



North Carolina Learning Foundations: Preschool Alignment

Learn Every Day: The Preschool Curriculum

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

Approaches to Play and Learning

Curiosity, Information-Seeking, and Eagerness		
Goal APL-1: Children show curiosity and express interest in the world around them.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Discover things that interest and amaze them and seek to share them with others. APL-1j Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1k Show interest in a growing range of topics, ideas, and tasks. APL-1l 	<ul style="list-style-type: none"> Discover things that interest and amaze them and seek to share them with others. APL-1m Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n Show interest in a growing range of topics, ideas, and tasks. APL-1o Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p 	<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</p>

		<p>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>
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Curiosity, Information-Seeking, and Eagerness		
Goal APL-2: Children actively seek to understand the world around them		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Ask questions about the people and things around them. APL-2i • Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j • Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k 	<ul style="list-style-type: none"> • Ask questions to find out more about the things that interest them, including questions about future events. APL-2l • Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m • Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 1 (V1, page 2): Solve a simple problem; Engage in symbolic play with other children</p> <p>Unit 2 (V1, page 24): Make choices based on previously learned skills; Identify multiple uses for an object</p> <p>Unit 4 (V1, page 62): Develop observation skills; Learn to ask complex questions</p> <p>Unit 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 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 17 (V1, page 342): Solve a problem with oral information; Maintain interest in a project until it is completed</p> <p>Unit 18 (V1, page 366): Solve a problem that has more than one answer</p> <p>Unit 23 (V2, page 482): Recognize cause-and-effect relationships especially as they relate to the environment</p> <p>Unit 28 (V2, page 602): Answer questions that indicate his ability to analyze and synthesize what he hears and</p>

		experiences Unit 29 (V2, page 628): Solve a problem using past experience and knowledge
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Play and Imagination		
Goal APL-3: Children engage in increasingly complex play.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m Talk to peers and share materials during play. APL-3n Engage in make-believe play with imaginary objects. APL-3o Use language to begin and carry on play with others. APL-3p Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). APL-3q 	<ul style="list-style-type: none"> Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r Use more complex and varied language to share ideas and influence others during play. APL-3s Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u 	<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 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>

Play and Imagination		
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Offer new ideas about how to do or make things. APL-4h Add new actions, props, or dress-up items to pretend 	<ul style="list-style-type: none"> Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l 	<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>play. APL-4i</p> <ul style="list-style-type: none"> • Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j • Experiment with language, musical sounds, and movement. APL-4k 	<ul style="list-style-type: none"> • Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m • Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n • Make up stories, songs, or dances for fun during play. APL-4o 	<p>Unit 5 (V1, page 82): Listen intentionally to music; Learn how music can be used to express feelings</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 15 (V1, page 296): Use creativity and imagination in role-play situations</p> <p>Unit 21 (V2, page 436): Use creative movement to express concepts and ideas</p> <p>Unit 26 (V2, page 550): Appreciate the beauty of the natural world; Learn that nature can foster creativity</p> <p>Unit 28 (V2, page 602): Express herself through art, music, dance, and dramatic play</p> <p>Unit 29 (V2, page 628): Participate in creative expression and dramatic play with props and music</p> <p>Unit 33 (V2, page 720): Appreciate the natural world as a source of beauty and inspiration for creativity</p>
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Risk-Taking, Problem-Solving, and Flexibility		
Goal APL-5: Children are willing to try new and challenging experiences.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Express a belief that they can do things that are hard. APL-5k • Choose to participate in an increasing variety of familiar and new experiences. APL-5l • Accept new challenges when offered. APL-5m • Try things they are not sure they can do, while avoiding dangerous risks. APL-5n 	<ul style="list-style-type: none"> • Express a belief that they can do things that are hard. APL-5o • Approach new experiences independently. APL-5p • Ask to participate in new experiences that they have observed or heard about. APL-5q • Independently seek new challenges. APL-5r 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 3 (V1, page 44): Use descriptive words when discussing an activity</p> <p>Unit 5 (V1, page 82): Make predictions; Identify similarities and differences</p> <p>Unit 8 (V1, page 144): Use complex sentences to describe routines and activities</p> <p>Unit 9 (V1, page 164): Recognize number and quantity in everyday</p>

		<p>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 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 17 (V1, page 342): Estimate based on facts</p> <p>Unit 25 (V2, page 526): Use comparative sentences to describe their experiences; Work with increasingly complex graphs</p> <p>Unit 28 (V2, page 602): Use complex oral cues to solve a problem involving numbers</p> <p>Unit 33 (V2, page 720): Make observations about living things; Use scientific tools appropriately</p>
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Risk-Taking, Problem-Solving, and Flexibility		
Goal APL-6: Children use a variety of strategies to solve problems.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6k • Purposefully use a variety of strategies to solve different types of problems. APL-6l • Talk to themselves to work through the steps to solve a problem. APL-6m 	<ul style="list-style-type: none"> • Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6n • Describe the steps they will use to solve a problem. APL-6o • Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p • Explain how they solved a problem to another person. APL-6q 	<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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Attentiveness, Effort, and Persistence		
Goal APL-7: Children demonstrate initiative		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Show increasing independence and purpose when making choices (“I want to go to blocks.”). APL-7h Express goals or plans and follow through on them (“I’m going to draw my house.”). APL-7i 	<ul style="list-style-type: none"> Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7j Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL- 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 2 (V1, page 24): Communicate likes and/or dislikes</p> <p>Unit 5 (V1, page 82): Listen intentionally to music</p> <p>Unit 8 (V1, page 144): Value individual differences</p> <p>Unit 10 (V1, page 186): Demonstrate imagination and inventiveness in approaching tasks and activities</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 27 (V2, page 578): Use various media to create art both individually and in a group</p> <p>Unit 28 (V2, page 602): Express herself through art, music, dance, and dramatic play</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> <p>Unit 36 (V2, page 796): Express himself through creating art using various mediums</p>

Attentiveness, Effort, and Persistence		
Goal APL-8: Children maintain attentiveness and focus.		

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h Remain engaged in more complex activities that they have chosen. APL-8i Maintain focus and return to an activity after a break. APL-8j 	<ul style="list-style-type: none"> Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k Consistently remain engaged in self-directed activities. APL-8l 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 1 (V1, page 2): Solve a simple problem; Engage in symbolic play with other children</p> <p>Unit 11 (V1, page 208): Demonstrate imagination and inventiveness in approaching tasks and activities</p> <p>Unit 17 (V1, page 342): Solve a problem with oral information; Maintain interest in a project until it is completed</p> <p>Unit 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 30 (V2, page 650): Work cooperatively with others to complete a project</p> <p>Unit 36 (V2, page 796): Show confidence in his abilities; Complete a task after it is started</p>

Attentiveness, Effort, and Persistence		
Goal APL-9: Children persist at challenging activities.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f Keep working to complete 	<ul style="list-style-type: none"> Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i Plan and follow through 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 1 (V1, page 2): Solve a simple problem; Engage in symbolic play with other children</p> <p>Unit 11 (V1, page 208): Demonstrate imagination and inventiveness in approaching tasks and activities</p> <p>Unit 17 (V1, page 342): Solve a problem with oral information; Maintain interest in a project until it is completed</p> <p>Unit 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>tasks, including those that are somewhat difficult. APL-9g</p>	<p>on longer-term tasks (planting a seed and caring for the plant). APL-9j</p> <ul style="list-style-type: none"> • Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k 	<p>Unit 30 (V2, page 650): Work cooperatively with others to complete a project</p> <p>Unit 36 (V2, page 796): Show confidence in his abilities; Complete a task after it is started</p>
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Emotional and Social Development

Developing a Sense of Self		
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Describe self (characteristics that can be seen, things they can do, things they like, possessions). ESD-1k • Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”). ESD-1l • Use own first and last name. ESD-1m • Choose activities they like and name their favorite activities. ESD-1n 	<ul style="list-style-type: none"> • Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o • Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p • Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1 	<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 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 1 (V1, page 2): Recognize that people differ and that we respect those differences; Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school</p> <p>Unit 2 (V1, page 24): Communicate likes and/or dislikes</p> <p>Unit 2 (V1, page 24): Use vocabulary related to body parts</p>

		<p>Unit 2 (V1, page 24): Begin to identify emotions</p> <p>Unit 4 (V1, page 62): Learn about various body parts and their functions</p> <p>Unit 4 (V1, page 62): Learn about personal hygiene and how germs may spread by sharing eating utensils</p> <p>Unit 6 (V1, page 104): Feel positive about who she is and how she looks</p> <p>Unit 8 (V1, page 144): Value individual differences</p> <p>Unit 8 (V1, page 144): Understand the importance of basic hygiene and cleanliness</p> <p>Unit 10 (V1, page 186): Develop self-esteem through making individual choices</p> <p>Unit 12 (V1, page 230): Appreciate and understand that everyone has strengths and weaknesses</p> <p>Unit 17 (V1, page 342): Understand the value of personal safety</p> <p>Unit 19 (V2, page 392): Show personal interest by choice of activities and materials</p> <p>Unit 20 (V2, page 414): Demonstrate confidence and positive self-image</p> <p>Unit 32 (V2, page 698): Feel good about the choices she makes</p> <p>Unit 36 (V2, page 796): Show confidence in his abilities; Complete a task after it is started</p>
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Developing a Sense of Self		
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k Express the belief that they can do many things. ESD-2l Try new activities and 	<ul style="list-style-type: none"> Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n Express the belief that they can do many things. ESD-2o Stick with tasks even when 	<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</i></p>

<p>attempt new challenges. ESD-2m</p>	<p>they are challenging. ESD-2p</p> <ul style="list-style-type: none"> Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). ESD-2q 	<p><i>Change/Things I Can’t Change</i> Unit 2, Lesson 5 (page 39): <i>My Favorite Things</i> Unit 1, Lesson 2 (page 8): <i>My Teacher and Others Who Help Me at School</i> Unit 3, Lesson 2 (page 50): <i>People in a Family Help Each Other</i></p> <p>Unit 3 (V1, page 44): Express himself through various mediums Unit 4 (V1, page 62): Express herself using various mediums Unit 8 (V1, page 144): Use a variety of mediums to express himself Unit 10 (V1, page 186): Develop self-esteem through making individual choices Unit 11 (V1, page 208): Express himself through participation in creative expression Unit 20 (V2, page 414): Demonstrate confidence and positive self-image Unit 23 (V2, page 482): Build positive self-image by realizing he can help keep the environment healthy Unit 23 (V2, page 482): Express himself by participating in music, dance, and fingerplays Unit 36 (V2, page 796): Express himself through creating art using various mediums</p>
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Developing a Sense of Self With Others		
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problemsolving, and approval). ESD-3m Show affection for adults they are close to. ESD-3n Given time, form positive 	<ul style="list-style-type: none"> Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problemsolving, and approval). ESD-3q Form positive relationships with new teachers or caregivers over time. ESD-3r 	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i> 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> Unit 3, Lesson 2 (page 50): <i>People in a Family Help Each Other</i></p>

<p>relationships with new teachers or caregivers. ESD-3o</p> <ul style="list-style-type: none"> Show ease and comfort in their interactions with familiar adults. ESD-3 	<ul style="list-style-type: none"> Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s 	<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>
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Developing a Sense of Self With Others

Goal ESD-4: Children form relationships and interact positively with other children

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Demonstrate social skills when interacting with other children (turntaking, conflict resolution, sharing). ESD-4k Form and maintain friendships with a few other children. ESD-4l Identify another child as a friend. ESD-4m Approach other children easily, expecting positive interactions. ESD-4n Show ease and comfort in their interactions with familiar children. ESD-4o 	<ul style="list-style-type: none"> Demonstrate social skills when interacting with other children (turntaking, conflict resolution, sharing). ESD-4p Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q Seek and give support with children they identify as friends. ESD-4r Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t 	<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 3 (page 11): <i>My Friends at School</i></p> <p>Unit 3 (V1, page 44): Identify common emotions; Participate in small-group discussions about emotions and feelings; Understand family relationships and how families help each other</p> <p>Unit 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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Developing a Sense of Self With Others		
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k Often make requests clearly and effectively. ESD-5l Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m Wait for a short time to get what they want (a turn with a toy, a snack). ESD- 	<ul style="list-style-type: none"> Follow social rules, transitions, and routines that have been explained to them. ESD-5q Make requests clearly and effectively most of the time. ESD-5r Balance their own needs with those of others in the group. ESD-5s Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t Use a variety of strategies 	<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 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</p>

<p>5n</p> <ul style="list-style-type: none"> • Work to resolve conflicts effectively, with guidance and support. ESD-5o • Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. ESD-5p 	<p>to solve problems and conflicts with increasing independence. ESD-5u</p> <ul style="list-style-type: none"> • Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v 	<p>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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Learning About Feelings		
Goal ESD-6: Children identify, manage, and express their feelings.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal 	<ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal 	<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>sounds, and words. ESD-6l</p> <ul style="list-style-type: none"> • Use a variety of words or signs to express and manage feelings more clearly. ESD-6m • Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”). ESD-6n 	<p>sounds, and words. ESD-6o</p> <ul style="list-style-type: none"> • Independently manage and express feelings effectively most of the time. ESD-6p • Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). ESD-6q • Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). ESD-6r • Use problem-solving strategies when feeling angry or frustrated. ESD-6 	<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 3 (V1, page 44): Identify common emotions; Participate in small-group discussions about emotions and feelings; Understand family relationships and how families help each other</p> <p>Unit 5 (V1, page 82): Learn how music can be used to express feelings</p> <p>Unit 6 (V1, page 104): Explore ways to express needs, wants, and feelings</p> <p>Unit 11 (V1, page 208): Use multiple-word sentences to describe feelings and activities</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> <p>Unit 28 (V2, page 602): Understand the relationship between eating healthy foods and feeling good physically</p>
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Learning About Feelings		
Goal ESD-7: Children recognize and respond to the needs and feelings of others.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Try to comfort another child or an adult who is 	<ul style="list-style-type: none"> • Communicate understanding and 	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping</i></p>

<p>upset (bring a comfort object, pat the person on the back). ESD-7j</p> <ul style="list-style-type: none"> Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m 	<p>empathy for others' feelings. ESD-7n</p> <ul style="list-style-type: none"> Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p 	<p><i>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>
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Health and Physical Development

Physical Health and Growth		
Goal HPD-1: Children develop healthy eating habits.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Try new foods. HPD-1p Feed themselves with utensils independently. HPD-1q 	<ul style="list-style-type: none"> Try new foods. HPD-1s Feed themselves with utensils independently. HPD-1t 	<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>

<ul style="list-style-type: none"> Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r 	<ul style="list-style-type: none"> Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v Name foods and beverages that help to build healthy bodies. HPD-1w 	<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><i>Learn Every Day about Nutrition</i></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 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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Physical Health and Growth

Goal HPD-2: Children engage in active physical play indoors and outdoors.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and
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		Objectives
<ul style="list-style-type: none"> Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2k Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m Transition from active to quiet activities with limited guidance and support. HPD-2 	<ul style="list-style-type: none"> Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q Transition independently from active to quiet activities most of the time. HPD-2r 	<p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i> Unit 13, Lesson 1 (page 255): <i>Staying Fit and Healthy</i> Unit 1, Lesson 2 (page 258): <i>Kickball and Hopscotch</i> Unit 13, Lesson 3 (page 261): <i>Tunnel Ball and Jump Rope</i> Unit 13, Lesson 4 (page 265): <i>Marco Polo and Simon Says</i> 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 Unit 4 (V1, page 62): Learn about personal hygiene and how germs may spread by sharing eating utensils Unit 8 (V1, page 144): Understand the importance of basic hygiene and cleanliness Unit 11 (V1, page 208): Participate in activities that will build physical fitness Unit 15 (V1, page 296): Understand the role of healthcare professionals in personal health Unit 17 (V1, page 342): Participate in role-play activities related to safety and health Unit 24 (V2, page 506): Understand the role of the ocean in keeping us healthy Unit 27 (V2, page 578): Make healthy food choices Unit 30 (V2, page 650): Understand the role of the weather in personal health and well-being Unit 35 (V2, page 770): Recognize that many healthy food choices come from farms and farm animals</p>

Physical Health and Growth

Goal HPD-3: Children develop healthy sleeping habits.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
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<ul style="list-style-type: none"> Recognize and communicate signs of being tired. HPD-3i With increasing independence, start and participate in sleep routines. HPD-3j 	<ul style="list-style-type: none"> Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k Independently start and participate in sleep routines most of the time. HPD-3l 	<p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i> Unit 13, Lesson 1 (page 255): <i>Staying Fit and Healthy</i></p> <p>Unit 6 (V1, page 104): Explore ways to express needs, wants, and feelings Unit 21 (V2, page 436): Communicate needs and wants clearly Unit 21 (V2, page 436): Understand the feelings of others; Recognize that in the past, people had more trouble fulfilling their basic needs</p>
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Motor Development

Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m • Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). HPD-4n Move their bodies in space with good coordination (running, hopping in place, galloping). HPD-4o 	<ul style="list-style-type: none"> Coordinate movement of upper and lower body. HPD-4p Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r Show awareness of own body in relation to other people and objects while moving through space. HPD-4s 	<p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i> Unit 13, Lesson 1 (page 255): <i>Staying Fit and Healthy</i> Unit 1, Lesson 2 (page 258): <i>Kickball and Hopscotch</i> Unit 13, Lesson 3 (page 261): <i>Tunnel Ball and Jump Rope</i> Unit 13, Lesson 4 (page 265): <i>Marco Polo and Simon Says</i> 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 Unit 3 (V1, page 44): Develop gross motor skills with activities such as throwing a ball or climbing on outdoor equipment Unit 9 (V1, page 164): Continue to participate in active outdoor games involving running, skipping, hopping, and jumping Unit 12 (V1, page 230): Continue to develop fine motor skills through</p>

		<p>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>
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Motor Development		
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Draw simple shapes and figures (square for block, circles). HPD-5j • Engage in activities that require hand-eye coordination (build with manipulatives, mold PlayDoh®, work puzzles with smaller pieces). HPD-5k • Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l 	<ul style="list-style-type: none"> • Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m • Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n • Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o 	<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 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</p>

		<p>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>
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Self-Care

Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
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<ul style="list-style-type: none"> • Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g • Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h 	<ul style="list-style-type: none"> • Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i • Consistently use strategies to calm themselves when needed. HPD-6j 	<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>
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		<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>
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Self-Care

Goal HPD-7: Children develop independence in caring for themselves and their environment.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j Dress and undress themselves with occasional assistance. HPD-7k • Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l Serve food for themselves. HPD-7m Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7n Name people who help children stay healthy. HPD-7o 	<ul style="list-style-type: none"> Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p Dress and undress themselves independently. HPD-7q Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r Eat with a fork. HPD-7s Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u 	<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 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 15 (V1, page 295): <i>Learn Every Day about Community Helpers</i></p> <p>Unit 15, Lesson 1 (page 299): <i>Healthcare Workers</i></p> <p>Unit 15, Lesson 2 (page 303): <i>Emergency Workers</i></p> <p>Unit 15, Lesson 3 (page 307): <i>Workers in a School</i></p> <p>Unit 15, Lesson 4 (page 311): <i>Service Workers</i></p> <p>Unit 15, Lesson 5 (page 314): <i>Government Helpers</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 8 (V1, page 144): Use complex sentences to describe routines and activities</p> <p>Unit 15 (V1, page 296): Understand the role of healthcare professionals in</p>

		<p>personal health</p> <p>Unit 23 (V2, page 482): Understand that people can take care of the environment through activities and actions</p> <p>Unit 35 (V2, page 770): Follow simple rules, routines, and directions</p>
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Safety Awareness		
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i • Usually recognize and avoid objects and situations that might cause harm. HPD-8j • Usually follow basic safety rules. HPD-8k • Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l 	<ul style="list-style-type: none"> • Avoid potentially dangerous behaviors. HPD-8m • Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. HPD-8n • Independently follow basic safety rules. HPD-8o • Identify people who can help them in the community (police, firefighter, nurse). HPD-8p 	<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 helpers in society; Talk about the role of community helpers in keeping people safe</p> <p>Unit 17 (V1, page 342): Understand the role of safety at home and at school</p> <p>Unit 23 (V2, page 482): Recognize the role of the environment in personal safety and good health</p>

Language Development and Communication

Learning to Communicate		
Goal LDC-1: Children understand communications from others.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Show understanding of increasingly complex sentences. LDC-1k With prompting and support, respond to requests for information or action. LDC-1l Follow simple multistep directions with visual cues if needed. LDC-1m 	<ul style="list-style-type: none"> Show understanding of increasingly complex sentences. LDC-1n Respond to requests for information or action. LDC-1o Follow more detailed multistep directions. LDC-1p 	<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): Listen with intent</p> <p>Unit 4 (V1, page 62): Develop listening skills; Listen with intent</p> <p>Unit 4 (V1, page 62): Learn new vocabulary related to the senses, and identify the function of each sense</p> <p>Unit 5 (V1, page 82): Listen intentionally to music</p> <p>Unit 17 (V1, page 342): Use age-appropriate grammar; Listen with intent</p> <p>Unit 33 (V2, page 720): Appreciate listening to stories from other places</p>

Learning to Communicate		
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2i Initiate and carry on conversations, and ask questions about things that interest them. LDC-2j 	<ul style="list-style-type: none"> Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l Initiate and carry on conversations that involve multiple back and forth communications or turns 	<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): Communicate likes and/or dislikes; Answer simple questions requiring a one-word answer</p> <p>Unit 8 (V1, page 144): Use a variety of mediums to express himself</p>

<ul style="list-style-type: none"> With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k 	<p>between the persons involved in the conversation. LDC-2m</p> <ul style="list-style-type: none"> Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o Appreciate and use humor. LDC-2p 	<p>Unit 21 (V2, page 436): Use creative movement to express concepts and ideas</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 27 (V2, page 578): Communicate about the role of fruits and vegetables in daily life</p> <p>Unit 29 (V2, page 628): Communicate by using increasingly more descriptive words and longer sentences</p> <p>Unit 30 (V2, page 650): Use vocabulary related to the weather</p> <p>Unit 32 (V2, page 698): Communicate using age-appropriate grammar</p> <p>Unit 32 (V2, page 698): Express herself through dramatic play</p>
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Learning to Communicate

Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Answer longer questions using more detail. LDC-3d Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e 	<ul style="list-style-type: none"> Answers more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”). LDC-3f Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g 	<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): Develop observation skills; Learn to ask complex questions</p> <p>Unit 4 (V1, page 62): Develop observation skills; Learn to ask complex questions</p> <p>Unit 5 (V1, page 82): Ask and answer questions requiring a complex answer</p> <p>Unit 5 (V1, page 82): Ask and answer questions requiring a complex answer</p> <p>Unit 7 (V1, page 124): Recognize environmental print; Ask questions for</p>

		<p>clarification</p> <p>Unit 16 (V1, page 320): Observe, investigate, and ask questions about the world around him</p> <p>Unit 28 (V2, page 602): Answers questions requiring a complex response; Ask questions with increased use of appropriate vocabulary</p>
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Learning to Communicate		
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4h Speak clearly enough to be understood by familiar adults and children. LDC-4i 	<ul style="list-style-type: none"> Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k Speak clearly enough to be understood by most people. LDC-4 	<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 common emotions; Participate in small-group discussions about emotions and feelings; Understand family relationships and how families help each other</p> <p>Unit 5 (V1, page 82): Listen intentionally to music; Learn how music can be used to express feelings</p> <p>Unit 6 (V1, page 104): Explore ways to express needs, wants, and feelings</p> <p>Unit 7 (V1, page 124): Express ideas using age-appropriate language</p> <p>Unit 11 (V1, page 208): Use multiple-word sentences to describe feelings and activities</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 28 (V2, page 602): Understand the relationship between eating healthy foods and feeling good physically</p>

Learning to Communicate		
Goal LDC-5: Children describe familiar people, places, things, and events.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and

		Objectives
<ul style="list-style-type: none"> Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d Describe experiences and create or retell short narratives. LDC-5e 	<ul style="list-style-type: none"> Describe experiences and create and/or retell longer narratives. LDC-5f 	<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 6 (V1, page 104): Use color words to describe everyday objects</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 20 (V2, page 414): Use increasingly complex sentences to describe what he sees and experiences</p> <p>Unit 25 (V2, page 526): Use comparative sentences to describe their experiences</p> <p>Unit 33 (V2, page 720): Use complex sentences to describe experiences; Answer questions requiring a complex answer</p> <p>Unit 34 (V2, page 746): Describe a recent experience in detail</p> <p>Unit 35 (V2, page 770): Use vocabulary related to farm animals and describe them in detail</p>

Learning to Communicate		
Goal LDC-6: Children use most grammatical constructions of their home language well.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h 	<ul style="list-style-type: none"> Speak I full sentences that are grammatically correct most of the time. LDC-6i 	<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 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 15 (V1, page 296): Connect phrases and sentences to build ideas</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 25 (V2, page 526): Use comparative sentences to describe their experiences</p> <p>Unit 33 (V2, page 720): Use complex sentences to describe experiences; Answer questions requiring a complex answer</p> <p>Unit 32 (V2, page 698): Communicate using age-appropriate grammar</p>
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Learning to Communicate		
Goal LDC-7: Children respond to and use a growing vocabulary.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Repeat familiar songs, chants, or rhymes. LDC-7k Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7l Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7m Use many kinds of cues in the environment to figure out what words mean. LDC-7n 	<ul style="list-style-type: none"> Repeat familiar songs, chants, or rhymes. LDC-7o Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know 	<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 2 (V1, page 24): Identify the first letter in his or her name; Use vocabulary related to body parts; Listen with intent</p> <p>Unit 4 (V1, page 62): Learn new vocabulary related to the senses, and identify the function of each sense</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</p>

	that the other pair of shoes are boots). LDC-7q	<p>musical instruments</p> <p>Unit 12 (V1, page 230): Use increasingly complex vocabulary</p> <p>Unit 13 (V1, page 252): Use vocabulary related to sports and exercise</p> <p>Unit 18 (V1, page 366): Use vocabulary related to maps and directions</p> <p>Unit 24 (V2, page 506): Use increasingly complex vocabulary</p> <p>Unit 28 (V2, page 602): Answers questions requiring a complex response; Ask questions with increased use of appropriate vocabulary</p> <p>Unit 30 (V2, page 650): Use vocabulary related to the weather</p> <p>Unit 35 (V2, page 770): Use vocabulary related to farm animals and describe them in detail</p>
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Foundations for Reading		
Goal LDC-8: Children develop interest in books and motivation to read.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j Show an interest in books, other print, and reading related activities. LDC-8k Listen to and discuss storybooks, simple information books, and poetry. LDC-8l 	<ul style="list-style-type: none"> Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m Use and share books and print in their play. LDC-8n Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o 	<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 12, Lesson 3 (page 240): <i>Book Characters</i></p> <p>Unit 4 (V1, page 62): Develop listening skills; Listen with intent</p> <p>Unit 8 (V1, page 144): Understand that a book has a beginning, middle, and end; Hold a book upright facing the reader; Identify her name in print</p> <p>Unit 10 (V1, page 186): Retell favorite stories; Sing fingerplays and rhymes</p> <p>Unit 12 (V1, page 230): Retell a favorite story; Differentiate between fiction and nonfiction books</p> <p>Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books</p>

		Unit 36 (V2, page 796): Select and enjoy a book of her choice
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Foundations for Reading		
Goal LDC-9: Children comprehend and use information presented in books and other print media		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-9i With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-9j Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts. LDC-9k Relate personal experiences to events described in familiar books, with prompting and support. LDC-9l Ask questions about a story or the information in a book. LDC-9m With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9n 	<ul style="list-style-type: none"> Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p Use knowledge of the world to make sense of more challenging texts. LDC-9q Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r Ask more focused and detailed questions about a story or the information in a book. LDC-9s Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t 	<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): Develop listening skills; Listen with intent</p> <p>Unit 7 (V1, page 124): Ask questions for clarification</p> <p>Unit 12 (V1, page 230): Understand the difference between real and make-believe</p> <p>Unit 12 (V1, page 230): Retell a favorite story; Differentiate between fiction and nonfiction books</p> <p>Unit 15 (V1, page 296): Connect phrases and sentences to build ideas</p> <p>Unit 16 (V1, page 320): Be introduced to onomatopoeia; Continue to develop environmental-print knowledge</p> <p>Unit 17 (V1, page 342): Recognize environmental print</p> <p>Unit 21 (V2, page 436): Recognize the difference between pretend and real situations</p> <p>Unit 22 (V2, page 458): Use scientific language when describing science-related experiences</p> <p>Unit 22 (V2, page 458): Understand the difference between fiction and nonfiction</p> <p>Unit 23 (V2, page 482): Use correct terms such as <i>recycle, reuse, and renew</i></p>

Foundations for Reading		
Goal LDC-10: Children develop book knowledge and print awareness		

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Hold a book upright while turning pages one by one front to back, but not always in order. LDC-10h • With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). LDC-10i • Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn). LDC-10j 	<ul style="list-style-type: none"> • Hold a book upright while turning pages one by one from front to back. LDC-10k • Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”). LDC-10l • Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m • With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n • Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o • Identify their name and the names of some friends when they see them in print. LDC-10p 	<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</p> <p>Unit 14 (V1, page 274): Recognize environmental print</p> <p>Unit 16 (V1, page 320): Continue to develop environmental-print knowledge</p> <p>Unit 17 (V1, page 342): Recognize environmental print</p> <p>Unit 19 (V2, page 392): Continue to recognize meaning in visual symbols; build phonemic awareness</p> <p>Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books; Continue to recognize print-sound connection</p> <p>Unit 21 (V2, page 436): Develop print awareness</p> <p>Unit 23 (V2, page 482): Develop environmental-print knowledge</p> <p>Unit 26 (V2, page 550): Continue to build print awareness; Learn to identify fiction and nonfiction in a story or song</p> <p>Unit 27 (V2, page 578): Begin to understand onset rhyme; Build phonemic awareness</p>

Goal LDC-11: Children develop phonological awareness.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11f Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11g Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11h 	<ul style="list-style-type: none"> Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l 	<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 29 (V2, page 628): Recognize rhyming words; Build phonemic and letter awareness</p> <p>Unit 31 (V2, page 674): Further develop phonemic awareness; Increase letter recognition</p> <p>Unit 32 (V2, page 698): Increase phonemic awareness; Expand letter knowledge</p> <p>Unit 33 (V2, page 720): Increase letter recognition; Improve phonemic awareness</p> <p>Unit 35 (V2, page 770): Identify rhyming words; Build phonemic awareness</p>

Foundations for Reading		
Goal LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Demonstrate an interest in learning the alphabet. LDC-12b Recognize letters of the alphabet as a special 	<ul style="list-style-type: none"> Demonstrate an interest in learning the alphabet. LDC-12e Show they know that letters function to 	<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>category of print, different from pictures, shapes, and numerals. LDC-12c</p> <ul style="list-style-type: none"> Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d 	<p>represent sounds in spoken words. LDC-12f</p> <ul style="list-style-type: none"> Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). LDC-12h Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i 	<p>Unit 1 (V1, page 2): Recognize the first letter in her name; Learn the rudiments of connecting words and ideas to form sentences</p> <p>Unit 2 (V1, page 24): Identify the first letter in his or her name</p> <p>Unit 3 (V1, page 44): Identify the letters in his name; Recognize her name in print</p> <p>Unit 5 (V1, page 82): Identify the first letter in his name; Retell a simple story</p> <p>Unit 9 (V1, page 164): Identify his name in print; Identify the letters in his name</p> <p>Unit 13 (V1, page 252): Understand and use prepositions; Develop letter recognition and phonemic awareness</p> <p>Unit 24 (V2, page 506): Continue to develop letter recognition</p> <p>Unit 25 (V2, page 526): Increase letter-recognition skills; Increase comprehension by participating in a K-W-L chart</p> <p>Unit 29 (V2, page 628): Recognize rhyming words; Build phonemic and letter awareness</p> <p>Unit 30 (V2, page 650): Be exposed to onomatopoeia words; Continue to develop letter knowledge and letter recognition</p> <p>Unit 31 (V2, page 674): Further develop phonemic awareness; Increase letter recognition</p> <p>Unit 32 (V2, page 698): Increase phonemic awareness; Expand letter knowledge</p> <p>Unit 33 (V2, page 720): Increase letter recognition; Improve phonemic awareness</p>
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Foundations for Writing

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Represents thoughts and 	<ul style="list-style-type: none"> Represent thoughts and 	LED Foundations (page 43): Teaching

<p>ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c</p> <ul style="list-style-type: none"> • With prompting and support, communicate their thoughts for an adult to write. LDC-13d • Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e 	<p>ideas in drawings and by writing letters or letter-like forms. LDC-13f</p> <ul style="list-style-type: none"> • Communicate their thoughts for an adult to write. LDC-13g • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13h 	<p><i>Dual and English Language Learners</i> LED Foundations (page 57): Emergent Writing LED Foundations (page 60): Building Blocks of Literacy</p> <p>Unit 3 (V1, page 44): Use descriptive words when discussing an activity Unit 4 (V1, page 62): Express herself using various mediums Unit 7 (V1, page 124): Express ideas using age-appropriate language Unit 14 (V1, page 274): Recite short stories and rhymes Unit 25 (V2, page 526): Use comparative sentences to describe their experiences Unit 34 (V2, page 746): Describe a recent experience in detail</p>
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Foundations for Writing		
Goal LDC-14: Children use knowledge of letters in their attempts to write.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Begin to use letters and approximations of letters to write their name. LC-14a • Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LC-14b 	<ul style="list-style-type: none"> • Use known letters and approximations of letters to write their own name and some familiar words. LC-14c • Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14d 	<p>LED Foundations (page 43): Teaching Dual and English Language Learners LED Foundations (page 57): Emergent Writing LED Foundations (page 60): Building Blocks of Literacy</p> <p>Unit 2 (V1, page 24): Experiment with different writing tools Unit 21 (V2, page 436) Be introduced to the concept of writing a letter Unit 21 (V2, page 436): Manipulate writing, art, and drawing tools; Write with increasing skill Unit 23 (V2, page 482): Demonstrate the behaviors of a beginning writer Unit 24 (V2, page 506): Participate in activities requiring complexity with fine motor skills Unit 31 (V2, page 674): Show increased skill in writing letters and words</p>

		Unit 33 (V2, page 720): Increase fine motor skills through writing
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Foundations for Writing		
Goal LDC-15: Children use writing skills and writing conventions.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LC-15f Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”). LC-15g Play with writing letters and make letter-like forms. LC-15h 	<ul style="list-style-type: none"> Use a variety of writing tools and materials with increasing precision. LC-15i Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j Use some conventional letters in their writing. LC-15k 	<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>

Cognitive Development

Construction of Knowledge: Thinking and Reasoning		
Goal CD-1: Children use their senses to construct knowledge about the world around them.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h Express knowledge gathered through their senses using play, art, 	<ul style="list-style-type: none"> Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1k Express knowledge gathered through their senses using play, art, 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 4 (V1, page 61): <i>Learn Every Day about My Five Senses</i></p> <p>Unit 4, Lesson 1 (page 65): <i>Seeing</i></p> <p>Unit 4, Lesson 2 (page 69): <i>Hearing</i></p> <p>Unit 4, Lesson 3 (page 72): <i>Touching</i></p> <p>Unit 4, Lesson 4 (page 75): <i>Smelling</i></p> <p>Unit 4, Lesson 5 (page 78): <i>Tasting</i></p>

<p>language, and other forms of representation. CD-1i</p> <ul style="list-style-type: none"> Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1j 	<p>language, and other forms of representation. CD-1l</p> <ul style="list-style-type: none"> Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m Organize and use information through matching, grouping, and sequencing. CD-1n 	<p>Unit 2 (V1, page 24): Build gross motor skills by running, jumping, and hopping; Experiment with different writing tools</p> <p>Unit 4 (V1, page 62): Develop observation skills</p> <p>Unit 4 (V1, page 62): Learn new vocabulary related to the senses, and identify the function of each sense</p> <p>Unit 4 (V1, page 62): Develop listening skills; Listen with intent</p> <p>Unit 14 (V1, page 274): Use a variety of tools to solve problems and draw conclusions</p> <p>Unit 21 (V2, page 436): Manipulate writing, art, and drawing tools</p> <p>Unit 22 (V2, page 458): Use scientific language when describing science-related experiences; Recognize tools associated with science</p> <p>Unit 31 (V2, page 674): Use science tools for discovery</p> <p>Unit 33 (V2, page 720): Make observations about living things; Use scientific tools appropriately</p> <p>Unit 35 (V2, page 770): Use the scientific method to explore and draw conclusions</p>
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Construction of Knowledge: Thinking and Reasoning

Goal CD-2: Children recall information and use it for new situations and problems.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p Describe or act out a 	<ul style="list-style-type: none"> Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u Describe past events in an organized way, including details or personal reactions. CD-2v Improve their ability to make predictions and explain why things happen 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 9 (V1, page 164): Seek multiple solutions to solve a problem; Use past knowledge to build new knowledge</p> <p>Unit 15 (V1, page 296): Use past knowledge to build new knowledge</p> <p>Unit 16 (V1, page 320): Use prior knowledge to solve a problem</p> <p>Unit 24 (V2, page 506): Solve problems based on prior knowledge</p> <p>Unit 25 (V2, page 526): Solve</p>

<p>memory of a situation or action, with adult support. CD-2q</p> <ul style="list-style-type: none"> • Make predictions about what will happen using what they know. CD-2r • Introduce ideas or actions in play based on previous knowledge or experience. CD-2s • Ask questions about why things happen and try to understand cause and effect. CD-2t 	<p>using what they know. CD-2w</p> <ul style="list-style-type: none"> • Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x • Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y 	<p>problems based on previous knowledge</p> <p>Unit 26 (V2, page 550): Solve complex problems with multiple solutions</p> <p>Unit 27 (V2, page 578): Solve problems using previously acquired knowledge</p> <p>Unit 28 (V2, page 602): Answer questions that indicate his ability to analyze and synthesize what he hears and experiences</p> <p>Unit 29 (V2, page 628): Solve a problem using past experience and knowledge</p> <p>Unit 30 (V2, page 650): Solve complex problems based on prior knowledge</p> <p>Unit 31 (V2, page 674): Classify, compare, and contrast objects and experiences</p> <p>Unit 33 (V2, page 720): Apply an analogy to real life; Solve a problem by using previous knowledge</p> <p>Unit 34 (V2, page 746): Recognize cause-and-effect relationships</p> <p>Unit 35 (V2, page 770): Connect prior knowledge to solve a problem</p> <p>Unit 36 (V2, page 796): Apply prior understanding to solve a problem</p>
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Construction of Knowledge: Thinking and Reasoning

Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3f • Use words like “think” and “know” to talk about thoughts and beliefs. CD-3g • Recognize that beliefs and 	<ul style="list-style-type: none"> • Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3i • Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3j 	<p>LED Foundations (page 32): <i>Learning Centers</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 4 (V1, page 62): Make a prediction; Learn about various body parts and their functions</p> <p>Unit 5 (V1, page 82): Make predictions; Identify similarities and</p>

<p>desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h</p>	<ul style="list-style-type: none"> • Use language to describe their thinking processes with adult support. CD-3k 	<p>differences</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): Observe and discuss common properties</p> <p>Unit 10 (V1, page 186): Generate explanations regarding experiments and explorations</p> <p>Unit 12 (V1, page 230): Observe processes and relationships</p> <p>Unit 16 (V1, page 320): Observe, investigate, and ask questions about the world around him</p> <p>Unit 21 (V2, page 436): Recognize the difference between pretend and real situations</p> <p>Unit 22 (V2, page 458): Recognize the steps in the scientific process</p> <p>Unit 22 (V2, page 458): Sequence the steps in the scientific process</p> <p>Unit 27 (V2, page 578): Make decisions based on personal preferences</p> <p>Unit 29 (V2, page 628): Make decisions about preferences and friends; Work collaboratively with others</p> <p>Unit 29 (V2, page 628): Construct patterns</p> <p>Unit 32 (V2, page 698): Use the scientific method to make decisions</p>
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Creative Expression		
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4g • Participate in, describe and 	<ul style="list-style-type: none"> • Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4i • Participate in, describe and 	<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 2 (page 215): <i>Music</i></p>

<p>ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h</p>	<p>ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j</p> <ul style="list-style-type: none"> Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k 	<p>Unit 11, Lesson 3 (page 219): <i>Dance</i> Unit 11, Lesson 4 (page 222): <i>The Theater</i> Unit 11, Lesson 5 (page 224): <i>Sculpture</i></p> <p>Unit 5 (V1, page 82): Listen intentionally to music Unit 6 (V1, page 104): Use color words to describe everyday objects Unit 24 (V2, page 506): Describe characteristics of living things Unit 25 (V2, page 526): Recognize the aesthetic value of natural elements such as rocks Unit 26 (V2, page 550): Appreciate the beauty of the natural world Unit 27 (V2, page 578): Continue to describe the physical nature of the world Unit 33 (V2, page 720): Appreciate the natural world as a source of beauty and inspiration for creativity</p>
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Creative Expression

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o 	<ul style="list-style-type: none"> Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t Recall and imitate 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 11 (V1, page 207): <i>Learn Every Day about the Arts</i> Unit 11, Lesson 1 (page 211): <i>Drawing and Painting</i> Unit 11, Lesson 2 (page 215): <i>Music</i> Unit 11, Lesson 3 (page 219): <i>Dance</i> Unit 11, Lesson 4 (page 222): <i>The Theater</i> Unit 11, Lesson 5 (page 224): <i>Sculpture</i></p> <p>Unit 1 (V1, page 2): Use more than one medium to create artwork Unit 3 (V1, page 44): Express himself through various mediums; Participate in</p>

<ul style="list-style-type: none"> Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q 	<p>different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u</p> <ul style="list-style-type: none"> Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v 	<p>group music activities</p> <p>Unit 7 (V1, page 124): Use shapes to create art</p> <p>Unit 12 (V1, page 230): Participate in creative expression through acting out a familiar story</p> <p>Unit 13 (V1, page 252): Express himself through music, art, and dance</p> <p>Unit 22 (V2, page 458): Understand the role science plays in art</p> <p>Unit 23 (V2, page 482): Express himself by participating in music, dance, and fingerplays</p> <p>Unit 33 (V2, page 720): Appreciate the natural world as a source of beauty and inspiration for creativity</p> <p>Unit 34 (V2, page 746): Express himself through art, song, and music</p>
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Social Connections

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”). CD-6h Adopt roles of family and community members during play, given support and realistic props. CD-6i Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j 	<ul style="list-style-type: none"> Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 14 (V1, page 273): <i>Learn Every Day about Community Places</i></p> <p>Unit 14, Lesson 1 (page 277): <i>Libraries, Department Stores, Ballparks, and Playgrounds</i></p> <p>Unit 14, Lesson 2 (page 280): <i>Fire Department, Police Department, and Sanitation Department</i></p> <p>Unit 14, Lesson 3 (page 283): <i>Grocery Store, Clothing Store, and Toy Store</i></p> <p>Unit 14, Lesson 4 (page 286): <i>Homes</i></p> <p>Unit 14, Lesson 5 (page 289): <i>Schools, banks, and Restaurants: The Community and Me</i></p> <p>Unit 15 (V1, page 295): <i>Learn Every Day about Community Helpers</i></p> <p>Unit 15, Lesson 1 (page 299):</p>

		<p><i>Healthcare Workers</i> Unit 15, Lesson 2 (page 303): <i>Emergency Workers</i> Unit 15, Lesson 3 (page 307): <i>Workers in a School</i> Unit 15, Lesson 4 (page 311): <i>Service Workers</i> Unit 15, Lesson 5 (page 314): <i>Government Helpers</i></p> <p>Unit 1 (V1, page 2): Learn vocabulary associated with going to school Unit 1 (V1, page 2): Begin to learn about basic hygiene and ways to stay healthy in a school setting; Perform simple self-help skills Unit 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 Unit 2 (V1, page 24): Begin to identify emotions; Participate in small-group discussions; Understand family relationships and how families help each other Unit 2 (V1, page 24): Learn more about others and how all people differ; Identify similarities and differences in family characteristics Unit 3 (V1, page 44): Learn more about others and how all people differ; Identify similarities and differences in family characteristics Unit 3 (V1, page 44): Identify common emotions; Participate in small-group discussions about emotions and feelings; Understand family relationships and how families help each other Unit 17 (V1, page 342): Understand the role of safety at home and at school</p>
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Social Connections

Goal CD-7: Children recognize that they are members of different groups (e.g. family, preschool class, cultural group).

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Identify self as part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”). CD-7d 	<ul style="list-style-type: none"> Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 3 (V1, page 43): <i>Learn Every Day about Me and My Family</i></p> <p>Unit 3, Lesson 1 (page 47): <i>There Are All Kinds of Families</i></p> <p>Unit 3, Lesson 2 (page 50): <i>People in a Family Help Each Other</i></p> <p>Unit 3, Lesson 3 (page 52): <i>Families Live in Many Different Places</i></p> <p>Unit 3, Lesson 4 (page 54): <i>Families Live in Different Kinds of Homes</i></p> <p>Unit 3, Lesson 5 (page 57): <i>Families Share Special Times Together</i></p> <p>Unit 2 (V1, page 24): Begin to identify emotions; Participate in small-group discussions</p> <p>Unit 3 (V1, page 44): Participate in group music activities</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): Cooperate in group activities with one or more children</p> <p>Unit 7 (V1, page 124): Enjoy a collaborative group activity</p> <p>Unit 9 (V1, page 164): Work cooperatively in groups</p> <p>Unit 13 (V1, page 252): Recognize that group and individual physical activities can be fun and can contribute to overall health and wellness</p> <p>Unit 13 (V1, page 252): Understand the value of participation in group activities without competition</p> <p>Unit 19 (V2, page 392): Compare groups of items in a chart, in similar groups, and in a mixed group</p> <p>Unit 27 (V2, page 578): Use various media to create art both individually and in a group</p> <p>Unit 31 (V2, page 674): Work cooperatively in a group; Recognize</p>

		and honor the choices made by others Unit 34 (V2, page 746): Work in a group and understand we all have strengths and weaknesses
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Social Connections		
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Show acceptance of people who are different from themselves as well as people who are similar. CD-8d Given support and guidance, explore different cultural practices during play and planned activities. CD-8e 	<ul style="list-style-type: none"> Show acceptance of people who are different from themselves as well as people who are similar. CD-8f Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 3 (V1, page 43): <i>Learn Every Day about Me and My Family</i></p> <p>Unit 3, Lesson 1 (page 47): <i>There Are All Kinds of Families</i></p> <p>Unit 3, Lesson 2 (page 50): <i>People in a Family Help Each Other</i></p> <p>Unit 3, Lesson 3 (page 52): <i>Families Live in Many Different Places</i></p> <p>Unit 3, Lesson 4 (page 54): <i>Families Live in Different Kinds of Homes</i></p> <p>Unit 3, Lesson 5 (page 57): <i>Families Share Special Times Together</i></p> <p>Unit 1 (V1, page 2): Understand that music is often very different across cultures</p> <p>Unit 2 (V1, page 24): Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p>Unit 3 (V1, page 44): Learn more about others and how all people differ; Identify similarities and differences in family characteristics</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 11 (V1, page 208): Understand that other culture have different types and styles of music and art</p>

		<p>Unit 12 (V1, page 230): Understand the function of social events such as mealtime; Be exposed to children’s literature from cultures around the world</p> <p>Unit 14 (V1, page 274): Understand the importance of places in the community to society</p> <p>Unit 15 (V1, page 296): Recognize the role of community workers in society</p> <p>Unit 18 (V1, page 366): Learn more about the social customs of others</p>
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Social Connections

Goal CD-9: Children explore concepts connected with their daily experiences in their community

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9b Notice changes that happen over time (seasons, self or others growing bigger). CD-9c Notice and talk about weather conditions. CD-9d With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e 	<ul style="list-style-type: none"> Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f Observe and talk about changes in themselves and their families over time. CD-9g Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Unit 14 (V1, page 273): <i>Learn Every Day about Community Places</i></p> <p>Unit 14, Lesson 1 (page 277): <i>Libraries, Department Stores, Ballparks, and Playgrounds</i></p> <p>Unit 14, Lesson 2 (page 280): <i>Fire Department, Police Department, and Sanitation Department</i></p> <p>Unit 14, Lesson 3 (page 283): <i>Grocery Store, Clothing Store, and Toy Store</i></p> <p>Unit 14, Lesson 4 (page 286): <i>Homes</i></p> <p>Unit 14, Lesson 5 (page 289): <i>Schools, banks, and Restaurants: The Community and Me</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 14 (V1, page 274): Classify, compare, and contrast experiences related to community places</p> <p>Unit 14 (V1, page 274): Understand how various places in the community can help her learn and develop</p> <p>Unit 14 (V1, page 274): Understand</p>

	classroom jobs). CD-9j	<p>the importance of places in the community to society</p> <p>Unit 15 (V1, page 296): Recognize the role of community workers in society</p> <p>Unit 15 (V1, page 296): Recognize and label the emotions of others; Understand the importance of trusting community workers</p> <p>Unit 17 (V1, page 342): Understand the role of community helpers in society</p> <p>Unit 20 (V2, page 414): Use increasingly complex sentences to describe what he sees and experiences</p> <p>Unit 24 (V2, page 506): Describe characteristics of living things</p> <p>Unit 29 (V2, page 628): Recognize how what we wear depends on the weather and how it can affect our health</p> <p>Unit 29 (V2, page 628): Recognize the natural passage of time and the role different seasons play in our lives</p> <p>Unit 30 (V2, page 650): Understand the role of the weather in personal health and well-being; Continue to develop fine motor skills through writing</p> <p>Unit 30 (V2, page 650): Use vocabulary related to the weather</p> <p>Unit 34 (V2, page 746): Describe a recent experience in detail</p> <p>Unit 36 (V2, page 796): Observe and describe the characteristics of living things</p>
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Mathematical Thinking and Expression

Goal CD-10: Children show understanding of numbers and quantities during play and other activities.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Rote count in order to 10 with increasing accuracy. CD-10j Count up to 5 objects arranged in a line using one-to-one correspondence 	<ul style="list-style-type: none"> Rote count in order to 20 with increasing accuracy. CD-10n Without counting, state the number of objects in a small collection (1-3) 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 9 (V1, page 163): <i>Learn Every</i></p>

<p>with increasing accuracy, and answer the question “How many?” CD-10k</p> <ul style="list-style-type: none"> • Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie). CD-10l 	<p>(when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). CD-10o</p> <ul style="list-style-type: none"> • Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10p • Given a number 0-5, count out that many objects. CD-10q • Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. CD-10r 	<p><u>Day about Numbers</u></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): Make simple comparisons; Begin to identify number concepts up to ten</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 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 9 (V1, page 164): Use vocabulary related to numbers, size, and so forth</p> <p>Unit 12 (V1, page 230): Represent numbers up to 10; Sort, classify, and serialize (put in a pattern)</p> <p>Unit 19 (V2, page 392): Compare groups of items in a chart, in similar groups, and in a mixed group</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 compare</p> <p>Unit 26 (V2, page 550): Communicate about something using ordinal number words such as <i>first, second, next, last, etc</i></p> <p>Unit 28 (V2, page 602): Use complex oral cues to solve a problem involving numbers</p>
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		<p>Unit 29 (V2, page 628): Construct patterns; Count up to 10</p> <p>Unit 30 (V2, page 650): Measure temperature; Count to 20</p> <p>Unit 32 (V2, page 698): Group items into sets and count them</p> <p>Unit 34 (V2, page 746): Measure using standard methods; Group numbers into sets; Sequence up to five items following a pattern; Estimate based on prior knowledge</p>
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Mathematical Thinking and Expression

Goal CD-11: Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group. CD-10m 	<ul style="list-style-type: none"> Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. C-10s Write numerals or number-like forms during play and daily activities. CD-10t Match numerals 1-5 to sets of objects, with guidance and support. CD-10u Recognize some numerals and attempt to write them during play and daily activities. CD-10v Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). CD-10w 	<p>LED Foundations (page 32): <i>Learning Centers</i></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 similarities and differences; Classify items into two categories (outside/inside)</p> <p>Unit 6 (V1, page 104): Classify by color</p> <p>Unit 7 (V1, page 124): Classify by common shapes</p> <p>Unit 8 (V1, page 144): Solve a problem using deductive reasoning; Sort by categories with multiple attributes</p>

		<p>Unit 12 (V1, page 230): Represent numbers up to 10; Sort, classify, and serialize (put in a pattern)</p> <p>Unit 12 (V1, page 230): Classify by using two or more attributes</p> <p>Unit 14 (V1, page 274): Classify, compare, and contrast experiences related to community places</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 31 (V2, page 674): Classify, compare, and contrast objects and experiences</p>
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Mathematical Thinking and Expression

Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Show they understand positions in space by using position words during play and by following directions from an adult (say, "Stand behind the chair." "Put the ball in the box."). CD-12h Use 2- and 3-dimensional shapes to create pictures, designs, or structures. CD-12i Find shapes in the environment and describe them in their own words. CD-12j 	<ul style="list-style-type: none"> Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). CD-12l Name basic shapes and describe their characteristics using descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). CD-12m 	<p>LED Foundations (page 32): <i>Learning Centers</i></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 7 (V1, page 124): Use shapes to create art</p> <p>Unit 7 (V1, page 124): Identify common shapes in the environment</p> <p>Unit 7 (V1, page 124): Classify by common shapes</p> <p>Unit 9 (V1, page 164): Develop a</p>

		<p>growing understanding of position in space, geographical location, and direction</p> <p>Unit 11 (V1, page 208): Continue to develop understanding of shapes, including cylinders</p> <p>Unit 14 (V1, page 274): Identify shapes found in the environment</p> <p>Unit 19 (V2, page 392): Develop a growing understanding of position in space, geographical location, and direction</p> <p>Unit 24 (V2, page 506): Recognize geometric shapes that appear in nature; Expand knowledge of size and distance</p> <p>Unit 32 (V2, page 698): Group items into sets and count them; Recognize geometric shapes in the environment</p>
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Mathematical Thinking and Expression		
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). CD-13b Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). CD-13c Use drawing and concrete materials to represent 	<ul style="list-style-type: none"> Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). CD-13f Use drawing and concrete materials to represent an 	<p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 5 (V1, page 82): Recognize cause and effect; Solve a problem using previously learned information</p> <p>Unit 8 (V1, page 144): Solve a problem using deductive reasoning; Sort by categories with multiple attributes</p> <p>Unit 17 (V1, page 342): Solve a problem with oral information; Maintain interest in a project until it is completed</p> <p>Unit 18 (V1, page 366): Solve a problem that has more than one answer</p> <p>Unit 28 (V2, page 602): Use complex oral cues to solve a problem involving numbers</p>

<p>mathematical ideas (draw many circles to show “lots of people,” put Popsicle® sticks in a pile to show the number of children who want crackers for snack). CD-13d</p>	<p>increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). CD-13g</p> <ul style="list-style-type: none"> • Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”). CD-13h 	<p>Unit 29 (V2, page 628): Solve a problem using past experience and knowledge</p> <p>Unit 29 (V2, page 628): Construct patterns; Count up to 10</p> <p>Unit 30 (V2, page 650): Measure temperature; Count to 20</p> <p>Unit 32 (V2, page 698): Group items into sets and count them</p> <p>Unit 33 (V2, page 720): Apply an analogy to real life; Solve a problem by using previous knowledge</p>
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Scientific Exploration and Knowledge		
Goal CD-14: Children observe and describe characteristics of living things and the physical world.		
Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> • Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-14e • Notice and react to the natural world and the outdoor environment. CD-14f • Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-14g • Notice and describe current weather conditions. CD-14h • Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-14i 	<ul style="list-style-type: none"> • Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k • Notice and react to the natural world and the outdoor environment. CD-14l • Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m • Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n • Notice and describe weather conditions, position of the sun and 	<p>LED Foundations (page 32): <i>Learning Centers</i></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>Obblek and Slimy Things: Things that Mix and Combine (Chemistry)</i></p> <p>Unit 22, Lesson 4 (page 472): <i>Planets, Stars, and Other Heavenly Bodies (Astronomy)</i></p> <p>Unit 22, Lesson 5 (page 476): <i>The Human Body (Biology)</i></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</p>

<ul style="list-style-type: none"> Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-14j 	<p>moon at different times, and seasonal changes. CD-14o</p> <ul style="list-style-type: none"> Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q 	<p>outcome of a scientific experiment; Acquire knowledge about physical properties of the world</p> <p>Unit 9 (V1, page 164): Observe and discuss common properties</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 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 24 (V2, page 506): Describe characteristics of living things; Understand the physical nature of the ocean and what lives there</p> <p>Unit 28 (V2, page 602): Use the scientific method to draw a conclusion; Observe and record what she sees with increasing accuracy</p> <p>Unit 30 (V2, page 650): Observe the characteristics of Earth and space</p> <p>Unit 33 (V2, page 720): Make observations about living things; Use scientific tools appropriately</p> <p>Unit 36 (V2, page 796): Observe and describe the characteristics of living things</p>
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Scientific Exploration and Knowledge

Goal CD -15: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Younger Preschoolers	Older Preschoolers	Examples of LED Resources, Units and Objectives
<ul style="list-style-type: none"> Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15i Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, 	<ul style="list-style-type: none"> Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n Ask questions and identify ways to find answers (look in a book, use the computer, try something 	<p>LED Foundations (page 32): <i>Learning Centers</i></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):</p>

<p>weight, color, etc.). CD-15j</p> <ul style="list-style-type: none"> • Ask questions to find out more about the natural world. CD-15k • Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars). CD-15l • Describe and predict changes that take place when mixing and manipulating materials. CD-15m 	<p>and watch what happens). CD-15o</p> <ul style="list-style-type: none"> • Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p • Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q • Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r • Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s 	<p><i>Magnets, Bubbles, and the Forces that Attract and Repel (Physics)</i></p> <p>Unit 22, Lesson 3 (page 468): <i>Obblek and Slimy Things: Things that Mix and Combine (Chemistry)</i></p> <p>Unit 22, Lesson 4 (page 472): <i>Planets, Stars, and Other Heavenly Bodies (Astronomy)</i></p> <p>Unit 22, Lesson 5 (page 476): <i>The Human Body (Biology)</i></p> <p>Unit 24 (V2, page 506): Describe characteristics of living things; Understand the physical nature of the ocean and what lives there</p> <p>Unit 24 (V2, page 506): Recognize geometric shapes that appear in nature</p> <p>Unit 25 (V2, page 526): Recognize the aesthetic value of natural elements such as rocks</p> <p>Unit 25 (V2, page 526): Appreciate how people around the world make their living spaces more appealing with rocks and natural elements</p> <p>Unit 26 (V2, page 550): Appreciate the beauty of the natural world; Learn that nature can foster creativity</p> <p>Unit 26 (V2, page 550): Describe the natural world; Understand the life cycle of a plant</p> <p>Unit 27 (V2, page 578): Continue to describe the physical nature of the world; Understand the role of plants and vegetables in our lives</p> <p>Unit 29 (V2, page 628): Describe nature and understand the effects of each season on the natural world</p> <p>Unit 29 (V2, page 628): Recognize the natural passage of time and the role different seasons play in our lives</p> <p>Unit 33 (V2, page 720): Appreciate the natural world as a source of beauty and inspiration for creativity</p>
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Supporting Dual Language Learners (DLL)

Examples of LED Resources

LED Foundations (page 43): *Teaching Dual and English Language Learners*

Unit 19 (V2, page 391): *Learn Every Day about Friends around the World*

Unit 19, Lesson 4 (page 405): *Languages around the World*