



Alignment of



The Creative Curriculum[®]
for Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
with
*Louisiana's Birth to Five Early Learning & Development Standards***

This document aligns the content in *Louisiana's Birth to Five Early Learning & Development Standards* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

Louisiana Department of Education. (2013). *Louisiana's birth to five early learning and development standards*. Baton Rouge, LA: Retrieved from <http://www.louisianabelieves.com/docs/early-childhood/early-childhood--birth-to-five-standards.pdf?sfvrsn=4>

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Balls Study

State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	<p>Experiment to see if the same actions have similar effects on different objects. (3.1)</p> <p>Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.AL.3.2.	<p>Remember and apply previously learned information to a familiar object, task or situation. (3.2)</p> <p>Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is

		unsuccessful. (3.3) <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group

		<p>p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	3.CC.1.4.	Identify changes in tempo when listening to music. (3.4) <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5) <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1) <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group

		<p>p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	3.CC.2.2.	<p>Describe general features (color, size, objects included) of a piece of art work. (3.2)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	3.CC.2.3.	<p>Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</p> <p><u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud</p>

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BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	<p>Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	3.CC.3.2.	<p>With prompting and support, role play or use puppets to act out stories. (3.2)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup</p>

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BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	<p>Verbally counts by ones to 10. (3.1)</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.88 Investigation 5 Day 4 Large Group</p>
INDICATOR	3.CM.1.2.	<p>With prompting and support, count up to 5 and then backwards from 5. (3.2)</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup</p>

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INDICATOR	3.CM.1.3.	<p>Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p><u>Balls Study</u> p. 85 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.CM.1.4.	<p>Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p><u>Balls Study</u> p. 85 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.CM.1.5.	<p>Identify some written numerals but not in sequence. (3.5)</p> <p><u>Balls Study</u> p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group</p>
INDICATOR	3.CM.1.6.	<p>With prompting and support, match four or five numerals with the correct number of objects. (3.6)</p> <p><u>Balls Study</u> p. 71 Investigation 5 Day 5 Small Group</p>
INDICATOR	3.CM.1.7.	<p>Count two sets of objects and identify which set has more/less/fewer. (3.7)</p> <p><u>Balls Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	<p>Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</p> <p><u>Balls Study</u> p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup</p>
INDICATOR	3.CM.2.2.	<p>Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</p> <p><u>Balls Study</u> p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group</p>

		p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	3.CM.3.4.	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4) <u>Balls Study</u> p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	3.CM.4.	Understand shapes, their properties, and how objects are related to

EXPECTATION		one another in space.
INDICATOR	3.CM.4.1.	<p>Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Mighty Minutes p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Mighty Minutes p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 53 Investigation 4 Day 2 Choice Time p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group</p>
INDICATOR	3.CM.4.6.	<p>Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6)</p> <p><u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	<p>Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences</p>

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INDICATOR	3.CS.1.2.	<p>Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 47 Investigation 3 Day 2 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup</p>
INDICATOR	3.CS.1.3.	<p>Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group</p>

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INDICATOR	3.CS.1.4.	<p>Show an understanding of cause and effect relationships that are observed immediately. (3.4)</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time</p>
INDICATOR	3.CS.1.5.	<p>With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time</p>
INDICATOR	3.CS.1.6.	<p>Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 47 Investigation 3 Day 2 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time</p>

		p.67 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7) <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9) <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.1.	With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1) <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) <u>Balls Study</u> p. 37 Investigation 2 Day 1 Small Group
INDICATOR	3.CS.2.4.	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)

		<u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 46 Investigation 3 Day 2 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3) <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience

INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1) <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experiences p. 39 Investigation 2 Day 2 Choice Time p. 41 Investigation 2 Day 3 Mighty Minutes p. 43 Investigation 3 Outdoor Experiences p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Small Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	3.LL.1.2.	Demonstrate understanding of simple questions and requests. (3.2) <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group

		<p>p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Mighty Minutes p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	3.LL.1.3.	<p>Answer some simple “who”, “what” and “where” questions. (3.3)</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Mighty Minutes p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 86 Celebrating Learning Day 2 Large Group</p>

		<p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	3.LL.1.4.	<p>Listen and respond attentively to simple conversations. (3.4)</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Read-Aloud</p> <p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p>

		<p>p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Large-Group Roundup p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Large Group Roundup p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Large-Group Roundup p. 71 Investigation 5 Day 5 Small Group p. 83 Celebrating Learning Outdoor Experience p. 84 Celebrating Learning Day 1 Choice Time p. 85 Celebrating Learning Day 1 Large Group Roundup p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Choice Time p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	3.LL.1.5.	<p>Use phrases and/or simple sentences and questions. (3.5)</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group</p>

		<p>p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group</p>
INDICATOR	3.LL.1.6.	<p>Ask “why” questions. (3.6)</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group</p>
INDICATOR	3.LL.1.7.	<p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	3.LL.1.9.	<p>Ask questions that may incorporate expanding vocabulary. (3.9)</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group</p>

		<p>p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	<p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	<p>Find a specific book by looking at the cover. (3.1)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud</p>
INDICATOR	3.LL.3.2.	Identify the front cover of a book. (3.2)

		<p>Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud</p>
INDICATOR	3.LL.3.3.	<p>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</p> <p>Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	3.LL.3.4.	<p>Imitate teacher reading a story. (3.4)</p> <p>Balls Study p. 41 Investigation 2 Day 3 Small Group</p>
INDICATOR	3.LL.3.5.	<p>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</p> <p>Balls Study p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group</p>
INDICATOR	3.LL.3.6.	<p>Shows an interest in illustrations. (3.6)</p> <p>Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	<p>Answer simple questions about print that has been read aloud several times. (3.1)</p>

		<p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.2.	<p>Retell a simple story with pictures or other props to use as prompts. (3.2)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud</p>
INDICATOR	3.LL.4.3.	<p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud</p>

		<p>p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 5 Day 4 Small Group</p>
INDICATOR	3.LL.4.4.	<p>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud</p>
INDICATOR	3.LL.4.6.	<p>Use pictures and illustrations of a text to tell a story. (3.6)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Small Group</p>
INDICATOR	3.LL.4.7.	<p>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud</p>
INDICATOR	3.LL.4.8.	<p>Demonstrate understanding of what will happen next in familiar stories. (3.8)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud</p>

		<p>p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	<p>With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	3.LL.5.3.	<p>With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</p> <p><u>Balls Study</u> p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes</p>
INDICATOR	3.LL.5.4.	<p>Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	<p>With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group</p>

		<p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 37 Investigation 2 Day 1 Read-Aloud</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 47 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 51 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 55 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 67 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 67 Investigation 5 Day 3 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	3.LL.6.2.	<p>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</p> <p><u>Balls Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 67 Investigation 5 Day 3 Small Group</p>
INDICATOR	3.LL.6.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>Balls Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 23 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 39 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 45 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 47 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 63 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 69 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 71 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 85 Celebrating Learning Day 1 Mighty Minutes</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.68 Investigation 5 Day 4 Large Group</p>
INDICATOR	3.LL.6.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p>

		<p>Balls Study p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group</p>
INDICATOR	3.LL.6.5.	<p>Engage in word play activities in songs and rhymes. (3.5)</p> <p>Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Mighty Minutes p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes</p>

		<p>p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	<p>Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p> <p><u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group</p>
INDICATOR	3.LL.7.4.	<p>Imitate marks made by adult or older child (approximations). (3.4)</p> <p><u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group</p>
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	<p>Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)</p> <p><u>Balls Study</u> p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience</p>
INDICATOR	3.PM.1.2.	<p>Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)</p> <p><u>Balls Study</u> p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience</p>
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a

ball). (3.2)

Balls Study

- p. 14 Exploring the Topic Day 1 Large Group
- p. 15 Exploring the Topic Day 1 Choice Time
- p. 16 Exploring the Topic Day 2 Choice Time
- p. 18 Exploring the Topic Day 3 Choice Time
- p. 18 Exploring the Topic Day 3 Large Group
- p. 20 Exploring the Topic Day 4 Choice Time
- p. 23 Exploring the Topic Day 5 Choice Time
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- p. 27 Investigation 1 Outdoor Experiences
- p. 29 Investigation 1 Day 1 Choice Time
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- p. 31 Investigation 1 Day 2 Choice Time
- p. 31 Investigation 1 Day 2 Small Group
- p. 32 Investigation 1 Day 3 Choice Time
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- p. 33 Investigation 1 Day 3 Large-Group Roundup
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- p. 35 Investigation 2 Outdoor Experiences
- p. 36 Investigation 2 Day 1 Choice Time
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- p. 37 Investigation 2 Day 1 Small Group
- p. 38 Investigation 2 Day 2 Large Group
- p. 39 Investigation 2 Day 2 Choice Time
- p. 39 Investigation 2 Day 2 Large-Group Roundup
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- p. 44 Investigation 3 Day 1 Large Group
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- p. 45 Investigation 3 Day 1 Small Group
- p. 46 Investigation 3 Day 2 Choice Time
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- p. 47 Investigation 3 Day 2 Read-Aloud
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- p. 51 Investigation 4 Day 1 Choice Time
- p. 53 Investigation 4 Day 2 Choice Time
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- p. 61 Investigation 5 Outdoor Experiences
- p. 62 Investigation 5 Day 1 Choice Time
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- p. 63 Investigation 5 Day 1 Mighty Minutes
- p. 64 Investigation 5 Day 2 Choice Time
- p. 64 Investigation 5 Day 2 Large Group
- p. 65 Investigation 5 Day 2 Large-Group Roundup
- p. 66 Investigation 5 Day 3 Large Group
- p. 67 Investigation 5 Day 3 Choice Time
- p. 69 Investigation 5 Day 4 Choice Time
- p. 69 Investigation 5 Day 4 Large-Group Roundup
- p. 69 Investigation 5 Day 4 Small Group
- p. 70 Investigation 5 Day 5 Large Group
- p. 84 Celebrating Learning Day 1 Choice Time
- p. 86 Celebrating Learning Day 2 Choice Time
- p.47 Investigation 3 Day 2 Large-Group Roundup
- p.53 Investigation 4 Day 2 Small Group
- p.67 Investigation 5 Day 3 Large-Group Roundup

		p.70 Investigation 5 Day 5 Choice Time
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.10.	<p>Join in with a small group of children. (3.10)</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group</p>

		<p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 55 Investigation 4 Day 3 Choice Time</p> <p>p. 55 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Large Group Roundup</p> <p>p. 59 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 67 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 67 Investigation 5 Day 3 Small Group</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 71 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 85 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)

		<u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2) <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1) <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud

		<p>p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.AL.3.2.	<p>Apply prior knowledge and experiences to learn new skills during play. (4.2)</p> <p><u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group</p>
INDICATOR	4.AL.3.3.	<p>Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)</p> <p><u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group</p>
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	<p>Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)</p> <p><u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group</p>
INDICATOR	4.AL.4.2.	<p>Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	<p>Express thoughts and feelings through movement and musical activities. (4.1)</p> <p><u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group</p>
INDICATOR	4.CC.1.2.	<p>Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)</p> <p><u>Balls Study</u></p>

		<p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4) <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences

		<p>p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	4.CC.2.2.	<p>Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</p> <p><u>Balls Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>

INDICATOR	4.CC.2.3.	<p>Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</p> <p><u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	<p>Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	4.CC.3.2.	<p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p><u>Balls Study</u></p>

		<p>p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	<p>Verbally count by ones to 20. (4.1)</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group</p>
INDICATOR	4.CM.1.2.	<p>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group</p>

		<p>p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group</p>
INDICATOR	4.CM.1.3.	<p>Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</p> <p><u>Balls Study</u> p. 85 Celebrating Learning Day 1 Small Group</p>
INDICATOR	4.CM.1.4.	<p>Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</p> <p><u>Balls Study</u> p. 85 Celebrating Learning Day 1 Small Group</p>
INDICATOR	4.CM.1.5.	<p>Identify written numerals 0-10 in the everyday environment. (4.5)</p> <p><u>Balls Study</u> p. 71 Investigation 5 Day 5 Small Group</p>
INDICATOR	4.CM.1.6.	<p>With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)</p> <p><u>Balls Study</u> p. 71 Investigation 5 Day 5 Small Group</p>
INDICATOR	4.CM.1.7.	<p>Compare sets of objects using same/different and more/less/fewer. (4.7)</p> <p><u>Balls Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	<p>Recognize, copy, and extend patterns. (4.1)</p> <p><u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group</p>
INDICATOR	4.CM.2.3.	<p>Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</p> <p><u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)

GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	4.CM.3.4.	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4) <u>Balls Study</u> p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) <u>Balls Study</u> p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 54 Investigation 4 Day 3 Large Group p.53 Investigation 4 Day 2 Small Group
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) <u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group

BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	<p>Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group</p>
INDICATOR	4.CS.1.3.	<p>Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</p> <p><u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time</p>
INDICATOR	4.CS.1.4.	<p>Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group p. 58 Investigation 4 Day 5 Large Group</p>
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5)

		<p>Balls Study p. 27 Investigation 1 Outdoor Experiences p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 53 Investigation 4 Day 2 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group</p>
INDICATOR	4.CS.1.7.	<p>With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)</p> <p>Balls Study p. 23 Exploring the Topic Day 5 Choice Time</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.1.	<p>With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)</p> <p>Balls Study p. 38 Investigation 2 Day 2 Large Group</p>
INDICATOR	4.CS.2.4.	<p>Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)</p> <p>Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)

		<u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 46 Investigation 3 Day 2 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/consequences, rights of self, and rights of others. (4.4) <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)

		<p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Mighty Minutes p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	4.LL.1.2.	<p>Listen and respond attentively to conversations. (4.2)</p> <p><u>Balls Study</u> p. 19 Exploring the Topic Day 3 Mighty Minutes p. 52 Investigation 4 Day 2 Large Group p. 65 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group</p>
INDICATOR	4.LL.1.3.	<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p> <p><u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group</p>

		<p>p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.1.4.	<p>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	4.LL.1.5.	<p>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</p> <p><u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 44 Investigation 3 Day 1 Large Group p.68 Investigation 5 Day 4 Large Group</p>
INDICATOR	4.LL.1.6.	<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group</p>

BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.2.	<p>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	<p>Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	4.LL.3.2.	<p>With prompting and support, describe the role of the author and illustrator of a text. (4.2)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud</p>

		<p>p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	<p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud</p>
INDICATOR	4.LL.4.3.	<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud</p>
INDICATOR	4.LL.4.4.	<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud</p>
INDICATOR	4.LL.4.5.	<p>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p> <p><u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group</p>

		p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Small Group
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) <u>Balls Study</u> p. 31 Investigation 1 Day 2 Small Group p. 37 Investigation 2 Day 1 Small Group
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1) <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p.70 Investigation 5 Day 5 Choice Time

INDICATOR	4.LL.5.2.	<p>With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	4.LL.5.4.	<p>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> <p><u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
INDICATOR	4.LL.5.5.	<p>Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)</p> <p><u>Balls Study</u> p. 21 Exploring the Topic Day 4 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	<p>With prompting and support, recognize and produce rhyming words. (4.1)</p> <p><u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Mighty Minutes</p>

		<p>p. 51 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.84 Celebrating Learning Day 1 Large Groups</p>
INDICATOR	4.LL.6.2.	<p>With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Large Group p. 65 Investigation 5 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
INDICATOR	4.LL.6.3.	<p>With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</p> <p><u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
INDICATOR	4.LL.6.4.	<p>Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</p> <p><u>Balls Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL	4.LL.7.	Develop familiarity with writing implements, conventions, and

EXPECTATION		emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2) <u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.1.	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) <u>Balls Study</u> p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
INDICATOR	4.PM.1.2.	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) <u>Balls Study</u> p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	4.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2) <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences

		<p>p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time p. 53 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.70 Investigation 5 Day 5 Choice Time</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	<p>Recognize and accurately label the feelings of self. (4.1)</p> <p>Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud</p>

		p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1) <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience

Beginning the Year
State: Louisiana's Birth to Five Early Learning & Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	<p>Experiment to see if the same actions have similar effects on different objects. (3.1)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	3.AL.3.2.	<p>Remember and apply previously learned information to a familiar object, task or situation. (3.2)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud</p>

		<p>p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	3.AL.3.3.	<p>Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group</p>
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	<p>Express unique ideas in both language and use of objects in a variety of situations. (3.1)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	3.AL.4.2.	<p>Ask more complex questions for clarification and to seek meaningful information. (3.2)</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	<p>Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>

INDICATOR	3.CC.1.2.	<p>Participate in songs and finger plays. (3.2)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group</p>
INDICATOR	3.CC.1.4.	<p>Identify changes in tempo when listening to music. (3.4)</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
INDICATOR	3.CC.1.5.	<p>Replicate changes in tempo. (3.5)</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)

GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	<p>With prompting and support, describe what they like and do not like about various forms of art. (3.1)</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	3.CC.2.2.	<p>Describe general features (color, size, objects included) of a piece of art work. (3.2)</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group</p>

		<p>p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	3.CC.2.3.	<p>Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group</p>

		<p>p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	<p>Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Mighty Minutes p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 62 Focus Question 5 Day 4 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out

		<p>stories. (3.2)</p> <p>Beginning the Year</p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Mighty Minutes</p> <p>p. 19 Focus Question 1 Day 2 Mighty Minutes</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Mighty Minutes</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Mighty Minutes</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 25 Focus Question 1 Day 5 Mighty Minutes</p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 39 Focus Question 3 Day 2 Large-Group Roundup</p> <p>p. 40 Focus Question 3 Day 3 Large Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 43 Focus Question 3 Day 4 Mighty Minutes</p> <p>p. 45 Focus Question 3 Day 5 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Mighty Minutes</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Mighty Minutes</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	<p>Verbally counts by ones to 10. (3.1)</p> <p>Beginning the Year</p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes</p> <p>p. 43 Focus Question 3 Day 4 Mighty Minutes</p> <p>p. 45 Focus Question 3 Day 5 Mighty Minutes</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 69 Focus Question 6 Day 2 Large-Group Roundup</p> <p>p. 69 Focus Question 6 Day 2 Mighty Minutes</p>

		<p>p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	3.CM.1.2.	<p>With prompting and support, count up to 5 and then backwards from 5. (3.2)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	3.CM.1.5.	<p>Identify some written numerals but not in sequence. (3.5)</p> <p><u>Beginning the Year</u> p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	<p>Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</p> <p><u>Beginning the Year</u> p. 42 Focus Question 3 Day 4 Large Group p. 88 Ministudy Day 5 Large Group</p>
INDICATOR	3.CM.2.2.	<p>Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</p> <p><u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes</p>
INDICATOR	3.CM.2.3.	<p>Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</p> <p><u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup</p>

		<p>p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	<p>Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time</p>
INDICATOR	3.CM.3.2.	<p>Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	<p>Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</p> <p><u>Beginning the Year</u> p. 36 Focus Question 3 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Large-Group Roundup</p>
INDICATOR	3.CM.4.6.	<p>Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6)</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Small Group p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	<p>Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time</p>
INDICATOR	3.CS.1.2.	<p>Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</p> <p><u>Beginning the Year</u> p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time</p>
INDICATOR	3.CS.1.3.	<p>Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 52 Focus Question 4 Day 3 Choice Time p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time</p>

		<p>p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 68 Focus Question 6 Day 2 Choice Time p. 70 Focus Question 6 Day 3 Choice Time p. 72 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time</p>
INDICATOR	3.CS.1.6.	<p>Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time</p>
INDICATOR	3.CS.1.7.	<p>Participate in simple scientific investigations. (3.7)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 52 Focus Question 4 Day 3 Choice Time p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 68 Focus Question 6 Day 2 Choice Time p. 70 Focus Question 6 Day 3 Choice Time p. 72 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time</p>

		p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) <u>Beginning the Year</u> p. 19 Focus Question 1 Day 2 Choice Time p. 21 Focus Question 1 Day 3 Choice Time p. 22 Focus Question 1 Day 4 Choice Time p. 24 Focus Question 1 Day 5 Choice Time p. 70 Focus Question 6 Day 3 Choice Time
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9) <u>Beginning the Year</u> p. 36 Focus Question 3 Day 1 Large Group p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) <u>Beginning the Year</u> p. 40 Focus Question 3 Day 3 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
INDICATOR	3.CS.2.4.	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4) <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.1.	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1) <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
INDICATOR	3.CS.3.2.	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2) <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended

		<p>period of time and describe how the plant/living creature changes. (3.5)</p> <p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 41 Focus Question 3 Day 3 Mighty Minutes p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group p. 87 Ministudy Day 4 Mighty Minutes</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
INDICATOR	3.CS.4.4.	Describe objects found in the day or night time sky. (3.4)
		<p><u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Read-Aloud</p>
INDICATOR	3.CS.4.5.	Talk about how the sky changes from night to day. (3.5)
		<p><u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Read-Aloud</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3)
		<p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)
		<p><u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1)
		<p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences</p>

BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.1.	<p>Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 37 Focus Question 3 Day 1 Small Group</p>
INDICATOR	3.CSS.5.2.	<p>With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 37 Focus Question 3 Day 1 Small Group</p>
INDICATOR	3.CSS.5.3.	<p>Follow many rules with little support. (3.3)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group</p>
INDICATOR	3.CSS.5.4.	<p>Identify rules that are used at home or in the classroom. (3.4)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group</p>
INDICATOR	3.CSS.5.5.	<p>Tell why rules are important. (3.5)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT

GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	<p>Follow two-step directions. (3.1)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 55 Focus Question 5 Outdoor Experiences p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes</p>
INDICATOR	3.LL.1.2.	<p>Demonstrate understanding of simple questions and requests. (3.2)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Mighty Minutes p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Small Group</p>

		<p>p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group</p>
INDICATOR	3.LL.1.3.	<p>Answer some simple “who”, “what” and “where” questions. (3.3)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Mighty Minutes p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group</p>

		<p>p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group</p>
INDICATOR	3.LL.1.4.	<p>Listen and respond attentively to simple conversations. (3.4)</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Small Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 1 Day 5 Small Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Large-Group Roundup p. 29 Focus Question 2 Day 1 Read-Aloud p. 29 Focus Question 2 Day 1 Small Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 2 Day 2 Small Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large-Group Roundup p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Small Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 41 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Small Group</p>

p. 42 Focus Question 3 Day 4 Choice Time
 p. 42 Focus Question 3 Day 4 Large Group
 p. 43 Focus Question 3 Day 4 Large-Group Roundup
 p. 43 Focus Question 3 Day 4 Small Group
 p. 44 Focus Question 3 Day 5 Choice Time
 p. 44 Focus Question 3 Day 5 Large Group
 p. 45 Focus Question 3 Day Read-Aloud
 p. 45 Focus Question 3 Day 5 Large-Group Roundup
 p. 45 Focus Question 3 Day 5 Small Group
 p. 47 Focus Question 4 Outdoor Experiences
 p. 48 Focus Question 4 Day 1 Large Group
 p. 49 Focus Question 4 Day 1 Choice Time
 p. 49 Focus Question 4 Day 1 Large-Group Roundup
 p. 49 Focus Question 4 Day 1 Small Group
 p. 50 Focus Question 4 Day 2 Choice Time
 p. 50 Focus Question 4 Day 2 Large Group
 p. 51 Focus Question 4 Day 2 Large-Group Roundup
 p. 51 Focus Question 4 Day 2 Read-Aloud
 p. 51 Focus Question 4 Day 2 Small Group⁵¹
 p. 52 Focus Question 4 Day 3 Choice Time
 p. 52 Focus Question 4 Day 3 Large Group
 p. 53 Focus Question 4 Day 23 Large-Group Roundup
 p. 53 Focus Question 4 Day 3 Small Group
 p. 55 Focus Question 5 Outdoor Experiences
 p. 56 Focus Question 5 Day 1 Large Group
 p. 57 Focus Question 5 Day 1 Choice Time
 p. 57 Focus Question 5 Day 1 Large-Group Roundup
 p. 57 Focus Question 5 Day 1 Read-Aloud
 p. 57 Focus Question 5 Day 1 Small Group
 p. 58 Focus Question 5 Day 2 Choice Time
 p. 58 Focus Question 5 Day 2 Large Group
 p. 59 Focus Question 5 Day 2 Large-Group Roundup
 p. 59 Focus Question 5 Day 2 Small Group
 p. 60 Focus Question 5 Day 3 Choice Time
 p. 60 Focus Question 5 Day 3 Large Group
 p. 61 Focus Question 5 Day 3 Large-Group Roundup
 p. 61 Focus Question 5 Day 3 Mighty Minutes
 p. 61 Focus Question 5 Day 3 Read-Aloud
 p. 61 Focus Question 5 Day 3 Small Group
 p. 62 Focus Question 5 Day 4 Large Group
 p. 63 Focus Question 5 Day 4 Choice Time
 p. 63 Focus Question 5 Day 4 Large-Group Roundup
 p. 63 Focus Question 5 Day 4 Small Group
 p. 65 Focus Question 6 Outdoor Experiences
 p. 66 Focus Question 6 Day 1 Large Group
 p. 67 Focus Question 6 Day 1 Choice Time
 p. 67 Focus Question 6 Day 1 Large-Group Roundup
 p. 67 Focus Question 6 Day 1 Read-Aloud
 p. 67 Focus Question 6 Day 1 Small Group
 p. 68 Focus Question 6 Day 2 Choice Time
 p. 68 Focus Question 6 Day 2 Large Group
 p. 69 Focus Question 6 Day 2 Large-Group Roundup
 p. 69 Focus Question 6 Day 2 Small Group
 p. 70 Focus Question 6 Day 3 Choice Time
 p. 70 Focus Question 6 Day 3 Large Group
 p. 71 Focus Question 6 Day 3 Large-Group Roundup
 p. 71 Focus Question 6 Day 3 Read-Aloud
 p. 71 Focus Question 6 Day 3 Small Group
 p. 72 Focus Question 6 Day 4 Choice Time
 p. 72 Focus Question 6 Day 4 Large Group
 p. 73 Focus Question 6 Day 4 Large-Group Roundup
 p. 73 Focus Question 6 Day 4 Small Group
 p. 74 Focus Question 6 Day 5 Large Group
 p. 75 Focus Question 6 Day 5 Choice Time
 p. 75 Focus Question 6 Day 5 Large-Group Roundup

		<p>p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	3.LL.1.5.	<p>Use phrases and/or simple sentences and questions. (3.5)</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group</p>
INDICATOR	3.LL.1.6.	<p>Ask “why” questions. (3.6)</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group</p>
INDICATOR	3.LL.1.7.	<p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time</p>

		<p>p. 38 Focus Question 3 Day 2 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 39 Focus Question 3 Day 2 Large-Group Roundup</p> <p>p. 40 Focus Question 3 Day 3 Large Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 43 Focus Question 3 Day 4 Mighty Minutes</p> <p>p. 45 Focus Question 3 Day 5 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Mighty Minutes</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Mighty Minutes</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	3.LL.1.9.	<p>Ask questions that may incorporate expanding vocabulary. (3.9)</p> <p><u>Beginning the Year</u></p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 44 Focus Question 3 Day 5 Large Group</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Read-Aloud</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Large-Group Roundup</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 84 Ministudy Day 3 Large Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	<p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Read-Aloud</p>

		<p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 55 Focus Question 5 Outdoor Experiences</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 59 Focus Question 5 Day 2 Small Group</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 89 Ministudy Day 5 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	<p>Find a specific book by looking at the cover. (3.1)</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Read-Aloud</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 37 Focus Question 3 Day 1 Read-Aloud</p> <p>p. 41 Focus Question 3 Day 3 Read-Aloud</p> <p>p. 43 Focus Question 3 Day 4 Read-Aloud</p> <p>p. 45 Focus Question 3 Day Read-Aloud</p> <p>p. 49 Focus Question 4 Day 1 Read-Aloud</p> <p>p. 53 Focus Question 4 Day 3 Read-Aloud</p> <p>p. 57 Focus Question 5 Day 1 Read-Aloud</p> <p>p. 59 Focus Question 5 Day 2 Read-Aloud</p> <p>p. 61 Focus Question 5 Day 3 Read-Aloud</p> <p>p. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 81 Ministudy Day 1 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p>
INDICATOR	3.LL.3.2.	<p>Identify the front cover of a book. (3.2)</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Read-Aloud</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 37 Focus Question 3 Day 1 Read-Aloud</p> <p>p. 41 Focus Question 3 Day 3 Read-Aloud</p> <p>p. 43 Focus Question 3 Day 4 Read-Aloud</p> <p>p. 45 Focus Question 3 Day Read-Aloud</p> <p>p. 49 Focus Question 4 Day 1 Read-Aloud</p> <p>p. 53 Focus Question 4 Day 3 Read-Aloud</p> <p>p. 57 Focus Question 5 Day 1 Read-Aloud</p> <p>p. 59 Focus Question 5 Day 2 Read-Aloud</p> <p>p. 61 Focus Question 5 Day 3 Read-Aloud</p> <p>p. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 81 Ministudy Day 1 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p>
INDICATOR	3.LL.3.3.	<p>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</p> <p><u>Beginning the Year</u></p> <p>p. 29 Focus Question 2 Day 1 Mighty Minutes</p>

		<p>p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Large Group</p>
INDICATOR	3.LL.3.4.	<p>Imitate teacher reading a story. (3.4)</p> <p><u>Beginning the Year</u> p. 50 Focus Question 4 Day 2 Large Group p. 72 Focus Question 6 Day 4 Large Group</p>
INDICATOR	3.LL.3.5.	<p>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</p> <p><u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group</p>
INDICATOR	3.LL.3.6.	<p>Shows an interest in illustrations. (3.6)</p> <p><u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	<p>Answer simple questions about print that has been read aloud several times. (3.1)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group</p>

		<p>p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	3.LL.4.2.	<p>Retell a simple story with pictures or other props to use as prompts. (3.2)</p> <p><u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	3.LL.4.3.	<p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p>

		<p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	3.LL.4.4.	<p>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p><u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	3.LL.4.6.	<p>Use pictures and illustrations of a text to tell a story. (3.6)</p> <p><u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day Read-Aloud</p>

		<p>p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	3.LL.4.7.	<p>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	3.LL.4.8.	<p>Demonstrate understanding of what will happen next in familiar stories. (3.8)</p> <p><u>Beginning the Year</u> p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>

BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	<p>With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group</p>
INDICATOR	3.LL.5.3.	<p>With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</p> <p><u>Beginning the Year</u> p. 74 Focus Question 6 Day 5 Large Group</p>
INDICATOR	3.LL.5.4.	<p>Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</p> <p><u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	<p>With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup</p>

		<p>p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Mighty Minutes p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud</p>
INDICATOR	3.LL.6.2.	<p>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</p> <p><u>Beginning the Year</u> p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 74 Focus Question 6 Day 5 Large Group</p>
INDICATOR	3.LL.6.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	3.LL.6.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes</p>

		p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	3.LL.6.5.	<p>Engage in word play activities in songs and rhymes. (3.5)</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 41 Focus Question 3 Day 3 Mighty Minutes p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day 5 Mighty Minutes p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Mighty Minutes p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT

GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	<p>Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p> <p><u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group</p>
INDICATOR	3.LL.7.2.	<p>Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</p> <p><u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
INDICATOR	3.LL.7.3.	<p>Engage in tactile experiences creating letters and other forms. (3.3)</p> <p><u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
INDICATOR	3.LL.7.4.	<p>Imitate marks made by adult or older child (approximations). (3.4)</p> <p><u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group</p>
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	<p>Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)</p> <p><u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time</p>
INDICATOR	3.PM.1.2.	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)

		<u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) <u>Beginning the Year</u>

		p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.4.	<p>Work or play cooperatively with other children with some direction from adults. (3.4)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	3.SE.1.10.	<p>Join in with a small group of children. (3.10)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 17 Focus Question 1 Day 1 Small Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup</p>

p. 25 Focus Question 1 Day 5 Read-Aloud
 p. 25 Focus Question 1 Day 5 Small Group
 p. 27 Focus Question 2 Outdoor Experiences
 p. 28 Focus Question 2 Day 1 Large Group
 p. 29 Focus Question 2 Day 1 Choice Time
 p. 29 Focus Question 2 Day 1 Large-Group Roundup
 p. 29 Focus Question 2 Day 1 Read-Aloud
 p. 29 Focus Question 2 Day 1 Small Group
 p. 30 Focus Question 2 Day 2 Large Group
 p. 31 Focus Question 2 Day 2 Choice Time
 p. 31 Focus Question 2 Day 2 Large-Group Roundup
 p. 31 Focus Question 2 Day 2 Small Group
 p. 32 Focus Question 2 Day 3 Choice Time
 p. 32 Focus Question 2 Day 3 Large Group
 p. 33 Focus Question 2 Day 3 Large-Group Roundup
 p. 33 Focus Question 2 Day 3 Read-Aloud
 p. 33 Focus Question 2 Day 3 Small Group
 p. 36 Focus Question 3 Day 1 Choice Time
 p. 36 Focus Question 3 Day 1 Large Group
 p. 37 Focus Question 3 Day 1 Large-Group Roundup
 p. 37 Focus Question 3 Day 1 Read-Aloud
 p. 37 Focus Question 3 Day 1 Small Group
 p. 38 Focus Question 3 Day 2 Choice Time
 p. 38 Focus Question 3 Day 2 Large Group
 p. 39 Focus Question 3 Day 2 Large-Group Roundup
 p. 39 Focus Question 3 Day 2 Small Group
 p. 40 Focus Question 3 Day 3 Choice Time
 p. 40 Focus Question 3 Day 3 Large Group
 p. 41 Focus Question 3 Day 3 Large-Group Roundup
 p. 41 Focus Question 3 Day 3 Read-Aloud
 p. 41 Focus Question 3 Day 3 Small Group
 p. 42 Focus Question 3 Day 4 Choice Time
 p. 42 Focus Question 3 Day 4 Large Group
 p. 43 Focus Question 3 Day 4 Large-Group Roundup
 p. 43 Focus Question 3 Day 4 Small Group
 p. 44 Focus Question 3 Day 5 Choice Time
 p. 44 Focus Question 3 Day 5 Large Group
 p. 45 Focus Question 3 Day Read-Aloud
 p. 45 Focus Question 3 Day 5 Large-Group Roundup
 p. 45 Focus Question 3 Day 5 Small Group
 p. 48 Focus Question 4 Day 1 Large Group
 p. 49 Focus Question 4 Day 1 Choice Time
 p. 49 Focus Question 4 Day 1 Large-Group Roundup
 p. 49 Focus Question 4 Day 1 Small Group
 p. 50 Focus Question 4 Day 2 Choice Time
 p. 50 Focus Question 4 Day 2 Large Group
 p. 51 Focus Question 4 Day 2 Large-Group Roundup
 p. 51 Focus Question 4 Day 2 Read-Aloud
 p. 51 Focus Question 4 Day 2 Small Group51
 p. 52 Focus Question 4 Day 3 Choice Time
 p. 52 Focus Question 4 Day 3 Large Group
 p. 53 Focus Question 4 Day 23 Large-Group Roundup
 p. 53 Focus Question 4 Day 3 Small Group
 p. 56 Focus Question 5 Day 1 Large Group
 p. 57 Focus Question 5 Day 1 Choice Time
 p. 57 Focus Question 5 Day 1 Large-Group Roundup
 p. 57 Focus Question 5 Day 1 Read-Aloud
 p. 57 Focus Question 5 Day 1 Small Group
 p. 58 Focus Question 5 Day 2 Choice Time
 p. 58 Focus Question 5 Day 2 Large Group
 p. 59 Focus Question 5 Day 2 Large-Group Roundup
 p. 59 Focus Question 5 Day 2 Small Group
 p. 60 Focus Question 5 Day 3 Choice Time
 p. 60 Focus Question 5 Day 3 Large Group
 p. 61 Focus Question 5 Day 3 Large-Group Roundup

		<p>p. 61 Focus Question 5 Day 3 Read-Aloud</p> <p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Large-Group Roundup</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Large-Group Roundup</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Large-Group Roundup</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Large-Group Roundup</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Large-Group Roundup</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Large-Group Roundup</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 88 Ministudy Day 5 Choice Time</p> <p>p. 88 Ministudy Day 5 Large Group</p> <p>p. 89 Ministudy Day 5 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Small Group</p>
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BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
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GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
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GRADE LEVEL EXPECTATION	3.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
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INDICATOR	3.SE.3.3.	<p>Make choices between two or three options (e.g., chooses milk or juice). (3.3)</p> <p><u>Beginning the Year</u></p> <p>p. 38 Focus Question 3 Day 2 Large Group</p>
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BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
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GLE / PROFICIENCY		SELF-REGULATION
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GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	<p>Recognize and name basic emotions (happy, mad, sad) in self. (3.1)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time</p>
INDICATOR	3.SE.4.2.	<p>Express own ideas, interests, and feelings through words or actions. (3.2)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time</p>
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	<p>With prompting and support, follow rules and routines. (3.1)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group</p>
INDICATOR	3.SE.5.2.	With prompting and support, respond appropriately during teacher-

		<p>guided and child- initiated activities. (3.2)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	3.SE.5.3.	<p>Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud</p>

		p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	<p>Identify and understand cause and effect relationships. (4.1)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	4.AL.3.2.	<p>Apply prior knowledge and experiences to learn new skills during play. (4.2)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	4.AL.3.3.	<p>Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group</p>
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1) <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group

		<p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 55 Focus Question 5 Outdoor Experiences</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 59 Focus Question 5 Day 2 Read-Aloud</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Mighty Minutes</p> <p>p. 63 Focus Question 5 Day 4 Read-Aloud</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 88 Ministudy Day 5 Large Group</p>
INDICATOR	4.CC.1.4.	<p>Describe changes in tone, melody, rhythm, and tempo. (4.4)</p> <p><u>Beginning the Year</u></p> <p>p. 35 Focus Question 3 Outdoor Experiences</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	<p>Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences</p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 28 Focus Question 2 Day 1 Large Group</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 37 Focus Question 3 Day 1 Large-Group Roundup</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 43 Focus Question 3 Day 4 Small Group</p> <p>p. 45 Focus Question 3 Day 5 Small Group</p> <p>p. 47 Focus Question 4 Outdoor Experiences</p> <p>p. 48 Focus Question 4 Day 1 Large Group</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 51 Focus Question 4 Day 2 Read-Aloud</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p>

		<p>p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	4.CC.2.2.	<p>Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Small Group p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group</p>

		<p>p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	4.CC.2.3.	<p>Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	<p>Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time</p>

		<p>p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group51 p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Mighty Minutes p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 62 Focus Question 5 Day 4 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	4.CC.3.2.	<p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group51 p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes</p>

		<p>p. 62 Focus Question 5 Day 4 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	<p>Verbally count by ones to 20. (4.1)</p> <p><u>Beginning the Year</u> p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	4.CM.1.2.	<p>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group</p>
INDICATOR	4.CM.1.5.	<p>Identify written numerals 0-10 in the everyday environment. (4.5)</p> <p><u>Beginning the Year</u> p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	<p>Recognize, copy, and extend patterns. (4.1)</p> <p><u>Beginning the Year</u></p>

		p. 42 Focus Question 3 Day 4 Large Group p. 88 Ministudy Day 5 Large Group
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Small Group p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group

BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	<p>Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time</p>
INDICATOR	4.CS.1.4.	<p>Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</p> <p><u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group</p>
INDICATOR	4.CS.1.5.	<p>Conduct simple scientific experiments. (4.5)</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Small Group</p>
INDICATOR	4.CS.1.7.	<p>With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)</p> <p><u>Beginning the Year</u> p. 36 Focus Question 3 Day 1 Large Group p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.3.	<p>Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)</p> <p><u>Beginning the Year</u> p. 40 Focus Question 3 Day 3 Choice Time</p>

		<p>p. 49 Focus Question 4 Day 1 Choice Time p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time</p>
INDICATOR	4.CS.2.4.	<p>Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)</p> <p><u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.1.	<p>Explore, observe, and describe a variety of living creatures and plants. (4.1)</p> <p><u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes</p>
INDICATOR	4.CS.3.2.	<p>Classify living creatures and plants into categories according to at least one characteristic. (4.2)</p> <p><u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
INDICATOR	4.CS.4.4.	<p>Describe major features of the earth and sky, and how they change from night to day. (4.4)</p> <p><u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Read-Aloud</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	<p>Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences</p>

		<p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 31 Focus Question 2 Day 2 Choice Time</p> <p>p. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
INDICATOR	4.CSS.3.5.	<p>With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 18 Focus Question 1 Day 2 Large Group</p> <p>p. 19 Focus Question 1 Day 2 Choice Time</p> <p>p. 19 Focus Question 1 Day 2 Large-Group Roundup</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Choice Time</p> <p>p. 21 Focus Question 1 Day 3 Large-Group Roundup</p> <p>p. 22 Focus Question 1 Day 4 Choice Time</p> <p>p. 22 Focus Question 1 Day 4 Large Group</p> <p>p. 23 Focus Question 1 Day 4 Large-Group Roundup</p> <p>p. 24 Focus Question 1 Day 5 Choice Time</p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 25 Focus Question 1 Day 5 Large-Group Roundup</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 31 Focus Question 2 Day 2 Choice Time</p> <p>p. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	<p>Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)</p> <p><u>Beginning the Year</u></p> <p>p. 35 Focus Question 3 Outdoor Experiences</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.2.	Independently carry out specific responsibilities in the classroom

		(e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2) <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 37 Focus Question 3 Day 1 Small Group
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup

		<p>p. 44 Focus Question 3 Day 5 Large Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Mighty Minutes p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group</p>
INDICATOR	4.LL.1.2.	<p>Listen and respond attentively to conversations. (4.2)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 75 Focus Question 6 Day 5 Small Group</p>
INDICATOR	4.LL.1.3.	<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p> <p><u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 73 Focus Question 6 Day 4 Small Group</p>
INDICATOR	4.LL.1.4.	<p>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes</p>

		<p>p. 30 Focus Question 2 Day 2 Large Group</p> <p>p. 36 Focus Question 3 Day 1 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Choice Time</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 39 Focus Question 3 Day 2 Large-Group Roundup</p> <p>p. 40 Focus Question 3 Day 3 Large Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 43 Focus Question 3 Day 4 Mighty Minutes</p> <p>p. 45 Focus Question 3 Day 5 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Mighty Minutes</p> <p>p. 49 Focus Question 4 Day 1 Small Group</p> <p>p. 51 Focus Question 4 Day 2 Mighty Minutes</p> <p>p. 51 Focus Question 4 Day 2 Small Group</p> <p>p. 52 Focus Question 4 Day 3 Large Group</p> <p>p. 53 Focus Question 4 Day 3 Mighty Minutes</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Mighty Minutes</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Mighty Minutes</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Mighty Minutes</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p>
INDICATOR	4.LL.1.5.	<p>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</p> <p><u>Beginning the Year</u></p> <p>p. 24 Focus Question 1 Day 5 Large Group</p> <p>p. 42 Focus Question 3 Day 4 Large Group</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p>
INDICATOR	4.LL.1.6.	<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p> <p><u>Beginning the Year</u></p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 44 Focus Question 3 Day 5 Large Group</p> <p>p. 56 Focus Question 5 Day 1 Large Group</p> <p>p. 58 Focus Question 5 Day 2 Large Group</p> <p>p. 59 Focus Question 5 Day 2 Large-Group Roundup</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 84 Ministudy Day 3 Large Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)

		<p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Mighty Minutes</p>
INDICATOR	4.LL.2.2.	<p>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	<p>Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group</p>
INDICATOR	4.LL.3.2.	<p>With prompting and support, describe the role of the author and illustrator of a text. (4.2)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud</p>

		<p>p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	<p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p> <p><u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	4.LL.4.3.	<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group</p>
INDICATOR	4.LL.4.4.	<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p><u>Beginning the Year</u></p>

		<p>p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	4.LL.4.5.	<p>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p> <p><u>Beginning the Year</u> p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group</p>
INDICATOR	4.LL.4.7.	<p>With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</p> <p><u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.8.	<p>With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</p> <p><u>Beginning the Year</u> p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	4.LL.4.9.	<p>Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</p> <p><u>Beginning the Year</u> p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud</p>

		<p>p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	<p>With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group</p>
INDICATOR	4.LL.5.2.	<p>With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</p> <p><u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group</p>
INDICATOR	4.LL.5.4.	<p>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> <p><u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 53 Focus Question 4 Day 23 Large-Group Roundup</p>

		<p>p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
INDICATOR	4.LL.5.5.	<p>Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)</p> <p><u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	<p>With prompting and support, recognize and produce rhyming words. (4.1)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 59 Focus Question 5 Day 2 Mighty Minutes p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud</p>
INDICATOR	4.LL.6.2.	<p>With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</p> <p><u>Beginning the Year</u> p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes</p>

		<p>p. 41 Focus Question 3 Day 3 Small Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 86 Ministudy Day 4 Large Group</p>
INDICATOR	4.LL.6.3.	<p>With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</p> <p><u>Beginning the Year</u> p. 41 Focus Question 3 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
INDICATOR	4.LL.6.4.	<p>Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</p> <p><u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.1.	<p>Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</p> <p><u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group</p>
INDICATOR	4.LL.7.2.	<p>Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</p> <p><u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group</p>

		p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.1.	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	4.PM.1.2.	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2) <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	4.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to “My Plate”. (4.1) <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
INDICATOR	4.PM.4.2.	Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2) <u>Beginning the Year</u>

		p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.5.	<p>Play cooperatively with small group of peers for a sustained time. (4.5)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
INDICATOR	4.SE.1.6.	<p>Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)</p> <p><u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud</p>

		<p>p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	4.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	4.SE.3.3.	<p>Make choices or decisions from a range of options. (4.3)</p> <p><u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	<p>Recognize and accurately label the feelings of self. (4.1)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time</p>
INDICATOR	4.SE.4.2.	<p>Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud</p>

		<p>p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	<p>Follow rules and routines and adapt to changes in rules and routines. (4.1)</p> <p><u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group</p>

Buildings Study

State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	<p>Experiment to see if the same actions have similar effects on different objects. (3.1)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.AL.3.2.	<p>Remember and apply previously learned information to a familiar object, task or situation. (3.2)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud</p>

		<p>p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.AL.3.3.	<p>Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)</p> <p><u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time</p>
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	<p>Express unique ideas in both language and use of objects in a variety of situations. (3.1)</p> <p><u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time</p>
INDICATOR	3.AL.4.2.	<p>Ask more complex questions for clarification and to seek meaningful information. (3.2)</p> <p><u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	<p>Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)</p> <p><u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences</p>
INDICATOR	3.CC.1.2.	<p>Participate in songs and finger plays. (3.2)</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes</p>

		<p>p. 20 Exploring the Topic - Day 4 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Mighty Minutes</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 80 Investigation 5 Day 5 Large Group</p> <p>p. 81 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 93 Celebrating Learning Outdoor Experiences</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.CC.1.4.	<p>Identify changes in tempo when listening to music. (3.4)</p> <p><u>Buildings Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p>
INDICATOR	3.CC.1.5.	<p>Replicate changes in tempo. (3.5)</p> <p><u>Buildings Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	<p>With prompting and support, describe what they like and do not like about various forms of art. (3.1)</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time</p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Choice Time</p> <p>p. 17 Exploring the Topic - Day 2 Read-Aloud</p>

p. 17 Exploring the Topic - Day 2 Small Group
 p. 18 Exploring the Topic - Day 3 Large Group
 p. 19 Exploring the Topic - Day 3 Small Group
 p. 20 Exploring the Topic - Day 4 Large Group
 p. 21 Exploring the Topic - Day 4 Choice Time
 p. 21 Exploring the Topic - Day 4 Large-Group Roundup
 p. 23 Exploring the Topic - Day 5 Choice Time
 p. 23 Exploring the Topic - Day 5 Large-Group Roundup
 p. 23 Exploring the Topic - Day 5 Small Group
 p. 28 Investigation 1 Day 1 Large Group
 p. 29 Investigation 1 Day 1 Small Group
 p. 30 Investigation 1 Day 2 Choice Time
 p. 30 Investigation 1 Day 2 Large Group
 p. 31 Investigation 1 Day 2 Small Group
 p. 32 Investigation 1 Day 3 Large Group
 p. 33 Investigation 1 Day 3 Small Group
 p. 34 Investigation 1 Day 4 Choice Time
 p. 34 Investigation 1 Day 4 Large Group
 p. 35 Investigation 1 Day 4 Large-Group Roundup
 p. 35 Investigation 1 Day 4 Read-Aloud
 p. 35 Investigation 1 Day 4 Small Group
 p. 36 Investigation 1 Day 5 Choice Time
 p. 36 Investigation 1 Day 5 Large Group
 p. 37 Investigation 1 Day 5 Large-Group Roundup
 p. 37 Investigation 1 Day 5 Small Group
 p. 40 Investigation 2 Day 1 Large Group
 p. 41 Investigation 2 Day 1 Read-Aloud
 p. 41 Investigation 2 Day 1 Small Group
 p. 43 Investigation 2 Day 2 Mighty Minutes
 p. 43 Investigation 2 Day 2 Read-Aloud
 p. 43 Investigation 2 Day 2 Small Group
 p. 44 Investigation 2 Day 3 Large Group
 p. 45 Investigation 2 Day 3 Large-Group Roundup
 p. 45 Investigation 2 Day 3 Read-Aloud
 p. 46 Investigation 2 Day 4 Choice Time
 p. 46 Investigation 2 Day 4 Large Group
 p. 47 Investigation 2 Day 4 Large-Group Roundup
 p. 47 Investigation 2 Day 4 Small Group
 p. 48 Investigation 2 Day 5 Large Group
 p. 49 Investigation 2 Day 5 Mighty Minutes
 p. 49 Investigation 2 Day 5 Small Group
 p. 51 Investigation 3 Outdoor Experiences
 p. 52 Investigation 3 Day 1 Large Group
 p. 53 Investigation 3 Day 1 Large-Group Roundup
 p. 54 Investigation 3 Day 2 Large Group
 p. 55 Investigation 3 Day 2 Read-Aloud
 p. 56 Investigation 3 Day 3 Large Group
 p. 57 Investigation 3 Day 3 Read-Aloud
 p. 59 Investigation 3 Day 4 Large-Group Roundup
 p. 59 Investigation 3 Day 4 Small Group
 p. 61 Investigation 3 Day 5 Read-Aloud
 p. 61 Investigation 3 Day 5 Small Group
 p. 64 Investigation 4 Day 1 Choice Time
 p. 64 Investigation 4 Day 1 Large Group
 p. 66 Investigation 4 Day 2 Choice Time
 p. 66 Investigation 4 Day 2 Large Group
 p. 67 Investigation 4 Day 2 Small Group
 p. 68 Investigation 4 Day 3 Large Group
 p. 69 Investigation 4 Day 3 Small Group
 p. 72 Investigation 5 Day 1 Choice Time
 p. 72 Investigation 5 Day 1 Large Group
 p. 73 Investigation 5 Day 1 Large-Group Roundup
 p. 73 Investigation 5 Day 1 Mighty Minutes
 p. 73 Investigation 5 Day 1 Read-Aloud
 p. 74 Investigation 5 Day 2 Large Group

		<p>p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.2.2.	<p>Describe general features (color, size, objects included) of a piece of art work. (3.2)</p> <p>Buildings Study</p> <p>p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group</p>

		<p>p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Read-Aloud p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.2.3.	<p>Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup</p>

		<p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	<p>Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Mighty Minutes</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Mighty Minutes</p> <p>p. 21 Exploring the Topic - Day 4 Read-Aloud</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 37 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 41 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 47 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 73 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 77 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 79 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 80 Investigation 5 Day 5 Choice Time</p> <p>p. 80 Investigation 5 Day 5 Large Group</p> <p>p. 81 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out stories. (3.2)

		<p>Buildings Study</p> <p>p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.CC.3.3.	<p>Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</p> <p>Buildings Study</p> <p>p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group</p>
INDICATOR	3.CC.3.4.	<p>Use one object to represent another object. (3.4)</p> <p>Buildings Study</p> <p>p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1)

		<p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CM.1.2.	<p>With prompting and support, count up to 5 and then backwards from 5. (3.2)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CM.1.3.	<p>Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p><u>Buildings Study</u> p. 47 Investigation 2 Day 4 Small Group</p>
INDICATOR	3.CM.1.4.	<p>Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p><u>Buildings Study</u> p. 47 Investigation 2 Day 4 Small Group</p>
INDICATOR	3.CM.1.5.	<p>Identify some written numerals but not in sequence. (3.5)</p> <p><u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Mighty Minutes p. 67 Investigation 4 Day 2 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Mighty Minutes</p>
INDICATOR	3.CM.1.7.	<p>Count two sets of objects and identify which set has</p>

		more/less/fewer. (3.7) <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) <u>Buildings Study</u> p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 68 Investigation 4 Day 3 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 59 Investigation 3 Day 4 Small Group

		p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 57 Investigation 3 Day 3 Small Group
INDICATOR	3.CM.4.4.	Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4) <u>Buildings Study</u> p. 57 Investigation 3 Day 3 Small Group
INDICATOR	3.CM.4.5.	With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5) <u>Buildings Study</u> p. 57 Investigation 3 Day 3 Small Group
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6) <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 43 Investigation 2 Day 2 Mighty Minutes p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group

		p. 67 Investigation 4 Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 30 Investigation 1 Day 2 Large Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.CS.1.4.	Show an understanding of cause and effect relationships that are observed immediately. (3.4) <u>Buildings Study</u> p. 32 Investigation 1 Day 3 Large Group
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5) <u>Buildings Study</u> p. 32 Investigation 1 Day 3 Large Group
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group

		p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7) <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 45 Investigation 2 Day 3 Choice Time p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 46 Investigation 2 Day 4 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 3 Day 5 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.4.	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4) <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.1.	With prompting and support, explore, observe, and describe a

		variety of living creatures and plants. (3.1) <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
INDICATOR	3.CS.3.2.	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2) <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 36 Investigation 1 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group
INDICATOR	3.CSS.3.5.	Recognize and name a map and a globe. (3.5) <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
INDICATOR	3.CSS.3.6.	Look at a simple map and find various features/parts of the map with support and guidance. (3.6)

		<u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
INDICATOR	3.CSS.5.6.	Describe the roles of various familiar community helpers/workers. (3.6) <u>Buildings Study</u> p. 44 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 5 Large Group p. 76 Investigation 5 Day 3 Large Group
INDICATOR	3.CSS.5.7.	Imitate the roles of familiar community workers. (3.7) <u>Buildings Study</u> p. 44 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 5 Large Group p. 76 Investigation 5 Day 3 Large Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.

INDICATOR	3.LL.1.1.	<p>Follow two-step directions. (3.1)</p> <p><u>Buildings Study</u></p> <p>p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
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INDICATOR	3.LL.1.2.	<p>Demonstrate understanding of simple questions and requests. (3.2)</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup</p>
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		<p>p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	3.LL.1.3.	<p>Answer some simple “who”, “what” and “where” questions. (3.3)</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group</p>

		<p>p. 67 Investigation 4 Day 2 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	3.LL.1.4.	<p>Listen and respond attentively to simple conversations. (3.4)</p> <p><u>Buildings Study</u></p> <p>p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Large-Group Roundup</p>

		<p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 77 Investigation 5 Day 3 Large-Group Roundup</p>
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		<p>p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.1.5.	<p>Use phrases and/or simple sentences and questions. (3.5)</p> <p><u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	3.LL.1.6.	<p>Ask “why” questions. (3.6)</p> <p><u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	3.LL.1.7.	<p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes</p>

		<p>p. 56 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.LL.1.9.	<p>Ask questions that may incorporate expanding vocabulary. (3.9)</p> <p><u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Large-Group Roundup p. 42 Investigation 2 Day 2 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	<p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p> <p><u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT

GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	<p>Find a specific book by looking at the cover. (3.1)</p> <p><u>Buildings Study</u> p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud</p>
INDICATOR	3.LL.3.2.	<p>Identify the front cover of a book. (3.2)</p> <p><u>Buildings Study</u> p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud</p>
INDICATOR	3.LL.3.3.	<p>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.3.4.	<p>Imitate teacher reading a story. (3.4)</p> <p><u>Buildings Study</u> p. 77 Investigation 5 Day 3 Small Group</p>
INDICATOR	3.LL.3.5.	<p>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.3.6.	<p>Shows an interest in illustrations. (3.6)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud</p>

		<p>p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	<p>Answer simple questions about print that has been read aloud several times. (3.1)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group</p>

		<p>p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.4.2.	<p>Retell a simple story with pictures or other props to use as prompts. (3.2)</p> <p><u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud</p>
INDICATOR	3.LL.4.3.	<p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud</p>

		<p>p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.4.4.	<p>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.6.	<p>Use pictures and illustrations of a text to tell a story. (3.6)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud</p>

		<p>p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group</p>
INDICATOR	3.LL.4.7.	<p>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud</p>
INDICATOR	3.LL.4.8.	<p>Demonstrate understanding of what will happen next in familiar stories. (3.8)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud</p>

BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	<p>With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.5.3.	<p>With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Small Group p. 60 Investigation 3 Day 5 Large Group</p>
INDICATOR	3.LL.5.4.	<p>Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 65 Investigation 4 Day 1 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	<p>With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</p> <p><u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Mighty Minutes</p>

		<p>p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 56 Investigation 3 Day 3 Large Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 67 Investigation 4 Day 2 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.LL.6.2.	<p>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</p> <p><u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 60 Investigation 3 Day 5 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
INDICATOR	3.LL.6.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 2 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 94 Celebrating Learning Day 1 Large Group</p>
INDICATOR	3.LL.6.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p><u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes</p>

		<p>p. 43 Investigation 2 Day 2 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 2 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 94 Celebrating Learning Day 1 Large Group</p>
INDICATOR	3.LL.6.5.	<p>Engage in word play activities in songs and rhymes. (3.5)</p> <p><u>Buildings Study</u></p> <p>p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Mighty Minutes p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group</p>

		<p>p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	<p>Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
INDICATOR	3.LL.7.2.	<p>Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</p> <p><u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Small Group p. 45 Investigation 2 Day 3 Small Group</p>
INDICATOR	3.LL.7.3.	<p>Engage in tactile experiences creating letters and other forms. (3.3)</p> <p><u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Small Group p. 45 Investigation 2 Day 3 Small Group</p>
INDICATOR	3.LL.7.4.	<p>Imitate marks made by adult or older child (approximations). (3.4)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	<p>Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group</p>

		p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) <u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) <u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		SAFETY
GRADE LEVEL EXPECTATION	3.PM.5.	Demonstrate safe behaviors.
INDICATOR	3.PM.5.1.	Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1) <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
INDICATOR	3.PM.5.2.	State safety rules and follow them with guidance from adults. (3.2) <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT

GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.10.	<p>Join in with a small group of children. (3.10)</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large-Group Roundup p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time</p>

p. 52 Investigation 3 Day 1 Large Group
 p. 53 Investigation 3 Day 1 Large-Group Roundup
 p. 53 Investigation 3 Day 1 Read-Aloud
 p. 53 Investigation 3 Day 1 Small Group
 p. 54 Investigation 3 Day 2 Large Group
 p. 55 Investigation 3 Day 2 Choice Time
 p. 55 Investigation 3 Day 2 Large-Group Roundup
 p. 55 Investigation 3 Day 2 Small Group
 p. 56 Investigation 3 Day 3 Choice Time
 p. 56 Investigation 3 Day 3 Large Group
 p. 57 Investigation 3 Day 3 Large-Group Roundup
 p. 57 Investigation 3 Day 3 Small Group
 p. 58 Investigation 3 Day 4 Choice Time
 p. 58 Investigation 3 Day 4 Large Group
 p. 59 Investigation 3 Day 4 Large-Group Roundup
 p. 59 Investigation 3 Day 4 Read-Aloud
 p. 59 Investigation 3 Day 4 Small Group
 p. 60 Investigation 3 Day 5 Choice Time
 p. 60 Investigation 3 Day 5 Large Group
 p. 61 Investigation 3 Day 5 Large-Group Roundup
 p. 61 Investigation 3 Day 5 Small Group
 p. 64 Investigation 4 Day 1 Choice Time
 p. 64 Investigation 4 Day 1 Large Group
 p. 65 Investigation 4 Day 1 Large-Group Roundup
 p. 65 Investigation 4 Day 1 Mighty Minutes
 p. 65 Investigation 4 Day 1 Read-Aloud
 p. 65 Investigation 4 Day 1 Small Group
 p. 66 Investigation 4 Day 2 Choice Time
 p. 66 Investigation 4 Day 2 Large Group
 p. 67 Investigation 4 Day 2 Large-Group Roundup
 p. 67 Investigation 4 Day 2 Read-Aloud
 p. 67 Investigation 4 Day 2 Small Group
 p. 68 Investigation 4 Day 3 Large Group
 p. 69 Investigation 4 Day 3 Choice Time
 p. 69 Investigation 4 Day 3 Large-Group Roundup
 p. 69 Investigation 4 Day 3 Read-Aloud
 p. 69 Investigation 4 Day 3 Small Group
 p. 71 Investigation 5 Outdoor Experiences
 p. 72 Investigation 5 Day 1 Choice Time
 p. 72 Investigation 5 Day 1 Large Group
 p. 73 Investigation 5 Day 1 Large-Group Roundup
 p. 73 Investigation 5 Day 1 Small Group
 p. 74 Investigation 5 Day 2 Choice Time
 p. 74 Investigation 5 Day 2 Large Group
 p. 75 Investigation 5 Day 2 Large-Group Roundup
 p. 75 Investigation 5 Day 2 Read-Aloud
 p. 75 Investigation 5 Day 2 Small Group
 p. 76 Investigation 5 Day 3 Choice Time
 p. 76 Investigation 5 Day 3 Large Group
 p. 77 Investigation 5 Day 3 Large-Group Roundup
 p. 77 Investigation 5 Day 3 Small Group
 p. 78 Investigation 5 Day 4 Large Group
 p. 79 Investigation 5 Day 4 Choice Time
 p. 79 Investigation 5 Day 4 Large-Group Roundup
 p. 79 Investigation 5 Day 4 Small Group
 p. 80 Investigation 5 Day 5 Choice Time
 p. 80 Investigation 5 Day 5 Large Group
 p. 81 Investigation 5 Day 5 Large-Group Roundup
 p. 81 Investigation 5 Day 5 Small Group
 p. 93 Celebrating Learning Outdoor Experiences
 p. 94 Celebrating Learning Day 1 Choice Time
 p. 94 Celebrating Learning Day 1 Large Group
 p. 95 Celebrating Learning Day 1 Large Group Roundup
 p. 95 Celebrating Learning Day 1 Small Group
 p. 96 Celebrating Learning Day 2 Large Group

		p. 96 Celebrating Learning Day 2 Choice Time p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	3.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	3.SE.3.2.	Actively explore the environment and begin to try new experiences. (3.2) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group

		p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1) <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with

		flexibility, imagination and inventiveness. (4.1) <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) <u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1) <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Large Group

		<p>p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4) <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Read-Aloud

		<p>p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Read-Aloud p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CC.2.2.	<p>Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup</p>

p. 23 Exploring the Topic - Day 5 Choice Time
 p. 23 Exploring the Topic - Day 5 Large-Group Roundup
 p. 23 Exploring the Topic - Day 5 Small Group
 p. 28 Investigation 1 Day 1 Large Group
 p. 29 Investigation 1 Day 1 Small Group
 p. 30 Investigation 1 Day 2 Choice Time
 p. 30 Investigation 1 Day 2 Large Group
 p. 31 Investigation 1 Day 2 Small Group
 p. 32 Investigation 1 Day 3 Large Group
 p. 33 Investigation 1 Day 3 Small Group
 p. 34 Investigation 1 Day 4 Choice Time
 p. 34 Investigation 1 Day 4 Large Group
 p. 35 Investigation 1 Day 4 Large-Group Roundup
 p. 35 Investigation 1 Day 4 Read-Aloud
 p. 35 Investigation 1 Day 4 Small Group
 p. 36 Investigation 1 Day 5 Choice Time
 p. 36 Investigation 1 Day 5 Large Group
 p. 37 Investigation 1 Day 5 Large-Group Roundup
 p. 37 Investigation 1 Day 5 Small Group
 p. 40 Investigation 2 Day 1 Large Group
 p. 41 Investigation 2 Day 1 Read-Aloud
 p. 41 Investigation 2 Day 1 Small Group
 p. 43 Investigation 2 Day 2 Mighty Minutes
 p. 43 Investigation 2 Day 2 Read-Aloud
 p. 43 Investigation 2 Day 2 Small Group
 p. 44 Investigation 2 Day 3 Large Group
 p. 45 Investigation 2 Day 3 Large-Group Roundup
 p. 45 Investigation 2 Day 3 Read-Aloud
 p. 46 Investigation 2 Day 4 Choice Time
 p. 46 Investigation 2 Day 4 Large Group
 p. 47 Investigation 2 Day 4 Large-Group Roundup
 p. 47 Investigation 2 Day 4 Small Group
 p. 48 Investigation 2 Day 5 Large Group
 p. 49 Investigation 2 Day 5 Mighty Minutes
 p. 49 Investigation 2 Day 5 Small Group
 p. 51 Investigation 3 Outdoor Experiences
 p. 52 Investigation 3 Day 1 Large Group
 p. 53 Investigation 3 Day 1 Large-Group Roundup
 p. 54 Investigation 3 Day 2 Large Group
 p. 55 Investigation 3 Day 2 Read-Aloud
 p. 56 Investigation 3 Day 3 Large Group
 p. 57 Investigation 3 Day 3 Read-Aloud
 p. 59 Investigation 3 Day 4 Large-Group Roundup
 p. 59 Investigation 3 Day 4 Small Group
 p. 61 Investigation 3 Day 5 Read-Aloud
 p. 61 Investigation 3 Day 5 Small Group
 p. 64 Investigation 4 Day 1 Choice Time
 p. 64 Investigation 4 Day 1 Large Group
 p. 66 Investigation 4 Day 2 Choice Time
 p. 66 Investigation 4 Day 2 Large Group
 p. 67 Investigation 4 Day 2 Small Group
 p. 68 Investigation 4 Day 3 Large Group
 p. 69 Investigation 4 Day 3 Small Group
 p. 72 Investigation 5 Day 1 Choice Time
 p. 72 Investigation 5 Day 1 Large Group
 p. 73 Investigation 5 Day 1 Large-Group Roundup
 p. 73 Investigation 5 Day 1 Mighty Minutes
 p. 73 Investigation 5 Day 1 Read-Aloud
 p. 74 Investigation 5 Day 2 Large Group
 p. 75 Investigation 5 Day 2 Small Group
 p. 76 Investigation 5 Day 3 Large Group
 p. 77 Investigation 5 Day 3 Read-Aloud
 p. 77 Investigation 5 Day 3 Small Group
 p. 78 Investigation 5 Day 4 Large Group
 p. 79 Investigation 5 Day 4 Read-Aloud

		<p>p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CC.2.3.	<p>Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 76 Investigation 5 Day 3 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	<p>Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group</p>

		<p>p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	4.CC.3.2.	<p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group</p>

		<p>p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	4.CC.3.3.	<p>Represent fantasy and real-life experiences through pretend play. (4.3)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group</p>
INDICATOR	4.CC.3.4.	<p>Use objects to represent other objects. (4.4)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	<p>Verbally count by ones to 20. (4.1)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CM.1.2.	<p>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud</p>

		p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	4.CM.1.3.	Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3) <u>Buildings Study</u> p. 47 Investigation 2 Day 4 Small Group
INDICATOR	4.CM.1.4.	Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4) <u>Buildings Study</u> p. 47 Investigation 2 Day 4 Small Group
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5) <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
INDICATOR	4.CM.1.7.	Compare sets of objects using same/different and more/less/fewer. (4.7) <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1) <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 68 Investigation 4 Day 3 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes

		p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Mighty Minutes p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 3 Small Group
INDICATOR	4.CM.4.4.	Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4) <u>Buildings Study</u> p. 57 Investigation 3 Day 3 Small Group
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group

		<p>p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CS.1.3.	<p>Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</p> <p><u>Buildings Study</u> p. 32 Investigation 1 Day 3 Large Group</p>
INDICATOR	4.CS.1.4.	<p>Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</p> <p><u>Buildings Study</u> p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time</p>
INDICATOR	4.CS.1.5.	<p>Conduct simple scientific experiments. (4.5)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CS.1.7.	<p>With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 3 Day 5 Mighty Minutes</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.4.	<p>Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)</p> <p><u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.1.	Explore, observe, and describe a variety of living creatures and plants. (4.1) <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
INDICATOR	4.CS.3.2.	Classify living creatures and plants into categories according to at least one characteristic. (4.2) <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
INDICATOR	4.CSS.3.3.	Recognize a globe/map as a representation of the earth. (4.3) <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
INDICATOR	4.CSS.3.4.	Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4) <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) <u>Buildings Study</u>

		<p>p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	<p>Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)</p> <p><u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	<p>Follow rules that have been established. (4.3)</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group</p>
INDICATOR	4.CSS.5.4.	<p>Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)</p> <p><u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group</p>
INDICATOR	4.CSS.5.5.	<p>Identify workers and their roles as citizens within the community. (4.5)</p> <p><u>Buildings Study</u> p. 44 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 5 Large Group</p>

		p. 76 Investigation 5 Day 3 Large Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	<p>Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)</p> <p><u>Buildings Study</u></p> <p>p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Small Group</p>

		<p>p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	4.LL.1.2.	<p>Listen and respond attentively to conversations. (4.2)</p> <p><u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	4.LL.1.3.	<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p> <p><u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	4.LL.1.4.	<p>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group</p>

		<p>p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group</p>
INDICATOR	4.LL.1.6.	<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p> <p><u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	<p>Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes</p>
INDICATOR	4.LL.2.2.	<p>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p> <p><u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)

		<p>Buildings Study p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.3.2.	<p>With prompting and support, describe the role of the author and illustrator of a text. (4.2)</p> <p>Buildings Study p. 19 Exploring the Topic - Day 3 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	<p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p> <p>Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.3.	<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p>Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud</p>

		<p>p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud</p>
INDICATOR	4.LL.4.4.	<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.5.	<p>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p> <p><u>Buildings Study</u> p. 41 Investigation 2 Day 1 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup</p>
INDICATOR	4.LL.4.7.	<p>With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud</p>

		<p>p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group</p>
INDICATOR	4.LL.4.8.	<p>With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Read-Aloud p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.9.	<p>Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL	4.LL.5.	Demonstrate understanding of the organization and basic features

EXPECTATION		of print.
INDICATOR	4.LL.5.1.	<p>With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.5.2.	<p>With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</p> <p><u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.5.4.	<p>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time</p>
INDICATOR	4.LL.5.5.	<p>Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)</p> <p><u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 65 Investigation 4 Day 1 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS

GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	<p>With prompting and support, recognize and produce rhyming words. (4.1)</p> <p><u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 67 Investigation 4 Day 2 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 80 Investigation 5 Day 5 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group</p>
INDICATOR	4.LL.6.2.	<p>With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</p> <p><u>Buildings Study</u> p. 29 Investigation 1 Day 1 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 49 Investigation 2 Day 5 Mighty Minutes p. 53 Investigation 3 Day 1 Mighty Minutes p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Mighty Minutes</p>
INDICATOR	4.LL.6.3.	<p>With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</p> <p><u>Buildings Study</u> p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group</p>
INDICATOR	4.LL.6.4.	<p>Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</p> <p><u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Mighty Minutes</p>

		<p>p. 19 Exploring the Topic - Day 3 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 37 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 57 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 59 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 75 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 77 Investigation 5 Day 3 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.1.	<p>Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</p> <p><u>Buildings Study</u></p> <p>p. 21 Exploring the Topic - Day 4 Small Group</p> <p>p. 45 Investigation 2 Day 3 Small Group</p>
INDICATOR	4.LL.7.2.	<p>Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p>
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	<p>Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 71 Investigation 5 Outdoor Experiences</p>
INDICATOR	4.PM.2.2.	<p>Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)</p> <p><u>Buildings Study</u></p>

		<p>p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences</p>
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	4.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to “My Plate”. (4.1) <u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		SAFETY
GRADE LEVEL EXPECTATION	4.PM.5.	Demonstrate safe behaviors.
INDICATOR	4.PM.5.1.	Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child’s environment) with supervision. (4.1) <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
INDICATOR	4.PM.5.2.	Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult’s hand when crossing the street, don’t touch a hot stove, etc.). (4.2) <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1) <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) <u>Buildings Study</u>

		<p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	<p>Follow rules and routines and adapt to changes in rules and routines. (4.1)</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p>

Clothes Study

State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences

		<p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.CC.1.4.	Identify changes in tempo when listening to music. (3.4) <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5) <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like

		<p>about various forms of art. (3.1)</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 5 Outdoor Experience</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Read-Aloud</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 089 Investigation 7 Outdoor Experiences</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.2.2.	Describe general features (color, size, objects included) of a piece of art work. (3.2)

		<p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 061 Investigation 4 Outdoor Experiences</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 5 Outdoor Experience</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Read-Aloud</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 089 Investigation 7 Outdoor Experiences</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.2.3.	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)

		<p>Clothes Study</p> <p>p. 020 Exploring the Topic Day 4 Large Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 095 Investigation 7 Day 3 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	<p>Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</p> <p>Clothes Study</p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group</p>

INDICATOR	3.CC.3.2.	<p>With prompting and support, role play or use puppets to act out stories. (3.2)</p> <p><u>Clothes Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	<p>Verbally counts by ones to 10. (3.1)</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CM.1.2.	With prompting and support, count up to 5 and then backwards from

		<p>5. (3.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CM.1.3.	<p>Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p><u>Clothes Study</u> p. 073 Investigation 5 Day 2 Small Group</p>
INDICATOR	3.CM.1.4.	<p>Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p><u>Clothes Study</u> p. 073 Investigation 5 Day 2 Small Group</p>
INDICATOR	3.CM.1.5.	<p>Identify some written numerals but not in sequence. (3.5)</p> <p><u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	3.CM.1.6.	<p>With prompting and support, match four or five numerals with the correct number of objects. (3.6)</p> <p><u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group</p>
INDICATOR	3.CM.1.7.	<p>Count two sets of objects and identify which set has more/less/fewer. (3.7)</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing

		blocks in a row, clapping a rhythm). (3.1) <u>Clothes Study</u> p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 074 Investigation 5 Day 3 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Choice Time
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	3.CM.3.4.	Participate in measurement activities using standard measurement

		tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4) <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) <u>Clothes Study</u> p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Small Group
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6) <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)

		<p><u>Clothes Study</u> p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
INDICATOR	3.CS.1.3.	<p>Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 082 Investigation 6 Day 3 Choice Time p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time</p>
INDICATOR	3.CS.1.6.	<p>Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</p> <p><u>Clothes Study</u> p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
INDICATOR	3.CS.1.7.	<p>Participate in simple scientific investigations. (3.7)</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 082 Investigation 6 Day 3 Choice Time p. 095 Investigation 7 Day 3 Small Group</p>

		p. 108 Celebrating Learning Day 1 Choice Time
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) <u>Clothes Study</u> p. 028 Investigation 1 Day 1 Choice Time p. 050 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 5 Choice Time
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9) <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.1.	With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1) <u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	<p>Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)</p> <p><u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	<p>Participate in music, dance, and other traditions from various cultures. (3.1)</p> <p><u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 081 Investigation 6 Day 2 Mighty Minutes</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	<p>Follow many rules with little support. (3.3)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.CSS.5.4.	<p>Identify rules that are used at home or in the classroom. (3.4)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.CSS.5.5.	<p>Tell why rules are important. (3.5)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT

GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	<p>Follow two-step directions. (3.1)</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences</p>
INDICATOR	3.LL.1.2.	<p>Demonstrate understanding of simple questions and requests. (3.2)</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group</p>

		<p>p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Small Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.LL.1.3.	<p>Answer some simple “who”, “what” and “where” questions. (3.3)</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time</p>

		<p>p. 064 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Small Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.LL.1.4.	<p>Listen and respond attentively to simple conversations. (3.4)</p> <p>Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time</p>

p. 035 Investigation 1 Day 4 Large-Group Roundup
 p. 035 Investigation 1 Day 4 Mighty Minutes
 p. 035 Investigation 1 Day 4 Small Group
 p. 036 Investigation 1 Day 5 Large Group
 p. 037 Investigation 1 Day 5 Choice Time
 p. 037 Investigation 1 Day 5 Large-Group Roundup
 p. 037 Investigation 1 Day 5 Read-Aloud
 p. 037 Investigation 1 Day 5 Small Group
 p. 040 Investigation 2 Day 1 Large Group
 p. 041 Investigation 2 Day 1 Choice Time
 p. 041 Investigation 2 Day 1 Large-Group Roundup
 p. 041 Investigation 2 Day 1 Read-Aloud
 p. 041 Investigation 2 Day 1 Small Group
 p. 042 Investigation 2 Day 2 Large Group
 p. 043 Investigation 2 Day 2 Choice Time
 p. 043 Investigation 2 Day 2 Large-Group Roundup
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Choice Time
 p. 045 Investigation 2 Day 3 Large-Group Roundup
 p. 045 Investigation 2 Day 3 Small Group
 p. 045 Investigation 2 Day 3 Read-Aloud
 p. 046 Investigation 2 Day 4 Choice Time
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Large-Group Roundup
 p. 047 Investigation 2 Day 4 Small Group
 p. 049 Investigation 3 Outdoor Experiences
 p. 050 Investigation 3 Day 1 Choice Time
 p. 050 Investigation 3 Day 1 Large Group
 p. 051 Investigation 3 Day 1 Small Group
 p. 051 Investigation 3 Day 1 Large-Group Roundup
 p. 051 Investigation 3 Day 1 Read-Aloud
 p. 052 Investigation 3 Day 2 Choice Time
 p. 052 Investigation 3 Day 2 Large Group
 p. 053 Investigation 3 Day 2 Large-Group Roundup
 p. 053 Investigation 3 Day 2 Small Group
 p. 054 Investigation 3 Day 3 Choice Time
 p. 054 Investigation 3 Day 3 Large Group
 p. 055 Investigation 3 Day 3 Large-Group Roundup
 p. 055 Investigation 3 Day 3 Read-Aloud
 p. 055 Investigation 3 Day 3 Small Group
 p. 056 Investigation 3 Day 4 Choice Time
 p. 056 Investigation 3 Day 4 Large Group
 p. 057 Investigation 3 Day 4 Large-Group Roundup
 p. 057 Investigation 3 Day 4 Small Group
 p. 058 Investigation 3 Day 5 Choice Time
 p. 058 Investigation 3 Day 5 Large Group
 p. 059 Investigation 3 Day 5 Read-Aloud
 p. 059 Investigation 3 Day 5 Small Group
 p. 059 Investigation 3 Day Large-Group Roundup
 p. 061 Investigation 4 Outdoor Experiences
 p. 062 Investigation 4 Day 1 Large Group
 p. 063 Investigation 4 Day 1 Choice Time
 p. 063 Investigation 4 Day 1 Large-Group Roundup
 p. 063 Investigation 4 Day 1 Small Group
 p. 064 Investigation 4 Day 2 Large Group
 p. 065 Investigation 4 Day 2 Choice Time
 p. 065 Investigation 4 Day 2 Large-Group Roundup
 p. 065 Investigation 4 Day 2 Small Group
 p. 066 Investigation 4 Day 3 Choice Time
 p. 066 Investigation 4 Day 3 Large Group
 p. 067 Investigation 4 Day 3 Large-Group Roundup
 p. 067 Investigation 4 Day 3 Mighty Minutes
 p. 067 Investigation 4 Day 3 Small Group
 p. 070 Investigation 5 Day 1 Choice Time

		<p>p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large-Group Roundup p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Small Group p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Large-Group Roundup p. 081 Investigation 6 Day 2 Small Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large-Group Roundup p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Choice Time p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Small Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 1 Mighty Minutes p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup</p>
INDICATOR	3.LL.1.5.	<p>Use phrases and/or simple sentences and questions. (3.5)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group</p>

		<p>p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group</p>
INDICATOR	3.LL.1.6.	<p>Ask “why” questions. (3.6)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group</p>
INDICATOR	3.LL.1.7.	<p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p><u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group</p>
INDICATOR	3.LL.1.9.	<p>Ask questions that may incorporate expanding vocabulary. (3.9)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group</p>

		<p>p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	<p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p> <p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	<p>Find a specific book by looking at the cover. (3.1)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud</p>

		<p>p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.LL.3.2.	<p>Identify the front cover of a book. (3.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.LL.3.3.	<p>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group</p>
INDICATOR	3.LL.3.5.	<p>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</p> <p><u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 2 Small Group</p>
INDICATOR	3.LL.3.6.	<p>Shows an interest in illustrations. (3.6)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group</p>

		<p>p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	<p>Answer simple questions about print that has been read aloud several times. (3.1)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Read- Aloud p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Read-Aloud p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Read-Aloud</p>

		<p>p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.2.	<p>Retell a simple story with pictures or other props to use as prompts. (3.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.LL.4.3.	<p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Read-Aloud</p>

		<p>p. 075 Investigation 5 Day 3 Read-Aloud p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.4.	<p>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.LL.4.5.	<p>Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)</p> <p><u>Clothes Study</u> p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.LL.4.6.	<p>Use pictures and illustrations of a text to tell a story. (3.6)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud</p>

		<p>p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.LL.4.7.	<p>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.8.	<p>Demonstrate understanding of what will happen next in familiar stories. (3.8)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud</p>

		p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
INDICATOR	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3) <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 079 Investigation 6 Day 1 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 095 Investigation 7 Day 3 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group

		<p>p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	3.LL.6.2.	<p>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 081 Investigation 6 Day 2 Small Group</p>
INDICATOR	3.LL.6.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 3 Mighty Minutes p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group</p>

		<p>p. 083 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.LL.6.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 3 Mighty Minutes p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 083 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	3.LL.6.5.	<p>Engage in word play activities in songs and rhymes. (3.5)</p> <p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Large Group</p>

		<p>p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	<p>Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p> <p><u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup</p>
INDICATOR	3.LL.7.2.	<p>Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</p> <p><u>Clothes Study</u></p>

		p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
INDICATOR	3.LL.7.3.	Engage in tactile experiences creating letters and other forms. (3.3) <u>Clothes Study</u> p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
INDICATOR	3.LL.7.4.	Imitate marks made by adult or older child (approximations). (3.4) <u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	3.PM.1.2.	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2) <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.

INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.4.	Work or play cooperatively with other children with some direction from adults. (3.4) <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group

p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Choice Time
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Choice Time
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Mighty Minutes
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Small Group
p. 045 Investigation 2 Day 3 Read-Aloud
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 049 Investigation 3 Outdoor Experiences
p. 050 Investigation 3 Day 1 Choice Time
p. 050 Investigation 3 Day 1 Large Group
p. 051 Investigation 3 Day 1 Small Group
p. 051 Investigation 3 Day 1 Large-Group Roundup
p. 051 Investigation 3 Day 1 Read-Aloud
p. 052 Investigation 3 Day 2 Choice Time
p. 052 Investigation 3 Day 2 Large Group
p. 053 Investigation 3 Day 2 Large-Group Roundup
p. 053 Investigation 3 Day 2 Small Group
p. 054 Investigation 3 Day 3 Choice Time
p. 054 Investigation 3 Day 3 Large Group
p. 055 Investigation 3 Day 3 Large-Group Roundup
p. 055 Investigation 3 Day 3 Read-Aloud
p. 055 Investigation 3 Day 3 Small Group
p. 056 Investigation 3 Day 4 Choice Time
p. 056 Investigation 3 Day 4 Large Group
p. 057 Investigation 3 Day 4 Large-Group Roundup
p. 057 Investigation 3 Day 4 Small Group
p. 058 Investigation 3 Day 5 Choice Time
p. 058 Investigation 3 Day 5 Large Group
p. 059 Investigation 3 Day 5 Read-Aloud
p. 059 Investigation 3 Day 5 Small Group
p. 059 Investigation 3 Day Large-Group Roundup
p. 062 Investigation 4 Day 1 Large Group
p. 063 Investigation 4 Day 1 Choice Time
p. 063 Investigation 4 Day 1 Large-Group Roundup
p. 063 Investigation 4 Day 1 Small Group
p. 064 Investigation 4 Day 2 Large Group
p. 065 Investigation 4 Day 2 Choice Time
p. 065 Investigation 4 Day 2 Large-Group Roundup
p. 065 Investigation 4 Day 2 Small Group
p. 066 Investigation 4 Day 3 Choice Time
p. 066 Investigation 4 Day 3 Large Group

		<p>p. 067 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 5 Day 1 Choice Time</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 071 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 073 Investigation 5 Day 2 Read-Aloud</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)

		<p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.SE.4.2.	<p>Express own ideas, interests, and feelings through words or actions. (3.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud</p>
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	<p>With prompting and support, follow rules and routines. (3.1)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	3.SE.5.2.	<p>With prompting and support, respond appropriately during teacher-guided and child- initiated activities. (3.2)</p> <p><u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time</p>
INDICATOR	3.SE.5.3.	<p>Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)</p>

		<u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1)

		<u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4) <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)

GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	<p>Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 069 Investigation 5 Outdoor Experience p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group</p>

		p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	4.CC.2.2.	<p>Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 069 Investigation 5 Outdoor Experience p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 111 Celebrating Learning Day 2 Small Group</p>

INDICATOR	4.CC.2.3.	<p>Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</p> <p><u>Clothes Study</u></p> <p>p. 020 Exploring the Topic Day 4 Large Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 095 Investigation 7 Day 3 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	<p>Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</p> <p><u>Clothes Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud</p>

		<p>p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group</p>
INDICATOR	4.CC.3.2.	<p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p><u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	<p>Verbally count by ones to 20. (4.1)</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 073 Investigation 5 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CM.1.2.	<p>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group</p>

		<p>p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CM.1.3.	<p>Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</p> <p><u>Clothes Study</u> p. 073 Investigation 5 Day 2 Small Group</p>
INDICATOR	4.CM.1.4.	<p>Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</p> <p><u>Clothes Study</u> p. 073 Investigation 5 Day 2 Small Group</p>
INDICATOR	4.CM.1.5.	<p>Identify written numerals 0-10 in the everyday environment. (4.5)</p> <p><u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group</p>
INDICATOR	4.CM.1.6.	<p>With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)</p> <p><u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group</p>
INDICATOR	4.CM.1.7.	<p>Compare sets of objects using same/different and more/less/fewer. (4.7)</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	<p>Recognize, copy, and extend patterns. (4.1)</p> <p><u>Clothes Study</u> p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 074 Investigation 5 Day 3 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Choice Time</p>
INDICATOR	4.CM.2.3.	<p>Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</p> <p><u>Clothes Study</u></p>

		<p>p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	<p>Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)</p> <p><u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes</p>
INDICATOR	4.CM.3.2.	<p>Put up to six objects in order by length (seriate). (4.2)</p> <p><u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes</p>
INDICATOR	4.CM.3.4.	<p>Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)</p> <p><u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	<p>Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)</p> <p><u>Clothes Study</u> p. 035 Investigation 1 Day 4 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 091 Investigation 7 Day 1 Small Group</p>
INDICATOR	4.CM.4.5.	<p>Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)</p>

		<u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5) <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7) <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.1.	With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)

		<u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)

		<u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 081 Investigation 6 Day 2 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/consequences, rights of self, and rights of others. (4.4) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group

		<p>p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Small Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	4.LL.1.2.	<p>Listen and respond attentively to conversations. (4.2)</p> <p><u>Clothes Study</u> p. 029 Investigation 1 Day 1 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 067 Investigation 4 Day 3 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 1 Mighty Minutes</p>
INDICATOR	4.LL.1.3.	<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p> <p><u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.1.4.	<p>Actively participate in role-playing, creative dramatics, fingerplays,</p>

		<p>nursery rhymes, and choral speaking. (4.4)</p> <p>Clothes Study</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 059 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Read-Aloud</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 085 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p>
INDICATOR	4.LL.1.6.	<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p> <p>Clothes Study</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	<p>Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</p> <p>Clothes Study</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p>
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)

		<p><u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 083 Investigation 6 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	<p>Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group</p>
INDICATOR	4.LL.3.2.	<p>With prompting and support, describe the role of the author and illustrator of a text. (4.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud</p>

		<p>p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.1.	<p>With prompting and support, ask and answer questions about print that is read aloud. (4.1)</p> <p><u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group</p>
INDICATOR	4.LL.4.2.	<p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	4.LL.4.3.	<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud</p>

		<p>p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.4.	<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group</p>
INDICATOR	4.LL.4.5.	<p>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p> <p><u>Clothes Study</u> p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.4.6.	<p>Recognize that texts can be stories (make-believe) or real (give information). (4.6)</p> <p><u>Clothes Study</u> p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	4.LL.4.7.	<p>With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud</p>

		<p>p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>
INDICATOR	4.LL.4.8.	<p>With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 042 Investigation 2 Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.4.9.	<p>Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	<p>With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group</p>

		<p>p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group</p>
INDICATOR	4.LL.5.2.	<p>With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group</p>
INDICATOR	4.LL.5.4.	<p>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
INDICATOR	4.LL.5.5.	<p>Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 079 Investigation 6 Day 1 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	<p>With prompting and support, recognize and produce rhyming words. (4.1)</p>

		<p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	4.LL.6.2.	<p>With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</p> <p><u>Clothes Study</u> p. 030 Investigation 1 Day 2 Large Group p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group</p>
INDICATOR	4.LL.6.3.	<p>With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</p> <p><u>Clothes Study</u> p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group</p>
INDICATOR	4.LL.6.4.	<p>Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes</p>

		<p>p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 3 Mighty Minutes p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 083 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 110 Celebrating Learning Day 2 Large Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.1.	<p>Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</p> <p><u>Clothes Study</u> p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group</p>
INDICATOR	4.LL.7.2.	<p>Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</p> <p><u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup</p>
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.1.	<p>Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)</p> <p><u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences</p>
INDICATOR	4.PM.1.2.	<p>Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)</p> <p><u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences</p>
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS

GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2) <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.5.	Play cooperatively with small group of peers for a sustained time. (4.5) <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time
INDICATOR	4.SE.1.6.	Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6) <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time

		<p>p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	<p>Follow rules and routines and adapt to changes in rules and routines. (4.1)</p> <p><u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud</p>

Reduce, Reuse, Recycle Study
State: Louisiana's Birth to Five Early Learning & Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group

		<p>p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	3.CC.1.3.	<p>Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group</p>
INDICATOR	3.CC.1.4.	<p>Identify changes in tempo when listening to music. (3.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group</p>
INDICATOR	3.CC.1.5.	<p>Replicate changes in tempo. (3.5)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group</p>
INDICATOR	3.CC.1.6.	<p>Use instruments, props, and body to respond creatively to music. (3.6)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	<p>With prompting and support, describe what they like and do not like about various forms of art. (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud</p>

		<p>p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.2.2.	<p>Describe general features (color, size, objects included) of a piece of art work. (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.2.3.	<p>Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group</p>

		<p>p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup p.15 Exploring the Topic Day 1 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	<p>Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.CC.3.2.	<p>With prompting and support, role play or use puppets to act out stories. (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group</p>

		<p>p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	<p>Verbally counts by ones to 10. (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CM.1.2.	<p>With prompting and support, count up to 5 and then backwards from 5. (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes</p>

		p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5) <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
INDICATOR	3.CM.1.6.	With prompting and support, match four or five numerals with the correct number of objects. (3.6) <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group
INDICATOR	3.CM.1.7.	Count two sets of objects and identify which set has more/less/fewer. (3.7) <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)

		<u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6) <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 33 Investigation 1 Day 3 Small Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group

		p. 58 Investigation 4 Day 3 Large Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 38 Investigation 2 Day 2 Choice Time p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	3.CS.1.4.	Show an understanding of cause and effect relationships that are observed immediately. (3.4) <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5) <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 33 Investigation 1 Day 3 Small Group p. 40 Investigation 2 Day 3 Large Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7) <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 38 Investigation 2 Day 2 Choice Time

		<p>p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
INDICATOR	3.CS.1.8.	<p>With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Large Group</p>
INDICATOR	3.CS.1.9.	<p>With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 40 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 60 Investigation 4 Day 4 Large Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.1.	<p>With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 42 investigation 2 Day 4 Choice Time</p>
INDICATOR	3.CS.2.3.	<p>With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 58 Investigation 4 Day 3 Large Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.5.	<p>Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</p> <p><u>Reduce, Reuse, Recycle Study</u></p>

		p. 22 Exploring the Topic Day 5 Large Group p. 36 Investigation 2 Day 1 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Mighty Minutes
INDICATOR	3.CSS.3.6.	Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 66 Investigation 5 Day 1 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING

GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	<p>Follow two-step directions. (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.1.2.	<p>Demonstrate understanding of simple questions and requests. (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Small Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	3.LL.1.3.	Answer some simple “who”, “what” and “where” questions. (3.3)

		<p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Small Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	3.LL.1.4.	<p>Listen and respond attentively to simple conversations. (3.4)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Mighty Minutes p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 17 Exploring the Topic Day 2 Mighty Minutes p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time</p>

p. 21 Exploring the Topic Day 4 Large-Group Roundup
 p. 21 Exploring the Topic Day 4 Small Group
 p. 22 Exploring the Topic Day 5 Large Group
 p. 23 Exploring the Topic Day 5 Large-Group Roundup
 p. 23 Exploring the Topic Day 5 Choice Time
 p. 23 Exploring the Topic Day 5 Read-Aloud
 p. 23 Exploring the Topic Day 5 Small Group
 p. 27 Investigation 1 Outdoor Experiences
 p. 28 Investigation 1 Day 1 Large Group
 p. 29 Investigation 1 Day 1 Choice Time
 p. 29 Investigation 1 Day 1 Large-Group Roundup
 p. 29 Investigation 1 Day 1 Mighty Minutes
 p. 29 Investigation 1 Day 1 Small Group
 p. 30 Investigation 1 Day 2 Large Group
 p. 31 Investigation 1 Day 2 Choice Time
 p. 31 Investigation 1 Day 2 Large-Group Roundup
 p. 31 Investigation 1 Day 2 Small Group
 p. 32 Investigation 1 Day 3 Choice Time
 p. 32 Investigation 1 Day 3 Large Group
 p. 33 Investigation 1 Day 3 Large-Group Roundup
 p. 33 Investigation 1 Day 3 Read-Aloud
 p. 33 Investigation 1 Day 3 Small Group
 p. 35 Investigation 2 Outdoor Experience
 p. 36 Investigation 2 Day 1 Choice Time
 p. 36 Investigation 2 Day 1 Large Group
 p. 37 Investigation 2 Day 1 Large-Group Roundup
 p. 37 Investigation 2 Day 1 Small Group
 p. 38 Investigation 2 Day 2 Choice Time
 p. 38 Investigation 2 Day 2 Large Group
 p. 39 Investigation 2 Day 2 Large-Group Roundup
 p. 39 Investigation 2 Day 2 Read-Aloud
 p. 39 Investigation 2 Day 2 Small Group
 p. 40 Investigation 2 Day 3 Choice Time
 p. 40 Investigation 2 Day 3 Large Group
 p. 41 Investigation 2 Day 3 Large- Group Roundup
 p. 41 Investigation 2 Day 3 Small Group
 p. 42 Investigation 2 Day 4 Large Group
 p. 42 investigation 2 Day 4 Choice Time
 p. 43 Investigation 2 Day 4 Large-Group Roundup
 p. 43 Investigation 2 Day 4 Read-Aloud
 p. 43 Investigation 2 Day 4 Small Group
 p. 45 Investigation 3 Outdoor Experiences
 p. 46 Investigation 3 Day 1 Choice Time
 p. 46 Investigation 3 Day 1 Large Group
 p. 47 Investigation 3 Day 1 Large-Group Roundup
 p. 47 Investigation 3 Day 1 Small Group
 p. 48 Investigation 3 Day 2 Choice Time
 p. 48 Investigation 3 Day 2 Large Group
 p. 49 Investigation 3 Day 2 Large-Group Roundup
 p. 49 Investigation 3 Day 2 Small Group
 p. 50 Investigation 3 Day 3 Large Group
 p. 51 Investigation 3 Day 3 Choice Time
 p. 51 Investigation 3 Day 3 Large-Group Roundup
 p. 51 Investigation 3 Day 3 Read-Aloud
 p. 51 Investigation 3 Day 3 Small Group
 p. 53 Investigation 4 Outdoor Experiences
 p. 54 Investigation 4 Day 1 Choice Time
 p. 54 Investigation 4 Day 1 Large Group
 p. 55 Investigation 4 Day 1 Large-Group Roundup
 p. 55 Investigation 4 Day 1 Small Group
 p. 56 Investigation 4 Day 2 Choice Time
 p. 56 Investigation 4 Day 2 Large Group
 p. 57 Investigation 4 Day 2 Large-Group Roundup
 p. 57 Investigation 4 Day 2 Read-Aloud
 p. 57 Investigation 4 Day 2 Small Group

		<p>p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Small Group p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Small Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 84 Celebrating Learning Day 1 Choice Time p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Large-Group Roundup p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
INDICATOR	3.LL.1.5.	<p>Use phrases and/or simple sentences and questions. (3.5)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group</p>
INDICATOR	3.LL.1.6.	<p>Ask “why” questions. (3.6)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group</p>
INDICATOR	3.LL.1.7.	<p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group</p>

		<p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.1.9.	<p>Ask questions that may incorporate expanding vocabulary. (3.9)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 40 Investigation 2 Day 3 Large Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	<p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 69 Investigation 5 Day 2 Small Group</p>

		p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.3.2.	Identify the front cover of a book. (3.2) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3) <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.3.4.	Imitate teacher reading a story. (3.4) <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5) <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group

INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud several times. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 4 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group

		<p>p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.4.2.	<p>Retell a simple story with pictures or other props to use as prompts. (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.LL.4.3.	<p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.4.4.	<p>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud</p>

INDICATOR	3.LL.4.5.	Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5) <u>Reduce, Reuse, Recycle Study</u> p. 48 Investigation 3 Day 2 Large Group
INDICATOR	3.LL.4.6.	Use pictures and illustrations of a text to tell a story. (3.6) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.7.	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.8.	Demonstrate understanding of what will happen next in familiar stories. (3.8) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud

		<p>p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	<p>With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.5.3.	<p>With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes</p>
INDICATOR	3.LL.5.4.	<p>Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	<p>With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group</p>

		<p>p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 67 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
INDICATOR	3.LL.6.2.	<p>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group</p>
INDICATOR	3.LL.6.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes</p>
INDICATOR	3.LL.6.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes</p>
INDICATOR	3.LL.6.5.	<p>Engage in word play activities in songs and rhymes. (3.5)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Mighty Minutes</p>

		<p>p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Mighty Minutes p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Mighty Minutes p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	<p>Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	3.LL.7.2.	<p>Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 33 Investigation 1 Day 3 Small Group</p>
INDICATOR	3.LL.7.3.	<p>Engage in tactile experiences creating letters and other forms. (3.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 33 Investigation 1 Day 3 Small Group</p>
INDICATOR	3.LL.7.4.	<p>Imitate marks made by adult or older child (approximations). (3.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup</p>
INDICATOR	3.LL.7.5.	<p>Describe picture and/or dictate story to caretaker. (3.5)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group</p>
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 83 Celebrating Learning Outdoor Experiences
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) <u>Reduce, Reuse, Recycle Study</u> p. 87 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group

		<p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 43 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 4 Read-Aloud</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 51 Investigation 3 Day 3 Read-Aloud</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 54 Investigation 4 Day 1 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 58 Investigation 4 Day 3 Choice Time</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 59 Investigation 4 Day 3 Read-Aloud</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 61 Investigation 4 Day 4 Small Group</p>
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BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	<p>Recognize and name basic emotions (happy, mad, sad) in self. (3.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.SE.4.2.	<p>Express own ideas, interests, and feelings through words or actions. (3.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud</p>

		p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group

INDICATOR	4.CC.1.2.	<p>Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	4.CC.1.3.	<p>Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group</p>
INDICATOR	4.CC.1.4.	<p>Describe changes in tone, melody, rhythm, and tempo. (4.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group</p>
INDICATOR	4.CC.1.5.	<p>Use instruments, props, and body creatively to express self through music and movement. (4.5)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	<p>Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group</p>

		<p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Read-Aloud</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 55 Investigation 4 Day 1 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CC.2.2.	<p>Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 37 Investigation 2 Day 1 Read-Aloud</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</p> <p>p. 55 Investigation 4 Day 1 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 59 Investigation 4 Day 3 Small Group</p> <p>p. 63 Investigation 4 Day 5 Small Group</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CC.2.3.	Create artistic works that reflect thoughts, feelings, experiences, or

		<p>knowledge using different materials, tools and techniques. (4.3)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	<p>Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.CC.3.2.	<p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p>

		<p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 70 Investigation 5 Day 3 Large Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	<p>Verbally count by ones to 20. (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CM.1.2.	<p>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 13 Exploring the Topic Outdoor Experiences</p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 42 investigation 2 Day 4 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 57 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 63 Investigation 4 Day 5 Mighty Minutes</p>

		p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5) <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
INDICATOR	4.CM.1.6.	With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6) <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group
INDICATOR	4.CM.1.7.	Compare sets of objects using same/different and more/less/fewer. (4.7) <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.4.	Understand shapes, their properties, and how objects are related to

EXPECTATION		one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 55 Investigation 4 Day 1 Mighty Minutes
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	4.CS.1.3.	Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
INDICATOR	4.CS.1.4.	Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 40 Investigation 2 Day 3 Large Group
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5) <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 45 Investigation 3 Outdoor Experiences

		<p>p. 47 Investigation 3 Day 1 Small Group p. 53 Investigation 4 Outdoor Experiences p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
INDICATOR	4.CS.1.7.	<p>With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 40 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 60 Investigation 4 Day 4 Large Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.1.	<p>With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 42 investigation 2 Day 4 Choice Time</p>
INDICATOR	4.CS.2.3.	<p>Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 58 Investigation 4 Day 3 Large Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.6.	<p>Use basic vocabulary to name and describe plants and living creatures. (4.6)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time</p>
INDICATOR	4.CS.3.7.	<p>Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has

		<p>seen through drawings and play activities. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup</p>
INDICATOR	4.CSS.3.5.	<p>With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	<p>Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 66 Investigation 5 Day 1 Large Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	<p>Follow rules that have been established. (4.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group</p>
INDICATOR	4.CSS.5.4.	<p>Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT

GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	<p>Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Small Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	4.LL.1.2.	<p>Listen and respond attentively to conversations. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 17 Exploring the Topic Day 2 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes</p>
INDICATOR	4.LL.1.3.	<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p>

		<p><u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 51 Investigation 3 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group</p>
INDICATOR	4.LL.1.4.	<p>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.LL.1.6.	<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.2.	<p>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences</p>

		<p>p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 55 Investigation 4 Day 1 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	<p>Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.3.2.	<p>With prompting and support, describe the role of the author and illustrator of a text. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	<p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud</p>

		<p>p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group</p>
INDICATOR	4.LL.4.3.	<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.4.	<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud</p>
INDICATOR	4.LL.4.5.	<p>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group</p>
INDICATOR	4.LL.4.6.	<p>Recognize that texts can be stories (make-believe) or real (give information). (4.6)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 48 Investigation 3 Day 2 Large Group</p>
INDICATOR	4.LL.4.7.	<p>With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group</p>

		<p>p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.8.	<p>With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group</p>
INDICATOR	4.LL.4.9.	<p>Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	<p>With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.5.2.	<p>With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u></p>

		<p>p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.5.4.	<p>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
INDICATOR	4.LL.5.5.	<p>Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	<p>With prompting and support, recognize and produce rhyming words. (4.1)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group</p>
INDICATOR	4.LL.6.2.	<p>With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</p> <p><u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 37 Investigation 2 Day 1 Small Group p. 51 Investigation 3 Day 3 Mighty Minutes</p>

		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 37 Investigation 2 Day 1 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.1.	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 33 Investigation 1 Day 3 Small Group
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2) <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	4.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2) <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL	4.PM.4.	Develop appropriate health and hygiene skills.

EXPECTATION		
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to “My Plate”. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 87 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1) <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group

Trees Study

State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	<p>Experiment to see if the same actions have similar effects on different objects. (3.1)</p> <p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.AL.3.2.	<p>Remember and apply previously learned information to a familiar object, task or situation. (3.2)</p> <p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>

INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group

		<p>p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	<p>With prompting and support, describe what they like and do not like about various forms of art. (3.1)</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup</p>

		<p>p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.2.2.	<p>Describe general features (color, size, objects included) of a piece of art work. (3.2)</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group</p>

p. 016 Exploring the Topic Day 2 Large Group
 p. 017 Exploring the Topic Day 2 Small Group
 p. 017 Exploring the Topic Day 2 Large-Group Roundup
 p. 019 Exploring the Topic Day 3 Small Group
 p. 020 Exploring the Topic Day 4 Large Group
 p. 021 Exploring the Topic Day 4 Small Group
 p. 022 Exploring the Topic Day 5 Large Group
 p. 023 Exploring the Topic Day 5 Large-Group Roundup
 p. 023 Exploring the Topic Day 5 Small Group
 p. 027 Investigation 1 Outdoor Experiences
 p. 028 Investigation 1 Day 1 Large Group
 p. 029 Investigation 1 Day 1 Read-Aloud
 p. 030 Investigation 1 Day 2 Large Group
 p. 032 Investigation 1 Day 3 Large Group
 p. 033 Investigation 1 Day 3 Read-Aloud
 p. 033 Investigation 1 Day 3 Small Group
 p. 034 Investigation 1 Day 4 Large Group
 p. 035 Investigation 1 Day 4 Large-Group Roundup
 p. 035 Investigation 1 Day 4 Small Group
 p. 036 Investigation 1 Day 5 Choice Time
 p. 036 Investigation 1 Day 5 Large Group
 p. 037 Investigation 1 Day 5 Large-Group Roundup
 p. 037 Investigation 1 Day 5 Read-Aloud
 p. 037 Investigation 1 Day 5 Small Group
 p. 042 Investigation 2 Day 2 Large Group
 p. 043 Investigation 2 Day 2 Read-Aloud
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Small Group
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Small Group
 p. 048 Investigation 2 Day 5 Large Group
 p. 049 Investigation 2 Day 5 Small Group
 p. 052 Investigation 3 Day 1 Choice Time
 p. 053 Investigation 3 Day 1 Small Group
 p. 055 Investigation 3 Day 2 Read-Aloud
 p. 055 Investigation 3 Day 2 Small Group
 p. 057 Investigation 3 Day 3 Small Group
 p. 059 Investigation 3 Day 4 Read-Aloud
 p. 059 Investigation 3 Day 4 Small Group
 p. 060 Investigation 3 Day 5 Large Group
 p. 061 Investigation 3 Day 5 Read-Aloud
 p. 065 Investigation 4 Day 1 Choice Time
 p. 065 Investigation 4 Day 1 Read-Aloud
 p. 065 Investigation 4 Day 1 Small Group
 p. 067 Investigation 4 Day 2 Small Group
 p. 069 Investigation 4 Day 3 Read-Aloud
 p. 069 Investigation 4 Day 3 Small Group
 p. 070 Investigation 4 Day 4 Choice Time
 p. 070 Investigation 4 Day 4 Small Group
 p. 074 Investigation 5 Day 1 Large Group
 p. 075 Investigation 5 Day 1 Read-Aloud
 p. 076 Investigation 5 Day 2 Large Group
 p. 077 Investigation 5 Day 2 Read-Aloud
 p. 079 Investigation 5 Day 3 Choice Time
 p. 079 Investigation 5 Day 3 Read-Aloud
 p. 079 Investigation 5 Day 3 Small Group
 p. 081 Investigation 5 Day 4 Small Group
 p. 082 Investigation 5 Day 5 Choice Time
 p. 082 Investigation 5 Day 5 Large Group
 p. 083 Investigation 5 Day 5 Large-Group Roundup
 p. 083 Investigation 5 Day 5 Read-Aloud
 p. 083 Investigation 5 Day 5 Small Group
 p. 087 Investigation 6 Day 1 Choice Time
 p. 087 Investigation 6 Day 1 Read-Aloud

		<p>p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.2.3.	<p>Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	<p>Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes</p>

		<p>p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.CC.3.2.	<p>With prompting and support, role play or use puppets to act out stories. (3.2)</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group</p>

		<p>p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	<p>Verbally counts by ones to 10. (3.1)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.CM.1.2.	<p>With prompting and support, count up to 5 and then backwards from 5. (3.2)</p> <p><u>Trees Study</u></p>

		<p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.CM.1.3.	<p>Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p><u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group</p>
INDICATOR	3.CM.1.4.	<p>Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p><u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group</p>
INDICATOR	3.CM.1.5.	<p>Identify some written numerals but not in sequence. (3.5)</p> <p><u>Trees Study</u> p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group</p>
INDICATOR	3.CM.1.7.	<p>Count two sets of objects and identify which set has more/less/fewer. (3.7)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	<p>Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</p> <p><u>Trees Study</u> p. 035 Investigation 1 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup</p>

		<p>p. 070 Investigation 4 Day 4 Mighty Minutes p. 070 Investigation 4 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 4 Large Group</p>
INDICATOR	3.CM.2.2.	<p>Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</p> <p><u>Trees Study</u> p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group</p>
INDICATOR	3.CM.2.3.	<p>Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</p> <p><u>Trees Study</u> p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	<p>Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 054 Investigation 3 Day 2 Choice Time p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	3.CM.3.2.	<p>Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 054 Investigation 3 Day 2 Choice Time p. 067 Investigation 4 Day 2 Small Group</p>

		p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.CM.3.4.	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4) <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6) <u>Trees Study</u> p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group

		<p>p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.CS.1.2.	<p>Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</p> <p><u>Trees Study</u> p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup</p>
INDICATOR	3.CS.1.3.	<p>Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.CS.1.6.	<p>Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</p> <p><u>Trees Study</u> p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time p. 092 Investigation 6 Day 4 Large Group</p>

		p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7) <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 029 Investigation 1 Day 1 Choice Time p. 031 Investigation 1 Day 2 Choice Time p. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 059 Investigation 3 Day 4 Choice Time p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 076 Investigation 5 Day 2 Choice Time p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 088 Investigation 6 Day 2 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.1.	With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be

		combined or can change from one form to another (e.g., ice melting to a liquid). (3.1) <u>Trees Study</u> p. 087 Investigation 6 Day 1 Choice Time
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) <u>Trees Study</u> p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.1.	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.CS.3.2.	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 045 Investigation 2 Day 3 Mighty Minutes p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Large Group

		p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Choice Time p. 109 Celebrating Learning Day 2 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) <u>Trees Study</u> p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) <u>Trees Study</u>

		p. 014 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	<p>Follow two-step directions. (3.1)</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 4 Outdoor Experiences p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 074 Investigation 5 Day 1 Large Group p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	3.LL.1.2.	<p>Demonstrate understanding of simple questions and requests. (3.2)</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group</p>

		<p>p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.1.3.	<p>Answer some simple “who”, “what” and “where” questions. (3.3)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group</p>

		<p>p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.1.4.	<p>Listen and respond attentively to simple conversations. (3.4)</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup</p>

p. 035 Investigation 1 Day 4 Read-Aloud
 p. 035 Investigation 1 Day 4 Small Group
 p. 036 Investigation 1 Day 5 Choice Time
 p. 036 Investigation 1 Day 5 Large Group
 p. 037 Investigation 1 Day 5 Large-Group Roundup
 p. 037 Investigation 1 Day 5 Small Group
 p. 039 Investigation 2 Outdoor Experiences
 p. 040 Investigation 2 Day 1 Choice Time
 p. 040 Investigation 2 Day 1 Large Group
 p. 041 Investigation 2 Day 1 Large-Group Roundup
 p. 041 Investigation 2 Day 1 Read-Aloud
 p. 041 Investigation 2 Day 1 Small Group
 p. 042 Investigation 2 Day 2 Large Group
 p. 043 Investigation 2 Day 2 Choice Time
 p. 043 Investigation 2 Day 2 Large-Group Roundup
 p. 043 Investigation 2 Day 2 Small Group
 p. 044 Investigation 2 Day 3 Large Group
 p. 045 Investigation 2 Day 3 Choice Time
 p. 045 Investigation 2 Day 3 Large-Group Roundup
 p. 045 Investigation 2 Day 3 Read-Aloud
 p. 045 Investigation 2 Day 3 Small Group
 p. 046 Investigation 2 Day 4 Choice Time
 p. 046 Investigation 2 Day 4 Large Group
 p. 047 Investigation 2 Day 4 Large-Group Roundup
 p. 047 Investigation 2 Day 4 Small Group
 p. 048 Investigation 2 Day 5 Large Group
 p. 049 Investigation 2 Day 5 Choice Time
 p. 049 Investigation 2 Day 5 Large-Group Roundup
 p. 049 Investigation 2 Day 5 Read-Aloud
 p. 049 Investigation 2 Day 5 Small Group
 p. 051 Investigation 3 Outdoor Experiences
 p. 052 Investigation 3 Day 1 Choice Time
 p. 052 Investigation 3 Day 1 Large Group
 p. 053 Investigation 3 Day 1 Large-Group Roundup
 p. 053 Investigation 3 Day 1 Read-Aloud
 p. 053 Investigation 3 Day 1 Small Group
 p. 054 Investigation 3 Day 2 Choice Time
 p. 054 Investigation 3 Day 2 Large Group
 p. 055 Investigation 3 Day 2 Large-Group Roundup
 p. 055 Investigation 3 Day 2 Small Group
 p. 056 Investigation 3 Day 3 Choice Time
 p. 056 Investigation 3 Day 3 Large Group
 p. 057 Investigation 3 Day 3 Large-Group Roundup
 p. 057 Investigation 3 Day 3 Read-Aloud
 p. 057 Investigation 3 Day 3 Small Group
 p. 058 Investigation 3 Day 4 Large Group
 p. 059 Investigation 3 Day 4 Choice Time
 p. 059 Investigation 3 Day 4 Large-Group Roundup
 p. 059 Investigation 3 Day 4 Mighty Minutes
 p. 059 Investigation 3 Day 4 Small Group
 p. 060 Investigation 3 Day 5 Choice Time
 p. 060 Investigation 3 Day 5 Large Group
 p. 061 Investigation 3 Day 5 Large-Group Roundup
 p. 061 Investigation 3 Day 5 Small Group
 p. 063 Investigation 4 Outdoor Experiences
 p. 064 Investigation 4 Day 1 Large Group
 p. 065 Investigation 4 Day 1 Choice Time
 p. 065 Investigation 4 Day 1 Large-Group Roundup
 p. 065 Investigation 4 Day 1 Small Group
 p. 066 Investigation 4 Day 2 Choice Time
 p. 066 Investigation 4 Day 2 Large Group
 p. 067 Investigation 4 Day 2 Large-Group Roundup
 p. 067 Investigation 4 Day 2 Small Group
 p. 068 Investigation 4 Day 3 Large Group
 p. 069 Investigation 4 Day 3 Choice Time

		<p>p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Large-Group Roundup p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large-Group Roundup p. 089 Investigation 6 Day 2 Mighty Minutes p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.1.5.	<p>Use phrases and/or simple sentences and questions. (3.5)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group</p>

		<p>p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.1.6.	<p>Ask “why” questions. (3.6)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.1.7.	<p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud</p>

		<p>p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	3.LL.1.9.	<p>Ask questions that may incorporate expanding vocabulary. (3.9)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	<p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>

BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	<p>Find a specific book by looking at the cover. (3.1)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.3.2.	<p>Identify the front cover of a book. (3.2)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.3.3.	<p>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group</p>

		<p>p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.3.5.	<p>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</p> <p><u>Trees Study</u> p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.3.6.	<p>Shows an interest in illustrations. (3.6)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 061 Investigation 3 Day 5 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	3.LL.4.	Comprehend stories and information from books and other print

EXPECTATION		materials.
INDICATOR	3.LL.4.1.	<p>Answer simple questions about print that has been read aloud several times. (3.1)</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts.

	<p>(3.2)</p> <p><u>Trees Study</u></p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	<p>3.LL.4.3.</p> <p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud</p>

		<p>p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.4.	<p>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.5.	<p>Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)</p> <p><u>Trees Study</u> p. 058 Investigation 3 Day 4 Large Group</p>
INDICATOR	3.LL.4.6.	<p>Use pictures and illustrations of a text to tell a story. (3.6)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud</p>

		<p>p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.7.	<p>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 075 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	3.LL.4.8.	<p>Demonstrate understanding of what will happen next in familiar stories. (3.8)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud</p>

		p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3) <u>Trees Study</u> p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) <u>Trees Study</u> p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1) <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes

		<p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 053 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 077 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 083 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 089 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.6.2.	<p>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</p> <p><u>Trees Study</u></p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	3.LL.6.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>Trees Study</u></p> <p>p. 015 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p>

		<p>p. 041 Investigation 2 Day 1 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Small Group p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes</p>
INDICATOR	3.LL.6.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Small Group p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes</p>
INDICATOR	3.LL.6.5.	<p>Engage in word play activities in songs and rhymes. (3.5)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes</p>

		<p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 Mighty Minutes</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 086 Investigation 6 Day 1 Large Group</p> <p>p. 087 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 088 Investigation 6 Day 2 Large Group</p> <p>p. 089 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	<p>Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p>

		<p>p. 070 Investigation 4 Day 4 Choice Time p. 078 Investigation 5 Day 3 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
INDICATOR	3.LL.7.2.	<p>Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</p> <p><u>Trees Study</u> p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
INDICATOR	3.LL.7.3.	<p>Engage in tactile experiences creating letters and other forms. (3.3)</p> <p><u>Trees Study</u> p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
INDICATOR	3.LL.7.4.	<p>Imitate marks made by adult or older child (approximations). (3.4)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 078 Investigation 5 Day 3 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	<p>Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)</p> <p><u>Trees Study</u> p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time</p>
INDICATOR	3.PM.1.2.	<p>Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)</p> <p><u>Trees Study</u> p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud</p>

		p. 081 Investigation 5 Day 4 Choice Time
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group

BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.10.	<p>Join in with a small group of children. (3.10)</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 018 Exploring the Topic Day 3 Choice Time</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Choice Time</p> <p>p. 021 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Choice Time</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 031 Investigation 1 Day 2 Mighty Minutes</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p>

		<p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Choice Time</p> <p>p. 075 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 076 Investigation 5 Day 2 Choice Time</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Large-Group Roundup</p>
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BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	<p>Recognize and name basic emotions (happy, mad, sad) in self. (3.1)</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions.

		(3.2) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1) <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) <u>Trees Study</u>

		p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group

		<p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 086 Investigation 6 Day 1 Large Group</p> <p>p. 087 Investigation 6 Day 1 Mighty Minutes</p> <p>p. 088 Investigation 6 Day 2 Large Group</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	<p>Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</p> <p><u>Trees Study</u></p> <p>p. 013 Exploring the Topic Outdoor Experiences</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</p> <p>p. 030 Investigation 1 Day 2 Large Group</p>

		<p>p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)

Trees Study

- p. 013 Exploring the Topic Outdoor Experiences
- p. 014 Exploring the Topic Day 1 Large Group
- p. 015 Exploring the Topic Day 1 Choice Time
- p. 015 Exploring the Topic Day 1 Small Group
- p. 016 Exploring the Topic Day 2 Large Group
- p. 017 Exploring the Topic Day 2 Small Group
- p. 017 Exploring the Topic Day 2 Large-Group Roundup
- p. 019 Exploring the Topic Day 3 Small Group
- p. 020 Exploring the Topic Day 4 Large Group
- p. 021 Exploring the Topic Day 4 Small Group
- p. 022 Exploring the Topic Day 5 Large Group
- p. 023 Exploring the Topic Day 5 Large-Group Roundup
- p. 023 Exploring the Topic Day 5 Small Group
- p. 027 Investigation 1 Outdoor Experiences
- p. 028 Investigation 1 Day 1 Large Group
- p. 029 Investigation 1 Day 1 Read-Aloud
- p. 030 Investigation 1 Day 2 Large Group
- p. 032 Investigation 1 Day 3 Large Group
- p. 033 Investigation 1 Day 3 Read-Aloud
- p. 033 Investigation 1 Day 3 Small Group
- p. 034 Investigation 1 Day 4 Large Group
- p. 035 Investigation 1 Day 4 Large-Group Roundup
- p. 035 Investigation 1 Day 4 Small Group
- p. 036 Investigation 1 Day 5 Choice Time
- p. 036 Investigation 1 Day 5 Large Group
- p. 037 Investigation 1 Day 5 Large-Group Roundup
- p. 037 Investigation 1 Day 5 Read-Aloud
- p. 037 Investigation 1 Day 5 Small Group
- p. 042 Investigation 2 Day 2 Large Group
- p. 043 Investigation 2 Day 2 Read-Aloud
- p. 043 Investigation 2 Day 2 Small Group
- p. 044 Investigation 2 Day 3 Large Group
- p. 045 Investigation 2 Day 3 Small Group
- p. 046 Investigation 2 Day 4 Large Group
- p. 047 Investigation 2 Day 4 Small Group
- p. 048 Investigation 2 Day 5 Large Group
- p. 049 Investigation 2 Day 5 Small Group
- p. 052 Investigation 3 Day 1 Choice Time
- p. 053 Investigation 3 Day 1 Small Group
- p. 055 Investigation 3 Day 2 Read-Aloud
- p. 055 Investigation 3 Day 2 Small Group
- p. 057 Investigation 3 Day 3 Small Group
- p. 059 Investigation 3 Day 4 Read-Aloud
- p. 059 Investigation 3 Day 4 Small Group
- p. 060 Investigation 3 Day 5 Large Group
- p. 061 Investigation 3 Day 5 Read-Aloud
- p. 065 Investigation 4 Day 1 Choice Time
- p. 065 Investigation 4 Day 1 Read-Aloud
- p. 065 Investigation 4 Day 1 Small Group
- p. 067 Investigation 4 Day 2 Small Group
- p. 069 Investigation 4 Day 3 Read-Aloud
- p. 069 Investigation 4 Day 3 Small Group
- p. 070 Investigation 4 Day 4 Choice Time
- p. 070 Investigation 4 Day 4 Small Group
- p. 074 Investigation 5 Day 1 Large Group
- p. 075 Investigation 5 Day 1 Read-Aloud
- p. 076 Investigation 5 Day 2 Large Group
- p. 077 Investigation 5 Day 2 Read-Aloud
- p. 079 Investigation 5 Day 3 Choice Time
- p. 079 Investigation 5 Day 3 Read-Aloud
- p. 079 Investigation 5 Day 3 Small Group
- p. 081 Investigation 5 Day 4 Small Group
- p. 082 Investigation 5 Day 5 Choice Time
- p. 082 Investigation 5 Day 5 Large Group

		<p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 087 Investigation 6 Day 1 Read-Aloud</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 091 Investigation 6 Day 3 Read-Aloud</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CC.2.3.	<p>Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 077 Investigation 5 Day 2 Small Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)

		<p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CC.3.2.	<p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group</p>

		<p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 073 Investigation 5 Outdoor Experiences</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 075 Investigation 5 Day 1 Small Group</p> <p>p. 077 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 091 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 105 Celebrating Learning Outdoor Experiences</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Mighty Minutes</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	<p>Verbally count by ones to 20. (4.1)</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p>
INDICATOR	4.CM.1.2.	<p>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p>

		<p>p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	4.CM.1.3.	<p>Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</p> <p><u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group</p>
INDICATOR	4.CM.1.4.	<p>Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</p> <p><u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group</p>
INDICATOR	4.CM.1.7.	<p>Compare sets of objects using same/different and more/less/fewer. (4.7)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	<p>Recognize, copy, and extend patterns. (4.1)</p> <p><u>Trees Study</u> p. 035 Investigation 1 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Mighty Minutes p. 070 Investigation 4 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 4 Large Group</p>
INDICATOR	4.CM.2.3.	<p>Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</p> <p><u>Trees Study</u> p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.

INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 054 Investigation 3 Day 2 Choice Time p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.CM.3.4.	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4) <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) <u>Trees Study</u> p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).

INDICATOR	4.CS.1.2.	<p>Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group</p>
INDICATOR	4.CS.1.5.	<p>Conduct simple scientific experiments. (4.5)</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL	4.CS.2.	Acquire scientific knowledge related to physical science (properties

EXPECTATION		of objects and materials).
INDICATOR	4.CS.2.1.	With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1) <u>Trees Study</u> p. 087 Investigation 6 Day 1 Choice Time
INDICATOR	4.CS.2.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) <u>Trees Study</u> p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.1.	Explore, observe, and describe a variety of living creatures and plants. (4.1) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.CS.3.2.	Classify living creatures and plants into categories according to at least one characteristic. (4.2) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.CS.3.5.	Describe plants' and living creatures' life cycles. (4.5) <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Choice Time

		<p>p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	<p>Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.CSS.3.5.	<p>With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup</p>

		<p>p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	<p>Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)</p> <p><u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	<p>Follow rules that have been established. (4.3)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group</p>
INDICATOR	4.CSS.5.4.	<p>Participate in conversations about the importance of rules/consequences, rights of self, and rights of others. (4.4)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	<p>Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group</p>

		<p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 022 Exploring the Topic Day 5 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Choice Time</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 081 Investigation 5 Day 4 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 086 Investigation 6 Day 1 Large Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 090 Investigation 6 Day 3 Choice Time</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 108 Celebrating Learning Day 2 Large Group</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.1.2.	<p>Listen and respond attentively to conversations. (4.2)</p> <p><u>Trees Study</u></p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 059 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 077 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 089 Investigation 6 Day 2 Mighty Minutes</p>
INDICATOR	4.LL.1.3.	<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p> <p><u>Trees Study</u></p>

		<p>p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group</p>
INDICATOR	4.LL.1.4.	<p>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
INDICATOR	4.LL.1.5.	<p>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</p> <p><u>Trees Study</u> p. 047 Investigation 2 Day 4 Mighty Minutes</p>
INDICATOR	4.LL.1.6.	<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p>

		<p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	<p>Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group</p>
INDICATOR	4.LL.2.2.	<p>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p> <p><u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	<p>Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group</p>

		<p>p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.3.2.	<p>With prompting and support, describe the role of the author and illustrator of a text. (4.2)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	<p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p> <p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 079 Investigation 5 Day 3 Read-Aloud</p>

		<p>p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.3.	<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p><u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 075 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
INDICATOR	4.LL.4.4.	<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud</p>

		p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5) <u>Trees Study</u> p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group
INDICATOR	4.LL.4.6.	Recognize that texts can be stories (make-believe) or real (give information). (4.6) <u>Trees Study</u> p. 058 Investigation 3 Day 4 Large Group
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 061 Investigation 3 Day 5 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) <u>Trees Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Read-Aloud p. 089 Investigation 6 Day 2 Small Group
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud

		<p>p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	<p>With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.5.2.	<p>With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group</p>

		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	4.LL.5.4.	<p>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> <p><u>Trees Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
INDICATOR	4.LL.5.5.	<p>Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)</p> <p><u>Trees Study</u> p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	<p>With prompting and support, recognize and produce rhyming words. (4.1)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 053 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group</p>

		<p>p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 061 Investigation 3 Day 5 Read-Aloud p. 064 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 070 Investigation 4 Day 4 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Mighty Minutes p. 089 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes</p>
INDICATOR	4.LL.6.2.	<p>With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Small Group p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 082 Investigation 5 Day 5 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes</p>
INDICATOR	4.LL.6.3.	<p>With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</p> <p><u>Trees Study</u> p. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Small Group p. 058 Investigation 3 Day 4 Large Group p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group</p>
INDICATOR	4.LL.6.4.	<p>Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</p> <p><u>Trees Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Large Group</p>

		<p>p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Small Group p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes</p>
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.1.	<p>Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</p> <p><u>Trees Study</u> p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
INDICATOR	4.LL.7.2.	<p>Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</p> <p><u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 078 Investigation 5 Day 3 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group</p>
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.1.	<p>Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)</p> <p><u>Trees Study</u> p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time</p>
INDICATOR	4.PM.1.2.	<p>Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)</p> <p><u>Trees Study</u></p>

		p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2) <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	4.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to “My Plate”. (4.1) <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	4.PM.4.2.	Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2) <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud

		<p>p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
INDICATOR	4.SE.4.2.	<p>Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	<p>Follow rules and routines and adapt to changes in rules and routines. (4.1)</p> <p><u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group</p>

Book Discussion Card

State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	<p>Experiment to see if the same actions have similar effects on different objects. (3.1)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.AL.3.2.	<p>Remember and apply previously learned information to a familiar object, task or situation. (3.2)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3) <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4) <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1) <u>Book Discussion Card</u>

		<p>BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.LL.3.2.	<p>Identify the front cover of a book. (3.2)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.LL.3.6.	<p>Shows an interest in illustrations. (3.6)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug</p>

		<p>BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	<p>Answer simple questions about print that has been read aloud several times. (3.1)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.LL.4.2.	<p>Retell a simple story with pictures or other props to use as prompts. (3.2)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales</p>

		BDC22: The True Story of the 3 Little Pigs!
INDICATOR	3.LL.4.3.	<p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.LL.4.4.	<p>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.LL.4.6.	<p>Use pictures and illustrations of a text to tell a story. (3.6)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess</p>

		<p>BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.LL.4.7.	<p>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.LL.4.8.	<p>Demonstrate understanding of what will happen next in familiar stories. (3.8)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried</p>

		BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.4.	Work or play cooperatively with other children with some direction from adults. (3.4) <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)

		<u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2) <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
INDICATOR	3.SE.5.2.	With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2) <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen

		<p>BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	3.SE.5.3.	<p>Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	<p>Identify and understand cause and effect relationships. (4.1)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo</p>

		BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/consequences, rights of self, and rights of others. (4.4) <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.2.	With prompting and support, describe the role of the author and illustrator of a text. (4.2) <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)

		<p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	4.LL.4.3.	<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	4.LL.4.4.	<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair</p>

		<p>BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	4.LL.4.7.	<p>With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	4.LL.4.9.	<p>Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>

BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.5.	<p>Play cooperatively with small group of peers for a sustained time. (4.5)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	4.SE.1.6.	<p>Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	<p>Recognize and accurately label the feelings of self. (4.1)</p> <p><u>Book Discussion Card</u></p>

		<p>BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
INDICATOR	4.SE.4.2.	<p>Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)</p> <p><u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!</p>
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	<p>Follow rules and routines and adapt to changes in rules and routines. (4.1)</p> <p><u>Book Discussion Card</u> BDC04: Little Red Riding Hood</p>

Intentional Teaching Cards
State: Louisiana's Birth to Five Early Learning & Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) <u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways

INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time
INDICATOR	3.CC.1.4.	Identify changes in tempo when listening to music. (3.4) <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5) <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1) <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See...? LL16: Tongue Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus

LL39: My Daily Journal
 LL40: What Was for Breakfast?
 LL41: Our Names, Our Things
 LL42: Daily Sign-In
 LL43: Introducing New Vocabulary
 LL45: Observational Drawing
 LL46: Storyboard
 LL49: Vegetable Soup
 LL53: We're Going on a Trip
 LL54: Asking Questions
 LL56: Find the Matching Letter
 LL57: Photo Writing
 LL62: Retelling Wordless Books
 LL63: Investigating & Recording
 M01: Dinnertime
 M02: Counting & Comparing
 M03: Seek & Find
 M06: Tallying
 M07: Ice Cubes
 M08: Baggie Ice Cream
 M11: Graphing
 M13: Nursery Rhyme Count
 M14: Patterns
 M16: Show Me Five
 M17: Guessing Jar
 M24: Matzo Balls
 M25: The Long and Short of It
 M27: Peach Cobbler
 M28: Applesauce
 M29: Apple Bread
 M31: Lining It Up
 M33: Apple Oat Muffins
 M34: Cover Up
 M36: We're Going on an Adventure
 M38: Patterns Under Cover
 M40: Cube Trains
 M43: Pancakes
 M45: Picture Patterns
 M47: My Shadow and I
 M48: Wash Day
 M51: Can You Find It?
 M52: Modeling Clay
 M53: Black Bean Corn Salad
 M54: Gingerbread Cookies
 M56: Where's the Beanbag?
 M57: Yogurt Fruit Dip
 M59: More or Fewer Towers
 M60: Morning, Noon, and Night
 M62: How Big Around?
 M63: Fishing Trip
 M64: Five-Layer Dip
 M65: Cornbread
 M66: OobEck
 M67: Fruit Smoothies
 M68: Trail Mix
 M69: Cream Cheese & Strawberry Snacks
 M70: Egg Salad
 M71: Flat Bread
 M72: Macaroni & Cheese
 M73: Oatmeal Raisin Cookies
 M74: Vegetable Stir Fry
 M75: Sugar Cookies
 M76: Orange Banana Yogurt Pops
 P01: Let's Sew
 P07: Balloon Catch

		<p>P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE26: Making A Mural</p>
INDICATOR	3.CC.2.2.	<p>Describe general features (color, size, objects included) of a piece of art work. (3.2)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See...? LL16: Tongue Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes</p>

		<p> M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M40: Cube Trains M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE26: Making A Mural </p>
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INDICATOR	3.CC.2.3.	Create artistic works with different types of art materials, tools and
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		<p>techniques through individual and group art activities. (3.3)</p> <p><u>Intentional Teaching Cards</u> LL04: Bookmaking LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M42: Straw Shapes M45: Picture Patterns M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board SE26: Making A Mural</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	<p>Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping</p>

		SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out stories. (3.2) <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
INDICATOR	3.CC.3.3.	Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3) <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
INDICATOR	3.CC.3.4.	Use one object to represent another object. (3.4) <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1) <u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards

		<p>M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices</p>
INDICATOR	3.CM.1.2.	<p>With prompting and support, count up to 5 and then backwards from 5. (3.2)</p> <p><u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce</p>

		<p>M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices</p>
INDICATOR	3.CM.1.3.	<p>Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p><u>Intentional Teaching Cards</u> M16: Show Me Five</p>
INDICATOR	3.CM.1.4.	<p>Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p><u>Intentional Teaching Cards</u> M16: Show Me Five</p>
INDICATOR	3.CM.1.5.	<p>Identify some written numerals but not in sequence. (3.5)</p> <p><u>Intentional Teaching Cards</u> M04: Number Cards M37: Secret Numbers M41: Making Numerals M63: Fishing Trip M79: Ping-Pong Pick-Up</p>
INDICATOR	3.CM.1.6.	<p>With prompting and support, match four or five numerals with the correct number of objects. (3.6)</p> <p><u>Intentional Teaching Cards</u> M04: Number Cards</p>
INDICATOR	3.CM.1.7.	<p>Count two sets of objects and identify which set has more/less/fewer. (3.7)</p> <p><u>Intentional Teaching Cards</u> LL49: Vegetable Soup M02: Counting & Comparing M03: Seek & Find M59: More or Fewer Towers</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	<p>Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</p> <p><u>Intentional Teaching Cards</u> LL31: I Went Shopping</p>

		M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains M45: Picture Patterns
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M32: Which Container Holds More? M44: Musical Water M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? P32: Math Journal
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M32: Which Container Holds More? M44: Musical Water

		M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? P32: Math Journal
INDICATOR	3.CM.3.4.	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4) <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) <u>Intentional Teaching Cards</u> M20: I'm Thinking of a Shape M21: Geoboards M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence
INDICATOR	3.CM.4.4.	Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4) <u>Intentional Teaching Cards</u> M30: Buried Shapes
INDICATOR	3.CM.4.5.	With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5) <u>Intentional Teaching Cards</u> M30: Buried Shapes
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6) <u>Intentional Teaching Cards</u> M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag?
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) <u>Intentional Teaching Cards</u> LL15: Textured Letters

		LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving SE01: Site Visits
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) <u>Intentional Teaching Cards</u> LL15: Textured Letters LL21: Buried Treasures LL45: Observational Drawing M45: Picture Patterns
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) <u>Intentional Teaching Cards</u>

		LL07: Letters, Letters, Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M18: Bounce & Count M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels SE01: Site Visits
INDICATOR	3.CS.1.4.	Show an understanding of cause and effect relationships that are observed immediately. (3.4) <u>Intentional Teaching Cards</u> M26: Huff & Puff
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)

		<u>Intentional Teaching Cards</u> M26: Huff & Puff
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6) <u>Intentional Teaching Cards</u> LL15: Textured Letters LL21: Buried Treasures LL45: Observational Drawing LL54: Asking Questions M45: Picture Patterns SE01: Site Visits
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7) <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M18: Bounce & Count M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies

		M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels SE01: Site Visits
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) <u>Intentional Teaching Cards</u> LL45: Observational Drawing LL57: Photo Writing
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9) <u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL53: We're Going on a Trip
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) <u>Intentional Teaching Cards</u> M44: Musical Water
INDICATOR	3.CS.2.4.	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4) <u>Intentional Teaching Cards</u> P12: Exploring Pathways
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.3.	Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3) <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip
INDICATOR	3.CS.3.4.	Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4) <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) <u>Intentional Teaching Cards</u> M07: Ice Cubes M08: Baggie Ice Cream

BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3) <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits

		SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1) <u>Intentional Teaching Cards</u> LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins

M36: We're Going on an Adventure
M37: Secret Numbers
M43: Pancakes
M47: My Shadow and I
M51: Can You Find It?
M52: Modeling Clay
M53: Black Bean Corn Salad
M54: Gingerbread Cookies
M55: Stepping Stones
M56: Where's the Beanbag?
M57: Yogurt Fruit Dip
M64: Five-Layer Dip
M65: Cornbread
M66: OobEck
M67: Fruit Smoothies
M68: Trail Mix
M69: Cream Cheese & Strawberry Snacks
M70: Egg Salad
M71: Flat Bread
M72: Macaroni & Cheese
M73: Oatmeal Raisin Cookies
M74: Vegetable Stir Fry
M75: Sugar Cookies
M76: Orange Banana Yogurt Pops
P01: Let's Sew
P02: Play Dough Weaving
P03: Twisted Pretzels
P04: Kick High
P05: Throw Hard, Throw Far
P06: Catching With a Scoop
P07: Balloon Catch
P08: Cutting With Scissors
P09: Up and Away
P10: Jumping Rope
P11: Jump the River
P12: Exploring Pathways
P13: Punting
P14: Moving Through the Forest
P15: Dribble Kick
P16: Body Part Balance
P17: Balance on a Beam
P18: Dribbling a Ball
P19: Bounce & Catch
P20: Body Shapes & Sizes
P21: Hopping
P22: Follow the Leader
P23: Ways to Travel
P24: Swing & Jump Rope
P25: Kick Hard
P26: Keep It Up
P27: Galloping
P28: Balloon Pong
P29: Stop & Go
P30: Mixing Paints
P31: Tie-Dyed Towels
P32: Math Journal
P33: Obstacle Course
SE01: Site Visits
SE02: Look Who's Here!
SE12: Classroom Jobs
SE14: Playing Together
SE16: "I" Statements
SE20: Cleanup Time
SE22: When, Then Statements
SE25: What Can We Build Together?

INDICATOR	3.LL.1.2.	<p>Demonstrate understanding of simple questions and requests. (3.2)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What’s Missing? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We’re Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We’re Going on an Adventure M38: Patterns Under Cover M39: Let’s Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together?</p>
INDICATOR	3.LL.1.3.	<p>Answer some simple “who”, “what” and “where” questions. (3.3)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What’s Missing? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We’re Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up</p>

		<p>M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together?</p>
INDICATOR	3.LL.1.4.	<p>Listen and respond attentively to simple conversations. (3.4)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M13: Nursery Rhyme Count</p>

M14: Patterns
 M16: Show Me Five
 M17: Guessing Jar
 M18: Bounce & Count
 M20: I'm Thinking of a Shape
 M21: Geoboards
 M25: The Long and Short of It
 M31: Lining It Up
 M32: Which Container Holds More?
 M34: Cover Up
 M36: We're Going on an Adventure
 M38: Patterns Under Cover
 M39: Let's Go Fishing
 M40: Cube Trains
 M41: Making Numerals
 M42: Straw Shapes
 M44: Musical Water
 M45: Picture Patterns
 M46: Nesting Dolls
 M47: My Shadow and I
 M48: Wash Day
 M49: Balancing Act
 M50: The Farmer Builds a Fence
 M53: Black Bean Corn Salad
 M54: Gingerbread Cookies
 M56: Where's the Beanbag?
 M58: Missing Lids
 M59: More or Fewer Towers
 M60: Morning, Noon, and Night
 M61: Shake, Rattle, and Roll
 M62: How Big Around?
 M77: Board Games
 M79: Ping-Pong Pick-Up
 P01: Let's Sew
 P02: Play Dough Weaving
 P03: Twisted Pretzels
 P04: Kick High
 P05: Throw Hard, Throw Far
 P06: Catching With a Scoop
 P07: Balloon Catch
 P08: Cutting With Scissors
 P09: Up and Away
 P10: Jumping Rope
 P11: Jump the River
 P12: Exploring Pathways
 P13: Punting
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 P25: Kick Hard
 P26: Keep It Up
 P27: Galloping
 P28: Balloon Pong
 P29: Stop & Go
 P30: Mixing Paints
 P31: Tie-Dyed Towels
 P32: Math Journal

		<p>P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural</p>
INDICATOR	3.LL.1.5.	<p>Use phrases and/or simple sentences and questions. (3.5)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone</p>
INDICATOR	3.LL.1.6.	<p>Ask "why" questions. (3.6)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone</p>
INDICATOR	3.LL.1.7.	<p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting</p>

		<p>P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!</p>
INDICATOR	3.LL.1.9.	<p>Ask questions that may incorporate expanding vocabulary. (3.9)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL43: Introducing New Vocabulary LL53: We're Going on a Trip LL54: Asking Questions LL63: Investigating & Recording M06: Tallying M55: Stepping Stones SE01: Site Visits SE10: My Turn at the Microphone</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	<p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door LL53: We're Going on a Trip LL55: Dance & Remember M02: Counting & Comparing M06: Tallying M17: Guessing Jar M20: I'm Thinking of a Shape M26: Huff & Puff M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls M47: My Shadow and I M49: Balancing Act M55: Stepping Stones M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River</p>

		<p>P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	<p>Find a specific book by looking at the cover. (3.1)</p> <p><u>Intentional Teaching Cards</u> LL34: Alphabet Books SE05: Character Feelings</p>
INDICATOR	3.LL.3.2.	<p>Identify the front cover of a book. (3.2)</p> <p><u>Intentional Teaching Cards</u> LL34: Alphabet Books SE05: Character Feelings</p>
INDICATOR	3.LL.3.3.	<p>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game</p>

		<p>LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage</p>
INDICATOR	3.LL.3.4.	<p>Imitate teacher reading a story. (3.4)</p> <p><u>Intentional Teaching Cards</u> LL20: Baggie Books LL22: Coupon Match</p>
INDICATOR	3.LL.3.5.	<p>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</p> <p><u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix</p>

		<p>M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops</p>
INDICATOR	3.LL.3.6.	<p>Shows an interest in illustrations. (3.6)</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books LL43: Introducing New Vocabulary LL55: Dance & Remember LL60: Writing with Wordless Books LL62: Retelling Wordless Books M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag? P16: Body Part Balance P31: Tie-Dyed Towels SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	<p>Answer simple questions about print that has been read aloud several times. (3.1)</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M01: Dinnertime M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay</p>

		<p>M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings</p>
INDICATOR	3.LL.4.2.	<p>Retell a simple story with pictures or other props to use as prompts. (3.2)</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books</p>
INDICATOR	3.LL.4.3.	<p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL62: Retelling Wordless Books M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread</p>

		<p>M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops SE05: Character Feelings</p>
INDICATOR	3.LL.4.6.	<p>Use pictures and illustrations of a text to tell a story. (3.6)</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL06: Dramatic Story Retelling LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books LL43: Introducing New Vocabulary LL55: Dance & Remember LL60: Writing with Wordless Books LL62: Retelling Wordless Books M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag? P16: Body Part Balance P31: Tie-Dyed Towels SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements</p>
INDICATOR	3.LL.4.7.	<p>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p><u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL62: Retelling Wordless Books SE05: Character Feelings</p>
INDICATOR	3.LL.4.8.	<p>Demonstrate understanding of what will happen next in familiar stories. (3.8)</p> <p><u>Intentional Teaching Cards</u> M34: Cover Up SE05: Character Feelings</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	<p>With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping</p>

		LL32: Describing Art LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL56: Find the Matching Letter
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and

		<p>rhymes in familiar words or words in songs. (3.1)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL15: Textured Letters LL16: Tongue Twisters LL17: Walk a Letter LL19: Silly Names LL23: Playing with Environmental Print LL26: Searching the Web LL27: Writing Poems LL28: Stick Letters LL29: Making My Name LL31: I Went Shopping LL32: Describing Art LL40: What Was for Breakfast? LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL54: Asking Questions LL56: Find the Matching Letter M13: Nursery Rhyme Count M19: Which Has More? M27: Peach Cobbler M37: Secret Numbers</p>
INDICATOR	3.LL.6.2.	<p>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint</p>
INDICATOR	3.LL.6.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>Intentional Teaching Cards</u> LL12: Same Sound Sort LL16: Tongue Twisters LL19: Silly Names LL23: Playing with Environmental Print LL29: Making My Name LL30: Knowing Our Friends LL47: The Name Game LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording</p>
INDICATOR	3.LL.6.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p><u>Intentional Teaching Cards</u> LL12: Same Sound Sort</p>

		LL16: Tongue Twisters LL19: Silly Names LL23: Playing with Environmental Print LL29: Making My Name LL30: Knowing Our Friends LL47: The Name Game LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	3.LL.6.5.	Engage in word play activities in songs and rhymes. (3.5) <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M19: Which Has More? M30: Buried Shapes M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	Experiment with a variety of writing tools, materials, and surfaces. (3.1) <u>Intentional Teaching Cards</u> LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	3.LL.7.2.	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)

		<p><u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording</p>
INDICATOR	3.LL.7.3.	<p>Engage in tactile experiences creating letters and other forms. (3.3)</p> <p><u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording</p>
INDICATOR	3.LL.7.4.	<p>Imitate marks made by adult or older child (approximations). (3.4)</p> <p><u>Intentional Teaching Cards</u> LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards</p>
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	<p>Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)</p> <p><u>Intentional Teaching Cards</u> P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels</p>

		P32: Math Journal
INDICATOR	3.PM.1.2.	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2) <u>Intentional Teaching Cards</u> P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) <u>Intentional Teaching Cards</u> M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints

		P31: Tie-Dyed Towels P32: Math Journal
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) <u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) <u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.4.	Work or play cooperatively with other children with some direction from adults. (3.4) <u>Intentional Teaching Cards</u> SE10: My Turn at the Microphone
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) <u>Intentional Teaching Cards</u> LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary

LL44: Rhyming Tubs
LL45: Observational Drawing
LL46: Storyboard
LL47: The Name Game
LL49: Vegetable Soup
LL53: We're Going on a Trip
LL54: Asking Questions
LL55: Dance & Remember
LL56: Find the Matching Letter
LL59: Question Basket
LL61: Color Hunt
M01: Dinnertime
M02: Counting & Comparing
M07: Ice Cubes
M09: Bigger Than, Smaller Than, Equal To
M12: Measure & Compare
M14: Patterns
M16: Show Me Five
M17: Guessing Jar
M18: Bounce & Count
M20: I'm Thinking of a Shape
M21: Geoboards
M25: The Long and Short of It
M31: Lining It Up
M32: Which Container Holds More?
M34: Cover Up
M36: We're Going on an Adventure
M38: Patterns Under Cover
M39: Let's Go Fishing
M40: Cube Trains
M41: Making Numerals
M42: Straw Shapes
M44: Musical Water
M45: Picture Patterns
M46: Nesting Dolls
M47: My Shadow and I
M48: Wash Day
M49: Balancing Act
M50: The Farmer Builds a Fence
M53: Black Bean Corn Salad
M54: Gingerbread Cookies
M56: Where's the Beanbag?
M58: Missing Lids
M59: More or Fewer Towers
M60: Morning, Noon, and Night
M61: Shake, Rattle, and Roll
M62: How Big Around?
M77: Board Games
M79: Ping-Pong Pick-Up
P01: Let's Sew
P03: Twisted Pretzels
P04: Kick High
P08: Cutting With Scissors
P09: Up and Away
P14: Moving Through the Forest
P15: Dribble Kick
P18: Dribbling a Ball
P19: Bounce & Catch
P20: Body Shapes & Sizes
P22: Follow the Leader
P26: Keep It Up
P28: Balloon Pong
P33: Obstacle Course
SE01: Site Visits
SE02: Look Who's Here!

		SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	3.SE.2.	Develop positive self-identify and sense of belonging.
INDICATOR	3.SE.2.1.	Recognize self in terms of basic preferences, characteristics, and skills. (3.1) <u>Intentional Teaching Cards</u> LL41: Our Names, Our Things
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	3.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	3.SE.3.3.	Make choices between two or three options (e.g., chooses milk or juice). (3.3) <u>Intentional Teaching Cards</u> SE08: Group Problem Solving SE09: Big Rule, Little Rule
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1) <u>Intentional Teaching Cards</u> LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone

		<p>SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural</p>
INDICATOR	3.SE.4.2.	<p>Express own ideas, interests, and feelings through words or actions. (3.2)</p> <p><u>Intentional Teaching Cards</u> LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural</p>
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	<p>With prompting and support, follow rules and routines. (3.1)</p> <p><u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time</p>

INDICATOR	3.SE.5.2.	With prompting and support, respond appropriately during teacher-guided and child- initiated activities. (3.2) <u>Intentional Teaching Cards</u> SE10: My Turn at the Microphone
INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) <u>Intentional Teaching Cards</u> SE10: My Turn at the Microphone
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)

		<u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1) <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See...? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4) <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See...? LL16: Tongue Twisters LL18: What's Missing?

LL19: Silly Names
LL20: Baggie Books
LL23: Playing with Environmental Print
LL24: Lemonade
LL25: What's for Snack?
LL26: Searching the Web
LL27: Writing Poems
LL29: Making My Name
LL30: Knowing Our Friends
LL32: Describing Art
LL35: Fruit Salad
LL36: Salsa
LL37: Roll-Ups
LL38: Hummus
LL39: My Daily Journal
LL40: What Was for Breakfast?
LL41: Our Names, Our Things
LL42: Daily Sign-In
LL43: Introducing New Vocabulary
LL45: Observational Drawing
LL46: Storyboard
LL49: Vegetable Soup
LL53: We're Going on a Trip
LL54: Asking Questions
LL56: Find the Matching Letter
LL57: Photo Writing
LL62: Retelling Wordless Books
LL63: Investigating & Recording
M01: Dinnertime
M02: Counting & Comparing
M03: Seek & Find
M06: Tallying
M07: Ice Cubes
M08: Baggie Ice Cream
M11: Graphing
M13: Nursery Rhyme Count
M14: Patterns
M16: Show Me Five
M17: Guessing Jar
M24: Matzo Balls
M25: The Long and Short of It
M27: Peach Cobbler
M28: Applesauce
M29: Apple Bread
M31: Lining It Up
M33: Apple Oat Muffins
M34: Cover Up
M36: We're Going on an Adventure
M38: Patterns Under Cover
M40: Cube Trains
M43: Pancakes
M45: Picture Patterns
M47: My Shadow and I
M48: Wash Day
M51: Can You Find It?
M52: Modeling Clay
M53: Black Bean Corn Salad
M54: Gingerbread Cookies
M56: Where's the Beanbag?
M57: Yogurt Fruit Dip
M59: More or Fewer Towers
M60: Morning, Noon, and Night
M62: How Big Around?
M63: Fishing Trip
M64: Five-Layer Dip

		<p>M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE26: Making A Mural</p>
INDICATOR	4.CC.2.2.	<p>Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles LL14: Did You Ever See...? LL16: Tongue Twisters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary</p>

LL45: Observational Drawing
 LL46: Storyboard
 LL49: Vegetable Soup
 LL53: We're Going on a Trip
 LL54: Asking Questions
 LL56: Find the Matching Letter
 LL57: Photo Writing
 LL62: Retelling Wordless Books
 LL63: Investigating & Recording
 M01: Dinnertime
 M02: Counting & Comparing
 M03: Seek & Find
 M06: Tallying
 M07: Ice Cubes
 M08: Baggie Ice Cream
 M11: Graphing
 M13: Nursery Rhyme Count
 M14: Patterns
 M16: Show Me Five
 M17: Guessing Jar
 M24: Matzo Balls
 M25: The Long and Short of It
 M27: Peach Cobbler
 M28: Applesauce
 M29: Apple Bread
 M31: Lining It Up
 M33: Apple Oat Muffins
 M34: Cover Up
 M36: We're Going on an Adventure
 M38: Patterns Under Cover
 M40: Cube Trains
 M43: Pancakes
 M45: Picture Patterns
 M47: My Shadow and I
 M48: Wash Day
 M51: Can You Find It?
 M52: Modeling Clay
 M53: Black Bean Corn Salad
 M54: Gingerbread Cookies
 M56: Where's the Beanbag?
 M57: Yogurt Fruit Dip
 M59: More or Fewer Towers
 M60: Morning, Noon, and Night
 M62: How Big Around?
 M63: Fishing Trip
 M64: Five-Layer Dip
 M65: Cornbread
 M66: OobEck
 M67: Fruit Smoothies
 M68: Trail Mix
 M69: Cream Cheese & Strawberry Snacks
 M70: Egg Salad
 M71: Flat Bread
 M72: Macaroni & Cheese
 M73: Oatmeal Raisin Cookies
 M74: Vegetable Stir Fry
 M75: Sugar Cookies
 M76: Orange Banana Yogurt Pops
 P01: Let's Sew
 P07: Balloon Catch
 P09: Up and Away
 P10: Jumping Rope
 P15: Dribble Kick
 P22: Follow the Leader
 P23: Ways to Travel

		<p>P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE26: Making A Mural</p>
INDICATOR	4.CC.2.3.	<p>Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</p> <p><u>Intentional Teaching Cards</u> LL04: Bookmaking LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M42: Straw Shapes M45: Picture Patterns M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board SE26: Making A Mural</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	<p>Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember</p>

		<p>M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!</p>
INDICATOR	4.CC.3.2.	<p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!</p>
INDICATOR	4.CC.3.3.	<p>Represent fantasy and real-life experiences through pretend play. (4.3)</p> <p><u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure</p>
INDICATOR	4.CC.3.4.	<p>Use objects to represent other objects. (4.4)</p> <p><u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)

GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	<p>Verbally count by ones to 20. (4.1)</p> <p><u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M02: Counting & Comparing M04: Number Cards M05: Sorting & Classifying M06: Tallying M13: Nursery Rhyme Count M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M39: Let's Go Fishing M61: Shake, Rattle, and Roll M63: Fishing Trip M68: Trail Mix M77: Board Games M78: Math Collage SE02: Look Who's Here!</p>
INDICATOR	4.CM.1.2.	<p>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</p> <p><u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix</p>

		<p>M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices</p>
INDICATOR	4.CM.1.3.	<p>Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</p> <p><u>Intentional Teaching Cards</u> M16: Show Me Five</p>
INDICATOR	4.CM.1.4.	<p>Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</p> <p><u>Intentional Teaching Cards</u> M16: Show Me Five</p>
INDICATOR	4.CM.1.5.	<p>Identify written numerals 0-10 in the everyday environment. (4.5)</p> <p><u>Intentional Teaching Cards</u> M04: Number Cards M37: Secret Numbers M41: Making Numerals M63: Fishing Trip M79: Ping-Pong Pick-Up</p>
INDICATOR	4.CM.1.6.	<p>With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)</p> <p><u>Intentional Teaching Cards</u> M04: Number Cards</p>
INDICATOR	4.CM.1.7.	<p>Compare sets of objects using same/different and more/less/fewer. (4.7)</p> <p><u>Intentional Teaching Cards</u> LL49: Vegetable Soup M02: Counting & Comparing M03: Seek & Find M59: More or Fewer Towers</p>
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	<p>Recognize, copy, and extend patterns. (4.1)</p> <p><u>Intentional Teaching Cards</u> LL31: I Went Shopping M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains M45: Picture Patterns</p>
INDICATOR	4.CM.2.3.	<p>Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</p> <p><u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count</p>

		M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M32: Which Container Holds More? M44: Musical Water M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? P32: Math Journal
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M62: How Big Around? P32: Math Journal
INDICATOR	4.CM.3.4.	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4) <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) <u>Intentional Teaching Cards</u> M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M61: Shake, Rattle, and Roll

INDICATOR	4.CM.4.4.	Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4) <u>Intentional Teaching Cards</u> M30: Buried Shapes
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) <u>Intentional Teaching Cards</u> M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag?
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) <u>Intentional Teaching Cards</u> LL15: Textured Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Picture Patterns

		<p>M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving SE01: Site Visits</p>
INDICATOR	4.CS.1.3.	<p>Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</p> <p><u>Intentional Teaching Cards</u> M26: Huff & Puff</p>
INDICATOR	4.CS.1.4.	<p>Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</p> <p><u>Intentional Teaching Cards</u> LL54: Asking Questions SE01: Site Visits</p>
INDICATOR	4.CS.1.5.	<p>Conduct simple scientific experiments. (4.5)</p> <p><u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M18: Bounce & Count M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread</p>

		M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7) <u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL53: We’re Going on a Trip
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) <u>Intentional Teaching Cards</u> M44: Musical Water
INDICATOR	4.CS.2.4.	Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4) <u>Intentional Teaching Cards</u> P12: Exploring Pathways
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.3.	Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3) <u>Intentional Teaching Cards</u> LL53: We’re Going on a Trip
INDICATOR	4.CS.3.4.	Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4) <u>Intentional Teaching Cards</u> LL53: We’re Going on a Trip

INDICATOR	4.CS.3.5.	Describe plants' and living creatures' life cycles. (4.5) <u>Intentional Teaching Cards</u> LL24: Lemonade
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board

BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What's Missing? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game

		<p>LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together?</p>
INDICATOR	4.LL.1.2.	<p>Listen and respond attentively to conversations. (4.2)</p> <p><u>Intentional Teaching Cards</u> LL11: Rhyming Riddles M13: Nursery Rhyme Count P29: Stop & Go SE01: Site Visits SE04: Actively Listening to Children SE10: My Turn at the Microphone</p>
INDICATOR	4.LL.1.3.	<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE14: Playing Together SE25: What Can We Build Together?</p>
INDICATOR	4.LL.1.4.	<p>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <p><u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter</p>

		LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
INDICATOR	4.LL.1.5.	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5) <u>Intentional Teaching Cards</u> LL14: Did You Ever See...?
INDICATOR	4.LL.1.6.	Ask questions about a specific topic, activity, and/or text read aloud. (4.6) <u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1) <u>Intentional Teaching Cards</u> M44: Musical Water M46: Nesting Dolls M48: Wash Day M49: Balancing Act M58: Missing Lids M59: More or Fewer Towers
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary LL48: D Is for Door LL53: We're Going on a Trip LL55: Dance & Remember M02: Counting & Comparing

		M06: Tallying M17: Guessing Jar M20: I'm Thinking of a Shape M26: Huff & Puff M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls M47: My Shadow and I M49: Balancing Act M55: Stepping Stones M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names LL20: Baggie Books

		LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage
INDICATOR	4.LL.3.2.	With prompting and support, describe the role of the author and illustrator of a text. (4.2) <u>Intentional Teaching Cards</u> LL34: Alphabet Books LL38: Hummus SE05: Character Feelings
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.1.	With prompting and support, ask and answer questions about print that is read aloud. (4.1) <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2) <u>Intentional Teaching Cards</u>

		LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL62: Retelling Wordless Books
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL62: Retelling Wordless Books SE05: Character Feelings
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5) <u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books LL43: Introducing New Vocabulary LL55: Dance & Remember LL60: Writing with Wordless Books LL62: Retelling Wordless Books M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag? P16: Body Part Balance P31: Tie-Dyed Towels SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M34: Cover Up M56: Where's the Beanbag? M62: How Big Around? M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) <u>Intentional Teaching Cards</u>

		M34: Cover Up SE05: Character Feelings
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	<p>With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage</p>
INDICATOR	4.LL.5.2.	<p>With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing</p>

		<p>LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage</p>
INDICATOR	4.LL.5.4.	<p>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> <p><u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art</p>

		LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL56: Find the Matching Letter
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL56: Find the Matching Letter
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1) <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL27: Writing Poems LL31: I Went Shopping LL44: Rhyming Tubs M13: Nursery Rhyme Count M19: Which Has More? M37: Secret Numbers
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL16: Tongue Twisters LL30: Knowing Our Friends LL47: The Name Game LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It

		LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL16: Tongue Twisters LL30: Knowing Our Friends LL47: The Name Game LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) <u>Intentional Teaching Cards</u> LL12: Same Sound Sort LL16: Tongue Twisters LL19: Silly Names LL23: Playing with Environmental Print LL29: Making My Name LL30: Knowing Our Friends LL47: The Name Game LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.1.	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1) <u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)

		<u>Intentional Teaching Cards</u> LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.1.	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) <u>Intentional Teaching Cards</u> P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
INDICATOR	4.PM.1.2.	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) <u>Intentional Teaching Cards</u> P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks

		(dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2) <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	4.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2) <u>Intentional Teaching Cards</u> M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P25: Kick Hard
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	4.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to "My Plate". (4.1) <u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.5.	Play cooperatively with small group of peers for a sustained time. (4.5) <u>Intentional Teaching Cards</u> SE10: My Turn at the Microphone
INDICATOR	4.SE.1.6.	Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6) <u>Intentional Teaching Cards</u> SE10: My Turn at the Microphone
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	4.SE.2.	Develop positive self-identify and sense of belonging.

INDICATOR	4.SE.2.1.	Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1) <u>Intentional Teaching Cards</u> LL41: Our Names, Our Things
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	4.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	4.SE.3.3.	Make choices or decisions from a range of options. (4.3) <u>Intentional Teaching Cards</u> SE08: Group Problem Solving SE09: Big Rule, Little Rule
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1) <u>Intentional Teaching Cards</u> LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) <u>Intentional Teaching Cards</u> LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule

		SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1) <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time

Mighty Minutes

State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	Experiment to see if the same actions have similar effects on different objects. (3.1) <u>Mighty Minutes</u> MM69: The Litter Monster
INDICATOR	3.AL.3.2.	Remember and apply previously learned information to a familiar object, task or situation. (3.2) <u>Mighty Minutes</u> MM69: The Litter Monster
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree

		MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow
INDICATOR	3.CC.1.3.	Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	3.CC.1.4.	Identify changes in tempo when listening to music. (3.4) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	3.CC.1.6.	Use instruments, props, and body to respond creatively to music. (3.6) <u>Mighty Minutes</u> MM66: Musical Junk
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1) <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	3.CC.2.2.	Describe general features (color, size, objects included) of a piece of art work. (3.2) <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	3.CC.2.3.	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3) <u>Mighty Minutes</u> MM64: Paper Towel Rap

BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	<p>Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</p> <p><u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow</p>
INDICATOR	3.CC.3.2.	<p>With prompting and support, role play or use puppets to act out stories. (3.2)</p> <p><u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky</p>

		<p>MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow</p>
INDICATOR	3.CC.3.3.	<p>Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</p> <p><u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet</p>
INDICATOR	3.CC.3.4.	<p>Use one object to represent another object. (3.4)</p> <p><u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet</p>
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1) <u>Mighty Minutes</u> MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	3.CM.1.2.	With prompting and support, count up to 5 and then backwards from 5. (3.2) <u>Mighty Minutes</u> MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5) <u>Mighty Minutes</u> MM04: Riddle Dee Dee MM80: Hickory, Dickory Dock
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) <u>Mighty Minutes</u> MM26: Echo Clapping MM36: Body Patterns MM59: Clap the Beat MM65: People Patterns
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) <u>Mighty Minutes</u> MM02: Just Like Mine
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) <u>Mighty Minutes</u>

		MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM66: Musical Junk MM76: Describing Things MM97: Shape Hunt
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)

		<u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	3.CS.1.4.	Show an understanding of cause and effect relationships that are observed immediately. (3.4) <u>Mighty Minutes</u> MM67: Let's Stick Together
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5) <u>Mighty Minutes</u> MM67: Let's Stick Together
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM66: Musical Junk MM76: Describing Things MM97: Shape Hunt
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9) <u>Mighty Minutes</u> MM13: Simon Says MM63: Going on a Journey MM69: The Litter Monster MM71: Recycle Song
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) <u>Mighty Minutes</u> MM66: Musical Junk
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.1.	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1) <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
INDICATOR	3.CS.3.2.	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)

		<u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM16: Nothing, Nothing, Something MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM56: I Had a Little Nut Tree MM63: Going on a Journey MM94: Old MacDonald
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM66: Musical Junk MM67: Let's Stick Together
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.1.	Describe classroom and/or home responsibilities (e.g., "I pick up toys" or "I set the table."). (3.1) <u>Mighty Minutes</u> MM69: The Litter Monster
INDICATOR	3.CSS.5.2.	With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2) <u>Mighty Minutes</u> MM69: The Litter Monster
INDICATOR	3.CSS.5.6.	Describe the roles of various familiar community helpers/workers. (3.6) <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
INDICATOR	3.CSS.5.7.	Imitate the roles of familiar community workers. (3.7) <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?

BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1) <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
INDICATOR	3.LL.1.2.	Demonstrate understanding of simple questions and requests. (3.2) <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3) <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4) <u>Mighty Minutes</u> MM18: I'm Thinking Of... MM21: Hully Gully, How Many? MM45: I'm a Sturdy Oak Tree MM66: Musical Junk MM68: I Have a Secret MM74: Jack in the Box MM82: Let's Clean Up! MM90: Little Miss Muffet
INDICATOR	3.LL.1.5.	Use phrases and/or simple sentences and questions. (3.5) <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
INDICATOR	3.LL.1.6.	Ask "why" questions. (3.6) <u>Mighty Minutes</u> MM92: Name Cheer

		MM98: I Have One
INDICATOR	3.LL.1.7.	<p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p>Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow</p>
INDICATOR	3.LL.1.9.	<p>Ask questions that may incorporate expanding vocabulary. (3.9)</p> <p>Mighty Minutes MM92: Name Cheer MM98: I Have One</p>
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.

INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion
INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6) <u>Mighty Minutes</u> MM54: The Green Grass Grows MM88: Disappearing Rhymes
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.6.	Use pictures and illustrations of a text to tell a story. (3.6) <u>Mighty Minutes</u> MM54: The Green Grass Grows MM88: Disappearing Rhymes
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3) <u>Mighty Minutes</u> MM47: Step Up
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) <u>Mighty Minutes</u> MM09: Writing in the Air MM47: Step Up
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1) <u>Mighty Minutes</u> MM03: Purple Pants MM04: Riddle Dee Dee

		<p>MM12: Ticky Ricky MM14: Scat Singing MM15: Say It, Show It MM18: I'm Thinking Of... MM27: Diddle, Diddle, Dumpling MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM41: The Imaginary Ball MM44: Two Plump Armadillos MM46: Strolling Through the Park MM47: Step Up MM51: High in the Tree MM53: Three Rowdy Children MM58: A-Hunting We Will Go MM62: Where Can He Be? MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM96: The Old Man</p>
INDICATOR	3.LL.6.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>Mighty Minutes</u> MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of... MM19: I Spy With My Little Eye MM24: Dinky Do MM25: Freeze MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables</p>
INDICATOR	3.LL.6.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p><u>Mighty Minutes</u> MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of... MM19: I Spy With My Little Eye MM24: Dinky Do</p>

		<p>MM25: Freeze MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables</p>
INDICATOR	3.LL.6.5.	<p>Engage in word play activities in songs and rhymes. (3.5)</p> <p><u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM04: Riddle Dee Dee MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM12: Ticky Ricky MM14: Scat Singing MM15: Say It, Show It MM18: I'm Thinking Of... MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM27: Diddle, Diddle, Dumpling MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM43: Bouncing Big Brown Balls MM44: Two Plump Armadillos MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM51: High in the Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM62: Where Can He Be? MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM77: Hello Bingo MM78: Hello Friends MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up!</p>

		MM83: Let's Make a Cake MM84: Let's Make Letters MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM34: The Wave MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM67: Let's Stick Together
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.

INDICATOR	3.SE.1.9.	Describe one or two children as their friends. (3.9) <u>Mighty Minutes</u> MM78: Hello Friends
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM02: Just Like Mine MM03: Purple Pants MM05: Silly Willy Walking MM06: This Is the Way MM11: What Is My Job? MM20: I Can Make a Circle MM22: Hot or Cold 3-D Shapes MM41: The Imaginary Ball MM53: Three Rowdy Children MM62: Where Can He Be? MM63: Going on a Journey MM67: Let's Stick Together MM68: I Have a Secret MM69: The Litter Monster MM71: Recycle Song MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet MM92: Name Cheer MM98: I Have One
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	3.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	3.SE.3.2.	Actively explore the environment and begin to try new experiences. (3.2) <u>Mighty Minutes</u> MM63: Going on a Journey
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1) <u>Mighty Minutes</u> MM69: The Litter Monster
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the

		home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow
INDICATOR	4.CC.1.3.	Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	4.CC.1.5.	Use instruments, props, and body creatively to express self through music and movement. (4.5) <u>Mighty Minutes</u> MM66: Musical Junk

BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2) <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	4.CC.2.3.	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) <u>Mighty Minutes</u> MM64: Paper Towel Rap
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) <u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready?

		<p>MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow</p>
INDICATOR	4.CC.3.2.	<p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p><u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer</p>

		MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow
INDICATOR	4.CC.3.3.	Represent fantasy and real-life experiences through pretend play. (4.3) <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
INDICATOR	4.CC.3.4.	Use objects to represent other objects. (4.4) <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.2.	Count forward from a given number between 1 and 10, and count backward from 5. (4.2) <u>Mighty Minutes</u> MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5) <u>Mighty Minutes</u> MM80: Hickory, Dickory Dock
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM26: Echo Clapping MM36: Body Patterns MM59: Clap the Beat MM65: People Patterns
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) <u>Mighty Minutes</u>

		MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) <u>Mighty Minutes</u> MM52: Walk Around the Shapes MM57: Find the Letter Sound MM62: Where Can He Be? MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
INDICATOR	4.CS.1.3.	Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an

		action and to solve simple problems. (4.3) <u>Mighty Minutes</u> MM67: Let's Stick Together
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5) <u>Mighty Minutes</u> MM66: Musical Junk
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7) <u>Mighty Minutes</u> MM13: Simon Says MM63: Going on a Journey MM69: The Litter Monster MM71: Recycle Song
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) <u>Mighty Minutes</u> MM66: Musical Junk
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.1.	Explore, observe, and describe a variety of living creatures and plants. (4.1) <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
INDICATOR	4.CS.3.2.	Classify living creatures and plants into categories according to at least one characteristic. (4.2) <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
INDICATOR	4.CS.3.5.	Describe plants' and living creatures' life cycles. (4.5) <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) <u>Mighty Minutes</u> MM64: Paper Towel Rap
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar

		environment such as a classroom or playground. (4.5) Mighty Minutes MM64: Paper Towel Rap
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Mighty Minutes MM10: Words in Motion MM34: The Wave MM66: Musical Junk MM67: Let's Stick Together
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.2.	Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2) Mighty Minutes MM69: The Litter Monster
INDICATOR	4.CSS.5.5.	Identify workers and their roles as citizens within the community. (4.5) Mighty Minutes MM01: The People in Your Neighborhood MM11: What Is My Job?
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
INDICATOR	4.LL.1.2.	Listen and respond attentively to conversations. (4.2) Mighty Minutes MM18: I'm Thinking Of... MM21: Hully Gully, How Many?

		MM66: Musical Junk MM74: Jack in the Box
INDICATOR	4.LL.1.4.	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4) <u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow
INDICATOR	4.LL.1.5.	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5) <u>Mighty Minutes</u> MM89: We Like Clapping MM91: Move to the Beat
INDICATOR	4.LL.1.6.	Ask questions about a specific topic, activity, and/or text read aloud. (4.6)

		<u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1) <u>Mighty Minutes</u> MM13: Simon Says MM75: Busy Bees
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) <u>Mighty Minutes</u> MM54: The Green Grass Grows MM88: Disappearing Rhymes
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	4.LL.5.2.	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	4.LL.5.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4) <u>Mighty Minutes</u> MM09: Writing in the Air

		MM47: Step Up
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) <u>Mighty Minutes</u> MM09: Writing in the Air MM47: Step Up
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1) <u>Mighty Minutes</u> MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing MM15: Say It, Show It MM18: I'm Thinking Of... MM27: Diddle, Diddle, Dumpling MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM41: The Imaginary Ball MM44: Two Plump Armadillos MM46: Strolling Through the Park MM51: High in the Tree MM53: Three Rowdy Children MM58: A-Hunting We Will Go MM62: Where Can He Be? MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM96: The Old Man
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) <u>Mighty Minutes</u> MM100: La, La, La MM17: Leaping Sounds MM31: What's Inside the Box? MM40: Clap a Friend's Name MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) <u>Mighty Minutes</u> MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See?

INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) <u>Mighty Minutes</u> MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of... MM19: I Spy With My Little Eye MM24: Dinky Do MM25: Freeze MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2) <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.10.	Develop and maintain positive relationships with peers. (4.10) <u>Mighty Minutes</u> MM78: Hello Friends