

Maine’s Early Learning and Development Standards

Alignment with

Learn Every Day: The Preschool Curriculum

Samples of Learn Every Day Resources, Units, Lessons and Objective are given for each of the Maine Early Learning Developmental Standards. These examples are not meant to be an all-inclusive list.

Standards for Social and Emotional Development

Emotional Development

Emotional Development- Self Concept	Emotional Development- Self Concept	LED Resources, Units, Lessons and Objectives
<p>Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights</p> <p>Chooses individual activities</p> <p>Expresses self in different roles during pretend play</p> <p>Compares self with others</p> <p>Expresses own ideas and opinions</p>	<p>Has an awareness of self as having certain abilities, characteristics, preferences and rights</p> <p>Demonstrates self-direction by making choices among peers, activities and materials</p> <p>Takes on new tasks and improves skills with practice</p> <p>Initiates actions or activities with peers</p> <p>Expresses delight over a successful project and want others to like it too</p> <p>Demonstrates confidence in own abilities and delights in the mastery of a skill</p> <p>Demonstrates an understanding of and follows through with basic responsibilities</p>	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i></p> <p>Unit 2, Lesson 1 (page 27): <i>My Body</i></p> <p>Unit 2, Lesson 2 (page 30): <i>My Feelings</i></p> <p>Unit 2, Lesson 3 (page 33): <i>I Can Grow, I Can Learn</i></p> <p>Unit 2, Lesson 4 (page 36): <i>Things I can Change/Things I Can't Change</i></p> <p>Unit 2, Lesson 5 (page 39): <i>My Favorite Things</i></p> <p>Unit 6 (V1, page 104): Feel positive about who she is and how she looks</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 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 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>

Emotional Development- Self-Regulation	Emotional Development- Self-Regulation	LED Resources, Units, Lessons and Objectives
<p>Begins to tell and follow basic safety guidelines and requirements</p> <p>Shows progress in appropriately expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property</p> <p>Demonstrates increasing competency in recognizing and describing own and others' emotions</p> <p>Develops increased capacity to share materials or caregiver/teacher's attention</p> <p>Shows increased ability to wait for his/her turn in a simple game or for use of equipment</p> <p>Will use private or inner speech to help remember the rules and standards of behavior</p> <p>Uses materials and equipment purposefully, safely and respectfully</p> <p>Begins to accept consequences of own actions</p> <p>Listens with interest and understanding to directions</p> <p>Listens with interest and understanding during conversations</p>	<p>Expresses self in safe and appropriate ways through words and actions</p> <p>Seeks peaceful resolutions to conflict</p> <p>Stops and listens to instructions before jumping into activity, with guidance</p> <p>Follows rules and routines</p> <p>Respects the rights and property of others</p> <p>Uses materials appropriately</p> <p>Is able to share materials or caregiver's/teacher's attention</p> <p>Can wait for turn in simple game or use of equipment</p> <p>Accepts consequences of own actions</p> <p>Regulates own emotions and behaviors</p> <p>Refrains from disruptive, aggressive, angry or defiant behaviors</p> <p>Asks what and why questions to understand effects of behavior</p>	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 5 (V1, page 81): <i>Learn Every Day about Each Other</i></p> <p>Unit 5, Lesson 1 (page 85): <i>Getting to 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 2 (V1, page 24): Begin to identify emotions; Participate in small-group discussions</p> <p>Unit 3 (V1, page 44): Identify common emotions; Participate in small-group discussions about emotions and feelings</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 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 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>

Emotional Development- Sympathy and Empathy	Emotional Development- Sympathy and Empathy	LED Resources, Units, Lessons and Objectives
<p>Realizes and expresses how another child might feel</p> <p>Demonstrates awareness of feeling during pretend play</p> <p>Recognizes other children’s kind behaviors</p>	<p>Expresses empathy for others</p> <p>Comforts physically hurt or emotionally upset child through</p> <p>Labels own emotions and increasingly, the emotions of others</p> <p>Demonstrates understanding of the consequences of own actions on others.</p> <p>Understand the reasons for rules and routines within the group and accepts them</p> <p>Asks “what” and “why” questions to understand effects of behavior</p> <p>Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property</p>	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 5 (V1, page 81): <i>Learn Every Day about Each Other</i></p> <p>Unit 5, Lesson 1 (page 85): <i>Getting to 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 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 6 (V1, page 104): Explore ways to express needs, wants, and feelings</p> <p>Unit 15 (V1, page 296): Recognize and label the emotions of other</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>

Emotional Development- Adapting to Diverse Settings	Emotional Development- Adapting to Diverse Settings	LED Resources, Units, Lessons and Objectives
<p>Explores objects and materials and interacts with others in a variety of new settings</p> <p>Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance</p>	<p>Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance</p> <p>Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors</p> <p>Anticipates with assistance what will be needed in diverse settings</p> <p>Follows rules in diverse settings</p>	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 5 (V1, page 81): <i>Learn Every Day about Each Other</i></p> <p>Unit 5, Lesson 1 (page 85): <i>Getting to 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; Understand the importance of being a member of a community group</p> <p>Unit 13 (V1, page 252): Play games with rules</p> <p>Unit 17 (V1, page 342): Understand the value of personal safety; Articulate basic safety rules</p> <p>Unit 17 (V1, page 342): Understand the role of safety at home and at school</p> <p>Unit 19 (V2, page 392): Recognize how other places around the world are different</p> <p>Unit 31 (V2, page 674): Work cooperatively in a group; Recognize and honor the choices made by others</p> <p>Unit 33 (V2, page 720): Learn about the importance of getting along with others</p> <p>Unit 35 (V2, page 770): Follow simple rules, routines, and directions</p>

Social Development

Social Development- Building Relationships with Adults	Social Development- Building Relationships with Adults	LED Resources, Units, Lessons and Objectives
<p>Separates with assistance from significant adults, without undue anxiety, in familiar settings</p> <p>Approaches adults for assistance</p> <p>Offers to assist adults</p> <p>Expresses affection for significant adults</p> <p>Follows caregivers'/teachers' guidance for appropriate behavior in different environments</p> <p>Interacts appropriately with familiar adult(s) and peers</p> <p>Identifies known safety roles and distinguishes between trusted and unknown adults</p>	<p>Asks questions and checks with an adult before deviating from rules and routines</p> <p>Seeks adult help when needed for emotional support</p> <p>Confides in at least one adult</p> <p>Works independently and asks for help only when necessary</p> <p>Works cooperatively with an adult to plan and organize activities and solve problems</p> <p>Uses socially appropriate behavior with peers and adults such as helping</p>	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>LED Foundations (page 41): <i>Transitions</i></p> <p>Unit 1, Lesson 2 (page 8): <i>My Teacher and Others Who Help Me at School</i></p> <p>Unit 3, Lesson 2 (page 50): <i>People in a Family Help Each Other</i></p> <p>Unit 2 (V1, page 24): Begin to identify emotions; Participate in small-group discussions; 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 12 (V1, page 230): Appreciate and understand that everyone has strengths and weaknesses</p> <p>Unit 22 (V2, page 458): Demonstrate age-appropriate independence</p> <p>Unit 26 (V2, page 550): Engage with peers in a social situation</p>
Social Development- Building Relationships with Children	Social Development- Building Relationships with Children	LED Resources, Units, Lessons and Objectives
<p>Separates willingly from adults to play with friends</p> <p>Plays beside and interacts with peers</p> <p>Shows enjoyment in playing with other children</p> <p>Participates in group glee Has at least one other friend and begins to show preference for</p>	<p>Participates cooperatively in large and small group activities</p> <p>Participates in classroom and group routines</p> <p>Uses different turn-taking strategies</p> <p>Shows increasing abilities to use compromise and discussion in</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 3 (page 11): <i>My Friends at School</i></p> <p>Unit 3 (V1, page 44): Identify common emotions; Participate in</p>

<p>particular playmate</p> <p>Leads or participates in planning cooperative play with others</p> <p>Understands the concept of “mine” and “his/hers”</p> <p>Joins a group of other playing children with adult prompts, as needed</p>	<p>play, and resolution of conflicts with peers</p> <p>Develops consideration for the needs or interests of peers</p> <p>Develops friendships with peers</p> <p>Notices and comments on who is absent from routine group settings</p> <p>Shows concern for personal fairness within a peer group</p> <p>Defends own rights and the rights of others</p> <p>Gives social support to others</p> <p>Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking</p> <p>Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)</p> <p>Uses play to explore, practice and understand social roles</p> <p>Joins in the middle of an on- going group activity with friends independently</p> <p>Invents and sets up activities that include more than one child</p> <p>Gives social support to others</p>	<p>small-group discussions about emotions and feelings; 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 about trust; Understand the importance of being a member of a community group</p> <p>Unit 7 (V1, page 124): Enjoy a collaborative group activity</p> <p>Unit 8 (V1, page 144): Value individual differences</p> <p>Unit 9 (V1, page 164): Work cooperatively in groups</p> <p>Unit 7 (V1, page 124): Enjoy a collaborative group activity</p> <p>Unit 8 (V1, page 144): Value individual differences</p> <p>Unit 9 (V1, page 164): Work cooperatively in groups</p> <p>Unit 7 (V1, page 124): Enjoy a collaborative group activity</p> <p>Unit 8 (V1, page 144): Value individual differences</p> <p>Unit 9 (V1, page 164): Work cooperatively in groups</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 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</p>
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Social Development- Respecting Similarities and Differences	Social Development- Respecting Similarities and Differences	LED Resources, Units, Lessons and Objectives
<p>Compares similarities or difference of others' physical characteristics, interests, and abilities, may use self as a reference</p> <p>Develops varied relationships with others based upon shared experiences and engagement in activities not based upon gender, ethnic background or special needs</p> <p>Carries on sustained interaction with adults in their world</p> <p>Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics</p> <p>Begins to demonstrate an understanding of inclusion or fairness through words and actions</p>	<p>Names and accepts differences and similarities in preferences</p> <p>Notices that other children might communicate differently or use different words for the same object</p> <p>Begins to examine a situation from others' perspective</p> <p>Shows concern about personal fairness within a peer group</p>	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 5, Lesson 2 (page 88): <i>Everybody's the Same, Everybody's Different</i></p> <p>Unit 1 (V1, page 2): Recognize that people differ and that we respect those differences</p> <p>Unit 4 (V1, page 62): Begin to recognize that people depend on 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 17 (V1, page 342): Recognize the feelings of others</p> <p>Unit 18 (V1, page 366): Learn more about the social customs of others</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</p>

STANDARDS FOR APPROACHES TO LEARNING

Initiative & Curiosity	Initiative & Curiosity	LED Resources, Units, Lessons and Objectives
<p>Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks</p> <p>Shows interest in how and why others do things</p> <p>Develops increased ability to make independent choices</p> <p>Explores materials and actively uses them to follow through on an idea</p>	<p>Initiates participation in a widening ranges of topics, ideas, and tasks</p> <p>Invents projects and works on them with little assistance</p> <p>Wonders and asks questions about change in his/her world</p> <p>Uses “wh” questions to get information a variety of topics (why, who, what, where and when)</p> <p>Approaches tasks and activities with increasing flexibility, imagination, and inventiveness</p> <p>Invents games and new activities</p>	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 4 (V1, page 62): Express herself using various mediums</p> <p>Unit 4 (V1, page 62): Develop observation skills; Learn to ask complex questions</p> <p>Unit 5 (V1, page 82): Explore one-to-one correspondence</p> <p>Unit 5 (V1, page 82): Make predictions</p> <p>Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world</p> <p>Unit 6 (V1, page 104): Explore ways to express needs, wants, and feelings</p> <p>Unit 9 (V1, page 164): Show growing creativity and imagination in using materials in dramatic play situations</p> <p>Unit 9 (V1, page 164): Seek multiple solutions to solve a problem</p> <p>Unit 9 (V1, page 164): Observe and discuss common properties</p> <p>Unit 21 (V2, page 436): Observe, describe, and discuss properties of materials</p> <p>Unit 26 (V2, page 550): Appreciate the beauty of the natural world</p>
Engagement & Persistence	Engagement & Persistence	LED Resources, Units, Lessons and Objectives
<p>Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</p> <p>Participates in an increasing variety of tasks and activities</p> <p>Begins to set goals, develops plans and completes tasks</p>	<p>Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations</p> <p>Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration)</p>	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 2 (V1, page 24): Make choices based on previously learned skills</p> <p>Unit 3 (V1, page 44): Use descriptive words when discussing an activity</p> <p>Unit 5 (V1, page 82): Explore</p>

<p>Demonstrates an increasing capacity to maintain concentration for a meaningful period of time.</p>	<p>Chooses to leave a project and returns to it later for completion or elaboration</p> <p>Sets goals, develops plans, and completes tasks with increasing independence.</p> <p>Maintains concentration despite distractions</p>	<p>one-to-one correspondence</p> <p>Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world</p> <p>Unit 8 (V1, page 144): Solve a problem using deductive reasoning</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 17 (V1, page 342): Extend dramatic play to other areas</p> <p>Unit 30 (V2, page 650): Observe the characteristics of Earth and space</p> <p>Unit 31 (V2, page 674): Use science tools for discovery</p>
<p>Reflection & Problem-Solving</p>	<p>Reflection & Problem-Solving</p>	<p>LED Resources, Units, Lessons and Objectives</p>
<p>Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults</p> <p>Explains part, or all, of the problem when asking for help</p> <p>Uses self-talk to guide when solving a problem</p>	<p>Predicts when something might be a problem or challenge</p> <p>Makes predictions about what will happen next</p> <p>Looks for more than one solution to a question, task, or problem</p> <p>Applies prior experiences, senses, and knowledge to new learning situations</p> <p>Considers and implements different approaches to carrying out a task</p> <p>Independently alters approach to tasks when initial approach does not work</p> <p>Discusses or documents important aspects of an experience and identifies what was learned</p> <p>Solves increasingly complex problems and an increased number of problems</p>	<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</p> <p>Unit 1 (V1, page 2): Make predictions</p> <p>Unit 5 (V1, page 82) 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 9 (V1, page 164): Seek multiple solutions to solve a problem</p> <p>Unit 16 (V1, page 320): Use prior knowledge to solve a problem</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 26 (V2, page 550): Solve complex problems with multiple solutions</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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STANDARDS FOR CREATIVE ARTS

Visual Arts

Visual Arts	Visual Arts	LED Resources, Units, Lessons and Objectives
<p>Uses a variety of art making tools</p> <p>Shares art materials and begins to work with peers on a group artwork</p> <p>Chooses artwork to display and keep based on personal preferences</p> <p>Explores a variety of developmentally appropriate materials and media to create 2 and 3 dimensional artwork</p> <p>Begins to use art materials safely and appropriately</p> <p>Observes and discusses artwork created by both adults and children</p>	<p>Shows interest in different art media and materials in a variety of ways for creative expression and representation</p> <p>Works collaboratively to create group art displays</p> <p>Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism</p> <p>Uses art materials safely and appropriately</p> <p>Selects and describes the elements of personal artwork with teachers, other children and parents</p>	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 11 (V1, page 207): <i>Learn Every Day about the Arts</i></p> <p>Unit 11, Lesson 1 (page 211): <i>Drawing and Painting</i></p> <p>Unit 11, Lesson 5 (page 224): <i>Sculpture</i></p> <p>Unit 1 (V1, page 2): Use more than one medium to create artwork</p> <p>Unit 2 (V1, page 24): Use more than one medium to create artwork</p> <p>Unit 6 (V1, page 104): Mix colors to make new color combinations</p> <p>Unit 7 (V1, page 124): Use shapes to create art</p> <p>Unit 9 (V1, page 164): Show growing creativity</p> <p>Unit 11 (V1, page 208): Express himself through participation in creative expression</p> <p>Unit 18 (V1, page 366): Construct sculptures and other art from various materials</p> <p>Unit 24 (V2, page 506): Create art using various types of mediums</p> <p>Unit 27 (V2, page 578): Use various media to create art both individually and in a group</p> <p>Unit 30 (V2, page 650): Use collaboration in completing and art project</p> <p>Unit 34 (V2, page 746): Express himself through art</p> <p>Unit 36 (V2, page 796): Express himself through creating art using various mediums</p>

Movement and Dance

Movement and Dance	Movement and Dance	LED Resources, Units, Lessons and Objectives
<p>Responds in movement to a variety of sensory stimuli (e.g. audio, visual, tactile)</p> <p>Engages in various types of music and rhythm activities through movement</p> <p>Demonstrates awareness of body in space and moves with developing control</p>	<p>Moves in response to tempo changes and different styles of music</p> <p>Uses creative movement, planned or improvised, that expresses an idea or feeling</p> <p>Listens and cooperates in group creative movement/dances</p>	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 11 (V1, page 207): <i>Learn Every Day about the Arts</i></p> <p>Unit 11, Lesson 2 (page 215): <i>Music</i></p> <p>Unit 11, Lesson 3 (page 219): <i>Dance</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 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 23 (V2, page 482): Express himself by participating in dance and fingerplays</p>

Music

Music	Music	LED Resources, Units, Lessons and Objectives
<p>Recognizes different patterns of tempo, rhythm and pitch</p> <p>Develops ability to sing expressively</p> <p>Listens to and explores various kinds of music and instruments, and natural sounds</p>	<p>Shows increasing ability to recognize tempo changes and different styles of music</p> <p>Sings songs with more complex and varied lyrics patters and notations</p> <p>Uses music and instruments to imitate and improvise songs, melodies, and patterns</p>	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 10 (V1, page 185): <i>Learn Every Day about Music</i></p> <p>Unit 10, Lesson 1 (page 189): <i>Percussion Instruments</i></p> <p>Unit 10, Lesson 2 (page 192): <i>Woodwind Instruments</i></p> <p>Unit 10, Lesson 3 (page 195): <i>Stringed Instruments</i></p> <p>Unit 10, Lesson 4 (page 198): <i>Bass Instruments</i></p> <p>Unit 10, Lesson 5 (page 202):</p>

		<p><i>Playing in the Band</i></p> <p>Unit 11 (V1, page 207): <u>Learn Every Day about the Arts</u></p> <p>Unit 11, Lesson 2 (page 215): <i>Music</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 7 (V1, page 124): Participate in singing songs and dancing to music</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> <p>Unit 23 (V2, page 482): Express himself by participating in music</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 35 (V2, page 770): Express what is felt and heard in various types of music</p>
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Dramatic Play/Performance

Dramatic Expression	Dramatic Expression	LED Resources, Units, Lessons and Objectives
<p>Begins to use objects for other than their intended purpose during play</p> <p>Begins to identify real and make-believe</p> <p>Explores new and familiar</p>	<p>Uses objects for other than their intended purpose to create representation of real life objects or activities</p> <p>Represents fantasy and real life experiences through pretend play</p>	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 11 (V1, page 207): <u>Learn Every Day about the Arts</u></p> <p>Unit 11, Lesson 4 (page 222): <i>The Theater</i></p>

<p>situations through dramatic play</p>	<p>and use of props and costumes</p> <p>Uses pretend play to represent know or anticipated situations</p>	<p>Unit 12 (V1, page 229): <i>Learn Every Day about Make-Believe</i></p> <p>Unit 12, Lesson 1 (page 233): <i>Fiction and Nonfiction</i></p> <p>Unit 12, Lesson 2 (page 236): <i>Pretending in Centers</i></p> <p>Unit 12, Lesson 3 (page 240): <i>Book Characters</i></p> <p>Unit 12, Lesson 4 (page 243): <i>Dressing Up</i></p> <p>Unit 12, Lesson 5 (page 246): <i>Make-Believe Stories from around the World</i></p> <p>Unit 9 (V1, page 164): Show growing creativity and imagination in using materials in dramatic play situations</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 28 (V2, page 602): Express herself through art, music, dance, and dramatic play</p> <p>Unit 32 (V2, page 698): Express herself through dramatic play</p>
	<p>Performance</p>	<p>LED Resources, Units, Lessons and Objectives</p>
	<p>Creates characters through physical movement, gesture, sound, speech and facial expressions</p> <p>Recreates dramatic play experiences, stories or poems for an audience</p>	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 11 (V1, page 207): <i>Learn Every Day about the Arts</i></p> <p>Unit 11, Lesson 4 (page 222): <i>The Theater</i></p> <p>Unit 12 (V1, page 229): <i>Learn Every Day about Make-Believe</i></p> <p>Unit 12, Lesson 1 (page 233): <i>Fiction and Nonfiction</i></p> <p>Unit 12, Lesson 2 (page 236): <i>Pretending in Centers</i></p> <p>Unit 12, Lesson 3 (page 240):</p>

		<p><i>Book Characters</i></p> <p>Unit 12, Lesson 4 (page 243): <i>Dressing Up</i></p> <p>Unit 12, Lesson 5 (page 246): <i>Make-Believe Stories from around the World</i></p> <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 29 (V2, page 628): Participate in creative expression and dramatic play with props and 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>
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STANDARDS FOR EARLY LANGUAGE AND LITERACY

Speaking and Listening

Comprehension & Collaboration	Comprehension & Collaboration	LED Resources, Units, Lessons and Objectives
<p>Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups: Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>Begins to engage in conversations with multiple exchanges</p> <p>Begins to confirm understanding of</p>	<p>Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups: Follows agreed-upon rules for discussion (e.g., listening to others & taking turns speaking about the topics & texts under discussion)</p> <p>Engages in conversations with multiple exchanges</p> <p>Confirms understanding of a test</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 1 (V1, page 2): Learn vocabulary associated with going to school; Follow two-step directions</p> <p>Unit 2 (V1, page 24): Communicate likes and/or dislikes;</p>

<p>a text read aloud or information presented orally or through other media by asking & answering questions</p> <p>Begins to ask questions in order to seek help get information, or clarify something that is not understood</p>	<p>read aloud or information presented orally or through other media by asking and answering questions</p> <p>Asks questions in order to seek help, get information, or clarify something that is not understood</p>	<p>Answer simple questions requiring a one-word answer</p> <p>Unit 5 (V1, page 82): Ask and answer questions requiring a complex answer</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 13 (V1, page 252): Use vocabulary related to sports and exercise</p> <p>Unit 19 (V2, page 392): Ask complex questions to seek new information</p> <p>Unit 19 (V2, page 392): Ask complex questions to seek new information</p>
<p><i>Presentation of Knowledge & Ideas</i></p>	<p><i>Presentation of Knowledge & Ideas</i></p>	<p>LED Resources, Units, Lessons and Objectives</p>
<p>Begins to describe familiar people, places, things, and events</p> <p>Begins to speak audibly and, with prompting and support, express thoughts, feelings, and ideas</p>	<p>Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail</p> <p>Begins to add drawing or other visual displays to descriptions to provide additional detail</p> <p>Speaks audibly most of the time and expresses thoughts, feelings, and ideas</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 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 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 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 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 19 (V2, page 392): Ask complex questions to seek new information</p>
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Language Standards

Conventions of Standard English	Conventions of Standard English	LED Resources, Units, Lessons and Objectives
<p>Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: Prints some letter and/or letter-like symbols</p> <p>Uses frequently occurring nouns and verbs</p> <p>Begins to form some regular plural nouns orally by adding /s/ or /es/ (e.g., dog dogs; wish,wishes)</p> <p>Begins to understand question words (e.g. <i>who, what, where, when, why, how</i>)</p> <p>Begins to understand the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>)</p> <p>Begins to speak in complete sentences</p>	<p>Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: Prints some upper- and lowercase letters, and can write own name</p> <p>Uses frequently occurring nouns and verbs</p> <p>Begins to form some regular plural nouns orally by adding /s/ or /es/ (e.g., dog dogs; wish,wishes)</p> <p>Begins to understand question words (e.g. <i>who, what, where, when, why, how</i>)</p> <p>Begins to understand the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>)</p> <p>Begins to speak in complete sentences</p> <p>Begins to use standard English capitalization, punctuation, and spelling when writing:</p> <p>Capitalizes the first letter in own name</p> <p>Begins to recognize punctuation (e.g., ., ?, !)</p> <p>Begins to write letters to represent sounds</p> <p>Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 8 (V1, page 144): Use complex sentences to describe routines and activities</p> <p>Unit 11 (V1, page 208): Use multiple-word sentences to describe feelings and activities</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 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 26 (V2, page 550): Communicate about something using ordinal number words such as <i>first, second, next, last</i>, etc</p> <p>Unit 29 (V2, page 628): Communicate by using increasingly more descriptive words and longer sentences</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>

Vocabulary Acquisition & Use	Vocabulary Acquisition & Use	LED Resources, Units, Lessons and Objectives
<p>Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play:</p> <p>Begins to generate words that are similar in meaning (e.g. <i>happy/glad, angry/mad</i>)</p> <p>Begins to explore word relationships and meanings:</p> <p>Begins to sort common objects into categories (e.g. big/small, living/nonliving)</p> <p>Begins to apply words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy)</p> <p>Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play</p>	<p>Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play:</p> <p>With prompting and support, generates words that are similar in meaning (e.g. <i>happy/glad, angry/mad</i>)</p> <p>Explores word relationships and meanings:</p> <p>Sorts common objects into categories (e.g. big/small, living/nonliving)</p> <p>Applies words learned in classroom activities to real- life examples (e.g., names places in school that are fun, quiet, or noisy)</p> <p>Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings</p> <p>Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 1 (V1, page 2): Learn vocabulary associated with going to school</p> <p>Unit 4 (V1, page 62): Learn new vocabulary related to the senses, and identify the function of each sense</p> <p>Unit 7 (V1, page 124): Express ideas using age-appropriate language</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 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 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 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 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>

Reading Standards for Literature

Key Ideas & Details	Key Ideas & Details	LED Resources, Units, Lessons and Objectives
<p><i>With prompting and support:</i></p> <p>Engages and interacts during story reading</p> <p>Retells information from a story</p> <p>Demonstrates understanding of whom or what a story is about</p>	<p><i>With prompting and support:</i></p> <p>Asks and answers questions about simple stories</p> <p>Retells at least one major event from a simple story</p> <p>Identifies main characters in simple stories</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 5 (V1, page 82): Retell a simple story</p> <p>Unit 7 (V1, page 124): Ask questions for clarification</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): Retell favorite stories; Sing fingerplays and rhymes</p> <p>Unit 12 (V1, page 230): Retell a favorite story; Differentiate between fiction and nonfiction books</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 18 (V1, page 366): Experience stories from other cultures</p> <p>Unit 28 (V2, page 602): Retell a simple story in correct sequence</p>
Craft & Structure	Craft & Structure	LED Resources, Units, Lessons and Objectives
<p>Makes observations about words and pictures in books</p> <p>Begins to understand that a book has a title, author & illustrator</p>	<p>Asks questions about unknown words and phrases in stories</p> <p>Begins to recognize that there are different text structures, such as stories, poems and songs.</p> <p>Begins to describe the roles of authors & illustrators</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 1 (V1, page 2): Learn the rudiments of connecting words and</p>

		<p>ideas to form sentences</p> <p>Unit 7 (V1, page 124): Recognize environmental print; Ask questions for clarification</p> <p>Unit 10 (V1, page 186): Retell favorite stories; Sing fingerplays and rhymes</p> <p>Unit 12 (V1, page 230): Retell a favorite story; Differentiate between fiction and nonfiction books</p> <p>Unit 19 (V2, page 392): Continue to recognize meaning in visual symbols; build phonemic awareness</p> <p>Unit 30 (V2, page 650): Be exposed to onomatopoeia words; Continue to develop letter knowledge and letter recognition</p>
Integration of Knowledge & Ideas	Integration of Knowledge & Ideas	LED Resources, Units, Lessons and Objectives
<p>Makes observations about the use of words and pictures</p> <p>Begins to make connections between a story or poem and one's own experiences</p>	<p>Retells stories using both storybook language and pictures</p> <p>Begins to make connections between characters in familiar stories</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 10 (V1, page 186): Retell favorite stories; Sing fingerplays and rhymes</p> <p>Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books; Continue to recognize print-sound connection</p>
Reading & Level of Text Complexity	Reading & Level of Text Complexity	LED Resources, Units, Lessons and Objectives
<p>Seeks out experiences (individually and in groups) with pictures, books, and other print materials</p>	<p>Participates in (individually and in groups) a variety of age-appropriate print materials</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 1 (V1, page 2): Recognize the first letter in her name</p> <p>Unit 3 (V1, page 44): Identify the letters in his name; Recognize her name in print</p>

		<p>Unit 14 (V1, page 274): Recognize environmental print</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 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>
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Reading Standards for Informational Text

Details-Informational Text	Details-Informational Text	LED Resources, Units, Lessons and Objectives
<p><i>With prompting and support:</i></p> <p>Engages and interacts during reading of an informational text</p> <p>Recognizes that books provide information about the world</p> <p>Recalls some information from an informational text read aloud or shared visually</p>	<p><i>With prompting and support:</i></p> <p>Asks and answers questions about an informational text read aloud</p> <p>Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals</p> <p>Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table)</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 5 (V1, page 82): Solve a problem using previously learned information</p> <p>Unit 6 (V1, page 104): Make deductions; Solve riddles</p> <p>Unit 7 (V1, page 124): Recognize environmental print; Ask questions for clarification</p> <p>Unit 15 (V1, page 296): Use past knowledge to build new knowledge</p> <p>Unit 15 (V1, page 296): Connect phrases and sentences to build ideas</p> <p>Unit 21 (V2, page 436): Recognize the difference between pretend and real situations</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 36 (V2, page 796): Select and enjoy a book of her choice</p>

Structure-Informational text	Structure-Informational text	LED Resources, Units, Lessons and Objectives
<p>Makes observations about words and pictures in an informational text</p> <p>Begins to display appropriate book-handling behaviors- orients book as if to be read, points to title, turns pages in a single direction</p> <p>Begins to understand that books have titles, authors, and illustrators</p>	<p>Asks questions about unknown words and phrases in informational texts read aloud or shared visually</p> <p>Identifies front cover and back cover of a book and title</p> <p>Begins to describe the role of authors and illustrators</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></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 4 (V1, page 62): Develop listening skills; Listen with intent</p> <p>Unit 7 (V1, page 124): Recognize environmental print; Ask questions for clarification</p> <p>Unit 12 (V1, page 230): Differentiate between fiction and nonfiction books</p> <p>Unit 14 (V1, page 274): Recognize environmental print</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 23 (V2, page 482): Develop environmental-print knowledge</p>
Integration of Knowledge Ideas	Integration of Knowledge Ideas	LED Resources, Units, Lessons and Objectives
<p>Describes important details from a photograph or illustration</p> <p>Begins to recognize that information on a topic can be found in more than one text</p>	<p>Describes important information from text and pictures/photos/graphics</p> <p>Recognizes that information on a topic can be found in more than one text</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 3 (V1, page 44): Use descriptive words when discussing an activity</p> <p>Unit 7 (V1, page 124): Express ideas using age-appropriate language</p> <p>Unit 13 (V1, page 252): Understand and use prepositions;</p>

		<p>Develop letter recognition and phonemic awareness</p> <p>Unit 15 (V1, page 296): Answer questions that require a complex response</p> <p>Unit 18 (V1, page 366): Experience stories from other cultures; Continue to build oral-language skills</p> <p>Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books</p> <p>Unit 25 (V2, page 526): Use comparative sentences to describe their experiences</p>
<p>Range of Reading Level of Text Complexity</p>	<p>Range of Reading Level of Text Complexity</p>	<p>LED Resources, Units, Lessons and Objectives</p>
<p>Seeks out experiences with informational text materials</p>	<p>Participates individually and in groups in a variety of age-appropriate informational text materials</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 7 (V1, page 124): Recognize environmental print; Ask questions for clarification</p> <p>Unit 12 (V1, page 230): Differentiate between fiction and nonfiction books</p> <p>Unit 15 (V1, page 296): Connect phrases and sentences to build ideas</p> <p>Unit 17 (V1, page 342): Recognize environmental print</p> <p>Unit 19 (V2, page 392): Continue to recognize meaning in visual symbols</p> <p>Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books</p>

Reading Standards: *Foundational Skills*

Print Concepts	Print Concepts	LED Resources, Units, Lessons and Objectives
<p>Begins to display appropriate book-handling behaviors and begin to recognize print conventions:</p> <p>Holds a book as if to read, point to title, and opens book and turns pages in single direction</p> <p>Recognizes print as something that can be read</p> <p>Recognizes and names the letters of his/her first name</p>	<p>Displays appropriate book-handling skills and knowledge of print conventions:</p> <p>Begins to track print from left to right and top to bottom</p> <p>Recognizes that print is something that is read and has specific meaning</p> <p>Begins to demonstrate that words are separated by spaces in print</p> <p>Recognizes and names at least 15-20 upper and 15-20 lower case letters</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 3 (V1, page 44): Identify the letters in his name; Recognize her name in print</p> <p>Unit 7 (V1, page 124): Recognize environmental print;</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 9 (V1, page 164): Identify his name in print; Identify the letters in his name</p> <p>Unit 14 (V1, page 274): Recognize environmental print</p>
Phonological Awareness	Phonological Awareness	LED Resources, Units, Lessons and Objectives
<p><i>With prompting and support:</i></p> <p>Demonstrates an understanding of spoken words and syllables:</p> <p>Begins to recognize rhyming words</p> <p>Begins to count, pronounce, blend, and segment syllables in their own names</p> <p>Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words</p>	<p><i>With prompting and support:</i></p> <p>Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):</p> <p>Recognizes and produces rhyming words</p> <p>Counts, pronounces, blends, and segments syllables in spoken words</p> <p>Blends and segments onsets and rimes of single-syllable words</p> <p>Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name</p> <p>Begins to add or substitute</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 11 (V1, page 208): Continue to develop phonemic awareness</p> <p>Unit 13 (V1, page 252): Understand and use prepositions; Develop letter recognition and phonemic awareness</p> <p>Unit 19 (V2, page 392): Continue to recognize meaning in visual symbols; build phonemic awareness</p> <p>Unit 27 (V2, page 578): Begin to understand onset rhyme; Build phonemic awareness</p> <p>Unit 31 (V2, page 674): Further</p>

	individual sounds (phonemes) in simple, one- syllable words to make new words	develop phonemic awareness; Increase letter recognition Unit 32 (V2, page 698): Increase phonemic awareness; Expand letter knowledge Unit 33 (V2, page 720): Increase letter recognition; Improve phonemic awareness
Phonics & Word Recognition	Phonics & Word Recognition	LED Resources, Units, Lessons and Objectives
With prompting and support: Begins to recognize that letters represent sounds Begins to recognize own name and the names of other children in the classroom and common print around the classroom	With prompting and support, applies beginning phonics and word analysis skills: Links a sound to a picture of an object that begins with that sound. Begins to link a sound to the corresponding printed letter Recognizes names of other children in the classroom and common print around the classroom.	LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i> LED Foundations (page 57): <i>Emergent Writing</i> LED Foundations (page 60): <i>Building Blocks of Literacy</i> Unit 1 (V1, page 2): Recognize the first letter in her name Unit 2 (V1, page 24): Identify the first letter in his or her name Unit 5 (V1, page 82): Identify the first letter in his name Unit 9 (V1, page 164): Identify his name in print; Identify the letters in his name Unit 14 (V1, page 274): Recognize environmental print Unit 24 (V2, page 506): Continue to develop letter recognition Unit 26 (V2, page 550): Continue to build print awareness
Fluency	Fluency	LED Resources, Units, Lessons and Objectives
Attends to fluent models of reading Begins to imitate fluent models of reading	Attends to fluent models of reading Imitates fluent models of reading	LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i> LED Foundations (page 57): <i>Emergent Writing</i> LED Foundations (page 60): <i>Building Blocks of Literacy</i> Unit 4 (V1, page 62): Develop listening skills; Listen with intent Unit 5 (V1, page 82): Retell a simple story Unit 10 (V1, page 186): Retell favorite stories Unit 12 (V1, page 230): Retell a favorite story

		<p>Unit 18 (V1, page 366): Continue to build oral-language skills</p> <p>Unit 28 (V2, page 602): Retell a simple story in correct sequence</p>
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Writing Standards

Text Types and Purposes of Writing	Text Types and Purposes of Writing	LED Resources, Units, Lessons and Objectives
<p>With prompting and support, uses a combination of drawing, dictating and emergent writing to:</p> <p>Communicate ideas</p>	<p>With prompting and support, uses a combination of drawing, dictating and writing to:</p> <p>Communicate opinions on topics of interest (e.g., My favorite food is...)</p> <p>Communicate information about a topic</p> <p>Tell a story</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 3 (V1, page 44): Use descriptive words when discussing an activity</p> <p>Unit 4 (V1, page 62): Express herself using various mediums</p> <p>Unit 7 (V1, page 124): Express ideas using age-appropriate language</p> <p>Unit 14 (V1, page 274): Recite short stories and rhymes</p> <p>Unit 25 (V2, page 526): Use comparative sentences to describe their experiences</p> <p>Unit 34 (V2, page 746): Describe a recent experience in detail</p>
Production & Distribution of Writing	Production & Distribution of Writing	LED Resources, Units, Lessons and Objectives
<p>With prompting and support: Shares drawing and writing with others</p> <p>Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words</p>	<p>With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions</p> <p>Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 2 (V1, page 24): Experiment with different writing tools</p> <p>Unit 21 (V2, page 436) Be introduced to the concept of writing a letter</p>

		<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 24 (V2, page 506): Participate in activities requiring complexity with fine motor skills</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>
<p>Research to Build & Present Knowledge-Writing</p>	<p>Research to Build & Present Knowledge-Writing</p>	<p>LED Resources, Units, Lessons and Objectives</p>
<p>Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers)</p> <p>With guidance & support from adults, begins to recall some information from experiences or gather information from resources</p>	<p>Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals)</p> <p>With guidance and support, begins to recall information from experiences or gather information from different sources</p>	<p>LED Foundations (page 43): <i>Teaching Dual and English Language Learners</i></p> <p>LED Foundations (page 57): <i>Emergent Writing</i></p> <p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Unit 4 (V1, page 62): Learn to make a simple graph</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 25 (V2, page 526): Increase comprehension by participating in a K-W-L chart</p> <p>Unit 28 (V2, page 602): Observe and record what she sees with increasing accuracy</p>

STANDARDS FOR PHYSICAL DEVELOPMENT AND HEALTH

Nutrition

Nutrition	Nutrition	LED Resources, Units, Lessons and Objectives
<p>Makes known health-related needs and/or interests and considers possible options(i.e., when thirsty, asks for water)</p> <p>Helps to set and clear the table for meals, recognizing the appropriate materials needed</p> <p>Child serves self, taking food from one container to another, using utensils</p> <p>Engages, as possible, in food preparation</p>	<p>Recognizes, chooses and eats a variety of healthy foods from various cultures</p> <p>Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value</p> <p>Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating</p>	<p>Unit 27 (V2, page 577): <u>Learn Every Day about Fruits and Vegetables</u></p> <p>Unit 27, Lesson 1 (page 581): <i>Where Fruits and Vegetables are Found</i></p> <p>Unit 27, Lesson 2 (page 585): <i>Foods that Grow on Bushes and Trees</i></p> <p>Unit 27, Lesson 3 (page 589): <i>Root Vegetables</i></p> <p>Unit 27, Lesson 4 (page 593): <i>Crops</i></p> <p>Unit 27, Lesson 5 (page 596): <i>From Farm to Market</i></p> <p>Unit 28 (V2, page 601): <u>Learn Every Day about Nutrition</u></p> <p>Unit 28, Lesson 1 (page 605): <i>Vegetables</i></p> <p>Unit 28, Lesson 2 (page 609): <i>Fruits</i></p> <p>Unit 28, Lesson 3 (page 613): <i>Grains</i></p> <p>Unit 28, Lesson 4 (page 617): <i>Dairy Products</i></p> <p>Unit 28, Lesson 5 (page 622): <i>Protein</i></p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health</p> <p>Unit 26 (V2, page 550): Discover how plants provide many of the healthy foods we eat; Learn to make healthy choices about 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 27 (V2, page 578): Communicate about the role of</p>

		<p>fruits and vegetables in daily life</p> <p>Unit 28 (V2, page 602): Recognize the relationship between good nutrition and physical health</p> <p>Unit 28 (V2, page 602): Recognize the relationship between good nutrition and physical health</p> <p>Unit 35 (V2, page 770): Recognize that many healthy food choices come from farms and farm animals</p> <p>Unit 35 (V2, page 770): Recognize that many healthy food choices come from farms and farm animals</p>
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Safety

Safety	Safety	LED Resources, Units, Lessons and Objectives
<p>Recognizes and names people who keep them safe in dangerous situations</p> <p>Has an awareness of strangers.</p> <p>Develops awareness of and the ability to follow basic safety rules and practices</p> <p>Avoids hazardous chemicals and unsafe materials</p> <p>Seeks adult approval before approaching unknown pets</p>	<p>Identifies how people help keep them safe in dangerous situations</p> <p>Can identify a stranger</p> <p>Follows basic safety rules and practices</p> <p>Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior</p> <p>Demonstrates safety awareness and responsibility when using materials</p> <p>Uses caution and keeps a distance from wildlife and unknown pets</p> <p>Follows emergency routines after adult instruction</p>	<p>Unit 17 (V1, page 341): <i>Learn Every Day about Safety</i></p> <p>Unit 17, Lesson 1 (page 345): <i>Traffic Safety</i></p> <p>Unit 17, Lesson 2 (page 349): <i>Water Safety</i></p> <p>Unit 17, Lesson 3 (page 352): <i>Safety at School and Home</i></p> <p>Unit 17, Lesson 4 (page 356): <i>First Aid</i></p> <p>Unit 17, Lesson 5 (page 360): <i>When I Need Help</i></p> <p>Unit 7 (V1, page 124): Learn about safety when working with certain elements</p> <p>Unit 16 (V1, page 320): Recognize the importance of traffic rules and laws</p> <p>Unit 17 (V1, page 342): Understand the value of personal safety; Articulate basic safety rules</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health</p> <p>Unit 17 (V1, page 342): Understand the role of community</p>

		<p>helpers in society; Talk about the role of community helpers in keeping people safe</p> <p>Unit 23 (V2, page 482): Recognize the role of the environment in personal safety and good health</p>
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Fine Motor

Fine Motor	Fine Motor	LED Resources, Units, Lessons and Objectives
<p>Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end</p> <p>Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects</p> <p>Cuts paper in straight line Completes interlocking puzzles</p> <p>Uses increased skill in self serving with little spilling during meals, including using tongs</p>	<p>Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features</p> <p>Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting</p> <p>Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand</p> <p>Practices manual self- help skills, including dressing self and attempting to tie shoes</p> <p>Uses small, precise finger and hand movements</p> <p>Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole, punchers, spray bottles)</p>	<p>Unit 5 (V1, page 82): Build motor skills by cutting out patterns</p> <p>Unit 6 (V1, page 104): Mix colors to make new color combinations</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 18 (V1, page 366): Construct sculptures and other art from various materials</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 increasing skill</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 31 (V2, page 674): Use science tools for discovery</p> <p>Unit 34 (V2, page 746): String beads with increasing dexterity</p>

Gross Motor

Gross Motor	Gross Motor	LED Resources, Units, Lessons and Objectives
<p>Moves purposefully from place to place with control</p> <p>Moves with an awareness of personal space in relationship to others</p> <p>Hops on one foot one time without losing balance or falling</p> <p>Jumps down from a step and forward ten inches</p> <p>Walks forward and backward along a line or a beam using normal stride</p> <p>Walks up and down stairs, alternating feet</p> <p>Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing</p> <p>Combines large motor movements with the use of equipment</p>	<p>Coordinates complex movements in play and games</p> <p>Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects</p> <p>Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left)</p> <p>Demonstrates cooperative skills while participating in physical activities</p> <p>Sustains balance during complex movements</p> <p>Manipulates balls or similar objects with a full range of motion</p> <p>Develops coordination and balance with a variety of playground equipment</p> <p>Enjoys challenging him/herself to try new and increasingly difficult activities</p> <p>Shows enthusiasm for mastery of gross motor movements through repetitive practice</p>	<p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i></p> <p>Unit 13, Lesson 1 (page 255): <i>Staying Fit and Healthy</i></p> <p>Unit 1, Lesson 2 (page 258): <i>Kickball and Hopscotch</i></p> <p>Unit 13, Lesson 3 (page 261): <i>Tunnel Ball and Jump Rope</i></p> <p>Unit 13, Lesson 4 (page 265): <i>Marco Polo and Simon Says</i></p> <p>Unit 13, Lesson 5 (page 269): <i>Hide-and-Seek, Tag, and Freeze Tag</i></p> <p>Unit 2 (V1, page 24): Build gross motor skills by running, jumping, and hopping; Experiment with different writing tools</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 9 (V1, page 164): Continue to participate in active outdoor games involving running, skipping, hopping, and jumping</p> <p>Unit 12 (V1, page 230): Continue to develop fine motor skills through emergent writing</p> <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> <p>Unit 32 (V2, page 698): Build gross motor functions by participating in activities that include running, skipping, and hopping</p>

Physical Health Status

Physical Health Status	Physical Health Status	LED Resources, Units, Lessons and Objectives
<p>Maintains physical growth within the Centers for Disease Control (CDC) and Prevention recommended body mass index ranges for weight by height by age</p> <p>Demonstrates body spatial awareness in relationship to stationary objects</p> <p>Participated in games, outdoor play, and other forms of exercise to enhance physical fitness</p> <p>Engages in adaptive physical activities, as appropriate</p>	<p>Participates in games, outdoor play and other forms of exercise to enhance physical fitness</p> <p>Develops and awareness of personal health and fitness</p> <p>Participates in moderate to vigorous physical activity independently and in groups that increase strength endurance and flexibility</p>	<p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i></p> <p>Unit 13, Lesson 1 (page 255): <i>Staying Fit and Healthy</i></p> <p>Unit 1, Lesson 2 (page 258): <i>Kickball and Hopscotch</i></p> <p>Unit 13, Lesson 3 (page 261): <i>Tunnel Ball and Jump Rope</i></p> <p>Unit 13, Lesson 4 (page 265): <i>Marco Polo and Simon Says</i></p> <p>Unit 13, Lesson 5 (page 269): <i>Hide-and-Seek, Tag, and Freeze Tag</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 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 11 (V1, page 208): Participate in activities that will build physical fitness</p> <p>Unit 15 (V1, page 296): Understand the role of healthcare professionals in personal health</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health</p> <p>Unit 24 (V2, page 506): Understand the role of the ocean in keeping us healthy</p> <p>Unit 27 (V2, page 578): Make healthy food choices</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>

Health Knowledge and Practices

Health Knowledge and Practices	Health Knowledge and Practices	LED Resources, Units, Lessons and Objectives
<p>Completes personal care tasks with increasing independence</p> <p>Takes off coat and puts it where it belongs</p> <p>Participates in structured and unstructured physical activities</p> <p>Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness</p> <p>Transitions from high-energy to low-energy activities</p> <p>Follows routines independently</p> <p>Cooperates during doctor and dentist visits and health and developmental screenings</p> <p>Regulates own emotions and behaviors</p> <p>Begins to take responsibility for meeting own needs</p>	<p>Identifies specific practices that support body development and function</p> <p>Combines and uses different senses depending on the activity</p> <p>Recognizes the importance of doctor and dentist visits</p> <p>Identifies medicine and knows that is it used to stay healthy</p> <p>Identifies which school and community health helpers are needed in a given situation</p> <p>Regulates own emotions and behaviors</p> <p>Moves with an awareness of others</p> <p>Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming</p> <p>Participates easily and knows what to do in routine activities</p> <p>Covers mouth when coughing</p> <p>Helps with routine care of the environment</p> <p>Recognizes there are multiple components of health</p> <p>Identifies physical changes that accompany moderate to vigorous physical activity</p>	<p>Unit 27 (V2, page 577): <i>Learn Every Day about Fruits and Vegetables</i></p> <p>Unit 27, Lesson 1 (page 581): <i>Where Fruits and Vegetables are Found</i></p> <p>Unit 27, Lesson 2 (page 585): <i>Foods that Grow on Bushes and Trees</i></p> <p>Unit 27, Lesson 3 (page 589): <i>Root Vegetables</i></p> <p>Unit 27, Lesson 4 (page 593): <i>Crops</i></p> <p>Unit 27, Lesson 5 (page 596): <i>From Farm to Market</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 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 11 (V1, page 208): Participate in activities that will build physical fitness</p> <p>Unit 15 (V1, page 296): Understand the role of healthcare professionals in personal health</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health</p> <p>Unit 24 (V2, page 506): Understand the role of the ocean in keeping us healthy</p> <p>Unit 27 (V2, page 578): Make healthy food choices</p> <p>Unit 30 (V2, page 650): Understand the role of the weather in personal health and well-being</p>

	Participates in sleep routines	Unit 35 (V2, page 770): Recognize that many healthy food choices come from farms and farm animals
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STANDARDS FOR MATH

Mathematical Practices	Mathematical Practices	LED Resources, Units, Lessons and Objectives
<p>Develops positive attitudes about math</p> <p>Participates in whole group and small group math-focused activities</p> <p>Recognizes the idea of a “problem” and “problem solving” in the physical and social world.</p> <p>Communicates math ideas verbally and non-verbally</p>	<p>Approaches math with enthusiasm.</p> <p>Associates math with engaging classroom materials and activities</p> <p>Recognizes the usefulness of math in everyday tasks</p> <p>Uses math to solve problems in the context of classroom and home experiences</p> <p>Represents mathematical concepts using manipulatives</p> <p>Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences</p> <p>Uses math terms in the course of everyday conversations</p>	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 8 (V1, page 143): <i>Learn Every Day about Measurement</i></p> <p>Unit 8, Lesson 1 (page 147): <i>Measuring Size</i></p> <p>Unit 8, Lesson 2 (page 151): <i>Measuring Volume</i></p> <p>Unit 8 Lesson 3 (page 153): <i>Measuring Time</i></p> <p>Unit 8, Lesson 4 (page 156): <i>Measuring Temperature</i></p> <p>Unit 8, Lesson 5 (page 159): <i>Comparing Measurements</i></p> <p>Unit 9 (V1, page 163): <i>Learn Every Day about Numbers</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 1 (V1, page 2): Solve a simple problem</p> <p>Unit 3 (V1, page 44): Begin to identify similarities and differences; Classify items into two categories (outside/inside)</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 solutions to solve a problem; Use past knowledge to build new knowledge</p> <p>Unit 12 (V1, page 230): Classify by using two or more attributes</p> <p>Unit 16 (V1, page 320): Use prior knowledge to solve a problem</p> <p>Unit 23 (V2, page 482): Recognize cause-and-effect</p> <p>Unit 31 (V2, page 674): Classify, compare, and contrast objects and experiences</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>
<p>Counting and Cardinality Cluster</p>	<p>Counting and Cardinality Cluster</p>	<p>LED Resources, Units, Lessons and Objectives</p>
<p>Rote Counts to 10 and beyond by ones with increasing accuracy</p> <p>Recognizes and names written numerals 0-5</p> <p>Begins to subitize to determine how many (recognizes small quantities immediately)</p> <p>Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5).</p> <p>Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality)</p>	<p>Rote counts to 20 and beyond by ones with increasing accuracy</p> <p>Recognizes and names written numerals 0 -10</p> <p>Subitizes to determine how many (recognizes small quantities immediately)</p> <p>Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)</p> <p>Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality)</p> <p>Shows understanding that the</p>	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 9 (V1, page 163): <i>Learn Every Day about Numbers</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): Explore one-to-one correspondence</p>

	<p>number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>Begins to write number symbols 0-10</p> <p>Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 1</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): Use vocabulary related to numbers, size, and so forth</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> <p>Unit 29 (V2, page 628): Count up to 10</p> <p>Unit 30 (V2, page 650): Count to 20</p> <p>Unit 34 (V2, page 746): Sequence up to five items following a pattern; Estimate based on prior knowledge</p>
Operations and Algebraic Thinking	Operations and Algebraic Thinking	LED Resources, Units, Lessons and Objectives
<p>Responds with number words and/or counting strategy, when asked the question, How many?</p> <p>Transitions from rote counting to 1:1 correspondence</p>	<p>Associates quantity with a number name or written numeral</p> <p>Counts using 1:1 correspondence with increasing accuracy</p> <p>Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation</p> <p>Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers)</p> <p>Acts out and solves story problems using sets of up to ten objects</p>	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 9 (V1, page 163): <i>Learn Every Day about Numbers</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): Explore one-to-one correspondence</p> <p>Unit 8 (V1, page 144): Understand the concepts of <i>more</i></p>

		<p>and <i>less</i></p> <p>Unit 9 (V1, page 164): Use vocabulary related to numbers, size, and so forth</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>
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Geometry	Geometry	LED Resources, Units, Lessons and Objectives
<p>Recognizes and names/describes simple shapes</p> <p>Matches similar shapes</p> <p>Explores three-dimensional and two-dimensional shapes in the environment</p> <p>Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems</p> <p>Uses physical movement to gain understanding of orientation and directionality</p> <p>Responds to words indicating directionality and position through physical movement (near, far, beside, up, down, over)</p>	<p>Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties</p> <p>Discovers connections between formal geometric shapes and the surrounding environment</p> <p>Combines materials to make three-dimensional and two-dimensional shapes</p> <p>Breaks down shapes into parts and wholes</p> <p>Initiates activities that indicate understanding of directionality</p> <p>Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated</p> <p>Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks)</p> <p>Demonstrates or describes relative positions of objects, using words such as up, down, beside,</p>	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 7 (V1, page 123): <i>Learn Every Day about Shapes</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 2 (V1, page 24): Be introduced to the concept of size; make simple comparisons</p> <p>Unit 7 (V1, page 124): Classify by common shapes</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 11 (V1, page 208): Continue to develop understanding of</p>

	over	shapes, including cylinders Unit 13 (V1, page 252): Understand concepts such as <i>up / down, over / under, above / below</i> Unit 14 (V1, page 274): Identify shapes found in the environment Unit 18 (V1, page 366): Experience the directions on a map Unit 24 (V2, page 506): Recognize geometric shapes that appear in nature
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Measurement and Data	Measurement and Data	LED Resources, Units, Lessons and Objectives
<p>Matches and groups similar objects</p> <p>Recognizes measurable attributes of objects, such as length, weight and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty)</p> <p>Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason</p> <p>Uses seriation as a strategy for organizing materials</p> <p>Recognizes and duplicates simple patterns in the environment, including sound and movement patterns</p> <p>Demonstrates an understanding of time periods (a short time/along time, “five more minutes”, morning, afternoon, night)</p> <p>Relates concepts of past, present and future to daily activities</p> <p>Participates in data collection activities</p> <p>Explores and begins to use</p>	<p>Describes, sorts and classifies groups of objects using one or more attribute</p> <p>Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty)</p> <p>Begins to identify such words as “first”, “next”, and “last</p> <p>Uses discrete attributes to order and seriate materials</p> <p>Recognizes, duplicates, creates, and extends simple patterns using objects</p> <p>Uses past and future tenses and time words appropriately</p> <p>Begins to understand concepts such as yesterday, today, and tomorrow</p> <p>Responds to questions that can be answered through data analysis</p> <p>Represents data using simple</p>	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 8 (V1, page 143): <i>Learn Every Day about Measurement</i></p> <p>Unit 8, Lesson 1 (page 147): <i>Measuring Size</i></p> <p>Unit 8, Lesson 2 (page 151): <i>Measuring Volume</i></p> <p>Unit 8 Lesson 3 (page 153): <i>Measuring Time</i></p> <p>Unit 8, Lesson 4 (page 156): <i>Measuring Temperature</i></p> <p>Unit 8, Lesson 5 (page 159): <i>Comparing Measurements</i></p> <p>Unit 8 (V1, page 144): Begin to compare height, weight, and capacity; Understand the concepts of <i>more</i> and <i>less</i></p> <p>Unit 15 (V1, page 296): Understand the concepts of weight and size; Order objects by size and length</p> <p>Unit 17 (V1, page 342): Estimate based on facts; Understand size and length</p> <p>Unit 20 (V2, page 414): Compare size using attributes; Order objects by size or length</p> <p>Unit 23 (V2, page 482): Use standard and nonstandard techniques to measure and</p>

measurement tools	<p>charts and graphs (2-D or 3-D)</p> <p>Uses non-standard units of measurement to measure objects; notices similarities and differences</p> <p>Connects measurement terms and concepts in everyday life</p>	<p>compare</p> <p>Unit 31 (V2, page 674): Place items into sets due to similar attributes; Measure according to size and distance</p> <p>Unit 33 (V2, page 720): Measure length using traditional forms of measurement</p> <p>Unit 34 (V2, page 746): Measure using standard methods</p> <p>Unit 36 (V2, page 796): Understand size as it relates to animals</p>
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STANDARDS FOR SCIENCE

Physical Science

Physical Science	Physical Science	LED Resources, Units, Lessons and Objectives
<p>Begins to experiment with objects whose motion is affected by pushes or pulls of different strength in different directions</p> <p>Answers questions about the effects of pushes and pulls (e.g. pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects)</p> <p>Listens to stories, poems, finger plays about physical knowledge and begins to use vocabulary about speed, motion and stability in daily conversations</p>	<p>Uses sense, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths of different directions of pushes and pulls on the object</p> <p>Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push)</p> <p>Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned</p> <p>Uses knowledge and skills learned through observation and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger</p>	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 22 (V2, page 457): <i>Learn Every Day about Science</i></p> <p>Unit 22, Lesson 1 (page 461): <i>The Scientific Method</i></p> <p>Unit 22, Lesson 2 (page 465): <i>Magnets, Bubbles, and the Forces that Attract and Repel (Physics)</i></p> <p>Unit 22, Lesson 3 (page 468): <i>Olblek and Slimy Things: Things that Mix and Combine (Chemistry)</i></p> <p>Unit 1 (V1, page 2): Make predictions</p> <p>Unit 2 (V1, page 24): Understand the concept of charting based on one attribute</p> <p>Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world</p> <p>Unit 7 (V1, page 124): Predict the outcome of a scientific experiment; Acquire knowledge about physical properties of the world</p> <p>Unit 8 (V1, page 144): Test</p>

	<p>wheels on a car to make a difference in speed</p> <p>Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations</p> <p>Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster</p>	<p>predictions through exploration and experimentation</p> <p>Unit 9 (V1, page 164): Observe and discuss common properties</p> <p>Unit 10 (V1, page 186): Generate explanations regarding experiments and explorations</p> <p>Unit 16 (V1, page 320): Observe, investigate, and ask questions about the world around him</p> <p>Unit 21 (V2, page 436): Observe, describe, and discuss properties of materials</p> <p>Unit 22 (V2, page 458): Recognize the steps in the scientific process</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 27 (V2, page 578): Continue to describe the physical nature of the world</p> <p>Unit 29 (V2, page 628): Describe nature and understand the effects of each season on the natural world</p>
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Earth Science

Earth Science	Earth Science	LED Resources, Units, Lessons and Objectives
<p>Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures</p> <p>Describes temperature, weather and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions</p> <p>Organizes weather related items (real objects or symbols) used in different</p>	<p>Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in <i>weather over time</i> (e.g., <i>why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one</i>)</p> <p>Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or</p>	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 22 (V2, page 457): <u>Learn Every Day about Science</u></p> <p>Unit 22, Lesson 1 (page 461): <i>The Scientific Method</i></p> <p>Unit 22, Lesson 4 (page 472): <i>Planets, Stars, and Other Heavenly Bodies (Astronomy)</i></p> <p>Unit 23 (V2, page 481): <u>Learn Every Day about Our Green Earth</u></p> <p>Unit 23, Lesson 1 (page 485):</p>

<p>weather conditions</p> <p>Makes simple observations about the sky and connects observations to what we do outside</p>	<p>mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology</p> <p>Asks questions and investigates the ways that weather can affect things that can be done outside</p> <p>Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain)</p> <p>Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper)</p> <p>Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home</p> <p>Develops a sense of dangerous/severe weather in Maine</p>	<p><i>Reduce, Recycle, and Reuse</i></p> <p>Unit 23, Lesson 2 (page 489): <i>Air</i></p> <p>Unit 23, Lesson 3 (page 493): <i>Water</i></p> <p>Unit 23, Lesson 4 (page 496): <i>At Home and at School</i></p> <p>Unit 23, Lesson 5 (page 499): <i>The World Community</i></p> <p><u>Unit 24 (V2, page 505):</u> <i>Learn Every Day about the Ocean</i></p> <p>Unit 24, Lesson 1 (page 509): <i>Sea Environment</i></p> <p>Unit 24, Lesson 2 (page 512): <i>Fish</i></p> <p>Unit 24, Lesson 3 (page 515): <i>Crabs</i></p> <p>Unit 24, Lesson 4 (page 518): <i>Whales and Other Mammals</i></p> <p>Unit 24, Lesson 5 (page 521): <i>Starfish</i></p> <p><u>Unit 25 (V2, page 525):</u> <i>Learn Every Day about Rocks and Minerals</i></p> <p>Unit 25, Lesson 1 (page 525): <i>Where Rocks Are Found</i></p> <p>Unit 25, Lesson 2 (page 532): <i>Common Rocks</i></p> <p>Unit 25, Lesson 3 (page 535): <i>Things Made from Stone</i></p> <p>Unit 25, Lesson 4 (page 539): <i>Caves</i></p> <p>Unit 25, Lesson 5 (page 544): <i>Volcanoes</i></p> <p><u>Unit 29 (V2, page 627):</u> <i>Learn Every Day about Seasons</i></p> <p>Unit 29, Lesson 1 (page 631): <i>Autumn</i></p> <p>Unit 29, Lesson 2 (page 634): <i>Winter</i></p> <p>Unit 29, Lesson 3 (page 638): <i>Spring</i></p> <p>Unit 29, Lesson 4 (page 642): <i>Summer</i></p> <p>Unit 29, Lesson 5 (page 645): <i>Clothing for All Seasons</i></p> <p><u>Unit 30 (V2, page 649):</u> <i>Learn Every Day about Weather</i></p> <p>Unit 30, Lesson 1 (page 653): <i>Sun</i></p>
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and clouds

Unit 30, Lesson 2 (page 657):

Temperature

Unit 30, Lesson 3 (page 661):

Wind

Unit 30, Lesson 4 (page 665):

Rain and Snow

Unit 30, Lesson 5 (page 669):

Predicting the Weather

Unit 9 (V1, page 164): Observe and discuss common properties

Unit 12 (V1, page 230): Observe processes and relationships

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 23 (V2, page 482): Recognize cause-and-effect relationships especially as they relate to the environment

Unit 23 (V2, page 482): Use correct terms such as *recycle*, *reuse*, and *renew*; Be able to name some steps that can help the environment

Unit 23 (V2, page 482): Build positive self-image by realizing he can help keep the environment healthy

Unit 23 (V2, page 482): Understand that people can take care of the environment through activities and actions

Unit 26 (V2, page 550): Describe the natural world

Unit 28 (V2, page 602): Use the scientific method to draw a conclusion; Observe and record what she sees with increasing accuracy

Unit 30 (V2, page 650): Observe the characteristics of Earth and space

Life Science

Life Science	Life Science	LED Resources, Units, Lessons and Objectives
<p>Uses senses to observe and describe properties of familiar plants and animals</p> <p>Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures</p> <p>Compares properties and needs of similar and different life forms using increasingly advanced vocabulary</p> <p>Cares for plants and animals in the classroom and surrounding area and describes the needs of organism cared for</p> <p>Begins to identify problems affecting the lives of plants and animals (including themselves) and, with teacher support, generates possible solutions</p> <p>Creates solutions, with teacher support, for classroom-based problems (e.g., staking up plants that grow tall)</p> <p>Uses and names a variety of tools</p>	<p>Uses senses to observe and describe properties of familiar plants and animals</p> <p>Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures</p> <p>Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area</p> <p>Observes and describes animals in his/her immediate environment to learn what they need to live</p> <p>Uses nature journals tally sheets and resource materials, with support to summarize observation (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing)</p> <p>Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments</p> <p>Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions</p> <p>With teacher support, creates drawings or models for possible</p>	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 22 (V2, page 457): <i>Learn Every Day about Science</i></p> <p>Unit 22, Lesson 1 (page 461): <i>The Scientific Method</i></p> <p>Unit 26 (V2, page 549): <i>Learn Every Day about Plants</i></p> <p>Unit 26, Lesson 1 (page 553): <i>Parts of Plants</i></p> <p>Unit 26, Lesson 2 (page 558): <i>Life Cycle of Plants</i></p> <p>Unit 26, Lesson 3 (page 562): <i>Products from Plants</i></p> <p>Unit 26, Lesson 4 (page 566): <i>Helpful Plants</i></p> <p>Unit 26, Lesson 5 (page 572): <i>Types of Plants</i></p> <p>Unit 27 (V2, page 577): <i>Learn Every Day about Fruits and Vegetables</i></p> <p>Unit 27, Lesson 1 (page 581): <i>Where Fruits and Vegetables are Found</i></p> <p>Unit 27, Lesson 2 (page 585): <i>Foods that Grow on Bushes and Trees</i></p> <p>Unit 27, Lesson 3 (page 589): <i>Root Vegetables</i></p> <p>Unit 27, Lesson 4 (page 593): <i>Crops</i></p> <p>Unit 27, Lesson 5 (page 596): <i>From Farm to Market</i></p> <p>Unit 26 (V2, page 549): <i>Learn Every Day about Plants</i></p> <p>Unit 26, Lesson 1 (page 553): <i>Parts of Plants</i></p> <p>Unit 26, Lesson 2 (page 558): <i>Life Cycle of Plants</i></p> <p>Unit 26, Lesson 3 (page 562): <i>Products from Plants</i></p>

	<p>solutions</p> <p>Compares tools or solutions and reflects on what works well</p> <p>Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places</p>	<p>Unit 26, Lesson 4 (page 566): <i>Helpful Plants</i></p> <p>Unit 26, Lesson 5 (page 572): <i>Types of Plants</i></p> <p>Unit 27 (V2, page 577): <u><i>Learn Every Day about Fruits and Vegetables</i></u></p> <p>Unit 27, Lesson 1 (page 581): <i>Where Fruits and Vegetables are Found</i></p> <p>Unit 27, Lesson 2 (page 585): <i>Foods that Grow on Bushes and Trees</i></p> <p>Unit 27, Lesson 3 (page 589): <i>Root Vegetables</i></p> <p>Unit 27, Lesson 4 (page 593): <i>Crops</i></p> <p>Unit 27, Lesson 5 (page 596): <i>From Farm to Market</i></p> <p>Unit 26 (V2, page 550): Describe the natural world; Understand the life cycle of a plant</p> <p>Unit 34 (V2, page 746): Sequence the life cycle of a butterfly</p> <p>Unit 34 (V2, page 746): Understand that some bugs and spiders are dangerous; String beads with increasing dexterity</p> <p>Unit 34 (V2, page 746): Understand the role of bugs and spiders in the environment; Recognize that bugs and spiders serve a purpose and can actually help people</p> <p>Unit 35 (V2, page 770): Recognize that many healthy food choices come from farms and farm animals</p> <p>Unit 35 (V2, page 770): Understand the valuable role of farming and farmers in the world</p> <p>Unit 36 (V2, page 796): Understand that wild animals live in various habitats around the world</p> <p>Unit 36 (V2, page 796): Observe and describe the characteristics of living things</p> <p>Unit 36 (V2, page 796):</p>
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		<p>Understand that plants, animals, and people need water and food to survive; Recognize that some animals are not intended to be pets</p> <p>Unit 36 (V2, page 796): Observe and describe the characteristics of living things</p> <p>Unit 36 (V2, page 796): Understand size as it relates to animals</p>
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STANDARDS FOR SOCIAL STUDIES

Civics and Government

Civics and Government	Civics and Government	LED Resources, Units, Lessons and Objectives
<p>Displays awareness of role as a member of a group</p> <p>Knows that rules and laws are established by people</p> <p>Understands that people can take care of the environment through activities such as recycling</p>	<p>Understands the reasons for rules in the home and classroom and for laws in the community</p> <p>Understands and discusses why responsibilities are important</p> <p>Displays awareness that rules and laws change</p> <p>Participates in developing classroom rules and decisions</p> <p>Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community</p>	<p>Unit 1 (V1, page 1): <i>Learn Every Day about School</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 5 (V1, page 81): <i>Learn Every Day about Each Other</i></p> <p>Unit 5, Lesson 1 (page 85): <i>Getting to 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>

Unit 14 (V1, page 273): *Learn Every Day about Community Places*

Unit 14, Lesson 1 (page 277): *Libraries, Department Stores, Ballparks, and Playgrounds*

Unit 14, Lesson 2 (page 280): *Fire Department, Police Department, and Sanitation Department*

Unit 14, Lesson 3 (page 283): *Grocery Store, Clothing Store, and Toy Store*

Unit 14, Lesson 4 (page 286): *Homes*

Unit 14, Lesson 5 (page 289): *Schools, banks, and Restaurants: The Community and Me*

Unit 15 (V1, page 295): *Learn Every Day about Community Helpers*

Unit 15, Lesson 1 (page 299): *Healthcare Workers*

Unit 15, Lesson 2 (page 303): *Emergency Workers*

Unit 15, Lesson 3 (page 307): *Workers in a School*

Unit 15, Lesson 4 (page 311): *Service Workers*

Unit 15, Lesson 5 (page 314): *Government Helpers*

Unit 1 (V1, page 2): Learn vocabulary associated with going to school; Follow two-step directions

Unit 2 (V1, page 24): Understand family relationships and how families help each other

Unit 3 (V1, page 44): Learn more about others and how all people differ; Identify similarities and differences in family characteristics

Unit 4 (V1, page 62): Develop an understanding of the role an optometrist plays in caring for vision

Unit 4 (V1, page 62): Begin to recognize that people depend on each other

Unit 5 (V1, page 82): Learn about trust; Understand the importance of

		<p>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 7 (V1, page 124): Cooperate in group activities with one or more children</p> <p>Unit 8 (V1, page 144): Use complex sentences to describe routines and activities</p> <p>Unit 13 (V1, page 252): Play games with rules</p> <p>Unit 14 (V1, page 274): Classify, compare, and contrast experiences related to community places</p> <p>Unit 7 (V1, page 124): Recognize that people from different cultures may have customs that are unfamiliar</p> <p>Unit 22 (V2, page 458): Recognize a job (scientist) and the work associated with it</p>
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Economics

Economics	Economics	LED Resources, Units, Lessons and Objectives
<p>Understands that an individual earns money through work</p> <p>Recognizes a variety of jobs</p> <p>Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services</p>	<p>Explores and discusses differences between needs and wants</p> <p>Understands individuals may have to wait before buying a good or service they want</p>	<p>Unit 19 (V2, page 391): <i>Learn Every Day about Friends around the World</i></p> <p>Unit 19, Lesson 1 (page 395): <i>Foods around the World</i></p> <p>Unit 19, Lesson 2 (page 398): <i>Homes around the World</i></p> <p>Unit 19, Lesson 3 (page 401): <i>Clothing around the World</i></p> <p>Unit 19, Lesson 4 (page 405): <i>Languages around the World</i></p> <p>Unit 19, Lesson 5 (page 409): <i>Music around the World</i></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 8 (V1, page 144): Begin to understand the use of money in society</p> <p>Unit 30 (V2, page 650): Recognize that people share the environment</p> <p>Unit 35 (V2, page 770): Understand the valuable role of farming and farmers in the world</p> <p>Unit 35 (V2, page 770): Begin to understand coins and their value</p>
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Geography

Geography	Geography	LED Resources, Units, Lessons and Objectives
<p>Recognizes that people share the environment with other people, animals, and plants</p> <p>Recognizes various ways people communicate, travel, live, and work</p> <p>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations</p>	<p>Develops an understanding of the use and representation of simple maps, globes, and other geographic tools</p> <p>Describes some physical features of the community</p> <p>Recognizes that environmental changes can impact people, animals, and plants</p> <p>Displays awareness that geographic features influence how people live and work in their community and in other geographic regions</p>	<p>Unit 18 (V1, page 365): <i>Learn Every Day about Social Studies</i></p> <p>Unit 18, Lesson 1 (page 369): <i>Places I Want to Visit</i></p> <p>Unit 18, Lesson 2 (page 372): <i>Homes around the World</i></p> <p>Unit 18, Lesson 3 (page 375): <i>We Are the Same, We Are Different</i></p> <p>Unit 18, Lesson 4 (page 378): <i>Neighborhoods</i></p> <p>Unit 18, Lesson 5 (page 382): <i>Climates and Clothing</i></p> <p>Unit 19 (V2, page 391): <i>Learn Every Day about Friends around the World</i></p> <p>Unit 19, Lesson 1 (page 395): <i>Foods around the World</i></p> <p>Unit 19, Lesson 2 (page 398): <i>Homes around the World</i></p> <p>Unit 19, Lesson 3 (page 401): <i>Clothing around the World</i></p> <p>Unit 19, Lesson 4 (page 405): <i>Languages around the World</i></p> <p>Unit 19, Lesson 5 (page 409):</p>

		<p><i>Music around the World</i></p> <p>Unit 20 (V2, page 413): <i>Learn Every Day about Celebrations</i></p> <p>Unit 20, Lesson 1 (page 417): <i>What Is a Celebration?</i></p> <p>Unit 20, Lesson 2 (page 420): <i>Seasonal Celebrations</i></p> <p>Unit 20, Lesson 3 (page 423): <i>Celebrating Ourselves</i></p> <p>Unit 20, Lesson 4 (page 427): <i>Celebrating People</i></p> <p>Unit 20, Lesson 5 (page 430): <i>Celebrating the World</i></p> <p>Unit 7 (V1, page 124): Recognize that people from different cultures may have customs that are unfamiliar</p> <p>Unit 9 (V1, page 164): Develop a growing understanding of position in space, geographical location, and direction</p> <p>Unit 14 (V1, page 274): Understand the importance of places in the community to society</p> <p>Unit 19 (V2, page 392): Develop a growing understanding of position in space, geographical location, and direction;</p>
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History

History	History	LED Resources, Units, Lessons and Objectives
<p>Uses words to describe time (i.e. yesterday, names of seasons, before</p> <p>Displays awareness of change in community</p> <p>Develops awareness of diversity</p>	<p>Differentiates between past, present, and future</p> <p>Demonstrates a basic understanding of how things, people, and places change over time</p> <p>Recalls events that happened in the past, such as a family or personal history</p>	<p>Unit 21 (V2, page 435): <i>Learn Every Day about the Past</i></p> <p>Unit 21, Lesson 1 (page 439): <i>Foods on the Frontier</i></p> <p>Unit 21, Lesson 2 (page 443): <i>Clothing Styles</i></p> <p>Unit 21, Lesson 3 (page 446): <i>Transportation Then and Now</i></p> <p>Unit 21, Lesson 4 (page 449): <i>Technology</i></p> <p>Unit 21, Lesson 5 (page 453):</p>

	Displays awareness of similarities and differences among individuals and families	<i>My Personal Past</i> 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 31 (V2, page 674): Differentiate among past, present, and future Unit 34 (V2, page 746): Describe a recent experience in detail
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