



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.

| SOCIAL AND EMOTIONAL DEVELOPMENT | | |
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| 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 |
| Self-Concept | <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>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 1, Lesson 1 (page 5): <i>My Daily Routine</i></p> <p>Unit 1, Lesson 2 (page 8): <i>My Teacher and Others Who Help Me at School</i></p> <p>Unit 1, Lesson 3 (page 11): <i>My Friends at School</i></p> <p>Unit 1, Lesson 4 (page 14): <i>My Choices</i></p> <p>Unit 1, Lesson 5 (page 18): <i>My School</i></p> <p>Unit 10 (V1, page 186): Develop self-esteem through making individual choices</p> <p>Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities</p> <p>Unit 20 (V2, page 414): Demonstrate confidence and positive self-image</p> <p>Unit 22 (V2, page 458): Demonstrate age-appropriate independence</p> |

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| | | <p>Unit 23 (V2, page 482): Build positive self-image by realizing he can help keep the environment healthy</p> <p>Unit 27 (V2, page 578): Make decisions based on personal preferences</p> <p>Unit 32 (V2, page 698): Feel good about the choices she makes</p> <p>Unit 36 (V2, page 796): 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 |
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| Self-Concept | SE35 Participate in meaningful responsibilities | <p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 1, Lesson 1 (page 5): <i>My Daily Routine</i></p> <p>Unit 1, Lesson 2 (page 8): <i>My Teacher and Others Who Help Me at School</i></p> <p>Unit 1, Lesson 3 (page 11): <i>My Friends at School</i></p> <p>Unit 1, Lesson 4 (page 14): <i>My Choices</i></p> <p>Unit 1, Lesson 5 (page 18): <i>My School</i></p> <p>Unit 3, Lesson 1 (page 47): <i>There Are All Kinds of Families</i></p> <p>Unit 3, Lesson 2 (page 50): <i>People in a Family Help Each Other</i></p> <p>Unit 3, Lesson 3 (page 52): <i>Families Live in Many Different Places</i></p> <p>Unit 3, Lesson 4 (page 54): <i>Families Live in Different Kinds of Homes</i></p> <p>Unit 3, Lesson 5 (page 57): <i>Families Share Special Times Together</i></p> <p>Unit 1 (V1, page 2): 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>Unit 2 (V1, page 24): 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 | |

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| | | <p>relationships and how families help each other</p> <p>Unit 2 (V1, page 24): Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p>Unit 3 (V1, page 44): Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p>Unit 4 (V1, page 62): Begin to recognize that people depend on each other</p> <p>Unit 5 (V1, page 82): Learn about trust; Understand the importance of being a member of a community group</p> <p>Unit 5 (V1, page 82): Learn what it means to be a good citizen</p> <p>Unit 6 (V1, page 104): Learn about other cultures</p> <p>Unit 7 (V1, page 124): Recognize that people from different cultures may have customs that are unfamiliar</p> <p>Unit 13 (V1, page 252): Understand the value of participation in group activities without competition</p> <p>Unit 14 (V1, page 274): 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 |
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| Self-Regulation | SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.) | Unit 1, Lesson 4 (page 14): <i>My Choices</i> Unit 2, Lesson 2 (page 30): <i>My Feelings</i> Unit 2, Lesson 4 (page 36): <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) | Unit 5, Lesson 3 (page 92): <i>Working Together and Getting Along</i> |
| | SE40 Express feelings through play and artistic representation | Unit 1 (V1, page 2): 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 | Unit 2 (V1, page 24): Begin to identify emotions; Participate in small-group |

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

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| 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 |
| Self-Regulation | SE43 Experience logical and natural consequences | LED Foundations (page 28): <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 | Unit 17, Lesson 3 (page 352): <i>Safety at School and Home</i> |
| | SE45 Attempt to solve problems in a positive manner. | <p>Unit 1 (V1, page 2): Solve a simple problem; Engage in symbolic play with other children</p> <p>Unit 1 (V1, page 2): Recognize that people differ and that we respect those differences;</p> |

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

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| 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 |
| Social Relationships and Cooperation | SE47 Develop trust in familiar adults and close peers | <p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 1, Lesson 2 (page 8): <i>My Teacher and Others Who Help Me at School</i></p> <p>Unit 1, Lesson 3 (page 11): <i>My Friends at School</i></p> <p>Unit 5, Lesson 1 (page 85): <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 | |

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

SOCIAL AND EMOTIONAL DEVELOPMENT

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| Social Relationships and Cooperation | SE52 Develop ability to initiate and sustain play with peers | LED Foundations (page 28): <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 | Unit 5, Lesson 5 (page 98): <i>Trusting and Relying on Each Other</i> |

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| | | <p>Unit 7 (V1, page 124): Enjoy a collaborative group activity</p> <p>Unit 9 (V1, page 164): Work cooperatively in groups</p> <p>Unit 12 (V1, page 230): Appreciate and understand that everyone has strengths and weaknesses</p> <p>Unit 16 (V1, page 320): Work together to achieve a common goal</p> <p>Unit 24 (V2, page 506): Understand the feelings of others; Enjoy social interactions with peers</p> <p>Unit 25 (V2, page 526): Collaborate with others to complete an activity</p> <p>Unit 26 (V2, page 550): Engage with peers in a social situation</p> <p>Unit 27 (V2, page 578): Make decisions based on personal preferences</p> <p>Unit 29 (V2, page 628): Make decisions about preferences and friends; Work collaboratively with others</p> <p>Unit 30 (V2, page 650): Work cooperatively with others to complete a project</p> <p>Unit 31 (V2, page 674): Work cooperatively in a group; Recognize and honor the choices made by others</p> <p>Unit 32 (V2, page 698): Feel good about the choices she makes</p> <p>Unit 33 (V2, page 720): 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 |
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| Initiative and Curiosity | AL31 Participate in a variety of tasks and activities using all five senses | LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i> |
| | AL32 Make independent choices during play and throughout | Unit 4, Lesson 1 (page 65): <i>Seeing</i> |

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| | the daily routine | <p>Unit 4, Lesson 2 (page 69): <i>Hearing</i></p> <p>Unit 4, Lesson 3 (page 72): <i>Touching</i></p> <p>Unit 4, Lesson 4 (page 75): <i>Smelling</i></p> <p>Unit 4, Lesson 5 (page 78): <i>Tasting</i></p> <p>Unit 2 (V1, page 24): Make choices based on previously learned skills</p> <p>Unit 9 (V1, page 164): Show growing creativity and imagination in using materials in dramatic play situations</p> <p>Unit 10 (V1, page 186): Demonstrate imagination and inventiveness in approaching tasks and activities</p> <p>Unit 11 (V1, page 208): Demonstrate imagination and inventiveness in approaching tasks and activities</p> <p>Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities</p> <p>Unit 15 (V1, page 296): Use creativity and imagination in role-play situations</p> <p>Unit 19 (V2, page 392): Show personal interest by choice of activities and materials</p> <p>Unit 22 (V2, page 458): Demonstrate age-appropriate independence</p> <p>Unit 24 (V2, page 506): 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 |
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| Engagement and Persistence | AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences | <p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children</i></p> <p>LED Foundations (page 32): <i>Learning Centers</i></p> |
| | AL36 Begin to develop and follow through with plan for play and other activities | <p>Unit 1, Lesson 4 (page 14): <i>My Choices</i></p> <p>Unit 2, Lesson 4 (page 36): <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>Unit 8 (V1, page 144): Test predictions through exploration and experimentation</p> |

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| | | <p>Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities</p> <p>Unit 16 (V1, page 320): Work together to achieve a common goal</p> <p>Unit 17 (V1, page 342): Extend dramatic play to other areas</p> <p>Unit 19 (V2, page 392): Show personal interest by choice of activities and materials</p> <p>Unit 25 (V2, page 526): Collaborate with others to complete an activity</p> <p>Unit 27 (V2, page 578): Make decisions based on personal preferences</p> <p>Unit 30 (V2, page 650): Work cooperatively with others to complete a project</p> <p>Unit 35 (V2, page 770): Follow simple rules, routines, and directions</p> <p>Unit 36 (V2, page 796): 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 |
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| Reasoning and Problem Solving | AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults | <p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 1 (V1, page 2): Solve a simple problem; Engage in symbolic play with other children</p> <p>Unit 2 (V1, page 24): Make choices based on previously learned skills; Identify multiple uses for an object</p> <p>Unit 4 (V1, page 62): Develop observation skills; Learn to ask complex questions</p> <p>Unit 5 (V1, page 82): Recognize cause and effect; Solve a problem using previously learned information</p> <p>Unit 6 (V1, page 104): Make deductions; Solve riddles</p> <p>Unit 8 (V1, page 144): Solve a problem using deductive reasoning; Sort by categories with multiple attributes</p> <p>Unit 9 (V1, page 164): 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 | |

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

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| 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 |
| Receptive Communication | LL31 Respond to their names, requests for | LED Foundations (page 60): <i>Building Blocks of Literacy</i> |

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

LANGUAGE AND LITERACY

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| 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 |
| Expressive Communication | LL37 Be aware that people communicate in a | LED Foundations (page 60): Building Blocks of Literacy |

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| | variety of ways (verbal and non-verbal) | <p>LED Foundations (page 43): Teaching Dual and English Language Learners</p> <p>Unit 2 (V1, page 24): Communicate likes and/or dislikes; Answer simple questions requiring a one-word answer</p> <p>Unit 3 (V1, page 44): Use descriptive words when discussing an activity</p> <p>Unit 4 (V1, page 62): Learn new vocabulary related to the senses, and identify the function of each sense</p> <p>Unit 5 (V1, page 82): Ask and answer questions requiring a complex answer</p> <p>Unit 6 (V1, page 104): Use color words to describe everyday objects</p> <p>Unit 7 (V1, page 124): Express ideas using age-appropriate language</p> <p>Unit 8 (V1, page 144): Use complex sentences to describe routines and activities</p> <p>Unit 9 (V1, page 164): Use vocabulary related to numbers, size, and so forth</p> <p>Unit 10 (V1, page 186): Learn vocabulary associated with music and musical instruments</p> <p>Unit 11 (V1, page 208): Use multiple-word sentences to describe feelings and activities</p> <p>Unit 12 (V1, page 230): Use increasingly complex vocabulary</p> <p>Unit 13 (V1, page 252): Use vocabulary related to sports and exercise</p> <p>Unit 14 (V1, page 274): Recite short stories and rhymes</p> <p>Unit 15 (V1, page 296): Answer questions that require a complex response</p> <p>Unit 16 (V1, page 320): Demonstrate knowledge of prepositions with increasing accuracy in spoken language</p> <p>Unit 17 (V1, page 342): Use age-appropriate grammar; Listen with intent</p> <p>Unit 18 (V1, page 366): Use vocabulary related to maps and directions</p> <p>Unit 19 (V2, page 392): Ask complex questions to seek new information</p> <p>Unit 20 (V2, page 414): Use increasingly complex sentences to describe what he sees and experiences</p> <p>Unit 21 (V2, page 436): Communicate needs and wants clearly</p> <p>Unit 22 (V2, page 458): 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 | |

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| | | <p>language when describing science-related experiences; Recognize tools associated with science</p> <p>Unit 23 (V2, page 482): Use correct terms such as <i>recycle, reuse, and renew</i>; Be able to name some steps that can help the environment</p> <p>Unit 24 (V2, page 506): Use increasingly complex vocabulary</p> <p>Unit 25 (V2, page 526): Use comparative sentences to describe their experiences</p> <p>Unit 26 (V2, page 550): Communicate about something using ordinal number words such as <i>first, second, next, last, etc</i></p> <p>Unit 27 (V2, page 578): Communicate about the role of fruits and vegetables in daily life</p> <p>Unit 28 (V2, page 602): Answers questions requiring a complex response; Ask questions with increased use of appropriate vocabulary</p> <p>Unit 29 (V2, page 628): Communicate by using increasingly more descriptive words and longer sentences</p> <p>Unit 30 (V2, page 650): Use vocabulary related to the weather</p> <p>Unit 31 (V2, page 674): Demonstrate an understanding of prepositions</p> <p>Unit 32 (V2, page 698): Communicate using age-appropriate grammar</p> <p>Unit 33 (V2, page 720): Use complex sentences to describe experiences; Answer questions requiring a complex answer</p> <p>Unit 34 (V2, page 746): Describe a recent experience in detail</p> <p>Unit 35 (V2, page 770): Use vocabulary related to farm animals and describe them in detail</p> <p>Unit 36 (V2, page 796): Use rare words appropriately, such as <i>hibernation</i></p> |
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LANGUAGE AND LITERACY

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| 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 |
| Expressive Communication | LL48 Experiment with patterns is words | LED Foundations (page 60): <i>Building Blocks of Literacy</i> |

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| Emergent Reading | LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities | <p>LED Foundations (page 43): Teaching Dual and English Language Learners</p> <p>Unit 1 (V1, page 2): Recognize the first letter in her name; Learn the rudiments of connecting words and ideas to form sentences</p> <p>Unit 2 (V1, page 24): Identify the first letter in his or her name; Use vocabulary related to body parts; Listen with intent</p> <p>Unit 3 (V1, page 44): Identify the letters in his name; Recognize her name in print</p> <p>Unit 5 (V1, page 82): Identify the first letter in his name; Retell a simple story</p> <p>Unit 7 (V1, page 124): Recognize environmental print; Ask questions for clarification</p> <p>Unit 9 (V1, page 164): Identify his name in print; Identify the letters in his name</p> <p>Unit 11 (V1, page 208): Continue to develop phonemic awareness</p> <p>Unit 17 (V1, page 342): Recognize environmental print</p> <p>Unit 19 (V2, page 392): Continue to recognize meaning in visual symbols; build phonemic awareness</p> <p>Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books; Continue to recognize print-sound connection</p> <p>Unit 21 (V2, page 436): Develop print awareness; Be introduced to the concept of writing a letter</p> <p>Unit 23 (V2, page 482): Develop environmental-print knowledge; Recognize words that rhyme in a song or poem</p> <p>Unit 24 (V2, page 506): Continue to develop letter recognition</p> <p>Unit 25 (V2, page 526): Increase letter-recognition skills; Increase comprehension by participating in a K-W-L chart</p> <p>Unit 26 (V2, page 550): Continue to build print awareness; Learn to identify fiction and nonfiction in a story or song</p> <p>Unit 27 (V2, page 578): Begin to understand onset rhyme; Build phonemic awareness</p> <p>Unit 29 (V2, page 628): 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 | |

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| | | <p>Unit 30 (V2, page 650): Be exposed to onomatopoeia words; Continue to develop letter knowledge and letter recognition</p> <p>Unit 31 (V2, page 674): Further develop phonemic awareness; Increase letter recognition</p> <p>Unit 32 (V2, page 698): Increase phonemic awareness; Expand letter knowledge</p> <p>Unit 33 (V2, page 720): Increase letter recognition; Improve phonemic awareness</p> <p>Unit 34 (V2, page 746): Be exposed to a haiku; Be able to identify opposites</p> <p>Unit 35 (V2, page 770): 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 |
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| Emergent Reading | LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told | <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>Unit 1 (V1, page 2): Learn the rudiments of connecting words and ideas to form sentences</p> <p>Unit 5 (V1, page 82): Identify the first letter in his name; Retell a simple story</p> <p>Unit 6 (V1, page 104): Be introduced to the concept of <i>simile</i></p> <p>Unit 7 (V1, page 124): Recognize environmental print; Ask questions for clarification</p> <p>Unit 8 (V1, page 144): Understand that a book has a beginning, middle, and end; Hold a book upright facing the reader; Identify her name in print</p> <p>Unit 10 (V1, page 186): Retell favorite stories; Sing fingerplays and rhymes</p> <p>Unit 12 (V1, page 230): 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 | |

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

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

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| | | <p>increasing skill</p> <p>Unit 23 (V2, page 482): Demonstrate the behaviors of a beginning writer</p> <p>Unit 25 (V2, page 526): Use fine motor skills with increasing complexity (stringing beads, for example)</p> <p>Unit 31 (V2, page 674): Show increased skill in writing letters and words</p> <p>Unit 33 (V2, page 720): 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: | Learn Every Day: Preschool Supportive Resources, Units, Lessons and Learning Objectives |
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| Number and Operations | MA31 Develop an awareness of numbers and counting as a means for understanding quantity | <p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 9, Lesson 1 (page 167): <i>Counting</i></p> <p>Unit 9, Lesson 2 (page 170): <i>Sets and Classifying</i></p> <p>Unit 9, Lesson 3 (page 174): <i>Comparing</i></p> <p>Unit 9, Lesson 4 (page 177): <i>Parts and Wholes</i></p> <p>Unit 9, Lesson 5 (page 181): <i>Graphing</i></p> <p>Unit 3 (V1, page 44): Begin to identify number concepts up to ten</p> <p>Unit 5 (V1, page 82): Continue to learn about graphing; Explore one-to-one correspondence</p> <p>Unit 8 (V1, page 144): Understand the concepts of <i>more</i> and <i>less</i></p> <p>Unit 9 (V1, page 164): 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>Unit 12 (V1, page 230): 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 | |

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| | | <p>Unit 26 (V2, page 550): Communicate about something using ordinal number words such as <i>first, second, next, last, etc</i></p> <p>Unit 28 (V2, page 602): Use complex oral cues to solve a problem involving numbers</p> <p>Unit 29 (V2, page 628): Count up to 10</p> <p>Unit 30 (V2, page 650): Count to 20</p> <p>Unit 32 (V2, page 698): Group items into sets and count them</p> |
| <p>Geometry and Spatial Sense</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>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 7, Lesson 1 (page 127): <i>Shapes Everywhere</i></p> <p>Unit 7, Lesson 2 (page 130): <i>Shapes and Sizes</i></p> <p>Unit 7 Lesson 3 (page 133): <i>Shapes in the Environment</i></p> <p>Unit 7, Lesson 4 (page 136): <i>Shapes in Nature</i></p> <p>Unit 7, Lesson 5 (page 139): <i>Shapes in Print</i></p> <p>Unit 7 (V1, page 124): Identify common shapes in the environment</p> <p>Unit 7 (V1, page 124): Classify by common shapes</p> <p>Unit 7 (V1, page 124): Use shapes to create art</p> <p>Unit 11 (V1, page 208): Continue to develop understanding of shapes, including cylinders</p> <p>Unit 14 (V1, page 274): Identify shapes found in the environment</p> <p>Unit 20 (V2, page 414): Use symbolic representation to represent people, places, and things through drawings, movement, and three-dimensional objects</p> <p>Unit 24 (V2, page 506): Recognize geometric shapes that appear in nature</p> <p>Unit 32 (V2, page 698): Recognize geometric shapes in the environment</p> |

MATHAMATICS

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| 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 |
| Geometry and Spatial Sense | <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>LED Foundations (page 67): Science and Math: Building a Foundation</p> <p>Unit 7 (V1, page 123): Learn Every Day about Shapes</p> <p>Unit 1 (V1, page 2): Begin to identify and recognize patterns Unit 2 (V1, page 24): Be introduced to the concept of size; make simple comparisons Unit 7 (V1, page 124): Classify by common shapes Unit 9 (V1, page 164): Combine items based on similar attributes Unit 27 (V2, page 578): Match items based on similar attributes Unit 24 (V2, page 506): Recognize geometric shapes that appear in nature Unit 31 (V2, page 674): Place items into sets due to similar attributes Unit 32 (V2, page 698): Recognize geometric shapes in the environment</p> |
| Patterns | <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>LED Foundations (page 67): Science and Math: Building a Foundation</p> <p>Unit 7 (V1, page 123): Learn Every Day about Shapes</p> <p>Unit 1 (V1, page 2): Begin to identify and recognize patterns Unit 10 (V1, page 186): Continue to recognize patterns Unit 12 (V1, page 230): Sort, classify, and serialize (put in a pattern) Unit 21 (V2, page 436): Recognize, duplicate, and extend simple patterns Unit 27 (V2, page 578): Match items based on similar attributes Unit 29 (V2, page 628): Construct patterns Unit 31 (V2, page 674): Place items into sets due to similar attributes</p> |
| Measurement | MA48 Use non-standard (feet, hands, | LED Foundations (page 67): Science |

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

MATHAMATICS

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

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

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| 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 |
| Sensory Awareness | SC31 Use senses in purposeful ways together information and explore the environment | LED Foundations (page 67): Science and Math: Building a Foundation |

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| | <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>Unit 4, Lesson 1 (page 65): <i>Seeing</i> Unit 4, Lesson 2 (page 69): <i>Hearing</i> Unit 4, Lesson 3 (page 72): <i>Touching</i> Unit 4, Lesson 4 (page 75): <i>Smelling</i> Unit 4, Lesson 5 (page 78): <i>Tasting</i> Unit 22 (V2, page 457): <i>Learn Every Day about Science</i> Unit 22, Lesson 2 (page 465): <i>Magnets, Bubbles, and the Forces that Attract and Repel (Physics)</i> Unit 22, Lesson 3 (page 468): <i>Obblek and Slimy Things: Things that Mix and Combine (Chemistry)</i> Unit 22, Lesson 4 (page 472): <i>Planets, Stars, and Other Heavenly Bodies (Astronomy)</i> Unit 22, Lesson 5 (page 476): <i>The Human Body (Biology)</i></p> <p>Unit 4 (V1, page 62): Develop listening skills; Listen with intent Unit 4 (V1, page 62): Learn new vocabulary related to the senses, and identify the function of each sense Unit 5 (V1, page 82): Listen intentionally to music Unit 20 (V2, page 414): Use increasingly complex sentences to describe what he sees and experiences</p> |
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| 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 |
| Scientific Exploration | SC33 Express their curiosity and investigate questions of interest through play and exploration | LED Foundations (page 67): <i>Science and Math: Building a Foundation</i> Unit 22 (V2, page 457): <i>Learn Every Day about Science</i> |
| | SC34 Use materials and tools appropriate for problem solving and exploration | Unit 22, Lesson 1 (page 461): <i>The Scientific Method</i> |

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

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| 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 |
| Scientific Inquiry | <p>SC35 Ask scientific questions</p> <p>SC36 Investigate and explore their questions using observations</p> | LED Foundations (page 67): Science and Math: Building a Foundation |

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| | and previous experience to make predictions | Unit 22 (V2, page 457): <i>Learn Every Day about Science</i> Unit 22, Lesson 1 (page 461): <i>The Scientific Method</i> |
| | SC37 Provide their own explanations for "how" and "why" things happen | Unit 1 (V1, page 2): Make predictions Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world Unit 7 (V1, page 124): Predict the outcome of a scientific experiment; Acquire knowledge about physical properties of the world Unit 8 (V1, page 144): Test predictions through exploration and experimentation Unit 9 (V1, page 164): Observe and discuss common properties Unit 10 (V1, page 186): Generate explanations regarding experiments and explorations Unit 16 (V1, page 320): Observe, investigate, and ask questions about the world around him Unit 19 (V2, page 392): Obtain and use evidence to promote explanations Unit 20 (V2, page 414): Generate explanations and communicate conclusions regarding their experiments and explorations Unit 21 (V2, page 436): Observe, describe, and discuss properties of materials Unit 22 (V2, page 458): Recognize the steps in the scientific process Unit 28 (V2, page 602): Use the scientific method to draw a conclusion Unit 32 (V2, page 698): Use the scientific method to make decisions Unit 35 (V2, page 770): Use the scientific method to explore and draw conclusions |
| | SC38 Use data from an investigation or exploration to draw conclusions and communicate results | |

SCIENCE

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

SCIENCE

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

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

SCIENCE

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| 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 |
| Scientific Knowledge: Environment | SC50 Explore how the environment is affected by what people do | LED Foundations (page 67): Science and Math: Building a Foundation |
| | SC51 Describe and engage in activities that preserve the environment | Unit 23, Lesson 1 (page 485): Reduce, Recycle, and Reuse Unit 23 (V2, page 482): Recognize cause- |

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

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

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| | group, friends, community) | <p>Unit 1 (V1, page 2): 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>Unit 1 (V1, page 2): Be introduced to music from other cultures; Understand that music is often very different across cultures</p> <p>Unit 2 (V1, page 24): Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p>Unit 2 (V1, page 24): Understand family relationships and how families help each other</p> <p>Unit 4 (V1, page 62): Begin to recognize that people depend on each other</p> <p>Unit 5 (V1, page 82): Learn what it means to be a good citizen</p> <p>Unit 6 (V1, page 104): Learn about other cultures</p> <p>Unit 8 (V1, page 144): Value individual differences</p> <p>Unit 10 (V1, page 186): Understand that other culture have different types and styles of music</p> <p>Unit 12 (V1, page 230): Understand the function of social events such as mealtime; Be exposed to children’s literature from cultures around the world</p> <p>Unit 14 (V1, page 274): Understand the importance of places in the community to society</p> <p>Unit 15 (V1, page 296): Recognize the role of community workers in society</p> <p>Unit 17 (V1, page 342): Understand the role of community helpers in society; Talk about the role of community helpers in keeping people safe</p> <p>Unit 18 (V1, page 366): Learn more about the social customs of others</p> <p>Unit 18 (V1, page 366): Be exposed to the way others eat, live, dress, and play</p> <p>Unit 24 (V2, page 506): Understand the feelings of others</p> |
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| MY FAMILY, MY COMMUNITY , MY WORLD | | |
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| 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 |
| Past, Present and Future History | MM36 Develop emerging concept of time through daily schedule and routines | LED Foundations (page 90): <i>The Stepping Stones of Family Involvement</i> |
| | MM37 Share their personal history including people, places, and events that take place in the past and the present | Unit 8 Lesson 3 (page 153): <i>Measuring Time</i> Unit 21 (V2, page 435): <i>Learn Every Day about the Past</i> Unit 21, Lesson 1 (page 439): <i>Foods on the Frontier</i> |
| | MM38 Talk about events that may happen in the near future | Unit 21, Lesson 2 (page 443): <i>Clothing Styles</i> Unit 21, Lesson 3 (page 446): <i>Transportation Then and Now</i> |
| | MM39 Begin to understand that things, people, and places change over time | Unit 21, Lesson 4 (page 449): <i>Technology</i> Unit 21, Lesson 5 (page 453): <i>My Personal Past</i> Unit 31 (V2, page 673): <i>Learn Every Day about Dinosaurs</i> Unit 21 (V2, page 436): Understand that the past relates to the present Unit 21 (V2, page 436): Recognize events that happened in the past; Understand how people lived in the past how their lives changed over time Unit 21 (V2, page 436): Recognize that in the past, people had more trouble fulfilling their basic needs Unit 29 (V2, page 628): Recognize the natural passage of time and the role different seasons play in our lives Unit 31 (V2, page 674): Differentiate among past, present, and future |

| MY FAMILY, MY COMMUNITY , MY WORLD | | |
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| SUB-DOMAIN | To support children's preparation | Learn Every Day: Preschool |

| | for kindergarten, families and programs will provide children the opportunity to: | Supportive Resources, Units, Lessons and Learning Objectives |
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| Places and Spaces – Geography | MM4D Be familiar with information about where they live, including their address | Unit 18, Lesson 1 (page 369): <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) | Unit 18, Lesson 2 (page 372): <i>Homes around the World</i> Unit 19, Lesson 1 (page 395): <i>Foods around the World</i> Unit 19, Lesson 2 (page 398): <i>Homes around the World</i> Unit 19, Lesson 3 (page 401): <i>Clothing around the World</i> |
| | MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite) | Unit 19, Lesson 4 (page 405): <i>Languages around the World</i> Unit 19, Lesson 5 (page 409): <i>Music around the World</i> Unit 20, Lesson 4 (page 427): <i>Celebrating People</i> |
| | MM43 Develop an awareness of the natural environment surrounding them outdoors | Unit 20, Lesson 5 (page 430): <i>Celebrating the World</i> Unit 6 (V1, page 104): Learn about other cultures Unit 7 (V1, page 124): Recognize that people from different cultures may have customs that are unfamiliar Unit 9 (V1, page 164): Develop a growing understanding of position in space, geographical location, and direction Unit 13 (V1, page 252): Understand concepts such as <i>up / down, over / under, above / below</i> Unit 18 (V1, page 366): Experience the directions on a map Unit 18 (V1, page 366): Be exposed to the way others eat, live, dress, and play Unit 19 (V2, page 392): Develop a growing understanding of position in space, geographical location, and direction; Recognize the contributions of people around the world Unit 33 (V2, page 720): Appreciate listening to stories from other places |

MY FAMILY, MY COMMUNITY, MY WORLD

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| 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 |
| Working Together – Government and Communities | <p>MM49 Perform simple tasks within the home, early childhood group, or community</p> <p>MM50 Participate in group decision making</p> | <p>Unit 3, Lesson 2 (page 50): <i>People in a Family Help Each Other</i></p> <p>Unit 5, Lesson 3 (page 92): <i>Working Together and Getting Along</i></p> <p>Unit 5, Lesson 5 (page 98): <i>Trusting and Relying on Each Other</i></p> <p>Unit 14 (V1, page 273): <i>Learn Every Day about Community Places</i></p> <p>Unit 15 (V1, page 295): <i>Learn Every Day about Community Helpers</i></p> <p>Unit 15, Lesson 5 (page 314): <i>Government Helpers</i></p> <p>Unit 18, Lesson 4 (page 378): <i>Neighborhoods</i></p> <p>Unit 5 (V1, page 82): Learn what it means to be a good citizen</p> <p>Unit 14 (V1, page 274): Understand the importance of places in the community to society</p> <p>Unit 15 (V1, page 296): Recognize the role of community workers in society</p> <p>Unit 16 (V1, page 320): Understand the role of transportation in society; Recognize the value of public transportation</p> <p>Unit 17 (V1, page 342): Understand the role of community helpers in society</p> |
| Money and Resources - Economics | <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>Unit 15, Lesson 5 (page 314): <i>Government Helpers</i></p> <p>Unit 18, Lesson 4 (page 378): <i>Neighborhoods</i></p> <p>Unit 7 (V1, page 124): Recognize that people from different cultures may have customs that are unfamiliar</p> <p>Unit 8 (V1, page 144): Begin to understand the use of money in society</p> <p>Unit 17 (V1, page 342): Understand the role of community helpers in society; Talk about the role of community helpers in keeping people safe</p> <p>Unit 24 (V2, page 506): Recognize the role of the ocean in our daily life and how certain products from the ocean help sustain life on Earth</p> |

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| | | Unit 35 (V2, page 770): Understand the valuable role of farming and farmers in the world |
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CREATIVE EXPRESSION

| 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 |
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| Music | CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos | Unit 10, Lesson 1 (page 189): <i>Percussion Instruments</i> |
| | CE32 Initiate and recall patterns, songs, rhythms, and rhymes | Unit 10, Lesson 2 (page 192): <i>Woodwind Instruments</i> |
| | CE33 Be exposed to music from other cultures | Unit 10, Lesson 3 (page 195): <i>Stringed Instruments</i> |
| | CE34 Sing a variety of simple songs in various keys | <p>Unit 10, Lesson 4 (page 198): <i>Bass Instruments</i></p> <p>Unit 10, Lesson 5 (page 202): <i>Playing in the Band</i></p> <p>Unit 11, Lesson 2 (page 215): <i>Music</i></p> <p>Unit 19, Lesson 5 (page 409): <i>Music around the World</i></p> <p>Unit 1 (V1, page 2): Participate in creative movement and music activities</p> <p>Unit 2 (V1, page 24): Participate in a group music experience</p> <p>Unit 3 (V1, page 44): Participate in group music activities</p> <p>Unit 5 (V1, page 82): Listen intentionally to music; Learn how music can be used to express feelings</p> <p>Unit 7 (V1, page 124): Participate in singing songs and dancing to music</p> <p>Unit 10 (V1, page 186): Express herself through participation in creating music</p> <p>Unit 13 (V1, page 252): Express himself through music, art, and dance</p> <p>Unit 14 (V1, page 274): Express himself through art and music</p> <p>Unit 16 (V1, page 320): Participate in songs and express himself through music</p> <p>Unit 19 (V2, page 392): Add words to songs; Use rhythm instruments to accompany simple songs and movements</p> |

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

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| 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 |
| Visual Arts | CE39 Show interest using different art media and | Unit 11 (V1, page 207): <i>Learn Every Day about the Arts</i> |

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

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| | | <p>Unit 9 (V1, page 164): Show growing creativity and imagination in using materials in dramatic play situations</p> <p>Unit 12 (V1, page 230): Participate in creative expression through acting out a familiar story</p> <p>Unit 15 (V1, page 296): Use creativity and imagination in role-play situations</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health; Extend dramatic play to other areas</p> <p>Unit 20 (V2, page 414): Use dramatic play to show events, using both language and props</p> <p>Unit 29 (V2, page 628): Participate in creative expression and dramatic play with props and music</p> <p>Unit 32 (V2, page 698): Express herself through dramatic play</p> |
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PHYSICAL DEVELOPMENT AND HEALTH

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| 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 |
| Fine Motor | PD31 Develop strength, small-motor control, and coordination through daily activities | <p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i></p> <p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i></p> |
| | PD32 Develop and use eye-hand coordination to perform a variety of tasks | <p>Unit 2 (V1, page 24): Experiment with different writing tools</p> |
| | PD33 Explore and experiment with a variety of tools | <p>Unit 5 (V1, page 82): Build motor skills by cutting out patterns</p> <p>Unit 10 (V1, page 186): Develop fine motor skills by using musical instruments that require manipulation</p> <p>Unit 12 (V1, page 230): Continue to develop fine motor skills through emergent writing</p> <p>Unit 16 (V1, page 320): Develop emergent writing skills</p> |

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

PHYSICAL DEVELOPMENT AND HEALTH

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| SUM-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 |
| Gross Motor | PD35 Demonstrate body and space awareness, to move and stop with control over | <p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i></p> <p>Unit 13 (V1, page 251): <i>Learn Every Day</i></p> |

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

PHYSICAL DEVELOPMENT AND HEALTH

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| 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 |
| Health Awareness and Practice | PD37 Expand knowledge and respect for their bodies | <p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i></p> <p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i></p> |
| | PD38 Engage in daily physical activity, both indoors and outdoors | <p>Unit 1 (V1, page 2): Begin to learn about basic hygiene and ways to stay healthy in a school setting</p> <p>Unit 4 (V1, page 62): Learn about personal hygiene and how germs may spread by sharing eating utensils</p> <p>Unit 8 (V1, page 144): Understand the importance of basic hygiene and cleanliness</p> <p>Unit 22 (V2, page 458): Understand the role of science in keeping us healthy</p> |
| | PD39 Learn about and practice health and hygiene routines | |

PHYSICAL DEVELOPMENT AND HEALTH

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| 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 |
| Health Awareness and Practice | PD40 Experience and learn about healthy lifestyle practices | <p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i></p> |

| Practice | | |
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| | <p>PD41 Learn about and demonstrate safe behaviors and accident prevention</p> | <p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i></p> <p>Unit 17 (V1, page 341): <i>Learn Every Day about Safety</i></p> <p>Unit 28 (V2, page 601): <i>Learn Every Day about Nutrition</i></p> <p>Unit 1 (V1, page 2): Begin to learn about basic hygiene and ways to stay healthy in a school setting; Perform simple self-help skills</p> <p>Unit 7 (V1, page 124): Learn about safety when working with certain elements</p> <p>Unit 11 (V1, page 208): Participate in activities that will build physical fitness</p> <p>Unit 11 (V1, page 208): Participate in activities that will build physical fitness</p> <p>Unit 17 (V1, page 342): Understand the value of personal safety; Articulate basic safety rules</p> <p>Unit 22 (V2, page 458): Understand the role of science in keeping us healthy</p> <p>Unit 23 (V2, page 482): Recognize the role of the environment in personal safety and good health</p> <p>Unit 24 (V2, page 506): Understand the role of the ocean in keeping us healthy</p> <p>Unit 26 (V2, page 550): Discover how plants provide many of the healthy foods we eat; Learn to make healthy choices about the foods they eat</p> <p>Unit 27 (V2, page 578): Make healthy food choices; Understand fruits and vegetables are healthy choices</p> <p>Unit 28 (V2, page 602): Recognize the relationship between good nutrition and physical health</p> <p>Unit 30 (V2, page 650): Understand the role of the weather in personal health and well-being</p> <p>Unit 35 (V2, page 770): Recognize that many healthy food choices come from farms and farm animals</p> <p>Unit 36 (V2, page 796): Understand that plants, animals, and people need water and food to survive</p> |

