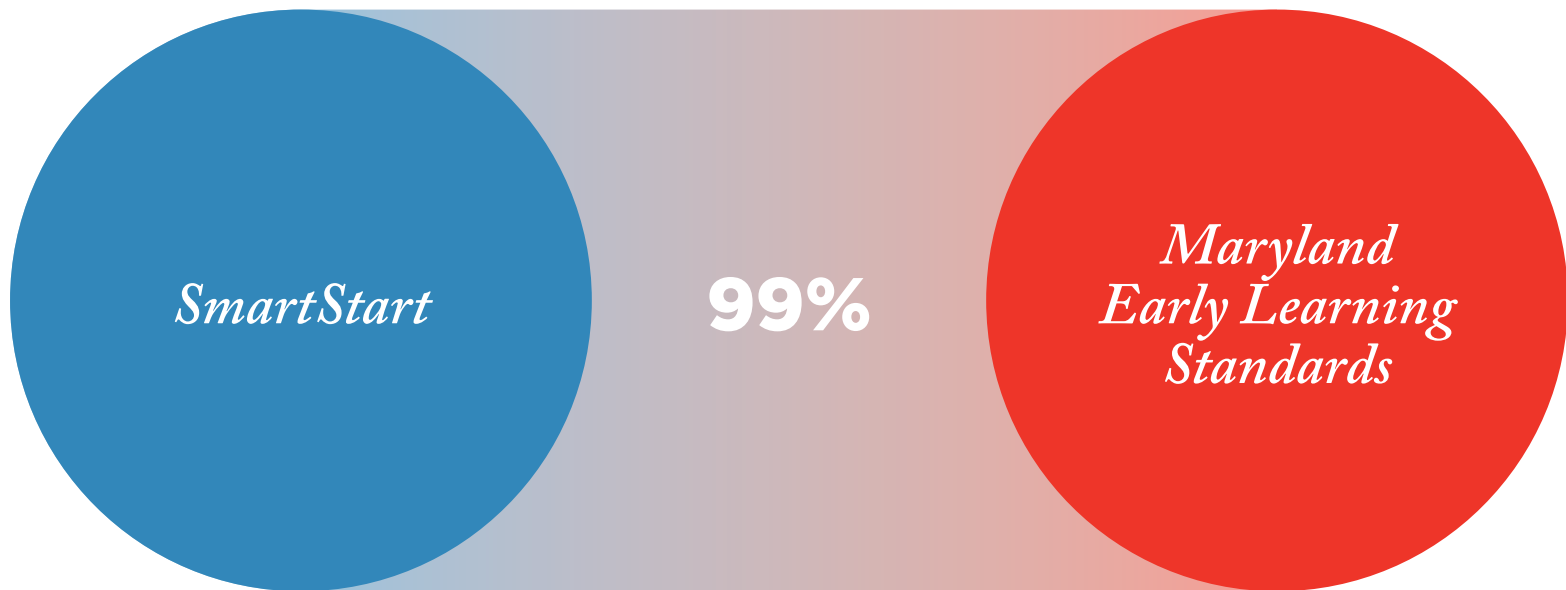


# CURRICULUM *Correlation*



# TABLE OF CONTENTS



<b>OVERVIEW</b> .....	<b>1</b>
<b>LANGUAGE &amp; LITERACY</b> .....	<b>2</b>
Reading Literature .....	2
Reading Informational Text .....	4
Reading Foundational Skills .....	6
Writing .....	8
Speaking & Listening .....	10
Language .....	12
<b>MATHEMATICS</b> .....	<b>16</b>
Counting and Cardinality .....	16
Operations & Algebraic Thinking .....	20
Number and Operations in Base Ten .....	20
Measurement & Data .....	21
Geometry .....	22
<b>POLITICAL SCIENCE</b> .....	<b>23</b>
Peoples of the Nation and the World .....	24
Economics .....	25
History .....	26
Social Studies Skills and Processes .....	26
<b>SCIENCE</b> .....	<b>28</b>
Skills & Processes .....	28
Earth/Space Science .....	29
Chemistry .....	31
<b>HEALTH</b> .....	<b>31</b>
Safety & Injury Prevention .....	31
Nutrition & Fitness .....	31

<b>PHYSICAL EDUCATION</b> .....	<b>32</b>
Skillfulness .....	32
Biomechanical Principles .....	33
Motor Learning Principles .....	33
Exercise Physiology .....	33
Physical Activity .....	34
<b>FINE ARTS</b> .....	<b>35</b>
Dance .....	35
Music .....	37
Theatre .....	38
Visual Arts .....	39
<b>SOCIAL FOUNDATIONS</b> .....	<b>42</b>
Social Emotional Regulation .....	42
Working Memory .....	47
<b>SMARTSTART FAMILY ENGAGEMENT RESOURCES</b> .....	<b>57</b>
<b>SMARTSTART COURSEWARE BOOKS, SONGS &amp; VIDEOS</b> .....	<b>58</b>



*This document provides a detailed correlation of WATERFORD SMARTSTART to the MARYLAND EARLY LEARNING STANDARDS.*

**This correlation includes all SmartStart components.**

## DIGITAL RESOURCES

**SmartStart PreK Courseware** The heart of SmartStart is a personalized, daily online sequence that provides engaging, interactive, research-based instruction fully aligned with national early childhood standards. Reports, keyed to the framework, provide real-time data to teachers seeking to monitor the progress of their students as they progress through the SmartStart sequence. Most lessons in SmartStart include a song or book, introduction, instruction, practice, assessment and, at times, extension activities. Teachers can search in the Manager by the lesson name provided in this correlation.

**Classroom Advantage** Teachers have the option of using Classroom Advantage, Waterford's whiteboard tool, to create collaborative small- and large-group activities targeted to specific learning objectives and perfectly suited to Response to Intervention (RTI). Indeed, decades of research studies have repeatedly demonstrated that SmartStart's curriculum yields significant learning gains for at-risk students and Dual Language Learners.

## PRINT RESOURCES

**SmartStart Teacher Guide** The SmartStart Teacher Guide provides practical and pedagogical support for PreK providers, with weekly lesson plans, supplements for both enrichment and remediation, and professional development tips on everything from setting up the classroom to handling transitions.

**SmartStart Activity Library** The curriculum includes over 500 classroom-ready, center-based, and whole-class activities. Accompanying masters and manipulatives round out everything you need for an effective, research-based curriculum that addresses the needs of the whole child. Practice pages are available in Spanish and in English.

Within the correlation document, examples of classroom activities are listed. Since SmartStart is a completely integrated curriculum, all activities will meet multiple standards.

## FAMILY ENGAGEMENT RESOURCES

**Homelink Connection** For those classrooms anxious to reach out to parents and caregivers, SmartStart's family DVDs and HomeLink newsletters keep parents informed about what is happening in the classroom. These materials also offer a roster of fun and easy activities families can do with their child to reinforce foundational skills. HomeLink newsletters are available in Spanish and in English.



## SUPPORT

*Professional Development provides schools and teachers with top-notch professional learning to show teachers how to integrate all of these tools into the developmental building blocks most important for a preschool child's immediate and long-term success.*



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>LANGUAGE &amp; LITERACY</b>			
<b>READING LITERATURE</b>			
<b>KEY IDEAS &amp; DETAILS</b>			
RL1: With prompting and support, ask and answer questions about details in a text.	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See list of titles at end of document)</li> <li>• Sing Around the World Songs</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Comprehension and Vocabulary</li> </ul> </li> </ul>
RL2: With prompting and support, retell familiar stories/poems.	Throughout SmartStart, children are exposed to a variety of songs, chants and rhymes. Children often follow along and repeat after the characters. These same resources can be used collaboratively as well. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Sing Around the World Songs (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• I Love My Hat</li> <li>• Jack and Jill: Mixed Up Words</li> <li>• First, Next and Last Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Comprehension and Vocabulary</li> </ul> </li> </ul>
RL3: With prompting and support, identify character, settings and major events in a story.	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Sing a Rhyme Books &amp; Songs: See titles at the end of document.</li> <li>• Baby’s Birthday</li> <li>• Do You Know Who I Am?</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Peek at the Story</li> <li>• Sum Up, Five W’s</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the Woolly Worm: Blend Initial Phonemes</li> <li>• Do You Know Which Ones Will Grow?</li> <li>• I Go: Syllable Awareness</li> <li>• One Elephant Went Out to Play: Check My Guess</li> <li>• Rex Is in a Fix: Blend Initial Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>CRAFT &amp; STRUCTURE</b>			
RL4: With modeling and support, ask and answer questions about unknown words in stories and poems.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> <li>• Picture Clues</li> <li>• Read With Me book (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• Mother, Mother I Am Ill</li> <li>• We Help Each Other</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Comprehension and Vocabulary</li> </ul> </li> </ul>
RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• SmartStart’s language strand focuses on oral production of language, encompassing both listening and speaking. Skills include listening comprehension, following spoken directions, attending to spoken words, speaking clearly, retelling stories, following grammar conventions, and using basic conversation skills. See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Comprehension and Vocabulary</li> </ul> </li> </ul>
RL6: With modeling and support, identify the role of author and illustrator.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• (See list at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> <li>• Eric Carle’s ABCs</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> </ul> </li> <li>• My Backpack App</li> </ul>
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS</b>			
RL7: With modeling and support, tell how the illustrations support the story.	<ul style="list-style-type: none"> <li>• Words Tell About the Picture</li> <li>• Missing Pictures</li> <li>• Picture Story</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• One Elephant Went Out to Play: Check My Guess</li> <li>• Ten Little Goldfish: Counting Fish</li> <li>• Mother, Mother, I am Ill: Check My Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> </ul> </li> <li>• My Backpack App</li> </ul>
RL8: none			
RL9: With modeling and support, compare adventures and experiences of characters in familiar stories.	<p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Compare Characters</li> </ul>	<p>See “Reading with Preschool Children” in the Teacher Guide.</p>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Comprehension and Vocabulary</li> </ul> </li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
RL10: Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See list of titles at end of document)</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Traditional Tales</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>
<b>READING INFORMATIONAL TEXT</b>			
<b>KEY IDEAS &amp; DETAILS</b>			
RI1: With prompting and support, ask and answer questions about details in an informational text.	<ul style="list-style-type: none"> <li>• Look at Details</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Describe Characters: Fawn Eyes</li> <li>• Find an Answer: What Is a Cloud?, Seeing Fingers</li> <li>• Compare Characters: Legs</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>
RI2: With prompting and support, recall one or more detail(s) related to the main topic from an informational text.	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• What Comes Next?</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Describe Characters: Fawn Eyes</li> <li>• Find an Answer: What Is a Cloud?, Seeing Fingers</li> <li>• Compare Characters: Legs</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>
RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	<p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Connect to Me</li> </ul>		
<b>CRAFT &amp; STRUCTURE</b>			
RI4: With modeling and support, ask and answer questions about unknown words in a text.	Books contain bolded words which are vocabulary words found within the online glossary. These words can be clicked on by the learner to provide a picture of the word with a definition, as well as a slowed pronunciation of the word.	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>CRAFT &amp; STRUCTURE</b> <i>continued</i>			
RI5: With modeling and support identify the front cover, and back cover of a book.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page .	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>
RI6: With modeling and support define the role of the author and illustrator/ photographer in presenting the ideas or information in a text.	Prior to reading each online story, the front cover to each online book is displayed on the screen and the name of the title, author, and illustrator are read out loud . <ul style="list-style-type: none"> <li>• Words Tell About the Picture</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS</b>			
RI7: With modeling and support, tell how the illustrations/photographs support the text.	<ul style="list-style-type: none"> <li>• Words Tell About the Picture</li> <li>• Missing Pictures</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	
RI8: With modeling and support identify the reasons an author gives to support points in a text.		<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	
RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Make Comparisons</li> <li>• Look At Details</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
RI10: Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• Math Books</li> <li>• Science Books (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>READING FOUNDATIONAL SKILLS</b>			
<b>PRINT CONCEPTS</b>			
RF1a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See list of titles at end of document)</li> <li>• Print Directionality</li> <li>• Print Concept</li> </ul>	<ul style="list-style-type: none"> <li>• See “Reading with Preschool Children” in the SmartStart Teacher Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>
RF1b: Recognize that spoken words can be written and read.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Distinguish Letters</li> <li>• Picture Story</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• Word Hunt</li> <li>• Word Walk</li> <li>• 20 Power Word practice pages</li> <li>• 10 Decodable Word activities</li> <li>• This Little Pig: Standing Sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Phonological Awareness</li> </ul> </li> <li>• My Backpack App</li> </ul>
RF1c: Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Word Hunt</li> <li>• Word Walk</li> <li>• 20 Power Word practice pages</li> <li>• 10 Decodable Word activities</li> <li>• This Little Pig: Standing Sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Phonological Awareness</li> </ul> </li> <li>• My Backpack App</li> </ul>
RF1d: Recognize and name some upper and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters</li> <li>• Hidden Letters</li> <li>• Letter Pictures</li> <li>• Letter Checker</li> <li>• Hidden Pictures</li> <li>• Name That Letter</li> <li>• Fast Letter Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Letter Cards</li> <li>• 26 Lowercase Letter Introduction activities</li> <li>• 26 Capital Letter Introduction activities</li> <li>• Letter match activity and master</li> <li>• Trace masters</li> <li>• Grown Up Name Tags</li> <li>• Why Do We Have Capital and Lowercase Letters?</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Alphabet Knowledge</li> </ul> </li> <li>• Nursery Rhymes &amp; Songs DVD</li> </ul>





STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>PHONOLOGICAL AWARENESS</b>			
RF2a: Recognize rhyming words in spoken language.	<ul style="list-style-type: none"> <li>• Rhyming Words song</li> <li>• Rhyme</li> <li>• Make It Rhyme</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Apple Tree Rhyming</li> <li>• Rhyme Awareness: Humpty Dumpty</li> <li>• Rhyme Race</li> <li>• Sizes Song Guess the Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Phonological Awareness</li> </ul> </li> <li>• My Backpack App</li> <li>• Nursery Rhymes &amp; Songs DVD</li> </ul>
RF2b: Identify and isolate individual words in a spoken sentence.	<ul style="list-style-type: none"> <li>• Syllable Safari</li> <li>• Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• At Camp: Syllable Awareness</li> <li>• Baby's Birthday: Syllable Awareness</li> <li>• Five: Combining Syllables</li> <li>• Seasons Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Phonological Awareness</li> </ul> </li> <li>• My Backpack App</li> </ul>
RF2c: Count, pronounce, blend and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• At Camp: Syllable Awareness</li> <li>• Baby's Birthday: Syllable Awareness</li> <li>• Five: Combining Syllables</li> <li>• Seasons Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Phonological Awareness</li> </ul> </li> <li>• My Backpack App</li> </ul>
RF2d: Blend and segment onsets and rimes of single syllable spoken words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending Dragon</li> </ul>		
RF2e: Isolate and pronounce the initial sound in spoken words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Under: Blend Initial Phonemes</li> <li>• Family Vacation: Blend Initial Phonemes</li> <li>• Watch the Woolly Worm</li> <li>• Blend Initial Phonemes</li> <li>• Rex Is in a Fix: Blend Initial Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• My Backpack App</li> <li>• Nursery Rhymes &amp; Songs DVD</li> </ul>
RF2f: Orally blend and segment individual phonemes in two-to-three phoneme words.	<ul style="list-style-type: none"> <li>• Blend Every Sound</li> <li>• Blending Riddles</li> <li>• Stick 'n' Spell</li> <li>• Blend Individual Phonemes</li> <li>• Blending</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Blend Initial Phonemes</li> <li>• Rex Is in a Fix: Blend Initial Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• My Backpack App</li> <li>• Nursery Rhymes &amp; Songs DVD</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>PHONICS &amp; WORD RECOGNITION</b>			
RF3a: Recognize that words are made up of letters and their sounds.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letters Make Words</li> <li>• Letter Sound</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• 25 Letter Sound Lessons</li> <li>• 26 Read With Me activities</li> <li>• Classmate Phonics</li> <li>• Sound Sense Playing Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Alphabet Knowledge</li> </ul> </li> <li>• Nursery Rhymes &amp; Songs DVD</li> <li>• Letter Sound Songs DVD</li> </ul>
RF3b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letters Make Words</li> <li>• Letter Sound</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• 25 Letter Sound Lessons</li> <li>• 26 Read With Me activities</li> <li>• Classmate Phonics</li> <li>• Sound Sense Playing Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Alphabet Knowledge</li> </ul> </li> <li>• Nursery Rhymes &amp; Songs DVD</li> <li>• Letter Sound Songs DVD</li> </ul>
RF3c: Recognize name in print as well as some environmental print (symbols/ words).	<ul style="list-style-type: none"> <li>• Name Recognition</li> <li>• What's Your Name?</li> <li>• Name Syllables</li> <li>• Worlds in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Grown Up Name Tags</li> <li>• Baa Baa Black Sheep: Name Stamps</li> </ul>	
<b>FLUENCY</b>			
RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books</li> <li>(See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• See "Reading with Preschool Children" in the SmartStart Teacher Guide.</li> </ul>	
<b>WRITING</b>			
<b>TEXT TYPES AND PURPOSE</b>			
W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	<ul style="list-style-type: none"> <li>• Letter Picture Writing (A-Z, a-z)</li> <li>Letter Pictures (A-Z, a-z)</li> </ul>	<ul style="list-style-type: none"> <li>• Journal activities</li> <li>• Power Words cards masters</li> <li>• Roll a Power Word sheets</li> <li>• Power Word practice pages</li> <li>• Writing Center activities</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Alphabet Knowledge</li> </ul> </li> <li>• Nursery Rhymes &amp; Songs DVD</li> <li>• Letter Sound Songs DVD</li> </ul>
W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.	<ul style="list-style-type: none"> <li>• Letter Picture Writing (A-Z, a-z)</li> <li>Letter Pictures (A-Z, a-z)</li> </ul>	<ul style="list-style-type: none"> <li>• Journal activities</li> <li>• Power Words cards masters</li> <li>• Roll a Power Word sheets</li> <li>• Power Word practice pages</li> <li>• Writing Center activities</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Alphabet Knowledge</li> </ul> </li> <li>• Nursery Rhymes &amp; Songs DVD</li> <li>• Letter Sound Songs DVD</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>TEXT TYPES AND PURPOSE</b> <i>continued</i>			
<p>W3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p>	<ul style="list-style-type: none"> <li>• Letter Picture Writing (A-Z, a-z)</li> <li>• Letter Pictures (A-Z, a-z)</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Journal activities</li> <li>• Power Words cards masters</li> <li>• Roll a Power Word sheets</li> <li>• Power Word practice pages</li> <li>• Writing Center activities</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Alphabet Knowledge</li> </ul> </li> <li>• Letter Sound Songs DVD</li> </ul>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
<p>W5: With modeling and guidance, and support from adults, review drawing, dictations or developmentally appropriate writing.</p>	<ul style="list-style-type: none"> <li>• Letter Picture Writing (A-Z, a-z)</li> <li>• Letter Pictures (A-Z, a-z)</li> </ul>	<ul style="list-style-type: none"> <li>• Journal activities</li> <li>• Power Words cards masters</li> <li>• Roll a Power Word sheets</li> <li>• Power Word practice pages</li> <li>• Writing Center activities</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Alphabet Knowledge</li> </ul> </li> <li>• Nursery Rhymes &amp; Songs DVD</li> <li>• Letter Sound Songs DVD</li> </ul>
<p>W6: With prompting and support from adults, explore a variety of digital tools to express ideas.</p>	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> <li>• <b>Classroom Advantage Only</b></li> <li>• Write About It: Two Little Pines</li> </ul>		
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
<p>W7: Participate in shared research and shared writing projects.</p>	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Questions for the Librarian</li> <li>• Many science experiments</li> </ul>	
<p>W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Books &amp; Songs (See list of titles at end of document)</li> <li>• <b>Classroom Advantage Only</b></li> <li>• Compare Characters</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Find an Answer</li> <li>• Sum Up, Five W's</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the Woolly Worm: Blend Initial Phonemes</li> <li>• Do You Know Which Ones Will Grow?</li> <li>• I Go: Syllable Awareness</li> <li>• One Elephant Went Out to Play: Check My Guess</li> <li>• Rex Is in a Fix: Blend Initial Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• My Backpack App</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>SPEAKING &amp; LISTENING</b>			
<b>COMPREHENSION AND COLLABORATION</b>			
<p>SL1: Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>Children interacting with SmartStart courseware are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.</p>	<ul style="list-style-type: none"> <li>• Polly’s Tea party</li> <li>• TV Stars</li> <li>• Do You Have?</li> <li>• Find Someone Who Has...</li> <li>• Barnyard Dance</li> <li>• I Am a Clown</li> <li>• Old Lady’s Animals</li> <li>• Telephone Game</li> <li>• Dramatic Play center activities</li> </ul>	
<p>SL1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).</p>	<p>Children interacting with SmartStart courseware are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.</p>	<ul style="list-style-type: none"> <li>• Polly’s Tea party</li> <li>• TV Stars</li> <li>• Do You Have?</li> <li>• Find Someone Who Has...</li> <li>• Barnyard Dance</li> <li>• I Am a Clown</li> <li>• Old Lady’s Animals</li> <li>• Telephone Game</li> <li>• Dramatic Play center activities</li> </ul>	
<p>SL1b: During scaffolded conversations, continue a conversation through multiple exchanges.</p>		<ul style="list-style-type: none"> <li>• TV Stars Activity</li> <li>• First, Next, Last Stories</li> <li>• Itsy Bitsy Spider</li> <li>• Friday Journal Prompts</li> <li>• How to Wash My Bear</li> <li>• I Love My Hat</li> <li>• A Dinosaur Would Be a Terrible Pet</li> <li>• Do You Know Which Ones Will Grow?</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Math</li> <li>- Science</li> </ul> </li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>COMPREHENSION AND COLLABORATION</b> <i>continued</i>			
<p>SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p>	<p>If needed, the courseware will provide support and visual cues. DLL students often thrive due to the scaffolded support and individual learning comprehension practice they receive while interacting with the courseware.</p> <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Books &amp; Songs</li> <li>• Math Books</li> <li>• Science Books (See list of titles at end of document)</li> <li>• Videos: Large Small Toys, Big Little Animals; Sheep; Words In Your World; Farm Animals; Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Center</li> <li>• Daily Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> </ul> </li> <li>• Nursery Rhymes &amp; Songs DVD</li> <li>• Letter Sound Songs DVD</li> </ul>
<p>SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>• If children are unable to answer a question or are distracted and do not interact with the program, a notice will appear that they should ask their teacher for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the Librarian</li> <li>• I Ask Questions</li> <li>• Bear Hunt</li> </ul>	
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
<p>SL4: Describe familiar people, places, things and events with modeling and support.</p>	<ul style="list-style-type: none"> <li>• Missing Pictures</li> <li>• What Comes Next?</li> <li>• Words in Your World video</li> <li>• My Family: My Name is Squirrel; Come Inside; Soup's On</li> <li>• Family Photo Fun: The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• I Love My Hat</li> <li>• Jack and Jill: Mixed Up Words</li> <li>• First, Next and Last Stories</li> <li>• Nancy Knows</li> <li>• I Am, I Can</li> <li>• Baseball Cards</li> <li>• TV Stars!</li> </ul>	
<p>SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> <li>• My Family: My Name is Squirrel</li> <li>• Art Day: Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• TV Stars Activity</li> <li>• First, Next, Last Stories</li> <li>• Itsy Bitsy Spider</li> <li>• Friday Journal Prompts</li> <li>• How to Wash My Bear</li> <li>• I Love My Hat</li> <li>• A Dinosaur Would Be a Terrible Pet</li> <li>• Do You Know Which Ones Will Grow?</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> <i>continued</i>			
SL6: With modeling and support, speak audibly and express thoughts, feelings and ideas clearly.	<ul style="list-style-type: none"> <li>• My Family: Musical Mayhem</li> <li>• Baby’s Birthday: Do I Have To?; It’s Not Fair!</li> <li>• Hide and Seek: Lost and Found; Boo Hoo Baby; Find Me!</li> <li>• Family Photo Fun: Broken Lamp</li> <li>• I Can Calm Down: Baby Wants Berries</li> </ul>	<ul style="list-style-type: none"> <li>• TV Stars Activity</li> <li>• First, Next, Last Stories</li> <li>• Itsy Bitsy Spider</li> <li>• Friday Journal Prompts</li> <li>• How to Wash My Bear</li> <li>• I Love My Hat</li> <li>• A Dinosaur Would Be a Terrible Pet</li> <li>• Do You Know Which Ones Will Grow?</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                         <ul style="list-style-type: none"> <li>- Reading</li> <li>- Math</li> <li>- Science</li> </ul> </li> </ul>
<b>LANGUAGE</b>			
<b>CONVENTIONS OF STANDARD ENGLISH</b>			
L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books</li> <li>(See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• Journal activities</li> <li>• Power Words cards masters</li> <li>• Roll a Power Word sheets</li> <li>• Power Word practice pages</li> <li>• Writing Center activities</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                         <ul style="list-style-type: none"> <li>- Reading</li> <li>- Comprehension and Vocabulary</li> <li>- Phonological Awareness</li> </ul> </li> <li>• My Backpack App</li> </ul>
L1a: Print upper and lowercase letters in a first name.	<ul style="list-style-type: none"> <li>• Letter Picture Writing (A-Z, a-z)</li> <li>• Letter Pictures (A-Z, a-z)</li> <li>• What’s Your Name?</li> </ul>	<ul style="list-style-type: none"> <li>• Journal activities</li> <li>• Power Words cards masters</li> <li>• Roll a Power Word sheets</li> <li>• Power Word practice pages</li> <li>• Writing Center activities</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                         <ul style="list-style-type: none"> <li>- Alphabet Knowledge</li> </ul> </li> </ul>
L1b: Use frequently occurring nouns and verbs.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Plural Nouns</li> <li>• More Than One Song</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• TV Stars! Activity</li> </ul>	
L1c: Develop understanding of singular and plural nouns (e.g. dog means one dog; dogs means more than one dog).	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Plural Nouns</li> <li>• More Than One Song</li> </ul>		
L1d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Sum Up, Five W’s</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>CONVENTIONS OF STANDARD ENGLISH</b> <i>continued</i>			
L1e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>Preposition Ship song</li> </ul>		
L1f: Produce complete sentences in shared language activities.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>What is a Sentence? song</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>First, Next, Last Stories</li> <li>Itsy Bitsy Spider</li> <li>Friday Journal Prompts</li> <li>How to Wash My Bear</li> <li>I Love My Hat</li> <li>A Dinosaur Would Be a Terrible Pet</li> <li>Do You Know Which Ones Will Grow</li> </ul>	<ul style="list-style-type: none"> <li>Homelink Newsletters                             <ul style="list-style-type: none"> <li>Reading</li> <li>Math</li> <li>Science</li> </ul> </li> </ul>
L2: Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Math Books</li> <li>Science Books</li> </ul> (See list of titles at end of document)	<ul style="list-style-type: none"> <li>First, Next, Last Stories</li> <li>Itsy Bitsy Spider</li> <li>Friday Journal Prompts</li> <li>How to Wash My Bear</li> <li>I Love My Hat</li> <li>A Dinosaur Would Be a Terrible Pet</li> <li>Do You Know Which Ones Will Grow</li> </ul>	
L2a: Recognize that their name begins with a capital letter.	<ul style="list-style-type: none"> <li>What's Your Name?</li> </ul> <b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>Nouns</li> </ul>		
L2b: Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>Sentence Marks song</li> <li>What is a Sentence? song</li> <li>Sentence Marks</li> </ul>		
L2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Letters Make Words</li> <li>Letter Sound</li> <li>Sound Room</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>CONVENTIONS OF STANDARD ENGLISH</b> <i>continued</i>			
L2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Blend Every Sound</li> <li>• Blending Riddles</li> <li>• Stick 'n' Spell</li> <li>• Blend Individual Phonemes</li> <li>• Blending</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Journal activities</li> <li>• Power Words cards masters</li> <li>• Roll a Power Word sheets</li> <li>• Power Word practice pages</li> <li>• Writing Center activities</li> </ul>	
L2e: Produce handwriting that is legible to the audience.	<ul style="list-style-type: none"> <li>• Letter Picture Writing (A-Z, a-z)</li> <li>• Letter Pictures (A-Z, a-z)</li> </ul>	<ul style="list-style-type: none"> <li>• Journal activities</li> <li>• Power Words cards masters</li> <li>• Roll a Power Word sheets</li> <li>• Power Word practice pages</li> <li>• Writing Center activities</li> </ul>	
L3: (Begins in grade 2.)			
<b>VOCABULARY ACQUISITION AND USE</b>			
L4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.	<p>SmartStart exposes children to a varied and increasingly complex set of reading, math, science, and social studies vocabulary which in turn allows students to generate words that have similar meanings.</p> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Synonym Tree song</li> <li>• Homophones</li> <li>• Homophone Monkey</li> <li>• Vocab Assessment</li> </ul>		
L4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck).	<p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Homophone Monkey</li> <li>• Vocab Assessment</li> </ul>		





STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>VOCABULARY ACQUISITION AND USE</b> <i>continued</i>			
L4b: Use the most frequently occurring inflections and affixes (e.g., -end, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Put It at the End song</li> <li>• Suffixes</li> <li>• Vocab Assessment</li> </ul>		
L5: With guidance and support from adults, explore word relationships and nuances in word meanings.	SmartStart exposes children to a varied and increasingly complex set of reading, math, science, and social studies vocabulary which in turn allows students to generate words that have similar meanings. <b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Synonym Tree song</li> <li>• Homophones</li> <li>• Homophone Monkey</li> <li>• Vocab Assessment</li> </ul>		
L5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> <li>• All Sorts of Laundry song</li> <li>• Buttons, Buttons book</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> </ul>	
L5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> <li>• Opposites</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> </ul>	
L5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Words in Your World; Sheep; Farm Animals; Big Little Animals; Ecosystems</li> </ul> <b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Build Knowledge: Lizard and the Painted Rock</li> <li>• Build Knowledge: Mr. Lucky Straw</li> <li>• Build Knowledge: La Tortuga</li> </ul>	<ul style="list-style-type: none"> <li>• Chrysanthemum</li> <li>• I Touch My Nose Like This: Follow M</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>VOCABULARY ACQUISITION AND USE</b> <i>continued</i>			
L5d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Verbs</li> </ul>		
L6: Use words and phrases acquired through conversation, reading and being read to, and responding to text.	SmartStart exposes children to a varied and increasingly complex set of academic vocabulary related to literature, math, science and social studies. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> (See list of titles at end of document) <b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Traditional Tales</li> </ul>	<ul style="list-style-type: none"> <li>• New vocabulary is constantly introduced, practiced, discussed and used within most all of the Activity Library activities.</li> </ul>	
<b>MATHEMATICS</b>			
<b>COUNTING AND CARDINALITY</b>			
<b>A. KNOW NUMBER NAMES AND THE COUNT SEQUENCE</b>			
PK.CC.1: Count verbally to ten by one.	<ul style="list-style-type: none"> <li>• Number and Counting Songs</li> <li>• Math Books</li> <li>• Number Practice</li> <li>• Number Trace (iPad only)</li> <li>• Bug Bits</li> <li>• Number Counting Extended Practice</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Dot to Dot</li> </ul>	<ul style="list-style-type: none"> <li>• Counting Beads</li> <li>• Number books</li> <li>• Number book activities</li> <li>• Peace</li> <li>• How Many Muffins?</li> <li>• Grab and Match</li> <li>• Ten Little Goldfish</li> <li>• Bathtub Game</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters – Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>A. KNOW NUMBER NAMES AND THE COUNT SEQUENCE</b> <i>continued</i>			
PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten.	<ul style="list-style-type: none"> <li>• Number and Counting Songs</li> <li>• Math Books</li> <li>• Number Practice</li> <li>• Number Trace (iPad only)</li> <li>• Bug Bits</li> <li>• Number Counting Extended Practice</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Dot to Dot</li> </ul>	<ul style="list-style-type: none"> <li>• Counting Beads</li> <li>• Number books</li> <li>• Number book activities</li> <li>• Peace</li> <li>• How Many Muffins?</li> <li>• Grab and Match</li> <li>• Ten Little Goldfish</li> <li>• Bathtub Game</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>
PK.CC.3: Identify written numerals 0-10.	<ul style="list-style-type: none"> <li>• Number Practice</li> <li>• Number Trace (iPad only)</li> <li>• Number Instruction</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Compose Numbers</li> <li>• Going Fishing</li> <li>• Number Beads</li> <li>• Weekly Read and Write</li> <li>• Number activities</li> <li>• Scorecard</li> <li>• Shape Count</li> <li>• Practice Pages</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>
<b>A. COUNT TO TELL THE NUMBER OF OBJECTS</b>			
PK.CC.4: Understand the relationship between numbers and quantities to five then to ten; connect counting to cardinality.	<ul style="list-style-type: none"> <li>• Number and Counting Songs</li> <li>• Math Books</li> <li>• Number Counting Extended Practice</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Number Trace (iPad only)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• Dominoes</li> <li>• Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Bathtub Game</li> <li>• Counting Beads</li> <li>• Number books</li> <li>• Number book activities</li> <li>• Peace</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>B. COUNT TO TELL THE NUMBER OF OBJECTS</b> <i>continued</i>			
<p>PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p>	<ul style="list-style-type: none"> <li>• Number and Counting Songs</li> <li>• Math Books</li> <li>• Number Counting Extended Practice</li> <li>• One-to-One Correspondence</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Number Trace (iPad only)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• Dominoes</li> <li>• Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Bathtub Game</li> <li>• Counting Beads</li> <li>• Number books</li> <li>• Number book activities</li> <li>• Peace</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>
<p>PK.CC.4b: Recognize that the last number name said tells the number of objects counted.</p>	<ul style="list-style-type: none"> <li>• Number and Counting Songs</li> <li>• Math Books</li> <li>• Number Counting Extended Practice</li> <li>• One-to-One Correspondence</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Number Trace (iPad only)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• Dominoes</li> <li>• Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Bathtub Game</li> <li>• Counting Beads</li> <li>• Number books</li> <li>• Number book activities</li> <li>• Peace</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>
<p>PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.</p>	<ul style="list-style-type: none"> <li>• Number and Counting Songs</li> <li>• Math Books</li> <li>• Number Counting Extended Practice</li> <li>• One-to-One Correspondence</li> <li>• Number Trace (iPad only)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Bathtub Game</li> <li>• Counting Beads</li> <li>• Number books</li> <li>• Number book activities</li> <li>• Peace</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>B. COUNT TO TELL THE NUMBER OF OBJECTS</b> <i>continued</i>			
<p>PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p>	<ul style="list-style-type: none"> <li>• Number and Counting Songs</li> <li>• Math Books</li> <li>• Number Counting Extended Practice</li> <li>• Order Numbers</li> <li>• Count on by 1</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Number Trace (iPad only)</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Bathtub Game</li> <li>• Counting Beads</li> <li>• Number books</li> <li>• Number book activities</li> <li>• Peace</li> <li>• Grab and Match</li> <li>• Lily Pad Numbers</li> <li>• Classroom Count</li> <li>• Number Frames</li> <li>• Number Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>
<p>PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• Dominoes</li> <li>• Moving Target</li> </ul>	<ul style="list-style-type: none"> <li>• Grab and Match</li> <li>• Lily Pad Numbers</li> <li>• Classroom Count</li> <li>• Number Frames</li> <li>• Number Museum</li> <li>• Waterford Subitizing Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>
<b>A. COMPARE QUANTITIES</b>			
<p>PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in a another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p>	<ul style="list-style-type: none"> <li>• Number and Counting Songs</li> <li>• Math Books</li> <li>• Make and Count Groups</li> <li>• More Than</li> <li>• For the Birds book</li> <li>• Greater Than, Less Than (1-digit Numbers)</li> <li>• Make a Math Story (More Than)</li> <li>• Make a Math Story (Fewer Than)</li> </ul>	<ul style="list-style-type: none"> <li>• Equals Sign</li> <li>• Fewer Than</li> <li>• Greater Than/Less Than</li> <li>• Pasta Pot</li> <li>• Peace</li> <li>• Sticker Game</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> <li>• My Backpack App</li> <li>• Math Sing-Along DVDs</li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>			
<b>A. UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM</b>			
PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> , sounds (e.g., claps), acting out situations, or verbal explanations (up to five).	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Subtract Those Cars</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Plus</li> <li>• Kid Addition</li> <li>• Number Beads</li> <li>• Number 6 Bags</li> <li>• Truck Addition &amp; Subtraction</li> <li>• 10 to 0 activity</li> <li>• Subtraction</li> <li>• Subtracting to 9</li> <li>• Subtract from 5</li> <li>• Yummy Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Math</li> </ul> </li> </ul>
PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make a Math Story</li> </ul>	<ul style="list-style-type: none"> <li>• Fist Addition</li> <li>• Tea Party</li> <li>• Add to 6</li> <li>• Addition Stories</li> <li>• Whale Stories</li> <li>• Yummy Subtraction Pairs</li> <li>• There Go the Leaves!</li> <li>• Monkeys in Trees</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Math</li> </ul> </li> </ul>
PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Act Out Addition</li> <li>• Make a Math Story</li> </ul>	<ul style="list-style-type: none"> <li>• Fist Addition</li> <li>• Tea Party</li> <li>• Addition Stories</li> <li>• Whale Stories</li> <li>• There Go the Leaves!</li> <li>• Monkeys in Trees</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Math</li> </ul> </li> </ul>
<b>NUMBER AND OPERATIONS IN BASE TEN</b>			
<b>A. WORK WITH NUMBERS 0-10 TO GAIN FOUNDATIONS FOR PLACE VALUE</b>			
PK.NBT.1: Investigate the relationship between ten ones and ten.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Place Value</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>MEASUREMENT &amp; DATA</b>			
<b>A. DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES</b>			
PK.MD.1: Describe measurable attributes of objects, such as length or weight.	<ul style="list-style-type: none"> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Big and Little</li> <li>• Songs: Large, Larger, Largest; Savanna Size</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Seed Investigation</li> <li>• How Strong is the Magnet?</li> </ul>	
PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.	<ul style="list-style-type: none"> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Big and Little</li> <li>• Songs: Large, Larger, Largest; Savanna Size</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Seed Investigation</li> <li>• How Strong is the Magnet?</li> <li>• Measuring Noodles</li> <li>• Noodle Lengths</li> <li>• Order it Up!</li> <li>• Rainbow Density Jar</li> <li>• Size Sorting Station</li> <li>• Bones Exploration</li> <li>• Heavy and Light</li> <li>• Lining Up Boxes</li> </ul>	
<b>A. SORT OBJECTS INTO CATEGORIES AND COMPARE QUANTITIES</b>			
PK.MD.3: Sort objects into self-selected and given categories.	<ul style="list-style-type: none"> <li>• All Sorts of Laundry song</li> <li>• Buttons, Buttons book</li> <li>• Sort</li> <li>• Patterns</li> <li>• Order</li> <li>• Size</li> <li>• Science Tools</li> <li>• Materials</li> <li>• Red,, Yellow, Blue</li> <li>• Capacity</li> <li>• Length</li> </ul>	<ul style="list-style-type: none"> <li>• Insect and Spider Numbers</li> <li>• Sort by Texture</li> <li>• Teddy Bear Contest</li> <li>• Trash or Garbage</li> <li>• Worm Sort</li> <li>• Guess My Rule</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Math</li> </ul> </li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>GEOMETRY</b>			
<b>A. IDENTIFY AND DESCRIBE TWO-DIMENSIONAL SHAPES (CIRCLES, TRIANGLES, RECTANGLES; INCLUDING A SQUARE WHICH IS A SPECIAL RECTANGLE)</b>			
PK.G.1: Match like (congruent and similar) shapes.	<ul style="list-style-type: none"> <li>• Geometry &amp; Spatial Sense</li> <li>• DA Solid Shapes</li> <li>• Simple Shapes</li> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites</li> <li>• Build with 3D Shapes</li> <li>• Solid Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Pattern Block Puzzles</li> <li>• Circles and Sides</li> <li>• Combining Shapes</li> <li>• Playing with Shapes</li> <li>• Shape Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> </ul>
PK.G.2: Group the shapes by attributes.	<ul style="list-style-type: none"> <li>• Geometry &amp; Spatial Sense</li> <li>• DA Solid Shapes</li> <li>• Simple Shapes</li> <li>• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites</li> <li>• Solid Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Pattern Block Puzzles</li> <li>• Circles and Sides</li> <li>• Combining Shapes</li> <li>• Playing with Shapes</li> <li>• Shape Cards</li> </ul>	
<b>A. WORK WITH THREE-DIMENSIONAL SHAPES TO GAIN FOUNDATION FOR GEOMETRIC THINKING</b>			
PK.G.3: Match and sort three-dimensional shapes.	<ul style="list-style-type: none"> <li>• DA Solid Shapes</li> <li>• Solid Shapes</li> <li>• Build with 3D Shape</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Pattern Block Puzzles</li> <li>• Circles and Sides</li> <li>• Combining Shapes</li> <li>• Playing with Shapes</li> <li>• Shape Cards</li> </ul>	
PK.G.4: Describe three-dimensional objects using attributes.	<ul style="list-style-type: none"> <li>• DA Solid Shapes</li> <li>• Solid Shapes</li> <li>• Build with 3D Shape</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Pattern Block Puzzles</li> <li>• Circles and Sides</li> <li>• Combining Shapes</li> <li>• Playing with Shapes</li> <li>• Shape Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters - Math</li> </ul>





STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>A. WORK WITH THREE-DIMENSIONAL SHAPES TO GAIN FOUNDATION FOR GEOMETRIC THINKING</b> <i>continued</i>			
PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shapes attributes, relative position, etc.	<ul style="list-style-type: none"> <li>• DA Solid Shapes</li> <li>• Solid Shapes</li> <li>• Build with 3D Shape</li> <li>• Songs: Position; Get Over the Bugs; Up in the Air</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Pattern Block Puzzles</li> <li>• Circles and Sides</li> <li>• Combining Shapes</li> <li>• Here, Kitty, Kitty</li> <li>• Little Miss Muffet: Curds and Whey</li> <li>• Playing with Shapes</li> <li>• Set the Table</li> <li>• Unit Blocks</li> <li>• Where are the Bears?</li> <li>• Shape Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Math</li> </ul> </li> </ul>
<b>SOCIAL STUDIES</b>			
<b>POLITICAL SCIENCE</b>			
<b>A. THE FOUNDATIONS AND FUNCTION OF GOVERNMENT</b>			
1. Identify the importance of rules.	<ul style="list-style-type: none"> <li>• Daily Calendar Activities</li> <li>• Broken Lamp</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Taking Good Care of Our Earth</li> <li>• Wash the Tables!</li> <li>• Aquarium Manners</li> <li>• Taking Turns Game</li> <li>• Let's Play</li> <li>• Personal Space Circle</li> <li>• Garbage Elves</li> <li>• Please and Thank You</li> <li>• Telling the Truth</li> </ul>	
2. Identify symbols and practices associated with the United States of America.		During daily circle time, teachers can guide students to participate in activities such as the Pledge of Allegiance in order to learn the basic American symbols.	
<b>B. INDIVIDUAL AND GROUP PARTICIPATION IN THE POLITICAL SYSTEM</b>			
1. Recognize people important to the American political system.		During daily circle time, teachers can guide students to recognize photos of the President, Vice-President, and Maryland's Governor.	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>C. PROTECTING RIGHTS AND MAINTAINING ORDER</b>			
1. Identify the roles, rights, and responsibilities of being a member of the family and school.	<ul style="list-style-type: none"> <li>• My Name is Squirrel</li> <li>• Come Inside</li> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Soup's On</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Broken Lamp</li> </ul>	<ul style="list-style-type: none"> <li>• Household Arrangements</li> <li>• Tortillas, Tortillas: Family Dinner</li> <li>• Same, Same, But Different</li> <li>• Zulu Art</li> </ul>	
<b>PEOPLES OF THE NATION AND THE WORLD</b>			
<b>A. ELEMENTS OF CULTURE</b>			
1. Identify themselves as individuals and members of families that have the same human needs as others.	<ul style="list-style-type: none"> <li>• My Name is Squirrel</li> <li>• Come Inside</li> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Same, Same, But Different</li> <li>• My Body is Amazing</li> <li>• Same, Same, But Different</li> <li>• I Try New Things</li> </ul>	
<b>B. CULTURAL DIFFUSION</b>			
None for four year olds.			
<b>C. CONFLICT AND COMPROMISE</b>			
1. Identify how groups of people interact	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• Soup's On</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Household Arrangements</li> <li>• Tortillas, Tortillas: Family Dinner</li> <li>• Same, Same, But Different</li> <li>• Zulu Art</li> </ul>	
<b>A. USING GEOGRAPHIC TOOLS</b>			
1. Recognize that a globe and maps are used to help people locate places.	At the beginning of each letter review song, reinforcing lowercase letter recognition, print concepts, and directionality, a world map displays, then zooms in and names the country of origin.	<ul style="list-style-type: none"> <li>• Where in the World?</li> <li>• Oceans</li> <li>• Make a Mountain</li> <li>• Rainforests</li> <li>• Ecosystems Review</li> <li>• Sensory Table: Mountains</li> <li>• Desert Station</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>B. GEOGRAPHIC CHARACTERISTICS OF PLACES AND REGIONS</b>			
1. Recognize that places in the immediate environment have specific physical and human-made features.	<ul style="list-style-type: none"> <li>• Words in Your World song</li> <li>• Where in the World Would You Go Today? book</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the World?</li> <li>• Oceans</li> <li>• Make a Mountain</li> <li>• Rainforests</li> <li>• Ecosystems Review</li> </ul>	
<b>C. MOVEMENT OF PEOPLE, GOODS AND IDEAS</b>			
1. Identify the role of transportation in the community.	<ul style="list-style-type: none"> <li>• The Bus song</li> <li>• Picture Story; The Bus</li> </ul>	<ul style="list-style-type: none"> <li>• The Bus: Loading and Unloading the Bus</li> </ul>	
<b>D. MODIFYING AND ADAPTING TO THE ENVIRONMENT</b>			
1. Describe how people adapt to their immediate environment.	<ul style="list-style-type: none"> <li>• Precipitation song</li> <li>• Where in the World Would You Go Today? book</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• That's What I Like About Seasons</li> <li>• Summer</li> <li>• Spring</li> <li>• Winter</li> <li>• Fall</li> <li>• Desert</li> <li>• Mountain</li> <li>• Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>• Rainforest Feathers</li> <li>• Trash or Garbage</li> <li>• Taking Good Care of Our Earth</li> </ul>	
<b>ECONOMICS</b>			
<b>A. SCARCITY AND ECONOMIC DECISION-MAKING</b>			
1. Recognize that people have to make choices because of unlimited economic wants.		<ul style="list-style-type: none"> <li>• Me on Market Street</li> </ul>	
2. Identify that materials/resources are used to make products.	<ul style="list-style-type: none"> <li>• Food From Plants</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to Table</li> </ul>	
3. Explain how technology affects the way people live, work, and play.	<ul style="list-style-type: none"> <li>• I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>B. ECONOMIC SYSTEMS AND THE ROLE OF GOVERNMENT IN THE ECONOMY</b>			
1. Identify types of local markets.	<ul style="list-style-type: none"> <li>• Joe's Market</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to Table</li> </ul>	
2. (Indicator begins in Grade 3)			
3. Identify how goods are acquired.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Follow the Apples!</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to Table</li> <li>• Me on Market Street</li> </ul>	
<b>HISTORY</b>			
<b>A. CHANGE OVER TIME</b>			
1. Distinguish among past, present, and future time.		<ul style="list-style-type: none"> <li>• I Want to Be a Scientist Like George Washington Carver</li> </ul>	
<b>SOCIAL STUDIES SKILLS AND PROCESSES</b>			
<b>A. LEARN TO READ AND CONSTRUCT MEANING ABOUT SOCIAL STUDIES</b>			
1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See list at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• See Teacher Guide "Reading With Preschool Children."</li> </ul>	
2. Use strategies to prepare for reading (before reading).	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• See Teacher Guide "Reading With Preschool Children."</li> </ul>	
3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• See Teacher Guide "Reading With Preschool Children."</li> </ul>	
4. Use strategies to demonstrate understanding of the text (after reading).	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• See Teacher Guide "Reading With Preschool Children."</li> </ul>	
<b>B. LEARN TO WRITE AND COMMUNICATE SOCIAL STUDIES UNDERSTANDINGS</b>			
1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.		<ul style="list-style-type: none"> <li>• Bone Exploration</li> <li>• Bungee Scale</li> <li>• The Sun Makes Things Warm</li> <li>• Observing Plant and Animals</li> <li>• Roots and Shoots</li> </ul>	
2. Locate, retrieve, and use information from various sources to accomplish a purpose.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the Librarian</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>C. ASK SOCIAL STUDIES QUESTIONS</b>			
1. Identify a topic that requires further study.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Seed Investigation</li> <li>• Will It Fly?</li> <li>• Do Plants Need Water to Grow?</li> <li>• Book of Smells</li> <li>• Graphing Solids</li> <li>• Where in the World?</li> <li>• States of Matter</li> <li>• Roots and Shoots</li> <li>• Solid and Liquid</li> </ul>	
2. Identify a situation or problem that requires study.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• What's the Matter?</li> <li>• Volcanoes</li> <li>• Where Does Our Water Come From?</li> <li>• The Sun Makes Things Warm</li> <li>• Seed Investigation</li> <li>• Star Pictures</li> <li>• Traveling Light</li> </ul>	
<b>D. ACQUIRE SOCIAL STUDIES INFORMATION</b>			
1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the Librarian</li> </ul>	
2. Engage in field work that relates to the topic/situation/problem being studied.	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the Librarian</li> </ul>	
<b>E. ORGANIZE SOCIAL STUDIES INFORMATION</b>			
1. Organize information from non-print sources.	<ul style="list-style-type: none"> <li>• Where in the World Would You Go Today?</li> <li>• I Am Part of All I See</li> <li>• Videos: Animal Sounds, Words In Your World, Farm Animals, Sheep, Ecosystems</li> </ul>		
2. Organize information from print sources.		<ul style="list-style-type: none"> <li>• Ask the Librarian</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>F. ANALYZE SOCIAL STUDIES INFORMATION</b>			
1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.	<ul style="list-style-type: none"> <li>• Where in the World Would You Go Today</li> <li>• I Am Part of All I See</li> <li>• Videos: Animal Sounds, Words In Your World, Farm Animals, Sheep, Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the World?</li> </ul>	
<b>G. ANSWER SOCIAL STUDIES QUESTIONS</b>			
1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers and other sources.	<ul style="list-style-type: none"> <li>• Words in Your World song</li> <li>• Where in the World Would You Go Today? Book</li> </ul>	<ul style="list-style-type: none"> <li>• Rainforest Feathers</li> <li>• Trash or Garbage</li> <li>• I Want to Be a Scientist Like George Washington Carver</li> </ul>	
<b>SCIENCE</b>			
<b>SKILLS &amp; PROCESSES</b>			
<b>A. CONSTRUCTING KNOWLEDGE</b>			
1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Science Books (See list of titles at end of document)</li> <li>• I Want to Be a Scientist Like George Washington Carver</li> </ul>	<ul style="list-style-type: none"> <li>• Seed Investigation</li> <li>• States of Matter</li> <li>• The Apple Tree</li> <li>• Make a Balance</li> <li>• Book of Smells</li> <li>• Where in the World?</li> <li>• Excellent Eyes</li> <li>• Water Exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Science</li> </ul> </li> </ul>
<b>B. APPLYING EVIDENCE AND REASONING</b>			
1. People are more likely to believe your ideas if you can give good reasons for them.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Science Books (See list of titles at end of document)</li> <li>• I Want to Be a Scientist Like Jane Goodall</li> <li>• I Want to Be a Scientist Like George Washington Carver</li> </ul>	<ul style="list-style-type: none"> <li>• Book of Smells</li> <li>• Excellent Eyes</li> <li>• Smell Awareness</li> <li>• Sweet, Sour, Bitter, Salty</li> <li>• Feely Box</li> <li>• Experimenting with Sounds</li> <li>• Sensory Table</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Science</li> </ul> </li> </ul>



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>C. COMMUNICATING SCIENTIFIC INFORMATION</b>			
1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Science Books (See list of titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li>• Seed Investigation</li> <li>• States of Matter</li> <li>• The Apple Tree</li> <li>• Make a Balance</li> <li>• Book of Smells</li> <li>• Graphing Solids</li> <li>• Where in the World?</li> <li>• Excellent Eyes</li> <li>• Water Exploration</li> <li>• What Do Spiders Like?</li> <li>• Can an Earthworm Tell If It's Hot or Cold?</li> <li>• Which Works Best: Push or Pull?</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Science</li> </ul> </li> </ul>
<b>D. TECHNOLOGY</b>			
1. Design and make things with simple tools and a variety of materials.	<ul style="list-style-type: none"> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Tool Center</li> <li>• Materials</li> <li>• Kitty Blocks</li> <li>• Plan a Building</li> </ul>	
2. Practice identifying the parts of things and how one part connects to and affects another.	<ul style="list-style-type: none"> <li>• Science Tools</li> </ul>		<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Science</li> </ul> </li> </ul>
3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.	<ul style="list-style-type: none"> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>	<ul style="list-style-type: none"> <li>• Volcanoes</li> <li>• Build a Constellation</li> <li>• Kitty Blocks</li> </ul>	
<b>EARTH/SPACE SCIENCE</b>			
<b>A. MATERIALS AND PROCESSES THAT SHAPE A PLANET</b>			
No standards for preschool.			
<b>B. EARTH HISTORY</b>			
No standards for preschool.			
<b>C. PLATE TECTONICS</b>			
No standards for preschool.			



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>D. ASTRONOMY</b>			
No standards for preschool.			
<b>E. INTERACTIONS OF HYDROSPHERE AND ATMOSPHERE</b>			
2. Describe the weather using observations.	<ul style="list-style-type: none"> <li>• Precipitation song</li> <li>• Weather</li> <li>• Clouds</li> <li>• I Want to Be a Scientist Like Joanne Simpson</li> </ul>	<ul style="list-style-type: none"> <li>• Where in the World?</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Science</li> </ul> </li> </ul>
<b>A. DIVERSITY OF LIFE</b>			
1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.	<ul style="list-style-type: none"> <li>• Songs: Plant or Animal; Plants are Growing; Vertebrates; Invertebrates</li> <li>• Guess What I Am book</li> <li>• Plant or Animal</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Fish</li> <li>• Insects, Spiders, and Earthworms</li> </ul>	<ul style="list-style-type: none"> <li>• Plant or Animal Sort</li> <li>• Plant Parts</li> <li>• Insects and How They Walk</li> <li>• Plant or Animal</li> <li>• Observing Plants and Animals</li> <li>• Reptiles</li> <li>• Insect Parts</li> <li>• Worms</li> <li>• Invertebrates</li> <li>• Same and Different</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Science</li> </ul> </li> </ul>
<b>B. CELLS</b>			
No standards for preschool.			
<b>C. GENETICS</b>			
1. Observe, describe and compare different kinds of animals and their offspring.	<ul style="list-style-type: none"> <li>• Big Little Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Mammals</li> <li>• Amphibians</li> <li>• Raising Tadpoles</li> </ul>	<ul style="list-style-type: none"> <li>• Homelink Newsletters                             <ul style="list-style-type: none"> <li>- Science</li> </ul> </li> </ul>
<b>D. EVOLUTION</b>			
No standards for preschool.			
<b>E. FLOW OF MATTER</b>			
No standards for preschool.			
<b>F. ECOLOGY</b>			
No standards for preschool.			





STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>CHEMISTRY</b>			
<b>A. STRUCTURE OF MATTER</b>			
1. Use evidence from investigations to describe the observable properties of a variety of objects.	<ul style="list-style-type: none"> <li>• Matter song</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• What's the Matter?</li> <li>• Solid or Liquid?</li> <li>• States of Matter</li> </ul>	
<b>HEALTH</b>			
<b>SAFETY &amp; INJURY PREVENTION</b>			
<b>A. EMERGENCIES</b>			
1. Recognize how to respond appropriately to emergency situations.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Storms</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Vertebrates: Dem Bones</li> <li>• Smoke Rises--So Crawl!</li> <li>• Thumbs Up, Thumbs Down</li> </ul>	
<b>B. SAFETY RULES &amp; PROCEDURES</b>			
No standards for preschool.			
<b>NUTRITION &amp; FITNESS</b>			
<b>A. RESPONSES TO FOOD</b>			
1. Identify the relationship between food and the senses.	<ul style="list-style-type: none"> <li>• The Five Senses song</li> <li>• I Wish I Had Ears Like a Bat book</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Book of Smells</li> <li>• Excellent Eyes</li> <li>• Smell Awareness</li> <li>• Sweet, Sour, Bitter, Salty</li> <li>• Dragons Love Tacos</li> </ul>	
<b>E. FOOD &amp; HEALTH</b>			
1. Recognize the relationship between food and health.	<ul style="list-style-type: none"> <li>• Follow the Apples book</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Power-Up Breakfast</li> <li>• Try For Five</li> <li>• Eating the Alphabet</li> <li>• Eighteen Carrot Stew: Vegetable 18's</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>PHYSICAL EDUCATION</b>			
<b>SKILLFULNESS</b>			
<b>A. FUNDAMENTAL MOVEMENT</b>			
1. Show fundamental movement skills.	<ul style="list-style-type: none"> <li>• Exercise and Rest</li> <li>• We All Exercise book</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering Pathways in Space</li> <li>• Giraffes Can't Dance</li> <li>• Flower Gallop Relay</li> <li>• Footprints and Snowflakes</li> <li>• Fun in the 'Snow'</li> <li>• Listen to the Beat</li> <li>• Music Movement</li> <li>• Run, Run! Shade or Sun</li> </ul>	
<b>B. CREATIVE MOVEMENT</b>			
1. Show creative movement.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Scarf Play</li> <li>• Footprints and Snowflakes</li> <li>• Fun in the 'Snow'</li> <li>• Listen to the Beat</li> <li>• Music Movement</li> <li>• Barnyard Dance</li> <li>• Flight of the Bumblebee</li> <li>• Giraffes Can't Dance</li> </ul>	
<b>C. SKILL THEMES</b>			
1. Show skill themes.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Tool Center</li> <li>• Fun in the 'Snow'</li> <li>• Surfing the Waves</li> <li>• Flower Gallop Relay</li> <li>• Birds on a Perch</li> <li>• We're Standing on One Foot!</li> <li>• Catching Objects</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>BIOMECHANICAL PRINCIPLES</b>			
<b>A. EFFECTS ON OBJECTS</b>			
1. Identify ways that people and objects move.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Fox in a Box</li> <li>Animals Move It, Move It!</li> <li>Does It Roll?</li> <li>Push and Pull</li> </ul>	
<b>B. BALANCE</b>			
1. Identify balance through movement.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Birds On a Perch</li> <li>We're Standing on One Foot!</li> <li>Surfing the Waves</li> </ul>	
<b>MOTOR LEARNING PRINCIPLES</b>			
<b>A. APPROPRIATE PRACTICES</b>			
1. Recognize that skills will develop over time with appropriate practice and use of correct cues.	<ul style="list-style-type: none"> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Bath Time</li> <li>Shadow Play--Superhero Signals</li> <li>Fun in the 'Snow'</li> <li>Fire Painting</li> <li>Bumper Bubbles</li> <li>Catching Objects</li> </ul>	
<b>B. CORRECTIVE FEEDBACK</b>			
1. Identify the importance of corrective feedback on performance.		<ul style="list-style-type: none"> <li>Erasing Mistakes</li> <li>Laser Eyes</li> <li>Bunny Cakes: A Lesson About Determination</li> <li>Plan a Building</li> </ul>	
<b>EXERCISE PHYSIOLOGY</b>			
<b>A. EFFECTS OF PHYSICAL ACTIVITY ON THE BODY</b>			
1. Identify the effects of physical activity on the body systems.	<ul style="list-style-type: none"> <li>Health song</li> <li>We All Exercise book</li> <li>Exercise and Rest</li> </ul>		
<b>B. FITT GUIDELINES</b>			
N/A			



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>C. COMPONENTS OF FITNESS</b>			
1. Identify the components of fitness.	<ul style="list-style-type: none"> <li>• Health song</li> <li>• We All Exercise book</li> <li>• Exercise and Rest</li> </ul>		
<b>D. BENEFITS OF PHYSICAL ACTIVITY</b>			
1. Recognize the benefits of physical activity.	<ul style="list-style-type: none"> <li>• Health song</li> <li>• We All Exercise book</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering Pathways in Space</li> <li>• Giraffes Can't Dance</li> <li>• Flower Gallop Relay</li> <li>• Footprints and Snowflakes</li> <li>• Fun in the 'Snow'</li> <li>• Listen to the Beat</li> <li>• Music Movement</li> <li>• Run, Run! Shade or Sun</li> </ul>	
<b>E. NUTRITION AND PHYSICAL ACTIVITY</b>			
1. Recognize the relationship between nutrition and physical activity.	<ul style="list-style-type: none"> <li>• Follow the Apples book</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Power-Up Breakfast</li> <li>• Try For Five</li> </ul>	
<b>F. EXERCISE ADHERENCE</b>			
1. Recognize the factors influencing daily physical activity.	<ul style="list-style-type: none"> <li>• Health song</li> <li>• We All Exercise book</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering Pathways in Space</li> <li>• Giraffes Can't Dance</li> <li>• Flower Gallop Relay</li> <li>• Footprints and Snowflakes</li> <li>• Fun in the 'Snow'</li> <li>• Listen to the Beat</li> <li>• Music Movement</li> <li>• Run, Run! Shade or Sun</li> </ul>	
<b>PHYSICAL ACTIVITY</b>			
<b>A. AEROBIC FITNESS</b>			
1. Identify and show individual aerobic capacity/cardio respiratory fitness.		<ul style="list-style-type: none"> <li>• Bumper Bubbles</li> <li>• Flower Gallop Relay</li> <li>• Listen to the Beat</li> <li>• Music Movement</li> <li>• Run, Run! Shade or Sun</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>B. MUSCULAR STRENGTH AND ENDURANCE</b>			
1. Identify and show activities for muscular strength and muscular endurance.		<ul style="list-style-type: none"> <li>• Fox in a Box</li> <li>• Bumper Bubbles</li> <li>• Eight at the Lake: Number Match Tag</li> <li>• Flower Gallop Relay</li> </ul>	
<b>C. FLEXIBILITY</b>			
1. Identify and show activities for flexibility.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Head, Shoulders, Knees, Toes</li> </ul>	<ul style="list-style-type: none"> <li>• Surf the Waves</li> <li>• We’re Standing on One Foot!</li> </ul>	
<b>FINE ARTS</b>			
<b>DANCE</b>			
<b>PERCEIVING, PERFORMING, AND RESPONDING</b>			
1. Demonstrate knowledge of how elements of dance are used to communicate meaning.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Barnyard Dance</li> <li>• I Am a Clown!</li> <li>• Music Movement</li> <li>• Giraffes Can’t Dance</li> <li>• Footprints and Snowflakes</li> <li>• Dancing With Props</li> <li>• Red, Red Robin</li> <li>• Flight of the Bumblebee</li> </ul>	
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Barnyard Dance</li> <li>• I Am a Clown!</li> <li>• Music Movement</li> <li>• Giraffes Can’t Dance</li> <li>• Footprints and Snowflakes</li> <li>• Dancing With Props</li> <li>• Red, Red Robin</li> <li>• Flight of the Bumblebee</li> </ul>	
3. Respond to dance through observation, experience, and analysis.		<ul style="list-style-type: none"> <li>• Barnyard Dance</li> <li>• I Am a Clown!</li> <li>• Music Movement</li> <li>• Giraffes Can’t Dance</li> <li>• Footprints and Snowflakes</li> <li>• Dancing With Props</li> <li>• Red, Red Robin</li> <li>• Flight of the Bumblebee</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>HISTORICAL, CULTURAL, AND SOCIAL CONTEXT</b>			
1. Demonstrate knowledge of dances from a variety of cultures.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Dancing With Props</li> </ul>	
2. Relate dance to history, society, and personal experience.		<ul style="list-style-type: none"> <li>Dancing With Props</li> <li>Music Movement</li> <li>Footprints and Snowflakes</li> </ul>	
3. Demonstrate understanding of the relationships between and among dance and other content areas.	<ul style="list-style-type: none"> <li>Wake Up: Letter review with Navajo Native American Chant</li> </ul>	<ul style="list-style-type: none"> <li>Giraffes Can't Dance</li> <li>Flight of the Bumblebee</li> <li>Be a Snake</li> <li>Build a Spider</li> <li>Changing Reptiles</li> </ul>	
<b>CREATIVE EXPRESSION AND PRODUCTION</b>			
1. Develop the ability to improvise dance.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Barnyard Dance</li> <li>Music Movement</li> <li>Dancing With Props</li> <li>Listen to the Beat</li> <li>I Am a Clown!</li> <li>Scarf Play</li> </ul>	
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.		<ul style="list-style-type: none"> <li>Scarf Play</li> <li>Dancing With Props</li> <li>Footprints and Snowflakes</li> <li>Giraffes Can't Dance</li> <li>Red, Red Robin</li> <li>Flight of the Bumblebee</li> </ul>	
3. Develop knowledge and execution of performance competencies in dance.			
<b>AESTHETICS AND CRITICISM</b>			
1. Identify and apply criteria to evaluate choreography and performance.		The SmartStart program provides many opportunities for educators to encourage participation and self expression through dance.	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>MUSIC</b>			
<b>PERCEIVING, PERFORMING AND RESPONDING</b>			
1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.	<ul style="list-style-type: none"> <li>• Sound song</li> <li>• Sound Awareness</li> <li>• Sounds in Order</li> <li>• Animal Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting With Sounds</li> <li>• Jar Symphony</li> </ul>	
2. Experience performance through singing, playing instruments, and listening to performances of others.	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Tambourine Craft</li> <li>• Playtime With Maracas</li> <li>• Instrumental Chairs</li> <li>• Bumblebee Basket</li> <li>• Rain Sticks</li> <li>• Listen to the Beat</li> </ul>	
3. Respond to music through movement.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Barnyard Dance</li> <li>• I Am a Clown!</li> <li>• Music Movement</li> <li>• Giraffes Can’t Dance</li> <li>• Footprints and Snowflakes</li> <li>• Dancing With Props</li> <li>• Red, Red Robin</li> <li>• Flight of the Bumblebee</li> <li>• Scarf Play</li> </ul>	
4. Experiment with standard and individually created symbols to represent sounds.		<ul style="list-style-type: none"> <li>• Tambourine Craft</li> <li>• Playtime With Maracas</li> <li>• Instrumental Chairs</li> <li>• Bumblebee Basket</li> <li>• Rain Sticks</li> <li>• Listen to the Beat</li> </ul>	
<b>HISTORICAL, CULTURAL AND SOCIAL CONTEXT</b>			
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	
2. Become acquainted with the roles of music in the lives of people.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>HISTORICAL, CULTURAL AND SOCIAL CONTEXT</b> <i>continued</i>			
3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines.	<ul style="list-style-type: none"> <li>• Review Letter Songs</li> <li>• Conservation song</li> <li>• Pollution Rap song</li> </ul>	<ul style="list-style-type: none"> <li>• Music Movement</li> <li>• Dancing With Props</li> <li>• Flight of the Bumblebee</li> </ul>	
4. Develop knowledge of a wide variety of styles and genres through the study of music history.			
<b>CREATIVE EXPRESSION AND PRODUCTION</b>			
1. Develop confidence in the ability to improvise music through experimentation with sound.	<ul style="list-style-type: none"> <li>• Sound song</li> <li>• Sound Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting With Sounds</li> <li>• Jar Symphony</li> <li>• Tambourine Craft</li> <li>• Playtime With Maracas</li> <li>• Instrumental Chairs</li> </ul>	
2. Investigate composing music through experimentation with sound and the tools of composition.	<ul style="list-style-type: none"> <li>• Sound song</li> <li>• Sound Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting With Sounds</li> <li>• Jar Symphony</li> <li>• Tambourine Craft</li> <li>• Playtime With Maracas</li> <li>• Instrumental Chairs</li> </ul>	
<b>AESTHETICS AND CRITICISM</b>			
1. Express preferences about selected musical compositions.	<ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Mama’s Melody</li> </ul>		
<b>THEATRE</b>			
<b>PERCEIVING AND RESPONDING</b>			
1. Describe ways that theatre depicts themes and stories.	<ul style="list-style-type: none"> <li>• Papa’s Play</li> </ul>		
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>		





STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>HISTORICAL, CULTURAL, AND SOCIAL CONTEXT</b>			
1. Express a range of responses to a variety of stimuli.		SmartStart’s program includes many opportunities for children to express their response to a variety of stimuli. Center activities include stories, songs, nursery rhymes, art activities, and more. See the Teacher Guide for more details.	
2. Demonstrate knowledge of theatrical conventions as performers and as an audience.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Scarf Play</li> <li>• Dancing With Props</li> <li>• Footprints and Snowflakes</li> </ul>	
<b>CREATIVE EXPRESSION AND PRODUCTION</b>			
1. Use a variety of theatrical elements to communicate ideas and feelings.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’ Melody</li> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Scarf Play</li> <li>• Dancing With Props</li> </ul>	
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>		
<b>AESTHETICS AND CRITICISM</b>			
1. Identify, describe, and apply criteria to assess individual and group theatre processes.		SmartStart provides opportunities for all to participate encouraging individual interpretation and preference.	
2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.		SmartStart provides opportunities for all to participate encouraging individual interpretation and preference.	
<b>VISUAL ARTS</b>			
<b>PERCEIVING AND RESPONDING</b>			
1. Identify, describe, and interpret observed form.		<ul style="list-style-type: none"> <li>• Junk Sculpture</li> <li>• Zulu Art</li> <li>• Blending Art</li> <li>• Queen Jewelry</li> <li>• Clay Children</li> <li>• Superhero Costumes</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>PERCEIVING AND RESPONDING</b> <i>continued</i>			
2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.		<ul style="list-style-type: none"> <li>• Birthday Cupcakes</li> <li>• Slime</li> <li>• Junk Sculpture</li> <li>• Seed Mosaics</li> <li>• Octopus Legs</li> <li>• Worm Cups</li> <li>• Skeletal Portraits</li> <li>• Skeleton Hands</li> <li>• Clay Children</li> <li>• Superhero Costumes</li> </ul>	
3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.		<ul style="list-style-type: none"> <li>• Weaving Basket</li> <li>• Sand Bottles</li> <li>• Museum of Stinky Smells/Beautiful Fragrances</li> <li>• Junk Sculpture</li> <li>• Superhero Costumes</li> </ul>	
<b>HISTORICAL, CULTURAL AND SOCIAL CONTEXT</b>			
1. Determine ways in which works of art express ideas about self, other people, places, and events.		<ul style="list-style-type: none"> <li>• Zulu Art</li> <li>• Clay Children</li> <li>• Superhero Costumes</li> </ul>	
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.		<ul style="list-style-type: none"> <li>• Zulu Art</li> <li>• Clay Children</li> <li>• Superhero Costumes</li> </ul>	
3. Differentiate among works by artists representative of different cultures.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Lizard and the Painted Rock</li> </ul>	<ul style="list-style-type: none"> <li>• Zulu Art</li> </ul>	
4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.	<b>Classroom Advantage Only</b> <ul style="list-style-type: none"> <li>• Lizard and the Painted Rock</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>CREATIVE EXPRESSION AND PRODUCTION</b>			
1. Create images and forms from observation, memory, imagination, and feelings.		<ul style="list-style-type: none"> <li>• Birthday Cupcakes</li> <li>• Slime</li> <li>• Junk Sculpture</li> <li>• Seed Mosaics</li> <li>• Octopus Legs</li> <li>• Worm Cups</li> <li>• Skeletal Portraits</li> <li>• Skeleton Hands</li> <li>• Clay Children</li> <li>• Superhero Costumes</li> </ul>	
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.		<ul style="list-style-type: none"> <li>• Slime</li> <li>• Junk Sculpture</li> <li>• Seed Mosaics</li> <li>• Worm Cups</li> <li>• Clay Children</li> <li>• Superhero Costumes</li> <li>• Blending Art</li> </ul>	
<b>AESTHETICS AND CRITICISM</b>			
1. Develop and apply criteria to analyze personally created artworks and the artworks of others.		SmartStart encourages students to create and enjoy artworks in all forms with personal preference and interpretation.	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>SOCIAL FOUNDATIONS</b>			
<b>SOCIAL EMOTIONAL REGULATION</b>			
<b>DEMONSTRATES HEALTHY SELF-CONFIDENCE</b>			
<i>A. Demonstrates Independence in a Range of Routines and Tasks</i>			
1. Seeks new and varied challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>	<ul style="list-style-type: none"> <li>• The Problem with Princesses</li> <li>• It's More Fun With Friends!</li> <li>• You Can Have It When I'm Done</li> <li>• Can I Play?</li> </ul>	
2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.		<ul style="list-style-type: none"> <li>• Taking Turns Game</li> <li>• Let's Play</li> <li>• Waiting Game</li> <li>• Still and Silent Ninjas</li> </ul>	
<i>B. Demonstrates Age-Appropriate Independence in Decision-Making</i>			
1. Shows interest in leading activities and taking responsibility during cleanup activities.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Wash the Tables!</li> <li>• Let's Play</li> <li>• Master/Mistress of the Animals</li> </ul>	
2. Begins identifying when things are not put away in designated areas.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel Blocks</li> <li>• Baby's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage Elves</li> </ul>	
3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").	<ul style="list-style-type: none"> <li>• Broken Vase</li> <li>• Perfect Present</li> <li>• Squirrel Blocks</li> <li>• Baby's Blocks</li> <li>• Baby Wants Berries</li> </ul>		
<b>INITIATES &amp; MAINTAINS RELATIONS</b>			
<i>A. Expresses, Understands, and Responds to Feelings/Emotions of Others</i>			
1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>• We're All Happy</li> <li>• Guess How I'm Feeling</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>A. Expresses, Understands, and Responds to Feelings/Emotions of Others continued</i>			
2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On</li> <li>• Lost Dinosaur</li> <li>• Papa Hurts His Thumb</li> <li>• Squirrel Blocks</li> <li>• Baby Want Berries</li> <li>• Lost Keys</li> <li>• Noisy Children</li> <li>• Broken Lamp</li> </ul>	<ul style="list-style-type: none"> <li>• We're All Happy</li> <li>• Guess How I'm Feeling</li> </ul>	
3. Seeks adult assistance for classmates who need support.		<ul style="list-style-type: none"> <li>• Asking For Help Game</li> </ul>	
4. Shows concern for peers who are upset or hurt.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Baby's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• We're All Happy</li> <li>• Guess How I'm Feeling</li> </ul>	
<i>B. Plays or Works with Others Cooperatively</i>			
1. Has one or more special friendships.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Let's Play</li> <li>• It's More Fun With Friends</li> <li>• Bear Hunt</li> </ul>	
2. Initiates interactions (e.g., talking, playing).	<ul style="list-style-type: none"> <li>• Hello! song</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Let's Play</li> <li>• It's More Fun With Friends</li> <li>• Bear Hunt</li> </ul>	
3. Shares materials and equipment with other children with adult modeling and support.	<ul style="list-style-type: none"> <li>• Hello! song</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Let's Play</li> <li>• It's More Fun With Friends</li> <li>• Bear Hunt</li> <li>• You Can Have It When I'm Done</li> <li>• Taking Turns Game</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>C. Recognizes Differences or Similarities Between Self as Compared to Others</i>			
1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).	<ul style="list-style-type: none"> <li>• My Name is Squirrel</li> <li>• Come Inside</li> <li>• Squirrel's Sketches</li> <li>• In the Rain</li> </ul>	<ul style="list-style-type: none"> <li>• I Am, I Can</li> <li>• Nancy Knows</li> </ul>	
2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?").		<ul style="list-style-type: none"> <li>• The Problem with Princesses</li> </ul>	
<i>D. Shows Ability to Resolve Conflicts</i>			
1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., "Take three deep breaths, and then ask Caleb for another turn").	<ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• Baby's Blocks</li> <li>• Papa Hurts His Thumb</li> <li>• Squirrel Blocks</li> <li>• Baby Wants Berries</li> <li>• Noisy Children</li> <li>• Broken Vase</li> </ul>	<ul style="list-style-type: none"> <li>• Can I Play?</li> <li>• I Am, I Can</li> <li>• Let's Play</li> <li>• It's More Fun With Friends</li> <li>• The Problem With Princesses</li> </ul>	
2. Seeks adult help when solving interpersonal conflicts.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for Help Game</li> <li>• How to Meet New People</li> <li>• Can I Play?</li> </ul>	
3. Discusses possible solutions with peers with adult assistance.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Lost Dinosaur</li> <li>• Papa Hurts His Thumb</li> <li>• Lost Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for Help Game</li> <li>• How to Meet New People</li> <li>• Can I Play?</li> <li>• Let's Play</li> <li>• The Problem With Princesses</li> </ul>	
4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can't adapt functionally).		<ul style="list-style-type: none"> <li>• Asking for Help Game</li> <li>• How to Meet New People</li> <li>• Can I Play?</li> <li>• Let's Play</li> <li>• The Problem With Princesses</li> <li>• How To Meet New People</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>SELF-REGULATION/INHIBITORY CONTROL</b>			
<i>A. Control Impulses</i>			
1. Avoids imitating the negative behavior of peers with minimal prompting from adults.		<ul style="list-style-type: none"> <li>• Still and Silent Ninjas</li> <li>• Waiting Game</li> <li>• Taking Turns Game</li> </ul>	
2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).		<ul style="list-style-type: none"> <li>• Still and Silent Ninjas</li> <li>• Waiting Game</li> <li>• Taking Turns Game</li> </ul>	
3. Can play the role of a teacher in game and monitor other children’s behavior and remind them to follow the rules.	<ul style="list-style-type: none"> <li>• You Be the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Master/Mistress of Animals</li> <li>• Please and Thank You</li> </ul>	
4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).			
5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.		<ul style="list-style-type: none"> <li>• Still and Silent Ninjas</li> <li>• Waiting Game</li> <li>• Taking Turns Game</li> </ul>	
<i>B. Resist Temptation</i>			
1. Independently waits for an object without grabbing most of the time.		<ul style="list-style-type: none"> <li>• Still and Silent Ninjas</li> <li>• Waiting Game</li> <li>• Taking Turns Game</li> </ul>	
2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).		<ul style="list-style-type: none"> <li>• It’s More Fun With Friends</li> <li>• You Can Have It When I’m Done</li> <li>• Taking Turns Game</li> <li>• Let’s Play</li> <li>• Can I Play?</li> <li>• Waiting Game</li> <li>• Still and Silent Ninjas</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>B. Resist Temptation continued</i>			
3. Can wait for a highly desired food or object, although may occasionally need reminders.		<ul style="list-style-type: none"> <li>• It's More Fun With Friends</li> <li>• You Can Have It When I'm Done</li> <li>• Taking Turns Game</li> <li>• Let's Play</li> <li>• Can I Play?</li> <li>• Waiting Game</li> <li>• Still and Silent Ninjas</li> </ul>	
<i>C. Refrains from Emotional Outbursts and Unsafe Behaviors</i>			
1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.	<ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• Baby's Blocks</li> <li>• Papa Hurts His Thumb</li> <li>• Squirrel Blocks</li> <li>• Baby Wants Berries</li> <li>• Lost Keys</li> <li>• Noisy Children</li> <li>• Broken Vase</li> </ul>		
<i>D. Attentiveness—Resists Distraction to Maintain Focus on Tasks of Interest to the Child</i>			
1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, "I'll play with you later. I want to finish this").	<ul style="list-style-type: none"> <li>• Students wear headphones while working with SmartStart that, along with engaging content, enable students to develop the ability to focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Laser Eyes</li> <li>• Plan a Building</li> <li>• 10 Frame Flash</li> </ul>	
2. Capable of sustaining focus on longer-term or complex projects, with support from an adult.		<ul style="list-style-type: none"> <li>• Laser Eyes</li> <li>• Plan a Building</li> <li>• 10 Frame Flash</li> </ul>	





STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>E. Attentiveness—Resists Distraction to Maintain Focus on Tasks Set By Someone Else</i>			
1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g.,, can ignore other activities nearby and hold focus on a teacher directed small group activity).		<ul style="list-style-type: none"> <li>• Laser Eyes</li> <li>• Plan a Building</li> <li>• 10 Frame Flash</li> </ul>	
2. May need a reminder to return to an earlier task after an interruption.	<ul style="list-style-type: none"> <li>• When students working in the SmartStart sequence have been inactive for 90 seconds, the program displays a reminder instructing students to ask their teacher for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Laser Eyes</li> <li>• Plan a Building</li> <li>• 10 Frame Flash</li> </ul>	
<b>WORKING MEMORY</b>			
<b>APPROACHES TO LEARNING &amp; EXECUTIVE FUNCTIONING</b>			
<i>A. Demonstrate the Ability to Hold and Manipulate Information</i>			
1. Can remember recent events in a story and use this information to shape predictions and questions.	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Predicting</li> </ul>	<ul style="list-style-type: none"> <li>• A Dinosaur Would Be a Terrible Pet</li> <li>• Questions For the Librarian</li> <li>• Illustration Investigation</li> </ul>	
2. Will frequently consider a couple of possibilities before making a choice.		<ul style="list-style-type: none"> <li>• Calendar 14</li> <li>• Kitty Blocks</li> <li>• Humpty Dumpty Egg Fun</li> <li>• The Telephone</li> <li>• Tic Tac Toe</li> </ul>	
3. Can remember and follow multiple classroom rules with visual and auditory cues.	<ul style="list-style-type: none"> <li>• SmartStart Courseware</li> </ul>	<ul style="list-style-type: none"> <li>• Still and Silent Ninjas</li> <li>• Waiting Game</li> <li>• Taking Turns Game</li> <li>• Aquarium Manners</li> <li>• Personal Space Circle</li> <li>• Garbage Elves</li> </ul>	
4. Can remember and follow two-step directions without prompting.	<ul style="list-style-type: none"> <li>• Activities in SmartStart often require students to follow two-step directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Bath Time</li> <li>• Builders and Bulldozers</li> <li>• Bumper Bubbles</li> <li>• Board Games</li> <li>• Little Blue Truck!</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>A. Demonstrate the Ability to Hold and Manipulate Information continued</i>			
5. Can hold in mind the comments of peers and respond appropriately during a short class discussion.		<ul style="list-style-type: none"> <li>• The Telephone Game</li> <li>• A Dinosaur Would Be a Terrible Pet</li> <li>• One of These Things is Not Like the Other</li> <li>• Fall</li> </ul>	
6. Can keep track of a few different objects for short periods of time.	<ul style="list-style-type: none"> <li>• Memorization Skills</li> </ul>	<ul style="list-style-type: none"> <li>• 10 Frame Flash</li> <li>• Laser Eyes</li> </ul>	
7. Can enjoy more complex memory games with more cards or objects.	<ul style="list-style-type: none"> <li>• Memorization Skills</li> </ul>	<ul style="list-style-type: none"> <li>• 10 Frame Flash</li> <li>• Laser Eyes</li> <li>• Board Games</li> </ul>	
<b>COGNITIVE FLEXIBILITY</b>			
<i>A. Can Flexibly Apply Rules to Games and Behavior</i>			
1. Can independently sustain a character in pretend play for ten minutes or longer.	<ul style="list-style-type: none"> <li>• Hello! song</li> <li>• Pretend Play</li> </ul>		
2. Can switch roles in dramatic play.	<ul style="list-style-type: none"> <li>• Hello! song</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Barnyard Dance</li> <li>• Animals Move It, Move It!</li> </ul>	
3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).		<ul style="list-style-type: none"> <li>• Barnyard Dance</li> <li>• Animals Move It, Move It!</li> <li>• Bumper Bubbles</li> </ul>	
4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).	<ul style="list-style-type: none"> <li>• Soup's On</li> </ul>		
5. Will often recognize and correct mistakes independently.	<ul style="list-style-type: none"> <li>• SmartStart Courseware</li> </ul>	<ul style="list-style-type: none"> <li>• Erasing Mistakes</li> </ul>	
6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).	<ul style="list-style-type: none"> <li>• All Sorts of Laundry song</li> <li>• Buttons, Buttons book</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Guess My Rule</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>B. Flexible Problem-Solving—Seeks Multiple Solutions to a Question, Task or Problem</i>			
1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).	<ul style="list-style-type: none"> <li>• SmartStart Courseware</li> </ul>	<ul style="list-style-type: none"> <li>• Humpty Dumpty Egg Fun</li> <li>• The Telephone Game</li> <li>• Tic Tac Toe</li> </ul>	
2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Humpty Dumpty Egg Fun</li> <li>• The Telephone Game</li> <li>• Tic Tac Toe</li> <li>• Can I Play?</li> </ul>	
3. When in conflict with another child, increasingly able to suggest possible solutions.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• You Can Have It When I’m Done</li> <li>• It’s More Fun With Friends</li> </ul>	
4. When faced with a problem, can be reminded to slow down and think about what to do.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Papa Hurts His Thumb</li> <li>• Squirrel Blocks</li> <li>• Baby Wants Berries</li> <li>• Lost Keys</li> <li>• Noisy Children</li> <li>• Broken Vase</li> </ul>	<ul style="list-style-type: none"> <li>• Can I Play?</li> <li>• Still and Silent Ninjas</li> </ul>	
<b>INITIATIVE &amp; CURIOSITY</b>			
<i>A. Desire to Learn—Ask Questions and Seeks New Information</i>			
1. Ask questions about future events, as well as about the here and now (e.g., asks, “When will we go to Val’s?”).	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Questions for the Librarian</li> </ul>	
2. Poses questions to seek explanations about topics of interest with adult support and modeling.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>A. Desire to Learn—Ask Questions and Seeks New Information continued</i>			
3. Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs what floats).	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>		
4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, “Janice goes fishing. Can I?”).	<ul style="list-style-type: none"> <li>• Hello! Song</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Can I Play?</li> </ul>	
<i>B. Desire to Learn—Interest in Challenges</i>			
1. Asks questions about future events, as well as about the here and now (e.g., asks “When will we go to Sarah’s house again?”)	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>		
2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter “S” and says “S! That’s in my name! What is that word?”).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See list of titles at end of document)</li> <li>• ABC Songs</li> <li>• Distinguish Letters</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Distinguish Letters</li> <li>• Picture Story</li> </ul>		
3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer-created game or activity, tries to dress a new doll or builds a new construction toy).	<ul style="list-style-type: none"> <li>• Hello! song</li> <li>• Pretend Play</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>C. Independence in Learning—Plans and Initiates Projects</i>			
1. When prompted, initiates plan of activities.	<ul style="list-style-type: none"> <li>• Hello! Song</li> <li>• Pretend Play</li> <li>• Baby Wants Berries</li> </ul>		
2. Shows interest in leading activities and taking responsibility during cleanup activities.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Baby's Blocks</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Wash the Tables!</li> <li>• Let's Play</li> <li>• Master/Mistress of the Animals</li> </ul>	
3. Further expands area of decision-making (e.g., child may say, "This morning I'm going to work on my Lego building").	<ul style="list-style-type: none"> <li>• Broken Vase</li> <li>• Perfect Present</li> <li>• Squirrel Blocks</li> <li>• Baby's Blocks</li> <li>• Baby Wants Berries</li> </ul>		
4. Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).		<ul style="list-style-type: none"> <li>• Plan a Building</li> </ul>	
<b>DEMONSTRATES PERSISTENCE</b>			
<i>A. Persists in an Activity From Start to Finish (Complete a Task)—Independently</i>			
1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.		<ul style="list-style-type: none"> <li>• Plan a Building</li> <li>• Determination: A Lesson From Jane Goodall</li> <li>• Bunny Cakes: A Lesson About Determination</li> </ul>	
2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).	<ul style="list-style-type: none"> <li>• SmartStart Courseware</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a Building</li> <li>• Determination: A Lesson From Jane Goodall</li> <li>• Bunny Cakes: A Lesson About Determination</li> </ul>	
3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until very animal has a cage).		<ul style="list-style-type: none"> <li>• Plan a Building</li> <li>• Determination: A Lesson From Jane Goodall</li> <li>• Bunny Cakes: A Lesson About Determination</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>B. Persists in the Face of Failure</i>			
1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.		<ul style="list-style-type: none"> <li>• Plan a Building</li> <li>• Legos</li> </ul>	
2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.		<ul style="list-style-type: none"> <li>• Determination: A Lesson From Jane Goodall</li> <li>• Bunny Cakes: A Lesson About Determination</li> </ul>	
3. Will often notice that a problem can be resolved by a change in approach (e.g., Trying to fit a puzzle piece a few times then rotating to find a better fit).		<ul style="list-style-type: none"> <li>• Plan a Building</li> <li>• Determination: A Lesson From Jane Goodall</li> <li>• Bunny Cakes: A Lesson About Determination</li> <li>• The Telephone Game</li> <li>• Humpty Dumpty Egg Fun</li> </ul>	
<b>DEMONSTRATES COOPERATION</b>			
<i>A. Positively Participates in Cooperative Play</i>			
1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says “Don’t cry, Will. My daddy can fix that bike. He knows how”).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• We’re All Happy</li> <li>• Guess How I’m Feeling</li> </ul>	
2. N/A			
3. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Can I Play?</li> <li>• Bear Hunt</li> <li>• Let’s Play</li> <li>• It’s More Fun With Friends</li> </ul>	
4. Begins to try to please other children (e.g., says, “You can come to my birthday party, ok?”).	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Baby Wants Berries</li> </ul>	<ul style="list-style-type: none"> <li>• You Can Have It When I’m Done</li> <li>• It’s More Fun With Friends</li> </ul>	
5. Suggests solutions to problems with other children, while continuing to seek adults’ help (e.g., says, “Hey, Benjamin! We can BOTH be fireman!”).	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>	<ul style="list-style-type: none"> <li>• You Can Have It When I’m Done</li> <li>• It’s More Fun With Friends</li> <li>• Asking For Help Game</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>A. Follows Routines, Rules, and Directions</i>			
1. Helps to create classroom rules.		<ul style="list-style-type: none"> <li>• Good Playing Rules</li> <li>• Listening Rug Rules</li> <li>• Aquarium Manners</li> <li>• Taking Turns Game</li> <li>• Please and Thank You</li> </ul>	
2. Responds to teacher directions or signals consistently.		<ul style="list-style-type: none"> <li>• Still and Silent Ninjas</li> <li>• Waiting Game</li> <li>• Aquarium Manners</li> </ul>	
3. Takes initiative with assigned or chosen tasks relating to classroom routines.	<ul style="list-style-type: none"> <li>• SmartStart Courseware Rotation</li> </ul>	<ul style="list-style-type: none"> <li>• The SmartStart classroom guidelines, expectations, activities, and routines create a safe environment. See the Teacher Guide for details.</li> </ul>	
4. Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).		<ul style="list-style-type: none"> <li>• See Teacher Guide;</li> <li>• Routines Tell Us What To Do</li> <li>• Getting Ready for Next Week Routine</li> <li>• Listening Rug Rules</li> </ul>	
5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.	<ul style="list-style-type: none"> <li>• SmartStart Courseware Rotation</li> </ul>	<ul style="list-style-type: none"> <li>• See Teacher Guide;</li> <li>• Routines Tell Us What To Do</li> <li>• Getting Ready for Next Week Routine</li> </ul>	
<i>A. Demonstrates the Ability to Postpone Activity and Start Another</i>			
1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support.		<ul style="list-style-type: none"> <li>• Still and Silent Ninjas</li> <li>• Waiting Game</li> <li>• Master/Mistress of Animals</li> </ul>	
2. Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage Elves</li> </ul>	



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>B. Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support</i>			
1. Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.		In a safe environment, children learn that they can trust others to take care of them and meet their needs, so they become free to relax and explore their world. See the Teacher Guide for details.	
2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).		The SmartStart classroom guidelines, expectations, activities, and routines create a safe environment. See the Teacher Guide for details.	
3. Engages in out of the classroom activities (i.e., recess) and successfully re-enters classroom without disruption.	<ul style="list-style-type: none"> <li>• Clubhouse</li> </ul>		
<i>C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others</i>			
1. Helps with clean up after activities with prompting.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Soup's On</li> <li>• Baby's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage Elves</li> </ul>	
2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).	<ul style="list-style-type: none"> <li>• SmartStart Courseware</li> </ul>	<ul style="list-style-type: none"> <li>• Tool Center</li> </ul>	
3. Recognizes and is responsible for returning items to appropriate location with prompting.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage Elves</li> </ul>	
4. Begins identifying when things are not put away in designated areas.	<ul style="list-style-type: none"> <li>• Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage Elves</li> </ul>	





STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<b>DEMONSTRATES COGNITIVE FLEXIBILITY—UNDERSTANDS SYMBOLIC REPRESENTATION</b>			
<i>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</i>			
1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).		<ul style="list-style-type: none"> <li>• Worm Cups</li> <li>• Build a Spider</li> <li>• Octopus Legs</li> <li>• Skeleton Hands</li> <li>• Skeleton Portraits</li> <li>• Spring Scene</li> <li>• Clay Children</li> <li>• Superhero Costumes</li> <li>• Night Sky</li> <li>• Day Sky</li> </ul>	
2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).		<ul style="list-style-type: none"> <li>• Museum of Stinky Smells/Beautiful Fragrances</li> <li>• Zulu Art</li> <li>• Spring Scene</li> <li>• Me on Market Street</li> <li>• 18 Carrot Stew</li> </ul>	
<i>B. Engages in Pretend Play and Acts Out Roles</i>			
1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Guess How I'm Feeling</li> <li>• Nancy Knows</li> </ul>	
2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Hello! Song</li> </ul>		
3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.).	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Hello! Song</li> </ul>		



STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
<i>C. Recognizes Cause and Effect</i>			
1. Increased ability to understand explanations when concrete objects and actions support the verbal explanation and phenomena are directly observable (e.g., “When we mix colors, we get a new color. See what color you get when you mix yellow with blue”).		<ul style="list-style-type: none"> <li>• Shades of Paint</li> <li>• Blending Art</li> <li>• Sand Bottles</li> <li>• Kitty Blocks</li> </ul>	
2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.		<ul style="list-style-type: none"> <li>• A Dinosaur Would Be a Terrible Pet</li> <li>• Collections Guest</li> <li>• The Prize Visualization</li> </ul>	



## **MATH SING-ALONG**

### **(NUMBERS ON THE GO) DVD**

Zero Is a Big Round Hole; Poor Wandering 1; Snowy Twos Day; 1, 2, 3; Country Counting; 4 in the Jungle; Give me 5; Suzy Ladybug; Bagpipe Counting; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; Dixieland Counting; When I Saw 11; I Love the Number; 12; 13 Clues; Flower Counting; 14 Camels; Fun 15; 16 Ants; Counting to 17; Funk Counting; 18 Carrot Stew; 19 Around the World; 20; Fingers and Toes; Count to 31; Count to 100

### **NURSERY RHYMES & SONGS DVD**

Rhyming Words A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

### **LETTER SOUND SONGS DVD**

Picture Sound Song; Tongue Twister; Show and Tell Sound Song; Scientist Sound Song; Apples and Bananas Vowel Song; Old MacDonald's Vowels; Lowercase Letter Formation (a-z)

## **MATH HOMELINK NEWSLETTERS**

Match  
Position  
Shapes  
Counting  
Patterns  
Sort  
Size  
Number Sense (1-10)  
Order (1-10)  
Count On  
Measurement (length)  
Count Down  
Addition (10)  
Numbers 11-15  
Numbers 16-20

## **SCIENCE HOMELINK NEWSLETTERS**

The World Around Us (5 senses)  
Living Things (living v. non-living)  
Plants  
Vertebrates  
Invertebrates  
The Sky Above Us (sun, moon, stars)  
Our Earth (recycle, ecosystems)  
How it Works (push/pull, solid/liquid, magnets, materials)

## **MY BACKPACK APP**

Mental Math  
Read-Alongs  
Traditional Tales  
Sing-Along Songs  
Nursery Rhymes



## **READING HOMELINK NEWSLETTERS**

### **Alphabet Knowledge Comprehension and Vocabulary**

Sum Up: Remember Order  
Sum Up: Remember Details  
Peek at the Story  
Guess and Check  
Connect to Me  
Build Knowledge

### **Readiness Skills Letters**

Naming parts of the body  
First, Next, Last  
One-to-One correspondence  
Opposites  
Look at Details (identify same and different)

### **Phonological Awareness Letters**

What is Rhyming?  
Which Words Rhyme?  
Sentences Are Made Up of Words  
Making Compound Words  
Breaking Compound Words  
What Is a Syllable?  
Put Syllables Together to Make Words  
Break Words into Syllables  
The First Sound in a Word  
Words with the Same First Sound  
Making Words from First Sounds and the Rest



## SING A RHYME SONGS & BOOKS

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

## READ WITH ME BOOKS

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

## ABC SONGS

### Capital Letters

Fish, Jungle, Pirate, Red Riding Hood, Factory, Picnic, Magician, Airplane, Fireworks, Fairy

### Mixed Case Letters

Jazz, Magic

### Lowercase Letters

Flowers, Factory, Fish, Jungle, Picnic, Red Riding Hood

## MATH BOOKS

One Day on the Farm, Two Feet, Look for Three, Four Fine Friends, Grandpa's Great Athlete: A Book About 5, Hide and Seek Six, Just Seven, Eight at the Lake, 9 Cat Night, Ten for My Machine, The Search for Eleven, The Tasty Number Twelve, Thirteen in My Garden, Fourteen Camel Caravan, Fifteen on a Spring Day, Dinner for Sixteen, The Seventeen Machine, Eighteen Carrot Stew, Nineteen Around the World, Twenty Clay Children

## NUMBER SONGS

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## COUNTING SONGS

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

## SCIENCE BOOKS

I Want to Be a Scientist Like Jane Goodall, Follow the Apples!, I Want to Be a Scientist Like George Washington Carver, Guess What I Am, Where in the World Would You Go Today?, Star Pictures, I Wish I Had Ears Like a Bat, Creepy Crawlers

## EXECUTIVE FUNCTION VIDEOS

My Name Is Squirrel, Come Inside, Soup's On, Musical Mayhem, Perfect Present, Do I Have To?, It's Not Fair!, Party Time, Squirrel's Sketches, Mama's Melody, Baby's Ballet, Papa's Play, Where's Papa?, Lost and Found, Boo Hoo Baby, Find Me!, Clubhouse, Marmot Basket, Pretend Play

## Family Photo Fun

Dinner Time, Broken Lamp, and The Picnic

## I Can Calm Down

Lost Dinosaur, Baby's Blocks, Papa Hurts His Thumb, Squirrel Blocks, Baby Wants Berries, Lost Keys, Noisy Children, and Broken Vase

