



Delaware Early Learning Foundations: Preschool Alignment with  
Learn Every Day: The Preschool Curriculum

\*The Learn Every Day: Preschool supportive resources, units, lessons and learning objectives are examples of how the curriculum meets the Delaware standards, as is not intended to be an all inclusive list.

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Self-Concept</b>	<p>SE31 Be with adults who are consistent, responsive, and caring</p> <p>SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment</p> <p>SE33 Participate in activities that are challenging but within their reach</p> <p>SE34 Assume a role in determining how they will learn</p>	<p><b>LED Foundations (page 28):</b> <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p><b>Unit 1, Lesson 1 (page 5):</b> <i>My Daily Routine</i></p> <p><b>Unit 1, Lesson 2 (page 8):</b> <i>My Teacher and Others Who Help Me at School</i></p> <p><b>Unit 1, Lesson 3 (page 11):</b> <i>My Friends at School</i></p> <p><b>Unit 1, Lesson 4 (page 14):</b> <i>My Choices</i></p> <p><b>Unit 1, Lesson 5 (page 18):</b> <i>My School</i></p> <p><b>Unit 10 (V1, page 186):</b> Develop self-esteem through making individual choices</p> <p><b>Unit 11 (V1, page 208):</b> Demonstrate initiative in chosen learning activities</p> <p><b>Unit 20 (V2, page 414):</b> Demonstrate confidence and positive self-image</p> <p><b>Unit 22 (V2, page 458):</b> Demonstrate age-appropriate independence</p>

		<p><b>Unit 23 (V2, page 482):</b> Build positive self-image by realizing he can help keep the environment healthy</p> <p><b>Unit 27 (V2, page 578):</b> Make decisions based on personal preferences</p> <p><b>Unit 32 (V2, page 698):</b> Feel good about the choices she makes</p> <p><b>Unit 36 (V2, page 796):</b> Show confidence in his abilities; Complete a task after it is started</p>
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## SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives
<b>Self-Concept</b>	SE35 Participate in meaningful responsibilities	<p><b>LED Foundations (page 28):</b> <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p><b>Unit 1, Lesson 1 (page 5):</b> <i>My Daily Routine</i></p> <p><b>Unit 1, Lesson 2 (page 8):</b> <i>My Teacher and Others Who Help Me at School</i></p> <p><b>Unit 1, Lesson 3 (page 11):</b> <i>My Friends at School</i></p> <p><b>Unit 1, Lesson 4 (page 14):</b> <i>My Choices</i></p> <p><b>Unit 1, Lesson 5 (page 18):</b> <i>My School</i></p> <p><b>Unit 3, Lesson 1 (page 47):</b> <i>There Are All Kinds of Families</i></p> <p><b>Unit 3, Lesson 2 (page 50):</b> <i>People in a Family Help Each Other</i></p> <p><b>Unit 3, Lesson 3 (page 52):</b> <i>Families Live in Many Different Places</i></p> <p><b>Unit 3, Lesson 4 (page 54):</b> <i>Families Live in Different Kinds of Homes</i></p> <p><b>Unit 3, Lesson 5 (page 57):</b> <i>Families Share Special Times Together</i></p> <p><b>Unit 1 (V1, page 2):</b> Recognize that people differ and that we respect those differences; Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school</p> <p><b>Unit 2 (V1, page 24):</b> Begin to identify emotions; Participate in small-group discussions; Understand family</p>
	SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways	
	SE37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging	

		<p>relationships and how families help each other</p> <p><b>Unit 2 (V1, page 24):</b> Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p><b>Unit 3 (V1, page 44):</b> Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p><b>Unit 4 (V1, page 62):</b> Begin to recognize that people depend on each other</p> <p><b>Unit 5 (V1, page 82):</b> Learn about trust; Understand the importance of being a member of a community group</p> <p><b>Unit 5 (V1, page 82):</b> Learn what it means to be a good citizen</p> <p><b>Unit 6 (V1, page 104):</b> Learn about other cultures</p> <p><b>Unit 7 (V1, page 124):</b> Recognize that people from different cultures may have customs that are unfamiliar</p> <p><b>Unit 13 (V1, page 252):</b> Understand the value of participation in group activities without competition</p> <p><b>Unit 14 (V1, page 274):</b> Cooperate with others</p>
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## SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives
<b>Self-Regulation</b>	SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)	<b>Unit 1, Lesson 4 (page 14):</b> <i>My Choices</i> <b>Unit 2, Lesson 2 (page 30):</b> <i>My Feelings</i> <b>Unit 2, Lesson 4 (page 36):</b> <i>Things I can Change/Things I Can't Change</i>
	SE39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)	<b>Unit 5, Lesson 3 (page 92):</b> <i>Working Together and Getting Along</i>
	SE40 Express feelings through play and artistic representation	<b>Unit 1 (V1, page 2):</b> Recognize that people differ and that we respect those differences; Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school
	SE41 Begin to understand that actions have consequences	<b>Unit 2 (V1, page 24):</b> Begin to identify emotions; Participate in small-group

	SE42 Express Follow simple rules and routines with minimal help	<p>discussions; Understand family relationships and how families help each other</p> <p><b>Unit 3 (V1, page 44):</b> Identify common emotions; Participate in small-group discussions about emotions and feelings; Understand family relationships and how families help each other</p> <p><b>Unit 12 (V1, page 230):</b> Appreciate and understand that everyone has strengths and weaknesses</p> <p><b>Unit 15 (V1, page 296):</b> Recognize and label the emotions of others</p> <p><b>Unit 16 (V1, page 320):</b> Work together to achieve a common goal</p> <p><b>Unit 17 (V1, page 342):</b> Recognize the feelings of others</p> <p><b>Unit 25 (V2, page 526):</b> Collaborate with others to complete an activity</p> <p><b>Unit 26 (V2, page 550):</b> Engage with peers in a social situation</p> <p><b>Unit 35 (V2, page 770):</b> Follow simple rules, routines, and directions</p>
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## SOCIAL AND EMOTIONAL DEVELOPMENT

<b>SUB-DOMAIN</b>	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Self-Regulation</b>	SE43 Experience logical and natural consequences	<b>LED Foundations (page 28):</b> <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i>
	SE44 Complete activities that he/she has started	
	SE45 Use materials purposefully, safely, and respectfully	<b>Unit 17, Lesson 3 (page 352):</b> <i>Safety at School and Home</i>
	SE45 Attempt to solve problems in a positive manner.	<p><b>Unit 1 (V1, page 2):</b> Solve a simple problem; Engage in symbolic play with other children</p> <p><b>Unit 1 (V1, page 2):</b> Recognize that people differ and that we respect those differences;</p>

		<p>Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school</p> <p><b>Unit 2 (V1, page 24):</b> Communicate likes and/or dislikes</p> <p><b>Unit 5 (V1, page 82):</b> Recognize cause and effect; Solve a problem using previously learned information</p> <p><b>Unit 7 (V1, page 124):</b> Enjoy a collaborative group activity</p> <p><b>Unit 9 (V1, page 164):</b> Work cooperatively in groups</p> <p><b>Unit 13 (V1, page 252):</b> Play games with rules</p> <p><b>Unit 15 (V1, page 296):</b> Recognize and label the emotions of others</p> <p><b>Unit 17 (V1, page 342):</b> Solve a problem with oral information; Maintain interest in a project until it is completed</p> <p><b>Unit 29 (V2, page 628):</b> Solve a problem using past experience and knowledge</p> <p><b>Unit 30 (V2, page 650):</b> Work cooperatively with others to complete a project</p> <p><b>Unit 36 (V2, page 796):</b> Complete a task after it is started</p>
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## SOCIAL AND EMOTIONAL DEVELOPMENT

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Social Relationships and Cooperation</b>	SE47 Develop trust in familiar adults and close peers	<p><b>LED Foundations (page 28):</b> <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p><b>Unit 1, Lesson 2 (page 8):</b> <i>My Teacher and Others Who Help Me at School</i></p> <p><b>Unit 1, Lesson 3 (page 11):</b> <i>My Friends at School</i></p> <p><b>Unit 5, Lesson 1 (page 85):</b> <i>Getting to</i></p>
	SE48 Receive guidance, support and directions from a range of familiar adults	
	SE49 Develop and maintain friendships with peers	
	SE50 Develop awareness of other's perspectives-and gain an	

	understanding of how their actions impact those around them	<p><i>Know Each Other</i></p> <p><b>Unit 5, Lesson 2 (page 88):</b> <i>Everybody's the Same, Everybody's Different</i></p> <p><b>Unit 5, Lesson 3 (page 92):</b> <i>Working Together and Getting Along</i></p> <p><b>Unit 5, Lesson 4 (page 95):</b> <i>Becoming Friends</i></p> <p><b>Unit 5, Lesson 5 (page 98):</b> <i>Trusting and Relying on Each Other</i></p>
	SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)	<p><b>Unit 5 (V1, page 82):</b> Learn about trust</p> <p><b>Unit 7 (V1, page 124):</b> Enjoy a collaborative group activity</p> <p><b>Unit 14 (V1, page 274):</b> Cooperate with others</p> <p><b>Unit 16 (V1, page 320):</b> Work together to achieve a common goal</p> <p><b>Unit 17 (V1, page 342):</b> Recognize the feelings of others</p> <p><b>Unit 21 (V2, page 436):</b> Understand the feelings of others</p> <p><b>Unit 24 (V2, page 506):</b> Understand the feelings of others; Enjoy social interactions with peers</p> <p><b>Unit 29 (V2, page 628):</b> Make decisions about preferences and friends; Work collaboratively with others</p> <p><b>Unit 33 (V2, page 720):</b> Learn about the importance of getting along with others</p>

## SOCIAL AND EMOTIONAL DEVELOPMENT

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Social Relationships and Cooperation</b>	SE52 Develop ability to initiate and sustain play with peers	<b>LED Foundations (page 28):</b> <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i>
	SE53 Be a helpful member of a group or household through sharing tasks or chores	
	SE54 Develop turn taking and negotiation skills	<b>Unit 5, Lesson 5 (page 98):</b> <i>Trusting and Relying on Each Other</i>

		<p><b>Unit 7 (V1, page 124):</b> Enjoy a collaborative group activity</p> <p><b>Unit 9 (V1, page 164):</b> Work cooperatively in groups</p> <p><b>Unit 12 (V1, page 230):</b> Appreciate and understand that everyone has strengths and weaknesses</p> <p><b>Unit 16 (V1, page 320):</b> Work together to achieve a common goal</p> <p><b>Unit 24 (V2, page 506):</b> Understand the feelings of others; Enjoy social interactions with peers</p> <p><b>Unit 25 (V2, page 526):</b> Collaborate with others to complete an activity</p> <p><b>Unit 26 (V2, page 550):</b> Engage with peers in a social situation</p> <p><b>Unit 27 (V2, page 578):</b> Make decisions based on personal preferences</p> <p><b>Unit 29 (V2, page 628):</b> Make decisions about preferences and friends; Work collaboratively with others</p> <p><b>Unit 30 (V2, page 650):</b> Work cooperatively with others to complete a project</p> <p><b>Unit 31 (V2, page 674):</b> Work cooperatively in a group; Recognize and honor the choices made by others</p> <p><b>Unit 32 (V2, page 698):</b> Feel good about the choices she makes</p> <p><b>Unit 33 (V2, page 720):</b> Learn about the importance of getting along with others</p>
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## APPROACHES TO LEARNING

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives
<b>Initiative and Curiosity</b>	AL31 Participate in a variety of tasks and activities using all five senses	<b>LED Foundations (page 22):</b> <i>What the Brain Research Tells Us about How Children Learn</i>
	AL32 Make independent choices during play and throughout	<b>Unit 4, Lesson 1 (page 65):</b> <i>Seeing</i>



	the daily routine	<p><b>Unit 4, Lesson 2 (page 69):</b> <i>Hearing</i>  <b>Unit 4, Lesson 3 (page 72):</b> <i>Touching</i>  <b>Unit 4, Lesson 4 (page 75):</b> <i>Smelling</i>  <b>Unit 4, Lesson 5 (page 78):</b> <i>Tasting</i></p> <p><b>Unit 2 (V1, page 24):</b> Make choices based on previously learned skills  <b>Unit 9 (V1, page 164):</b> Show growing creativity and imagination in using materials in dramatic play situations  <b>Unit 10 (V1, page 186):</b> Demonstrate imagination and inventiveness in approaching tasks and activities  <b>Unit 11 (V1, page 208):</b> Demonstrate imagination and inventiveness in approaching tasks and activities  <b>Unit 11 (V1, page 208):</b> Demonstrate initiative in chosen learning activities  <b>Unit 15 (V1, page 296):</b> Use creativity and imagination in role-play situations  <b>Unit 19 (V2, page 392):</b> Show personal interest by choice of activities and materials  <b>Unit 22 (V2, page 458):</b> Demonstrate age-appropriate independence  <b>Unit 24 (V2, page 506):</b> Create art using various types of mediums</p>
	AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence	
	AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks	

## APPROACHES TO LEARNING

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives
<b>Engagement and Persistence</b>	AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	<p><b>LED Foundations (page 22):</b> <i>What the Brain Research Tells Us about How Children</i>  <b>LED Foundations (page 32):</b> <i>Learning Centers</i></p>
	AL36 Begin to develop and follow through with plan for play and other activities	<p><b>Unit 1, Lesson 4 (page 14):</b> <i>My Choices</i>  <b>Unit 2, Lesson 4 (page 36):</b> <i>Things I can Change/Things I Can't Change</i></p>
	AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project	<p><b>Unit 8 (V1, page 144):</b> Test predictions through exploration and experimentation</p>



		<p><b>Unit 11 (V1, page 208):</b> Demonstrate initiative in chosen learning activities</p> <p><b>Unit 16 (V1, page 320):</b> Work together to achieve a common goal</p> <p><b>Unit 17 (V1, page 342):</b> Extend dramatic play to other areas</p> <p><b>Unit 19 (V2, page 392):</b> Show personal interest by choice of activities and materials</p> <p><b>Unit 25 (V2, page 526):</b> Collaborate with others to complete an activity</p> <p><b>Unit 27 (V2, page 578):</b> Make decisions based on personal preferences</p> <p><b>Unit 30 (V2, page 650):</b> Work cooperatively with others to complete a project</p> <p><b>Unit 35 (V2, page 770):</b> Follow simple rules, routines, and directions</p> <p><b>Unit 36 (V2, page 796):</b> Complete a task after it is started</p>
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## APPROACHES TO LEARNING

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives
<b>Reasoning and Problem Solving</b>	AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults	<p><b>LED Foundations (page 22):</b> <i>What the Brain Research Tells Us about How Children Learn</i></p> <p><b>Unit 1 (V1, page 2):</b> Solve a simple problem; Engage in symbolic play with other children</p> <p><b>Unit 2 (V1, page 24):</b> Make choices based on previously learned skills; Identify multiple uses for an object</p> <p><b>Unit 4 (V1, page 62):</b> Develop observation skills; Learn to ask complex questions</p> <p><b>Unit 5 (V1, page 82):</b> Recognize cause and effect; Solve a problem using previously learned information</p> <p><b>Unit 6 (V1, page 104):</b> Make deductions; Solve riddles</p> <p><b>Unit 8 (V1, page 144):</b> Solve a problem using deductive reasoning; Sort by categories with multiple attributes</p> <p><b>Unit 9 (V1, page 164):</b> Seek multiple</p>
	AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences	
	AL40 Demonstrate the ability to sequence events	
	AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems	

		<p>solutions to solve a problem; Use past knowledge</p> <p><b>Unit 15 (V1, page 296):</b> Use past knowledge to build new knowledge</p> <p><b>Unit 16 (V1, page 320):</b> Use prior knowledge to solve a problem</p> <p><b>Unit 17 (V1, page 342):</b> Solve a problem with oral information; Maintain interest in a project until it is completed</p> <p><b>Unit 18 (V1, page 366):</b> Solve a problem that has more than one answer</p> <p><b>Unit 22 (V2, page 458):</b> Sequence the steps in the scientific process</p> <p><b>Unit 23 (V2, page 482):</b> Recognize cause-and-effect relationships especially as they relate to the environment</p> <p><b>Unit 24 (V2, page 506):</b> Solve problems based on prior knowledge</p> <p><b>Unit 25 (V2, page 526):</b> Solve problems based on previous knowledge</p> <p><b>Unit 26 (V2, page 550):</b> Solve complex problems with multiple solutions</p> <p><b>Unit 27 (V2, page 578):</b> Solve problems using previously acquired knowledge</p> <p><b>Unit 28 (V2, page 602):</b> Answer questions that indicate his ability to analyze and synthesize what he hears and experiences</p> <p><b>Unit 29 (V2, page 628):</b> Solve a problem using past experience and knowledge</p> <p><b>Unit 30 (V2, page 650):</b> Solve complex problems based on prior knowledge</p> <p><b>Unit 34 (V2, page 746):</b> Recognize cause-and-effect relationships</p> <p><b>Unit 35 (V2, page 770):</b> Connect prior knowledge to solve a problem</p> <p><b>Unit 36 (V2, page 796):</b> Apply prior understanding to solve a problem</p>
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## LANGUAGE AND LITERACY

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Receptive Communication</b>	LL31 Respond to their names, requests for	<b>LED Foundations (page 60): <i>Building Blocks of Literacy</i></b>

	action, or information	<b>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></b>
	LL32 Develop listening, watching, attention, and comprehension skills	<b>Unit 1 (V1, page 2):</b> Learn vocabulary associated with going to school; Follow two-step directions
	LL33 Follow two- or three-step directions	<b>Unit 4 (V1, page 62):</b> Develop listening skills; Listen with intent
	LL34 Identify particular sounds in the environment through different media	<b>Unit 4 (V1, page 62):</b> Learn new vocabulary related to the senses, and identify the function of each sense
	LL35 Respond to questions	<b>Unit 5 (V1, page 82):</b> Ask and answer questions requiring a complex answer
	LL36 Increase vocabulary to include prepositions and basic concepts	<b>Unit 7 (V1, page 124):</b> Ask questions for clarification <b>Unit 10 (V1, page 186):</b> Learn vocabulary associated with music and musical instruments <b>Unit 12 (V1, page 230):</b> Use increasingly complex vocabulary <b>Unit 13 (V1, page 252):</b> Use vocabulary related to sports and exercise <b>Unit 13 (V1, page 252):</b> Understand and use prepositions <b>Unit 15 (V1, page 296):</b> Answer questions that require a complex response <b>Unit 17 (V1, page 342):</b> Use age-appropriate grammar; Listen with intent <b>Unit 28 (V2, page 602):</b> Answers questions requiring a complex response <b>Unit 28 (V2, page 602):</b> Answer questions that indicate his ability to analyze and synthesize what he hears and experiences <b>Unit 31 (V2, page 674):</b> Demonstrate an understanding of prepositions

## LANGUAGE AND LITERACY

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Expressive Communication</b>	LL37 Be aware that people communicate in a	<b>LED Foundations (page 60): <i>Building Blocks of Literacy</i></b>

	variety of ways (verbal and non-verbal)	<p><b>LED Foundations (page 43): Teaching Dual and English Language Learners</b></p> <p><b>Unit 2 (V1, page 24):</b> Communicate likes and/or dislikes; Answer simple questions requiring a one-word answer</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 5 (V1, page 82):</b> Ask and answer questions requiring a complex answer</p> <p><b>Unit 6 (V1, page 104):</b> Use color words to describe everyday objects</p> <p><b>Unit 7 (V1, page 124):</b> Express ideas using age-appropriate language</p> <p><b>Unit 8 (V1, page 144):</b> Use complex sentences to describe routines and activities</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 11 (V1, page 208):</b> Use multiple-word sentences to describe feelings and activities</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 14 (V1, page 274):</b> Recite short stories and rhymes</p> <p><b>Unit 15 (V1, page 296):</b> Answer questions that require a complex response</p> <p><b>Unit 16 (V1, page 320):</b> Demonstrate knowledge of prepositions with increasing accuracy in spoken language</p> <p><b>Unit 17 (V1, page 342):</b> Use age-appropriate grammar; Listen with intent</p> <p><b>Unit 18 (V1, page 366):</b> Use vocabulary related to maps and directions</p> <p><b>Unit 19 (V2, page 392):</b> 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</p> <p><b>Unit 21 (V2, page 436):</b> Communicate needs and wants clearly</p> <p><b>Unit 22 (V2, page 458):</b> Use scientific</p>
LL38	Communicate so they will be understood by peers and adults	
LL39	Play with language such as rhyming	
LL40	Use language to enter play situation	
LL41	Participate in turn taking conversations	
LL42	Dictate a story to an adult	
LL43	Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features	
LL44	Use volume and tone or ASL facial grammar appropriate to the situation	
LL45	Respond appropriately to messages in conversation	
LL46	Express emotions through language	
LL47	Use language appropriately during play situations	

		<p>language when describing science-related experiences; Recognize tools associated with science</p> <p><b>Unit 23 (V2, page 482):</b> Use correct terms such as <i>recycle, reuse, and renew</i>; Be able to name some steps that can help the environment</p> <p><b>Unit 24 (V2, page 506):</b> Use increasingly complex vocabulary</p> <p><b>Unit 25 (V2, page 526):</b> Use comparative sentences to describe their experiences</p> <p><b>Unit 26 (V2, page 550):</b> Communicate about something using ordinal number words such as <i>first, second, next, last, etc</i></p> <p><b>Unit 27 (V2, page 578):</b> Communicate about the role of fruits and vegetables in daily life</p> <p><b>Unit 28 (V2, page 602):</b> Answers questions requiring a complex response; Ask questions with increased use of appropriate vocabulary</p> <p><b>Unit 29 (V2, page 628):</b> Communicate by using increasingly more descriptive words and longer sentences</p> <p><b>Unit 30 (V2, page 650):</b> Use vocabulary related to the weather</p> <p><b>Unit 31 (V2, page 674):</b> Demonstrate an understanding of prepositions</p> <p><b>Unit 32 (V2, page 698):</b> Communicate using age-appropriate grammar</p> <p><b>Unit 33 (V2, page 720):</b> Use complex sentences to describe experiences; Answer questions requiring a complex answer</p> <p><b>Unit 34 (V2, page 746):</b> Describe a recent experience in detail</p> <p><b>Unit 35 (V2, page 770):</b> Use vocabulary related to farm animals and describe them in detail</p> <p><b>Unit 36 (V2, page 796):</b> Use rare words appropriately, such as <i>hibernation</i></p>
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<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Expressive Communication</b>	LL48 Experiment with patterns is words	<b>LED Foundations (page 60): <i>Building Blocks of Literacy</i></b>

<b>Emergent Reading</b>	LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	<p><b>LED Foundations (page 43): Teaching Dual and English Language Learners</b></p> <p><b>Unit 1 (V1, page 2):</b> Recognize the first letter in her name; Learn the rudiments of connecting words and ideas to form sentences</p> <p><b>Unit 2 (V1, page 24):</b> Identify the first letter in his or her name; Use vocabulary related to body parts; Listen with intent</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; Retell a simple story</p> <p><b>Unit 7 (V1, page 124):</b> Recognize environmental print; Ask questions for clarification</p> <p><b>Unit 9 (V1, page 164):</b> Identify his name in print; Identify the letters in his name</p> <p><b>Unit 11 (V1, page 208):</b> Continue to develop phonemic awareness</p> <p><b>Unit 17 (V1, page 342):</b> Recognize environmental print</p> <p><b>Unit 19 (V2, page 392):</b> Continue to recognize meaning in visual symbols; build phonemic awareness</p> <p><b>Unit 20 (V2, page 414):</b> Exhibit a variety of behaviors when interacting with books; Continue to recognize print-sound connection</p> <p><b>Unit 21 (V2, page 436):</b> Develop print awareness; Be introduced to the concept of writing a letter</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 24 (V2, page 506):</b> Continue to develop letter recognition</p> <p><b>Unit 25 (V2, page 526):</b> Increase letter-recognition skills; Increase comprehension by participating in a K-W-L chart</p> <p><b>Unit 26 (V2, page 550):</b> Continue to build print awareness; Learn to identify fiction and nonfiction in a story or song</p> <p><b>Unit 27 (V2, page 578):</b> Begin to understand onset rhyme; Build phonemic awareness</p> <p><b>Unit 29 (V2, page 628):</b> Recognize rhyming words; Build phonemic and letter awareness</p>
	LL50 Show increasing awareness of print, familiar signs, labels, and symbols	
	LL51 Identify and name letters of the alphabet	
	LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters	
	LL53 Recognize common letter sounds at the beginning, middle, and end of words	
	LL54 Know the difference between upper- and lower- case letters	



		<p><b>Unit 30 (V2, page 650):</b> Be exposed to onomatopoeia words; Continue to develop letter knowledge and letter recognition</p> <p><b>Unit 31 (V2, page 674):</b> Further develop phonemic awareness; Increase letter recognition</p> <p><b>Unit 32 (V2, page 698):</b> Increase phonemic awareness; Expand letter knowledge</p> <p><b>Unit 33 (V2, page 720):</b> Increase letter recognition; Improve phonemic awareness</p> <p><b>Unit 34 (V2, page 746):</b> Be exposed to a haiku; Be able to identify opposites</p> <p><b>Unit 35 (V2, page 770):</b> Identify rhyming words; Build phonemic awareness</p>
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## LANGUAGE AND LITERACY

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives
<b>Emergent Reading</b>	LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told	<p><b>LED Foundations (page 60):</b> <i>Building Blocks of Literacy</i></p> <p><b>LED Foundations (page 43):</b> <i>Teaching Dual and English Language Learners</i></p> <p><b>Unit 1 (V1, page 2):</b> Learn the rudiments of connecting words and ideas to form sentences</p> <p><b>Unit 5 (V1, page 82):</b> Identify the first letter in his name; 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 7 (V1, page 124):</b> Recognize environmental print; Ask questions for clarification</p> <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; Identify her name in print</p> <p><b>Unit 10 (V1, page 186):</b> Retell favorite stories; Sing fingerplays and rhymes</p> <p><b>Unit 12 (V1, page 230):</b> Retell a favorite</p>
	LL56 Understand the parts of a book and how it is used	
	LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom	
	LL58 Explore different types of literature such as narrative (story) and informative (non-fiction)	
	LL59 Demonstrate that print represents someone's thoughts and ideas	
	LL60 Interpret pictures	
	LL61 Hear words in a sentence and syllables in words	
	LL62 Know that print is read and pictures are not	



		<p>story; Differentiate between fiction and nonfiction books</p> <p><b>Unit 15 (V1, page 296):</b> Connect phrases and sentences to build ideas</p> <p><b>Unit 19 (V2, page 392):</b> Continue to recognize meaning in visual symbols; build phonemic awareness</p> <p><b>Unit 20 (V2, page 414):</b> Exhibit a variety of behaviors when interacting with books; Continue to recognize print-sound connection</p> <p><b>Unit 22 (V2, page 458):</b> Understand the difference between fiction and nonfiction</p> <p><b>Unit 28 (V2, page 602):</b> Retell a simple story in correct sequence; Increase print awareness</p> <p><b>Unit 36 (V2, page 796):</b> Select and enjoy a book of her choice</p>
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## LANGUAGE AND LITERACY

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Emergent Writing</b>	<p>LL63 Use scribbles, symbols, or drawings to share experiences</p> <p>LL64 Use a variety of writing tools and materials</p> <p>LL65 Trace and copy shapes and letters</p> <p>LL66 Begin to print the letters of their first name</p> <p>LL67 Express self through pretend writing</p> <p>LL68 Write in a variety of formats</p> <p>LL69 Practice writing left to right and top to bottom</p> <p>LL70 Use inventive spelling</p> <p>LL71 Develop strength, dexterity, and control needed to use writing tools and materials</p> <p>LL72 Develop hand-eye coordination required for written communication</p>	<p><b>LED Foundations (page 57):</b> <i>Emergent Writing</i></p> <p><b>Unit 1 (V1, page 2):</b> Use more than one medium to create artwork</p> <p><b>Unit 5 (V1, page 82):</b> Build motor skills by cutting out patterns</p> <p><b>Unit 10 (V1, page 186):</b> Develop fine motor skills by using musical instruments that require manipulation</p> <p><b>Unit 12 (V1, page 230):</b> Continue to develop fine motor skills through emergent writing</p> <p><b>Unit 16 (V1, page 320):</b> Develop emergent writing skills</p> <p><b>Unit 20 (V2, page 414):</b> Demonstrate spatial awareness (spatial orientation) in both fine and gross motor activities</p> <p><b>Unit 21 (V2, page 436):</b> Manipulate writing, art, and drawing tools; Write with</p>

		<p>increasing skill</p> <p><b>Unit 23 (V2, page 482):</b> Demonstrate the behaviors of a beginning writer</p> <p><b>Unit 25 (V2, page 526):</b> Use fine motor skills with increasing complexity (stringing beads, for example)</p> <p><b>Unit 31 (V2, page 674):</b> Show increased skill in writing letters and words</p> <p><b>Unit 33 (V2, page 720):</b> Increase fine motor skills through writing</p>
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## MATHAMATICS

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Number and Operations</b>	MA31 Develop an awareness of numbers and counting as a means for understanding quantity	<p><b>LED Foundations (page 67):</b> <i>Science and Math: Building a Foundation</i></p> <p><b>Unit 9, Lesson 1 (page 167):</b> <i>Counting</i></p> <p><b>Unit 9, Lesson 2 (page 170):</b> <i>Sets and Classifying</i></p> <p><b>Unit 9, Lesson 3 (page 174):</b> <i>Comparing</i></p> <p><b>Unit 9, Lesson 4 (page 177):</b> <i>Parts and Wholes</i></p> <p><b>Unit 9, Lesson 5 (page 181):</b> <i>Graphing</i></p> <p><b>Unit 3 (V1, page 44):</b> Begin to identify number concepts up to ten</p> <p><b>Unit 5 (V1, page 82):</b> Continue to learn about graphing; 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> Recognize number and quantity in everyday environments; Use a variety of strategies related to numbers such as comparisons, sets, and graphs; Combine items based on similar attributes; Be introduced to the concept of fractions</p> <p><b>Unit 12 (V1, page 230):</b> Represent numbers up to 10</p>
	MA32 Recite numbers in sequence	
	MA33 Recognize numbers	
	MA34 Use one-to-one correspondence when counting	
	MA35 Use language to compare numbers of objects (Ex: more, less, same)	
	MA36 Determine quantity or "how many"	
	MA37 Understand numbers and number concepts as they relate to everyday life	
	MA38 Use ordinal number words to describe the position of objects (Ex: "first," "second," "third," etc.)	
	MA39 Understand the concept of how numbers relate to quantity	

		<p><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>Unit 28 (V2, page 602):</b> Use complex oral cues to solve a problem involving numbers</p> <p><b>Unit 29 (V2, page 628):</b> Count up to 10</p> <p><b>Unit 30 (V2, page 650):</b> Count to 20</p> <p><b>Unit 32 (V2, page 698):</b> Group items into sets and count them</p>
<p><b>Geometry and Spatial Sense</b></p>	<p>MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes</p> <p>MA41 Put together and take apart increasingly more difficult puzzles</p>	<p><b>LED Foundations (page 67):</b> <i>Science and Math: Building a Foundation</i></p> <p><b>Unit 7, Lesson 1 (page 127):</b> <i>Shapes Everywhere</i></p> <p><b>Unit 7, Lesson 2 (page 130):</b> <i>Shapes and Sizes</i></p> <p><b>Unit 7 Lesson 3 (page 133):</b> <i>Shapes in the Environment</i></p> <p><b>Unit 7, Lesson 4 (page 136):</b> <i>Shapes in Nature</i></p> <p><b>Unit 7, Lesson 5 (page 139):</b> <i>Shapes in Print</i></p> <p><b>Unit 7 (V1, page 124):</b> Identify common shapes in the environment</p> <p><b>Unit 7 (V1, page 124):</b> Classify by common shapes</p> <p><b>Unit 7 (V1, page 124):</b> Use shapes to create art</p> <p><b>Unit 11 (V1, page 208):</b> Continue to develop understanding of shapes, including cylinders</p> <p><b>Unit 14 (V1, page 274):</b> Identify shapes found in the environment</p> <p><b>Unit 20 (V2, page 414):</b> Use symbolic representation to represent people, places, and things through drawings, movement, and three-dimensional objects</p> <p><b>Unit 24 (V2, page 506):</b> Recognize geometric shapes that appear in nature</p> <p><b>Unit 32 (V2, page 698):</b> Recognize geometric shapes in the environment</p>

## MATHAMATICS

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Geometry and Spatial Sense</b>	<p>MA42 Describe how shapes are the same or different (Ex: size, shape, color)</p> <p>MA43 Demonstrate and describe positions of objects</p>	<p><b>LED Foundations (page 67): Science and Math: Building a Foundation</b></p> <p><b>Unit 7 (V1, page 123): Learn Every Day about Shapes</b></p> <p><b>Unit 1 (V1, page 2):</b> Begin to identify and recognize patterns  <b>Unit 2 (V1, page 24):</b> Be introduced to the concept of size; make simple comparisons  <b>Unit 7 (V1, page 124):</b> Classify by common shapes  <b>Unit 9 (V1, page 164):</b> Combine items based on similar attributes  <b>Unit 27 (V2, page 578):</b> Match items based on similar attributes  <b>Unit 24 (V2, page 506):</b> Recognize geometric shapes that appear in nature  <b>Unit 31 (V2, page 674):</b> Place items into sets due to similar attributes  <b>Unit 32 (V2, page 698):</b> Recognize geometric shapes in the environment</p>
<b>Patterns</b>	<p>MA44 Recognize, copy, and extend simple patterns with a variety of materials</p> <p>MA45 Arrange objects in series according to one attribute (Ex: shape, size, texture)</p> <p>MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)</p> <p>MA 47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)</p>	<p><b>LED Foundations (page 67): Science and Math: Building a Foundation</b></p> <p><b>Unit 7 (V1, page 123): Learn Every Day about Shapes</b></p> <p><b>Unit 1 (V1, page 2):</b> Begin to identify and recognize patterns  <b>Unit 10 (V1, page 186):</b> Continue to recognize patterns  <b>Unit 12 (V1, page 230):</b> Sort, classify, and serialize (put in a pattern)  <b>Unit 21 (V2, page 436):</b> Recognize, duplicate, and extend simple patterns  <b>Unit 27 (V2, page 578):</b> Match items based on similar attributes  <b>Unit 29 (V2, page 628):</b> Construct patterns  <b>Unit 31 (V2, page 674):</b> Place items into sets due to similar attributes</p>
<b>Measurement</b>	MA48 Use non-standard (feet, hands,	<b>LED Foundations (page 67): Science</b>

	shoes, blocks, yarn) and standard (ruler, yard stick, measuring tape) measures MA49 Explore concepts of measureable attributes (Ex: weight, volume, length, time and temperature)	<i>and Math: Building a Foundation</i> <b>Unit 8, Lesson 1 (page 147):</b> <i>Measuring Size</i> <b>Unit 8, Lesson 2 (page 151):</b> <i>Measuring Volume</i> <b>Unit 8 Lesson 3 (page 153):</b> <i>Measuring Time</i>
	MA 50 Begin to compare and sort according to measurement attributes (length, size, weight)	<b>Unit 8, Lesson 4 (page 156):</b> <i>Measuring Temperature</i> <b>Unit 8, Lesson 5 (page 159):</b> <i>Comparing Measurements</i>  <b>Unit 8 (V1, page 144):</b> Begin to compare height, weight, and capacity; Understand the concepts of <i>more</i> and <i>less</i> <b>Unit 15 (V1, page 296):</b> Understand the concepts of weight and size; Order objects by size and length <b>Unit 17 (V1, page 342):</b> Estimate based on facts; Understand size and length <b>Unit 20 (V2, page 414):</b> Compare size using attributes; Order objects by size or length <b>Unit 30 (V2, page 650):</b> Measure temperature <b>Unit 31 (V2, page 674):</b> Measure according to size and distance <b>Unit 33 (V2, page 720):</b> Measure length using traditional forms of measurement <b>Unit 34 (V2, page 746):</b> Measure using standard methods; Estimate based on prior knowledge <b>Unit 34 (V2, page 746):</b> Measure using standard methods; Group numbers into sets; Sequence up to five items following a pattern; Estimate based on prior knowledge

## MATHAMATICS

<b>SUB-DOMAIN</b>	To support children’s preparation for kindergarten families and program will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Data Analysis</b>	MA51 Begin to represent data using concrete objects, pictures, and simple graphs	<b>LED Foundations (page 67):</b> <i>Science and Math: Building a Foundation</i>

	MA52 Begin to compare and interpret data collected	<p><b>Unit 2 (V1, page 24):</b> Understand the concept of charting based on one attribute</p> <p><b>Unit 3 (V1, page 44):</b> Make simple comparisons</p> <p><b>Unit 4 (V1, page 62):</b> Learn to make a simple graph</p> <p><b>Unit 4 (V1, page 62):</b> Make a prediction</p> <p><b>Unit 8 (V1, page 144):</b> Test predictions through exploration and experimentation</p> <p><b>Unit 9 (V1, page 164):</b> Use a variety of strategies related to numbers such as comparisons, sets, and graphs</p> <p><b>Unit 13 (V1, page 252):</b> Recognize patterns; Draw conclusions</p> <p><b>Unit 14 (V1, page 274):</b> Use a variety of tools to solve problems and draw conclusions</p> <p><b>Unit 15 (V1, page 296):</b> Use equipment for investigation; Make and verify a prediction</p> <p><b>Unit 16 (V1, page 320):</b> Observe, investigate, and ask questions about the world around him</p> <p><b>Unit 16 (V1, page 320):</b> Be introduced to the concept of a Venn diagram</p> <p><b>Unit 17 (V1, page 342):</b> Estimate based on facts</p> <p><b>Unit 19 (V2, page 392):</b> Obtain and use evidence to promote explanations</p> <p><b>Unit 25 (V2, page 526):</b> Draw conclusions based on experiences</p> <p><b>Unit 25 (V2, page 526):</b> Work with increasingly complex graphs;</p>
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## SCIENCE

SCIENCE		
<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Sensory Awareness</b>	SC31 Use senses in purposeful ways together information and explore the environment	<b>LED Foundations (page 67): Science and Math: Building a Foundation</b>

	<p>SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense</p>	<p><b>Unit 4, Lesson 1 (page 65):</b> <i>Seeing</i>  <b>Unit 4, Lesson 2 (page 69):</b> <i>Hearing</i>  <b>Unit 4, Lesson 3 (page 72):</b> <i>Touching</i>  <b>Unit 4, Lesson 4 (page 75):</b> <i>Smelling</i>  <b>Unit 4, Lesson 5 (page 78):</b> <i>Tasting</i>  <b>Unit 22 (V2, page 457):</b> <i>Learn Every Day about Science</i>  <b>Unit 22, Lesson 2 (page 465):</b> <i>Magnets, Bubbles, and the Forces that Attract and Repel (Physics)</i>  <b>Unit 22, Lesson 3 (page 468):</b> <i>Obblek and Slimy Things: Things that Mix and Combine (Chemistry)</i>  <b>Unit 22, Lesson 4 (page 472):</b> <i>Planets, Stars, and Other Heavenly Bodies (Astronomy)</i>  <b>Unit 22, Lesson 5 (page 476):</b> <i>The Human Body (Biology)</i></p> <p><b>Unit 4 (V1, page 62):</b> Develop listening skills; Listen with intent  <b>Unit 4 (V1, page 62):</b> Learn new vocabulary related to the senses, and identify the function of each sense  <b>Unit 5 (V1, page 82):</b> Listen intentionally to music  <b>Unit 20 (V2, page 414):</b> Use increasingly complex sentences to describe what he sees and experiences</p>
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## SCIENCE

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Scientific Exploration</b>	SC33 Express their curiosity and investigate questions of interest through play and exploration	<b>LED Foundations (page 67):</b> <i>Science and Math: Building a Foundation</i>  <b>Unit 22 (V2, page 457):</b> <i>Learn Every Day about Science</i>
	SC34 Use materials and tools appropriate for problem solving and exploration	<b>Unit 22, Lesson 1 (page 461):</b> <i>The Scientific Method</i>



		<p><b>Unit 4 (V1, page 62):</b> Develop observation skills</p> <p><b>Unit 5 (V1, page 82):</b> Recognize cause and effect; Solve a problem using previously learned information</p> <p><b>Unit 6 (V1, page 104):</b> Make deductions; Solve riddles</p> <p><b>Unit 8 (V1, page 144):</b> Solve a problem using deductive reasoning</p> <p><b>Unit 14 (V1, page 274):</b> Use a variety of tools to solve problems and draw conclusions</p> <p><b>Unit 15 (V1, page 296):</b> Use equipment for investigation; Make and verify a prediction</p> <p><b>Unit 17 (V1, page 342):</b> Solve a problem with oral information</p> <p><b>Unit 18 (V1, page 366):</b> Solve a problem that has more than one answer</p> <p><b>Unit 21 (V2, page 436):</b> Observe, describe, and discuss properties of materials</p> <p><b>Unit 25 (V2, page 526):</b> Solve problems based on previous knowledge</p> <p><b>Unit 26 (V2, page 550):</b> Solve complex problems with multiple solutions</p> <p><b>Unit 27 (V2, page 578):</b> Solve problems using previously acquired knowledge</p> <p><b>Unit 28 (V2, page 602):</b> Answer questions that indicate his ability to analyze and synthesize what he hears and experiences</p> <p><b>Unit 31 (V2, page 674):</b> Use science tools for discovery</p> <p><b>Unit 36 (V2, page 796):</b> Apply prior understanding to solve a problem</p>
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## SCIENCE

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Scientific Inquiry</b>	<p>SC35 Ask scientific questions</p> <p>SC36 Investigate and explore their questions using observations</p>	<b>LED Foundations (page 67): Science and Math: Building a Foundation</b>

	and previous experience to make predictions	<b>Unit 22 (V2, page 457):</b> <i>Learn Every Day about Science</i> <b>Unit 22, Lesson 1 (page 461):</b> <i>The Scientific Method</i>
	SC37 Provide their own explanations for "how" and "why" things happen	<b>Unit 1 (V1, page 2):</b> Make predictions <b>Unit 6 (V1, page 104):</b> Acquire knowledge about the physical properties of the world <b>Unit 7 (V1, page 124):</b> Predict the outcome of a scientific experiment; Acquire knowledge about physical properties of the world <b>Unit 8 (V1, page 144):</b> Test predictions through exploration and experimentation <b>Unit 9 (V1, page 164):</b> Observe and discuss common properties <b>Unit 10 (V1, page 186):</b> Generate explanations regarding experiments and explorations <b>Unit 16 (V1, page 320):</b> Observe, investigate, and ask questions about the world around him <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 21 (V2, page 436):</b> Observe, describe, and discuss properties of materials <b>Unit 22 (V2, page 458):</b> Recognize the steps in the scientific process <b>Unit 28 (V2, page 602):</b> Use the scientific method to draw a conclusion <b>Unit 32 (V2, page 698):</b> Use the scientific method to make decisions <b>Unit 35 (V2, page 770):</b> Use the scientific method to explore and draw conclusions
	SC38 Use data from an investigation or exploration to draw conclusions and communicate results	

## SCIENCE

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
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<b>Scientific Knowledge: Living Things</b>	SC39 Observe, describe, and discuss the natural world of people, animals and plants	<b>LED Foundations (page 67): Science and Math: Building a Foundation</b>
	SC40 Recognize categories of people, plants and animals; describe similarities and differences among them	<b>Unit 23 (V2, page 481): Learn Every Day about Our Green Earth</b> <b>Unit 24 (V2, page 505): Learn Every Day about the Ocean</b>
	SC41 Recognize people, plants and animals grow and change over time and need certain things to survive	<b>Unit 26 (V2, page 549): Learn Every Day about Plants</b> <b>Unit 27 (V2, page 577): Learn Every Day about Fruits and Vegetables</b>
	SC42 Demonstrate respect for living things	<b>Unit 32 (V2, page 697): Learn Every Day about Pets</b> <b>Unit 33 (V2, page 719): Learn Every Day about Fins and Feathers</b> <b>Unit 34 (V2, page 745): Learn Every Day about Bugs and Spiders</b> <b>Unit 36 (V2, page 795): Learn Every Day about Wild Animals</b>  <b>Unit 24 (V2, page 506):</b> Describe characteristics of living things; Understand the physical nature of the ocean and what lives there <b>Unit 33 (V2, page 720):</b> Make observations about living things <b>Unit 34 (V2, page 746):</b> Sequence the life cycle of a butterfly <b>Unit 34 (V2, page 746):</b> Understand that some bugs and spiders are dangerous <b>Unit 35 (V2, page 770):</b> Use vocabulary related to farm animals and describe them in detail <b>Unit 36 (V2, page 796):</b> Use rare words appropriately, such as <i>hibernation</i> <b>Unit 36 (V2, page 796):</b> Observe and describe the characteristics of living things <b>Unit 36 (V2, page 796):</b> Understand size as it relates to animals <b>Unit 36 (V2, page 796):</b> Understand that plants, animals, and people need water and food to survive; Recognize that some animals are not intended to be pets

## SCIENCE

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Scientific Knowledge: Non-Living Things</b>	SC43 Observe, describe, and discuss physical properties of non-living things, both natural and human-made.	<b>LED Foundations (page 67): Science and Math: Building a Foundation</b>
	SC44 Recognize categories of non-living things and describe similarities and differences among them	<b>Unit 21, Lesson 4 (page 449): Technology</b> <b>Unit 25 (V2, page 525): Learn Every Day about Rocks and Minerals</b>
	SC45 Explore objects, machines, technology and structures	<b>Unit 29 (V2, page 627): Learn Every Day about Seasons</b>
	SC46 Experiment with effects of their own actions on objects	<b>Unit 30 (V2, page 649): Learn Every Day about Weather</b>
<b>Unit 6 (V1, page 104):</b> Acquire knowledge about the physical properties of the world <b>Unit 7 (V1, page 124):</b> Acquire knowledge about physical properties of the world <b>Unit 21 (V2, page 436):</b> Observe, describe, and discuss properties of materials <b>Unit 22 (V2, page 458):</b> Use scientific language when describing science-related experiences; Recognize tools associated with science <b>Unit 23 (V2, page 482):</b> Acquire knowledge about physical properties of the Earth; Be able to articulate how wind can be used as energy <b>Unit 25 (V2, page 526):</b> Continue to learn about the physical characteristics of the world <b>Unit 25 (V2, page 526):</b> Recognize the aesthetic value of natural elements such as rocks <b>Unit 31 (V2, page 674):</b> Use science tools for discovery <b>Unit 33 (V2, page 720):</b> Use scientific tools appropriately		

## SCIENCE

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
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<b>Scientific Knowledge: Earth and Sky</b>	SC47 Observe, describe, and discuss changes in the seasons and the weather	<b>LED Foundations (page 67): Science and Math: Building a Foundation</b>
	SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)	<b>Unit 23 (V2, page 481): Learn Every Day about Our Green Earth</b> <b>Unit 29 (V2, page 627): Learn Every Day about Seasons</b> <b>Unit 30 (V2, page 649): Learn Every Day about Weather</b>
	SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky	<b>Unit 6 (V1, page 104):</b> Acquire knowledge about the physical properties of the world <b>Unit 16 (V1, page 320):</b> Observe, investigate, and ask questions about the world around him <b>Unit 23 (V2, page 482):</b> Acquire knowledge about physical properties of the Earth; Be able to articulate how wind can be used as energy <b>Unit 25 (V2, page 526):</b> Draw conclusions based on experiences; Continue to learn about the physical characteristics of the world <b>Unit 29 (V2, page 628):</b> Describe nature and understand the effects of each season on the natural world <b>Unit 30 (V2, page 650):</b> Observe the characteristics of Earth and space

## SCIENCE

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Scientific Knowledge: Environment</b>	SC50 Explore how the environment is affected by what people do	<b>LED Foundations (page 67): Science and Math: Building a Foundation</b>
	SC51 Describe and engage in activities that preserve the environment	<b>Unit 23, Lesson 1 (page 485): Reduce, Recycle, and Reuse</b> <b>Unit 23 (V2, page 482):</b> Recognize cause-

		<p>and-effect relationships especially as they relate to the environment</p> <p><b>Unit 23 (V2, page 482):</b> Use correct terms such as <i>recycle, reuse, and renew</i>; Be able to name some steps that can help the environment</p> <p><b>Unit 23 (V2, page 482):</b> Recognize the role of the environment in personal safety and good health; Demonstrate the behaviors of a beginning writer</p> <p><b>Unit 23 (V2, page 482):</b> Acquire knowledge about physical properties of the Earth; Be able to articulate how wind can be used as energy</p> <p><b>Unit 23 (V2, page 482):</b> Build positive self-image by realizing he can help keep the environment healthy</p> <p><b>Unit 23 (V2, page 482):</b> Understand that people can take care of the environment through activities and actions</p> <p><b>Unit 30 (V2, page 650):</b> Recognize that people share the environment</p>
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### MY FAMILY, MY COMMUNITY, MY WORLD

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten, families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>My Family and My Community Culture</b>	<p>MM31 Understand the concept of belonging to a family</p> <p>MM32 Begin to develop an awareness of their family's culture</p> <p>MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community</p> <p>MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)</p> <p>MM35 Understand the concept of belonging to different groups (Ex: family, early childhood</p>	<p><b>LED Foundations (page 90):</b> <i>The Stepping Stones of Family Involvement</i></p> <p><b>Unit 3 (V1, page 43):</b> <i>Learn Every Day about Me and My Family</i></p> <p><b>Unit 5 (V1, page 81):</b> <i>Learn Every Day about Each Other</i></p> <p><b>Unit 14 (V1, page 273):</b> <i>Learn Every Day about Community Places</i></p> <p><b>Unit 15 (V1, page 295):</b> <i>Learn Every Day about Community Helpers</i></p> <p><b>Unit 16 (V1, page 319):</b> <i>Learn Every Day about Transportation</i></p> <p><b>Unit 18 (V1, page 365):</b> <i>Learn Every Day about Social Studies</i></p> <p><b>Unit 18, Lesson 4 (page 378):</b> <i>Neighborhoods</i></p>

	group, friends, community)	<p><b>Unit 1 (V1, page 2):</b> Recognize that people differ and that we respect those differences; Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school</p> <p><b>Unit 1 (V1, page 2):</b> Be introduced to music from other cultures; Understand that music is often very different across cultures</p> <p><b>Unit 2 (V1, page 24):</b> Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p><b>Unit 2 (V1, page 24):</b> Understand family relationships and how families help each other</p> <p><b>Unit 4 (V1, page 62):</b> Begin to recognize that people depend on each other</p> <p><b>Unit 5 (V1, page 82):</b> Learn what it means to be a good citizen</p> <p><b>Unit 6 (V1, page 104):</b> Learn about other cultures</p> <p><b>Unit 8 (V1, page 144):</b> Value individual differences</p> <p><b>Unit 10 (V1, page 186):</b> Understand that other culture have different types and styles of music</p> <p><b>Unit 12 (V1, page 230):</b> Understand the function of social events such as mealtime; Be exposed to children’s literature from cultures around the world</p> <p><b>Unit 14 (V1, page 274):</b> Understand the importance of places in the community to society</p> <p><b>Unit 15 (V1, page 296):</b> Recognize the role of community workers in society</p> <p><b>Unit 17 (V1, page 342):</b> Understand the role of community helpers in society; Talk about the role of community helpers in keeping people safe</p> <p><b>Unit 18 (V1, page 366):</b> Learn more about the social customs of others</p> <p><b>Unit 18 (V1, page 366):</b> Be exposed to the way others eat, live, dress, and play</p> <p><b>Unit 24 (V2, page 506):</b> Understand the feelings of others</p>
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<b>MY FAMILY, MY COMMUNITY , MY WORLD</b>		
<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten, families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Past, Present and Future History</b>	MM36 Develop emerging concept of time through daily schedule and routines	<b>LED Foundations (page 90): <i>The Stepping Stones of Family Involvement</i></b>
	MM37 Share their personal history including people, places, and events that take place in the past and the present	<b>Unit 8 Lesson 3 (page 153): <i>Measuring Time</i></b> <b>Unit 21 (V2, page 435): <i>Learn Every Day about the Past</i></b> <b>Unit 21, Lesson 1 (page 439): <i>Foods on the Frontier</i></b>
	MM38 Talk about events that may happen in the near future	<b>Unit 21, Lesson 2 (page 443): <i>Clothing Styles</i></b> <b>Unit 21, Lesson 3 (page 446): <i>Transportation Then and Now</i></b>
	MM39 Begin to understand that things, people, and places change over time	<b>Unit 21, Lesson 4 (page 449): <i>Technology</i></b> <b>Unit 21, Lesson 5 (page 453): <i>My Personal Past</i></b> <b>Unit 31 (V2, page 673): <i>Learn Every Day about Dinosaurs</i></b>  <b>Unit 21 (V2, page 436):</b> Understand that the past relates to the present <b>Unit 21 (V2, page 436):</b> Recognize events that happened in the past; Understand how people lived in the past how their lives changed over time <b>Unit 21 (V2, page 436):</b> 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

<b>MY FAMILY, MY COMMUNITY , MY WORLD</b>		
<b>SUB-DOMAIN</b>	To support children's preparation	<b>Learn Every Day: Preschool</b>

	for kindergarten, families and programs will provide children the opportunity to:	<b>Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Places and Spaces – Geography</b>	MM4D Be familiar with information about where they live, including their address	<b>Unit 18, Lesson 1 (page 369):</b> <i>Places I Want to Visit</i>
	MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right)	<b>Unit 18, Lesson 2 (page 372):</b> <i>Homes around the World</i> <b>Unit 19, Lesson 1 (page 395):</b> <i>Foods around the World</i> <b>Unit 19, Lesson 2 (page 398):</b> <i>Homes around the World</i>
	MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)	<b>Unit 19, Lesson 3 (page 401):</b> <i>Clothing around the World</i> <b>Unit 19, Lesson 4 (page 405):</b> <i>Languages around the World</i> <b>Unit 19, Lesson 5 (page 409):</b> <i>Music around the World</i>
	MM43 Develop an awareness of the natural environment surrounding them outdoors	<b>Unit 20, Lesson 4 (page 427):</b> <i>Celebrating People</i> <b>Unit 20, Lesson 5 (page 430):</b> <i>Celebrating the World</i>  <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 9 (V1, page 164):</b> Develop a growing understanding of position in space, geographical location, and direction <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 <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; Recognize the contributions of people around the world <b>Unit 33 (V2, page 720):</b> Appreciate listening to stories from other places

## MY FAMILY, MY COMMUNITY , MY WORLD

<b>SUB-DOMAIN</b>	To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Working Together – Government and Communities</b>	<p>MM49 Perform simple tasks within the home, early childhood group, or community</p> <p>MM50 Participate in group decision making</p>	<p><b>Unit 3, Lesson 2 (page 50):</b> <i>People in a Family Help Each Other</i></p> <p><b>Unit 5, Lesson 3 (page 92):</b> <i>Working Together and Getting Along</i></p> <p><b>Unit 5, Lesson 5 (page 98):</b> <i>Trusting and Relying on Each Other</i></p> <p><b>Unit 14 (V1, page 273):</b> <i>Learn Every Day about Community Places</i></p> <p><b>Unit 15 (V1, page 295):</b> <i>Learn Every Day about Community Helpers</i></p> <p><b>Unit 15, Lesson 5 (page 314):</b> <i>Government Helpers</i></p> <p><b>Unit 18, Lesson 4 (page 378):</b> <i>Neighborhoods</i></p> <p><b>Unit 5 (V1, page 82):</b> Learn what it means to be a good citizen</p> <p><b>Unit 14 (V1, page 274):</b> Understand the importance of places in the community to society</p> <p><b>Unit 15 (V1, page 296):</b> Recognize the role of community workers in society</p> <p><b>Unit 16 (V1, page 320):</b> Understand the role of transportation in society; Recognize the value of public transportation</p> <p><b>Unit 17 (V1, page 342):</b> Understand the role of community helpers in society</p>
<b>Money and Resources - Economics</b>	<p>MM51 Explore the concept of money, including what it is and how it is used</p> <p>MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services</p> <p>MM53 Begin to understand how people make and consume goods and services</p> <p>MM54 Begin to understand wants versus basic necessities</p>	<p><b>Unit 15, Lesson 5 (page 314):</b> <i>Government Helpers</i></p> <p><b>Unit 18, Lesson 4 (page 378):</b> <i>Neighborhoods</i></p> <p><b>Unit 7 (V1, page 124):</b> Recognize that people from different cultures may have customs that are unfamiliar</p> <p><b>Unit 8 (V1, page 144):</b> Begin to understand the use of money in society</p> <p><b>Unit 17 (V1, page 342):</b> Understand the role of community helpers in society; Talk about the role of community helpers in keeping people safe</p> <p><b>Unit 24 (V2, page 506):</b> Recognize the role of the ocean in our daily life and how certain products from the ocean help sustain life on Earth</p>

		<b>Unit 35 (V2, page 770):</b> Understand the valuable role of farming and farmers in the world
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## CREATIVE EXPRESSION

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Music</b>	CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos	<b>Unit 10, Lesson 1 (page 189):</b> <i>Percussion Instruments</i>
	CE32 Initiate and recall patterns, songs, rhythms, and rhymes	<b>Unit 10, Lesson 2 (page 192):</b> <i>Woodwind Instruments</i>
	CE33 Be exposed to music from other cultures	<b>Unit 10, Lesson 3 (page 195):</b> <i>Stringed Instruments</i>
	CE34 Sing a variety of simple songs in various keys	<p><b>Unit 10, Lesson 4 (page 198):</b> <i>Bass Instruments</i></p> <p><b>Unit 10, Lesson 5 (page 202):</b> <i>Playing in the Band</i></p> <p><b>Unit 11, Lesson 2 (page 215):</b> <i>Music</i></p> <p><b>Unit 19, Lesson 5 (page 409):</b> <i>Music around the World</i></p> <p><b>Unit 1 (V1, page 2):</b> Participate in creative movement and music activities</p> <p><b>Unit 2 (V1, page 24):</b> Participate in a group music experience</p> <p><b>Unit 3 (V1, page 44):</b> Participate in group music activities</p> <p><b>Unit 5 (V1, page 82):</b> Listen intentionally to music; Learn how music can be used to express feelings</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</p> <p><b>Unit 13 (V1, page 252):</b> Express himself through music, art, and dance</p> <p><b>Unit 14 (V1, page 274):</b> Express himself through art and music</p> <p><b>Unit 16 (V1, page 320):</b> Participate in songs and express himself through music</p> <p><b>Unit 19 (V2, page 392):</b> Add words to songs; Use rhythm instruments to accompany simple songs and movements</p>

		<p><b>Unit 23 (V2, page 482):</b> Express himself by participating in music, dance, and fingerplays</p> <p><b>Unit 28 (V2, page 602):</b> Express herself through art, music, dance, and dramatic play</p> <p><b>Unit 29 (V2, page 628):</b> Participate in creative expression and dramatic play with props and music</p> <p><b>Unit 31 (V2, page 674):</b> Express himself freely through music</p> <p><b>Unit 34 (V2, page 746):</b> Express himself through art, song, and music</p> <p><b>Unit 35 (V2, page 770):</b> Express what is felt and heard in various types of music</p>
<b>Movement and Dance</b>	CE35 Express through movement what is felt and heard in various rhythmic patterns	<p><b>Unit 10 (V1, page 185):</b> <i>Learn Every Day about Music</i></p> <p><b>Unit 11, Lesson 3 (page 219):</b> <i>Dance</i></p> <p><b>Unit 19, Lesson 5 (page 409):</b> <i>Music around the World</i></p>
	CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement	<p><b>Unit 1 (V1, page 2):</b> Participate in creative movement and music activities</p> <p><b>Unit 7 (V1, page 124):</b> Participate in singing songs and dancing to music</p> <p><b>Unit 13 (V1, page 252):</b> Express himself through music, art, and dance</p> <p><b>Unit 23 (V2, page 482):</b> Express himself by participating in music, dance, and fingerplays</p> <p><b>Unit 28 (V2, page 602):</b> Express herself through art, music, dance, and dramatic play</p> <p><b>Unit 31 (V2, page 674):</b> Express himself freely through music</p>
	CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities	
	CE38 Experience and use movement to reinforce learning in other curricular areas	

## CREATIVE EXPRESSION

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Visual Arts</b>	CE39 Show interest using different art media and	<b>Unit 11 (V1, page 207):</b> <i>Learn Every Day about the Arts</i>

	materials in a variety of ways for creative expression and representation	<b>Unit 11, Lesson 1 (page 211):</b> <i>Drawing and Painting</i> <b>Unit 11, Lesson 5 (page 224):</b> <i>Sculpture</i>
	CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media	<b>Unit 1 (V1, page 2):</b> Use more than one medium to create artwork <b>Unit 3 (V1, page 44):</b> Express himself through various mediums <b>Unit 6 (V1, page 104):</b> Mix colors to make new color combinations
	CE41 Share experiences, ideas, and thoughts about artistic creations	<b>Unit 7 (V1, page 124):</b> Use shapes to create art <b>Unit 18 (V1, page 366):</b> Construct sculptures and other art from various materials
	CE42 Use a variety of art materials and activities for sensory experiences	<b>Unit 25 (V2, page 526):</b> Recognize the aesthetic value of natural elements such as rocks
	CE43 Express interest in and show respect for the creative work of others	<b>Unit 26 (V2, page 550):</b> Appreciate the beauty of the natural world; Learn that nature can foster creativity
	CE44 Express experiences and feelings through a variety of artistic processes and creations	<b>Unit 27 (V2, page 578):</b> Use various media to create art both individually and in a group <b>Unit 28 (V2, page 602):</b> Express herself through art, music, dance, and dramatic play <b>Unit 30 (V2, page 650):</b> Use collaboration in completing and art project <b>Unit 30 (V2, page 650):</b> Use collaboration in completing and art project
<b>Dramatic Play</b>	CE45 Represent fantasy and real-life experiences through pretend play	<b>LED Foundations (page 32):</b> <i>Learning Centers</i>
	CE46 Show imagination and creativity in play	<b>Unit 11 (V1, page 207):</b> <i>Learn Every Day about the Arts</i>
	CE47 Participate in adult-guided dramatic activities	<b>Unit 11, Lesson 4 (page 222):</b> <i>The Theater</i>
	CE48 Engage in cooperative-pretend play with another child	<b>Unit 12, Lesson 1 (page 233):</b> <i>Fiction and Nonfiction</i> <b>Unit 12, Lesson 2 (page 236):</b> <i>Pretending in Centers</i> <b>Unit 12, Lesson 3 (page 240):</b> <i>Book Characters</i> <b>Unit 12, Lesson 4 (page 243):</b> <i>Dressing Up</i> <b>Unit 12, Lesson 5 (page 246):</b> <i>Make-Believe Stories from around the World</i>



		<p><b>Unit 9 (V1, page 164):</b> Show growing creativity and imagination in using materials 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; Extend dramatic play to other areas</p> <p><b>Unit 20 (V2, page 414):</b> Use dramatic play to show events, using both language and props</p> <p><b>Unit 29 (V2, page 628):</b> Participate in creative expression and dramatic play with props and music</p> <p><b>Unit 32 (V2, page 698):</b> Express herself through dramatic play</p>
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## PHYSICAL DEVELOPMENT AND HEALTH

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to :	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Fine Motor</b>	PD31 Develop strength, small-motor control, and coordination through daily activities	<p><b>Unit 2 (V1, page 23):</b> <i>Learn Every Day about Me</i></p> <p><b>Unit 13 (V1, page 251):</b> <i>Learn Every Day about Active Me</i></p>
	PD32 Develop and use eye-hand coordination to perform a variety of tasks	<p><b>Unit 2 (V1, page 24):</b> Experiment with different writing tools</p>
	PD33 Explore and experiment with a variety of tools	<p><b>Unit 5 (V1, page 82):</b> Build motor skills by cutting out patterns</p> <p><b>Unit 10 (V1, page 186):</b> Develop fine motor skills by using musical instruments that require manipulation</p> <p><b>Unit 12 (V1, page 230):</b> Continue to develop fine motor skills through emergent writing</p> <p><b>Unit 16 (V1, page 320):</b> Develop emergent writing skills</p>



		<p><b>Unit 21 (V2, page 436):</b> Manipulate writing, art, and drawing tools; Write with increasing skill</p> <p><b>Unit 23 (V2, page 482):</b> Demonstrate the behaviors of a beginning writer</p> <p><b>Unit 25 (V2, page 526):</b> Use fine motor skills with increasing complexity (stringing beads, for example)</p> <p><b>Unit 30 (V2, page 650):</b> Continue to develop fine motor skills through writing</p> <p><b>Unit 31 (V2, page 674):</b> Show increased skill in writing letters and words</p> <p><b>Unit 33 (V2, page 720):</b> Increase fine motor skills through writing</p>
<b>Gross Motor</b>	PD34 Increase strength, balance coordination, flexibility, stamina, and control in motor activities	<p><b>Unit 2 (V1, page 23):</b> <i>Learn Every Day about Me</i></p> <p><b>Unit 13 (V1, page 251):</b> <i>Learn Every Day about Active Me</i></p> <p><b>Unit 2 (V1, page 24):</b> Build gross motor skills by running, jumping, and hopping</p> <p><b>Unit 3 (V1, page 44):</b> Develop gross motor skills with activities such as throwing a ball or climbing on outdoor equipment</p> <p><b>Unit 11 (V1, page 208):</b> Participate in activities that will build physical fitness</p> <p><b>Unit 13 (V1, page 252):</b> Recognize that group and individual physical activities can be fun and can contribute to overall health and wellness</p> <p><b>Unit 32 (V2, page 698):</b> Build gross motor functions by participating in activities that include running, skipping, and hopping</p>

## PHYSICAL DEVELOPMENT AND HEALTH

<b>SUM-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Gross Motor</b>	PD35 Demonstrate body and space awareness, to move and stop with control over	<p><b>Unit 2 (V1, page 23):</b> <i>Learn Every Day about Me</i></p> <p><b>Unit 13 (V1, page 251):</b> <i>Learn Every Day</i></p>

	speed and direction	<i>about Active Me</i>
	PD36 Develop the ability to coordinate increasingly complex movements	<p><b>Unit 19 (V2, page 392):</b> Demonstrate competence in coordinated movements using large muscles</p> <p><b>Unit 20 (V2, page 414):</b> Demonstrate spatial awareness (spatial orientation) in both fine and gross motor activities</p>

## PHYSICAL DEVELOPMENT AND HEALTH

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to :	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Health Awareness and Practice</b>	PD37 Expand knowledge and respect for their bodies	<p><b>Unit 2 (V1, page 23):</b> <i>Learn Every Day about Me</i></p> <p><b>Unit 13 (V1, page 251):</b> <i>Learn Every Day about Active Me</i></p>
	PD38 Engage in daily physical activity, both indoors and outdoors	<p><b>Unit 1 (V1, page 2):</b> Begin to learn about basic hygiene and ways to stay healthy in a school setting</p> <p><b>Unit 4 (V1, page 62):</b> Learn about personal hygiene and how germs may spread by sharing eating utensils</p> <p><b>Unit 8 (V1, page 144):</b> Understand the importance of basic hygiene and cleanliness</p> <p><b>Unit 22 (V2, page 458):</b> Understand the role of science in keeping us healthy</p>
	PD39 Learn about and practice health and hygiene routines	

## PHYSICAL DEVELOPMENT AND HEALTH

<b>SUB-DOMAIN</b>	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	<b>Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives</b>
<b>Health Awareness and Practice</b>	PD40 Experience and learn about healthy lifestyle practices	<p><b>Unit 2 (V1, page 23):</b> <i>Learn Every Day about Me</i></p>

<b>Practice</b>		
	<p>PD41 Learn about and demonstrate safe behaviors and accident prevention</p>	<p><b>Unit 13 (V1, page 251):</b> <i>Learn Every Day about Active Me</i></p> <p><b>Unit 17 (V1, page 341):</b> <i>Learn Every Day about Safety</i></p> <p><b>Unit 28 (V2, page 601):</b> <i>Learn Every Day about Nutrition</i></p> <p><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</p> <p><b>Unit 7 (V1, page 124):</b> Learn about safety when working with certain elements</p> <p><b>Unit 11 (V1, page 208):</b> Participate in activities that will build physical fitness</p> <p><b>Unit 11 (V1, page 208):</b> Participate in activities that will build physical fitness</p> <p><b>Unit 17 (V1, page 342):</b> Understand the value of personal safety; Articulate basic safety rules</p> <p><b>Unit 22 (V2, page 458):</b> Understand the role of science in keeping us healthy</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 24 (V2, page 506):</b> Understand the role of the ocean in keeping us healthy</p> <p><b>Unit 26 (V2, page 550):</b> Discover how plants provide many of the healthy foods we eat; Learn to make healthy choices about the foods they eat</p> <p><b>Unit 27 (V2, page 578):</b> Make healthy food choices; Understand fruits and vegetables are healthy choices</p> <p><b>Unit 28 (V2, page 602):</b> Recognize the relationship between good nutrition and physical health</p> <p><b>Unit 30 (V2, page 650):</b> Understand the role of the weather in personal health and well-being</p> <p><b>Unit 35 (V2, page 770):</b> Recognize that many healthy food choices come from farms and farm animals</p> <p><b>Unit 36 (V2, page 796):</b> Understand that plants, animals, and people need water and food to survive</p>

