V2, page 628):</b> Participate in creative expression and dramatic play with props and music.</p>