

North Carolina Early Learning Standards and Widely Held Expectations for The Little Engine That Could

For the purpose of aligning the **Read It Once Again** Curriculum with the N.C. Early Learning Standards and Widely Held Expectations, a sequential numerical system has been created. This numerical assignment is for identification purposes only. The complete Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success can be found at the North Carolina Office of School Readiness.

1. APPROACHES TO LEARNING

1.1 Pondering, Processing, and Applying Experiences

- 1.1.1 Children begin to draw on everyday experiences and apply that knowledge to other situations.
- 1.1.2 Children begin to seek information for further understanding.
- 1.1.3 Children begin to generate ideas and suggestions and make predictions.
- 1.1.4 Children begin to describe or act out a memory of a situation or actions.
- 1.1.5 Children begin to form hypotheses about cause and effect.

1.2 Curiosity, Information-Seeking and Eagerness

- 1.2.1 Children begin to use multiple strategies and all available senses to explore the environment.
- 1.2.2 Children begin to choose to participate in an increasing variety of experiences.
- 1.2.3 Children begin to demonstrate an eagerness and interest in learning through verbal and nonverbal means while playing, listening, questioning and interacting.

1.3 Risk-taking, Problem-Solving, and Flexibility

- 1.3.1 Children begin to demonstrate willingness to choose a variety of both familiar and new experiences.
- 1.3.2 Children begin to demonstrate the ability to tell the difference between appropriate and inappropriate risk-taking.
- 1.3.3 Children begin to attempt a variety of strategies to solve problems.
- 1.3.4 Children begin to demonstrate resilience in the face of challenges.

1.4 Persistence, Attentiveness, and Responsibility

- 1.4.1 Children begin to demonstrate the ability to remain engaged in an experience.
- 1.4.2 Children begin to work toward completion of a task despite distractions or interruptions.
- 1.4.3 Children begin to seek and accept help or information when needed.
- 1.4.4 Children begin to develop a sense of purpose and the ability to follow through.

1.5 Imagination, Creativity and Invention

- 1.5.1 Children begin to take on pretend roles in play and make-believe with objects.
- 1.5.2 Children begin to approach tasks and experience with increasing flexibility, imagination and inventiveness.
- 1.5.3 Children begin to use or combine materials/strategies in novel ways while exploring and solving problems.
- 1.5.4 Children begin to think more openly and creatively by comparing and contrasting solution strategies.

1.6 Aesthetic Sensibility

- 1.6.1 Children begin to appreciate and use humor.
- 1.6.2 Children begin to demonstrate a sense of wonder and pleasure.
- 1.6.3 Children begin to take delight in beauty.

2. EMOTIONAL AND SOCIAL DEVELOPMENT

2.1 Developing a sense of self

- 2.1.1 Children begin to show self-confidence as they develop abilities and potential.

- 2.1.2 Children begin to demonstrate persistence with challenging activities, showing a can-do attitude.
- 2.1.3 Children begin to demonstrate increasing self-direction and independence, especially with regard to self-help skills and separating from primary caregivers.
- 2.1.4 Children begin to demonstrate increasing competence in regulating, recognizing and expressing emotions verbally and nonverbally.
- 2.1.5 Children begin to enjoy playing alone or near other children.
- 2.1.6 Children begin to develop skills for coping with adversity and change.
- 2.1.7 Children begin to express and manage anger appropriately.
- 2.1.8 Children begin to develop an awareness of personal uniqueness regarding themselves as having certain abilities, characteristics, preferences and cultural identities.
- 2.1.9 Children begin to recognize that they are members of different groups (e.g., family, preschool class, ethnic group).
- 2.1.10 Children begin to use pretend play to express thought and feelings.

2.2 Developing a Sense of Self with Others

- 2.2.1 Children begin to approach others easily with expectations of positive interactions.
- 2.2.2 Children begin to seek out others when needing emotional support, physical assistance, social interaction, problem-solving and approval.
- 2.2.3 Children begin to develop awareness of personal behavior and its effect on others.
- 2.2.4 Children begin to balance their own need with those of others in the group.
- 2.2.5 Children begin to work to resolve conflicts positively.
- 2.2.6 Children begin to play and interact cooperatively with other children (e.g., taking turns, exchanging ideas).
- 2.2.7 Children begin to show interest in and respond to other points of view.
- 2.2.8 Children begin to respond to others' feelings, including showing empathy.

- 2.2.9 Children begin to develop the ability to distinguish between unintentional and intentional actions.
- 2.2.10 Children begin to show ease and comfort in their interactions with familiar children and adults.
- 2.2.11 Children begin to form and maintain positive relationships including friendships with children and adults.
- 2.2.12 Children begin to recognize, respect and accept similarities and differences among people, including people with disabilities and those from varying cultures.
- 2.2.13 Children begin to follow social rules, transitions, and routines that have been explained to them.
- 2.2.14 Children begin to recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe.

3. HEALTH AND PHYSICAL DEVELOPMENT

3.1 Self-Care

- 3.1.1 Children begin to develop an awareness of hygiene.
- 3.1.2 Children begin to follow basic hygiene practices (e.g., brushing teeth, washing hands).
- 3.1.3 Children begin to increase independence with basic self-help skills (e.g., feeding oneself, toileting, dressing oneself).
- 3.1.4 Children begin develop the ability to care for personal belongings.
- 3.1.5 Children begin to help with routine care of the environment (e.g., put toys away).

3.2 Safety Awareness

- 3.2.1 Children begin to demonstrate an understanding of the importance of personal safety.
- 3.2.2 Children begin to develop awareness of and the ability to follow basic health and safety rules (e.g., fire and traffic safety).
- 3.2.3 Children begin to trust and cooperate in a comfortable, safe environment.
- 3.2.4 Children begin to recognize and avoid potentially harmful persons, objects, substances, activities and environments.

3.3 Motor Skills

- 3.3.1 Children begin to develop small muscle control and coordination.
- 3.3.2 Children begin to experiment with handheld tools that develop strength, control, and dexterity of small muscles (e.g., spoons, paintbrushes, crayons, markers, safety scissors, and a variety of technological tools, with adaptations as needed).
- 3.3.3 Children begin to explore and engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, stringing beads, and using other manipulatives.
- 3.3.4 Children begin to develop body strength, flexibility, and stamina.
- 3.3.5 Children begin to develop large muscle control and coordinate movements in their upper and/or lower body.
- 3.3.6 Children begin to explore a variety of equipment and activities that enhance gross motor development (e.g., balls, slides, locomotive toys, and assistive technology).
- 3.3.7 Children begin to increase the ability to move their bodies in space (running, jumping, skipping).

3.4 Physical Health and Growth

- 3.4.1 Children begin to participate in a variety of physical activities for longer periods of time (e.g. exercise, games, and active play)
- 3.4.2 Children begin to transition from high-energy to low-energy activities (e.g. calming or other relaxing activities).
- 3.4.3 Children begin to recognize and eat nutritious foods.
- 3.4.4 Children begin to develop an awareness of personal health and fitness.
- 3.4.5 Children begin to participate in games, outdoor play, and other forms of exercise to enhance fitness.
- 3.4.6 Children begin to engage in adaptive physical activities as appropriate.
- 3.4.7 Children begin to make better use of their vision and hearing, and benefit from correction and aids as needed.

4. LANGUAGE DEVELOPMENT AND COMMUNICATION

4.1 Receptive Language

- 4.1.1 Children begin to understand increasingly complex sentences, including past, present and future tenses.
- 4.1.2 Children begin to understand and use a growing vocabulary.
- 4.1.3 Children begin to attend to language for longer periods of time, such as when books are read, people are telling stories and during conversations.
- 4.1.4 Children begin to consistently respond to requests for information or actions (e.g. respond to questions and follow one and two-step directions).
- 4.1.5 Children begin to comprehend and use language for multiple social and cognitive purposes (e.g. understand and talk about feeling, ideas, information and beliefs).
- 4.1.6 Children begin to develop familiarity with sounds in words (e.g. listening to, identifying, recognizing, and discriminating).
- 4.1.7 Children begin to understand that people communicate in many ways, including through gestures, sign language, facial expressions, and augmentative communication devices.

4.2 Expressive Language

- 4.2.1 Children begin to use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g. to express wants, needs, ideas, feelings, and to relate personal information and experiences).
- 4.2.2 Children begin to use language as part of pretend play to create and enact roles.
- 4.2.3 Children begin to use language to establish and maintain relationships.
- 4.2.4 Children begin to initiate and engage in conversations.
- 4.2.5 Children begin to describe experiences and create and/or retell simple stories.
- 4.2.6 Children begin to ask question and make comments related to the topic of discussion.
- 4.2.7 Children begin to communicate messages with expression, tone and inflection appropriate to the situation.

4.2.8 Children begin to use increasingly complex and varied language structures, sentences and vocabulary.

4.3 Foundations for Reading

Motivation for Reading

- 4.3.1 Children begin to show an interest in books, other print, and reading-related activities, including using and sharing books and print in their play.
- 4.3.2. Children begin to enjoy listening to and discussing storybooks, simple information books, and poetry read aloud.
- 4.3.3 Children begin to independently engage in reading behaviors (e.g. turning pages, imitation adults by pointing to words, telling the story).
- 4.3.4 Children begin to independently engage in writing behaviors (e.g. write symbols or letters for names, use materials at the writing center, write lists with symbol/letters in pretend play, write messages that include letters or symbols).
- 4.3.5 Children begin to show preferences for favorite books.
- 4.3.6 Children begin to use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.
- 4.3.7 Children begin to develop knowledge about their world (what things are and how they work) and use this knowledge to make sense of stories and information books.
- 4.3.8 Children begin to discuss books by responding to questions about what is happening in stories and prediction what will happen next.
- 4.3.9 Children begin to relate personal experiences to events described in familiar books.
- 4.3.10 Children begin to ask questions about a story or information book.
- 4.3.11 Children begin to imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retelling and dramatic play.

Book and Print Awareness, Alphabet Knowledge and Principles

- 4.3.12 Children begin to be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g. labels and signs).
- 4.3.13 Children begin to recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g. where to store things, when they will have a turn).
- 4.3.14 Children begin to pretend to read familiar books in ways that mimic adult reading.
- 4.3.15 Children begin to hold a book upright while turning pages one by one from front to back.
- 4.3.16 Children begin to occasionally run their finger under or over print as they pretend to read a familiar book.
- 4.3.17 Children begin to understand some basic print connections (e.g. concept of letter, concept of word).
- 4.3.18 Children begin to learn to identify their name and the names of friends.

Alphabet Knowledge

- 4.3.19 Children begin to know that letters of the alphabet are a special category and are different from pictures and shapes.
- 4.3.20 Children begin to recognize and name some letters of the alphabet, especially those in their own name and in the names of others who are important to them.

Alphabet Principle

- 4.3.21 Children begin to understand that letters function to represent sounds in spoken words.
- 4.3.22 Children begin to make some sound-to-letter matches, using letter name knowledge (e.g. writes "M" and says "this is Mommy").

Phonological Awareness

- 4.3.23 Children begin to enjoy listening to song, poems and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.

- 4.3.24 Children begin to enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.
- 4.3.25 Children begin to play with sounds of language, learning to identify and then create rhymes, attending to the first sounds in words.
- 4.3.26 Children begin to associate sounds with written words, such as awareness that different words begin with the same sound (e.g. Keisha and Katie begin with the same sound).

4.4 Foundations for Writing

- 4.4.1 Children begin to use a variety of writing tools and materials (e.g. pencils, chalk, markers, crayons, finger paint, clay and computers).
- 4.4.2 Children begin to use a variety of writing in their play and for a variety of purposes (e.g. labels, lists, signs, messages, stories)
- 4.4.3 Children begin to represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms.
- 4.4.4 Children begin to learn how to tell their thoughts for an adult to write.
- 4.4.5 Children begin to play with writing letters and mastering conventional letterforms, beginning with the first letter or their name.
- 4.4.6 Children begin to use known letters and approximations of letters to write their own name.
- 4.4.7 Children begin to attempt to connect the sounds in a word with its letterforms.

5. COGNITIVE DEVELOPMENT

5.1 Mathematical Thinking and Expression

- 5.1.1 Children begin to experiment with and use numbers and counting in their play.
- 5.1.2 Children begin to recognize and describe common shapes.
- 5.1.3 Children begin to understand and use words that identify different positions in space (e.g. in, out, over).

- 5.1.4 Children begin to recognize and duplicate simple patterns within their environment using manipulatives, art materials, body movements, etc.
 - 5.1.5 Children begin to sort, classify, and order objects on the basis of one or two attributes (color, shape, size, small to large, short to tall).
 - 5.1.6 Children begin to describe or demonstrate a sequence of events.
 - 5.1.7 Children begin to understand size and volume and make comparisons (short/tall, big/small, full/empty, length, weight, height, same, more, less).
 - 5.1.8 Children begin to participate in activities that involve non-standard measurement.
 - 5.1.9 Children begin to understand the passage of time within their daily lives (daily routines and the order of events).
 - 5.1.10 Children begin to use a variety of strategies to solve problems.
 - 5.1.11 Children begin to make and check predictions through observations and experimentation.
- 5.2 Scientific Thinking and Invention
- 5.2.1 Children begin to expand knowledge of their environment through play.
 - 5.2.2 Children begin to demonstrate awareness of and respect for their bodies.
 - 5.2.3 Children begin to demonstrate an awareness of seasonal changes and weather conditions.
 - 5.2.4 Children begin to identify, discriminate, and make comparisons among objects by observing physical conditions.
 - 5.2.5 Children begin to use one or more of the senses to observe and learn about their environment.
 - 5.2.6 Children begin to observe and care for living things (e.g. classroom pets and plants).

- 5.2.7 Children begin to demonstrate an awareness of ideas and language related to time (e.g. day/night, yesterday, today, tomorrow).
- 5.2.8 Children begin to demonstrate an awareness of changes that occur in their environment (e.g. freezing/melting, color mixing).
- 5.2.9 Children begin to ask questions and seek answers about their environment through active engagement with materials.
- 5.2.10 Children begin to use simple tools for investigation of the classroom and the world.
- 5.2.11 Children begin to manipulate their environment to produce desired effects and invented solutions to problems (e.g. deciding to attach a piece of string to the light switch so they can independently turn off the lights).
- 5.2.12 Children begin to represent and demonstrate an understanding of discoveries (drawing, graphing, communications etc.).
- 5.2.13 Children begin to make estimates based on experiences with objects (e.g., "Will this block fit in the holes?").
- 5.2.14 Children begin to engage in representational thought (e.g. thinking about things that are not present).
- 5.2.15 Children begin to understand the uses and roles of various forms of technology.
- 5.2.16 Children begin to share responsibility by participating in the care of their environment (chores and recycling).
- 5.3 Social Connections
 - 5.3.1 Children will begin to identify, value, and respect similarities and differences between themselves and others (e.g. gender, race, special needs, culture, language, history, and family structures).
 - 5.3.2 Children will begin to understand relationships, roles, and rules within their own families, homes, classrooms.

- 5.3.3 Children will begin to participate as a member of the group in a democratic classroom community.
 - 5.3.4 Children will begin to observe and talk about changes in themselves and their families over time.
 - 5.3.5 Children will begin to make sense of their physical, biological, and social worlds by asking questions and engaging in pretend play.
 - 5.3.6 Children will begin to demonstrate awareness of different cultures through exploration of customs and traditions, past and present.
 - 5.3.7 Children will begin to identify characteristics of the places where they live and play and the relationships of those places to one another.
 - 5.3.8 Children will begin to recognize and identify the roles of community helpers.
 - 5.3.9 Children will begin to participate in activities to help others in the community.
 - 5.3.10 Children will begin to explore, think about, inquire and learn about the people in their classroom and community.
- 5.4 Creative Expression
- 5.4.1 Children will begin to participate in art, music, drama, movement, dance and other creative experiences.
 - 5.4.2 Children will begin to use a variety of materials and activities for sensory experiences, exploration, creative expression and representation.
 - 5.4.3 Children will begin to plan and create their own drawing, paintings, and models using various art materials.
 - 5.4.4 Children will begin to experience and use learning in all curricular areas, including creative arts, to reinforce learning in other curricular areas (e.g. tying an art or music project into a language development experience).
 - 5.4.5 Children will begin to share experiences, ideas and thoughts about artistic creations.

- 5.4.6 Children will begin to express interest in and show respect for the creative work of others.
- 5.4.7 Children will begin to show creativity and imagination in using materials and in assuming different roles in pretend play situations.
- 5.4.8 Children will begin to develop awareness of different musical instruments, rhythms, and tonal patterns.
- 5.4.9 Children will begin to imitate and recall tonal patterns, songs, rhythms, and rhymes.
- 5.4.10 Children will begin to respond through movement and dance to various patterns of beat and rhythm.

Read It Once Again would like to thank Tina Odom for devising the numbering system used in aligning our activities to the NC Early Learning Standards.

Speech and Language Goals and Objectives

AL Approaches to Learning
 ESL Emotional and Social Development
 HPD Health and Physical Development
 LDC Language Development and Communication
 CD Cognitive Development

Little Engine That Could Story Telling Cards				Page 19
AL	ESD	HPD	LDC	CD
1.1.3	2.1.1	3.2.3	4.1.1	5.1.6
1.1.4	2.2.1	3.4.7	4.1.2	5.3.3
1.2.3	2.2.1		4.1.3	5.4.4
1.3.3	2.2.2		4.1.4	
1.4.1	2.2.4		4.1.5	
1.4.2	2.2.6		4.1.6	
1.4.3	2.2.7		4.1.7	
1.4.4	2.2.10		4.2.1	
	2.2.13		4.2.4	
			4.2.5	
			4.2.6	
			4.2.7	
			4.2.8	
			4.3.1	
			4.3.2	
			4.3.7	
			4.3.8	
			4.3.10	
			4.3.11	
			4.3.23	

Memory Game				Page 29
AL	ESD	HPD	LDC	CD
1.1.3	2.1.1	3.2.3	4.1.1	5.3.3
1.1.4	2.2.1	3.4.7	4.1.2	5.4.4
1.2.3	2.2.1		4.1.3	
1.3.3	2.2.2		4.1.4	
1.4.1	2.2.4		4.1.5	
1.4.2	2.2.6		4.1.6	
1.4.3	2.2.7		4.1.7	
1.4.4	2.2.10		4.2.1	
	2.2.13		4.2.4	
			4.2.5	
			4.2.6	
			4.2.7	
			4.2.8	
			4.3.1	
			4.3.2	
			4.3.7	
			4.3.8	
			4.3.10	
			4.3.11	
			4.3.23	

Riding a Train				Page 30
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.3	4.1.1	5.1.6
1.1.2	2.1.2	3.2.1	4.1.2	5.2.1
1.1.3	2.1.3	3.2.2	4.1.3	5.2.4
1.1.4	2.1.4	3.2.4	4.1.4	5.2.5
1.1.5	2.1.5	3.3.4	4.1.5	5.2.9
1.2.1	2.1.6	3.3.5	4.1.6	5.3.5
1.2.2	2.1.7	3.3.7	4.2.1	5.4.4
1.2.3.	2.1.9	3.4.1	4.2.3	
1.3.1	2.2.1	3.4.2	4.2.4	
1.3.2	2.2.2		4.2.5	
1.3.4	2.2.3		4.2.6	
1.4.1	2.2.4		4.2.7	
1.4.3	2.2.5		4.2.8	
1.4.4	2.2.6		4.3.7	
1.5.2	2.2.7		4.3.21	
1.6.2	2.2.9		4.4.4	
	2.2.10			
	2.2.11			
	2.2.13			

Clown Matching				Page 31
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2		4.1.2	5.1.3
1.2.2	2.1.4		4.1.3	5.1.4
1.2.3	2.1.9		4.1.6	5.1.5
1.3.1	2.2.1		4.2.1	5.2.4
1.4.1	2.2.2		4.2.4	5.2.5
1.4.4	2.2.4		4.2.6	
1.6.2	2.2.4		4.2.8	
	2.2.6			
	2.2.7			
	2.2.10			
	2.2.11			
	2.2.13			
	2.2.14			

Positional Concepts, Level 1				Page 39
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.1.2	2.1.2	3.3.1	4.1.2	5.3.3
1.2.1	2.2.1	3.3.3	4.1.3	5.4.4
1.2.2	2.2.2		4.1.4	
1.2.3	2.2.3		4.1.5	
1.4.1	2.2.4		4.1.6	
1.4.2	2.2.6		4.1.7	
1.4.3	2.2.7		4.2.1	
1.4.4	2.2.10		4.2.6	
	2.2.11		4.2.7	
	2.2.13		4.2.8	
	2.2.14			

Little Red Caboose, Level 2				Page 41
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.1	4.1.1	5.1.3
1.1.2	2.1.2	3.2.2	4.1.2	5.3.3
1.2.1	2.2.1	3.2.3	4.1.3	5.4.4
1.2.2	2.2.2	3.2.4	4.1.4	
1.2.3	2.2.3	3.3.1	4.1.5	
1.4.1	2.2.4	3.3.2	4.1.6	
1.4.2	2.2.6	3.3.3	4.1.7	
1.4.3	2.2.7		4.2.1	
1.4.4	2.2.10		4.2.6	
	2.2.11		4.2.7	
	2.2.13		4.2.8	
	2.2.14			

Here Comes the Train				Page 45
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.1.2	2.1.2	3.3.1	4.1.2	5.1.3
1.1.4	2.1.5	3.3.3	4.1.3	5.1.6
1.2.1	2.2.1		4.1.4	5.1.9
1.2.3	2.2.2		4.1.5	
1.3.4	2.2.10		4.1.6	
1.4.1	2.2.11		4.1.7	
1.4.3	2.2.13		4.2.1	
1.4.4			4.2.4	
			4.2.7	
			4.2.8	
			4.3.1	

Big and Little, Level 1				Page 47
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.5
1.1.2	2.1.2	3.3.1	4.1.2	5.1.7
1.1.4	2.1.5	3.3.3	4.1.3	5.2.4
1.2.1	2.2.1		4.1.4	5.2.5
1.2.3	2.2.2		4.1.5	
1.3.4	2.2.10		4.1.6	
1.4.1	2.2.11		4.1.7	
1.4.3	2.2.13		4.2.1	
1.4.4			4.2.4	
			4.2.7	
			4.2.8	
			4.3.1	

Little Engine, Big Engine, Level 2				Page 49
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.1	4.1.1	5.1.5
1.1.2	2.1.2	3.2.2	4.1.2	5.1.7
1.1.4	2.1.5	3.2.3	4.1.3	5.2.4
1.2.1	2.2.1	3.3.1	4.1.4	5.2.5
1.2.3	2.2.2	3.3.2	4.1.5	5.3.3
1.3.4	2.2.10	3.3.3	4.1.6	
1.4.1	2.2.11		4.1.7	
1.4.3	2.2.13		4.2.1	
1.4.4			4.2.4	
			4.2.7	
			4.2.8	
			4.3.1	

Toys and Food				Page 53
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.1.2	2.1.2	3.3.1	4.1.2	5.1.5
1.2.1	2.1.5	3.3.2	4.1.4	5.1.6
1.2.2	2.1.8	3.3.3	4.1.5	5.2.1
1.2.3	2.2.1		4.1.6	5.2.4
1.3.1	2.2.2		4.2.1	5.2.5
1.3.3	2.2.3		4.2.8	
1.4.1	2.2.6			
1.4.2	2.2.10			
1.4.3	2.2.11			
1.4.4	2.2.13			

I Think I Can Finish the Pattern				Page 87
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.2.1	2.1.2	3.3.1	4.1.2	5.1.4
1.2.2	2.1.4	3.3.2	4.1.3	5.1.5
1.2.3	2.1.9	3.3.3	4.1.6	5.2.4
1.3.1	2.2.1		4.2.1	5.2.5
1.4.1	2.2.2		4.2.4	
1.4.4	2.2.4		4.2.6	
1.6.2	2.2.4		4.2.8	
	2.2.6			
	2.2.7			
	2.2.10			
	2.2.11			
	2.2.13			
	2.2.14			

Which One is Different?, Level 1				Page 61
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.5
1.1.2	2.1.2		4.1.2	5.1.10
1.2.1	2.1.8		4.1.3	5.2.1
1.2.3	2.2.1		4.1.4	5.2.4
1.3.4	2.2.2		4.1.5	5.2.5
1.4.1	2.2.3		4.1.6	
1.4.2	2.2.4		4.2.1	
1.4.3	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
	2.2.11		4.2.8	
	2.2.13		4.3.1	
	2.2.14			

Which One is Different?, Level 2				Page 63
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.5
1.1.2	2.1.2	3.3.1	4.1.2	5.1.10
1.2.1	2.1.8	3.3.2	4.1.3	5.2.1
1.2.3	2.2.1	3.3.3	4.1.4	5.2.4
1.3.4	2.2.2		4.1.5	5.2.5
1.4.1	2.2.3		4.1.6	
1.4.2	2.2.4		4.2.1	
1.4.3	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
	2.2.11		4.2.8	
	2.2.13		4.3.1	
	2.2.14		4.4.1	

Who, What and Where?				Page 67
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.6
1.1.2	2.1.2	3.3.1	4.1.2	
1.1.3	2.1.9	3.3.2	4.1.3	
1.2.1	2.2.1	3.3.3	4.1.4	
1.2.2	2.2.4		4.1.6	
1.2.3	2.2.10		4.2.1	
1.4.1	2.2.11		4.2.3	
1.4.4	2.2.13		4.2.4	
1.6.1	2.2.14		4.2.6	
1.6.2			4.2.7	
			4.3.1	
			4.3.2	
			4.3.8	
			4.3.10	
			4.3.23	

Bookless Story Time				Page 69
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.5	4.1.1	5.1.9
1.1.4	2.1.2	3.2.3	4.1.3	5.2.15
1.2.2	2.1.3	3.3.1	4.1.6	5.4.4
1.2.3	2.1.4	3.3.3	4.3.1	
1.3.1	2.1.5		4.3.2	
1.4.1	2.1.8		4.3.3	
1.4.4	2.2.1		4.3.5	
1.6.2	2.2.3		4.3.7	
	2.2.6		4.3.12	
	2.2.10		4.3.14	
	2.2.13		4.3.15	
	2.2.14		4.3.16	
			4.3.17	
			4.3.23	

Listening Center				Page 71
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.5	4.1.3	5.1.9
1.1.4	2.1.2	3.2.3	4.1.6	5.2.15
1.2.2	2.1.3	3.3.1	4.3.1	
1.2.3	2.1.4	3.3.3	4.3.2	
1.3.1	2.1.5		4.3.3	
1.4.1	2.1.8		4.3.5	
1.4.4	2.2.1		4.3.7	
1.6.2	2.2.3		4.3.12	
	2.2.6		4.3.14	
	2.2.10		4.3.15	
	2.2.13		4.3.16	
	2.2.14		4.3.17	
			4.3.23	

Packet Making Day				Page 71
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.5	4.1.1	5.1.9
1.1.4	2.1.2	3.2.3	4.1.2	5.2.15
1.2.2	2.1.3	3.3.1	4.1.3	5.4.4
1.2.3	2.1.4	3.3.2	4.1.6	
1.3.1	2.1.5	3.3.3	4.2.1	
1.4.1	2.1.8		4.2.6	
1.4.4	2.2.1		4.3.1	
1.6.2	2.2.3		4.3.4	
	2.2.6		4.3.5	
	2.2.10		4.3.7	
	2.2.13		4.3.12	
	2.2.14		4.3.18	
			4.3.20	
			4.4.1	

Take Your Packet Home				Page 72
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.5	4.1.1	5.1.9
1.1.4	2.1.2	3.2.3	4.1.2	5.2.15
1.2.2	2.1.3	3.3.1	4.1.3	5.4.4
1.2.3	2.1.4	3.3.2	4.1.6	
1.3.1	2.1.5	3.3.3	4.2.1	
1.4.1	2.1.8		4.2.6	
1.4.4	2.2.1		4.3.1	
1.6.2	2.2.3		4.3.2	
	2.2.6		4.3.3	
	2.2.10		4.3.4	
	2.2.13		4.3.5	
	2.2.14		4.3.7	
			4.3.12	
			4.3.18	

Cognitive Goals and Objectives

AL Approaches to Learning
 ESL Emotional and Social Development
 HPD Health and Physical Development
 LDC Language Development and Communication
 CD Cognitive Development

Matching Colors, Level 1				Page 77	
AL	ESD	HPD	LDC	CD	
1.1.1	2.1.1	3.2.3	4.1.1	5.1.4	
1.2.1	2.1.2		4.1.2	5.1.5	
1.2.2	2.1.9		4.1.3	5.2.5	
1.2.3	2.2.1		4.1.6	5.3.3	
1.3.1	2.2.2		4.2.1	5.4.4	
1.4.1	2.2.6		4.2.4		
1.4.4	2.2.10		4.2.6		
1.6.2	2.2.11		4.2.8		
	2.2.13				
	2.2.14				

Color Train, Level 2				Page 79	
AL	ESD	HPD	LDC	CD	
1.1.1	2.1.1	3.2.3	4.1.1	5.1.4	
1.2.1	2.1.2		4.1.2	5.1.5	
1.2.2	2.1.9		4.1.3	5.2.5	
1.2.3	2.2.1		4.1.6	5.3.3	
1.3.1	2.2.2		4.2.1	5.4.4	
1.4.1	2.2.6		4.2.4		
1.4.4	2.2.10		4.2.6		
1.6.2	2.2.11		4.2.8		
	2.2.13				
	2.2.14				

I Think I Know My Shapes				Page 83
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.2
1.2.1	2.1.2		4.1.2	5.1.5
1.2.2	2.1.9		4.1.3	5.2.4
1.2.3	2.2.1		4.1.6	5.2.5
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Clowning Around With Shapes				Page 89
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.2
1.2.1	2.1.2	3.3.1	4.1.2	5.1.5
1.2.2	2.1.9	3.3.2	4.1.3	5.2.4
1.2.3	2.2.1	3.3.3	4.1.6	5.2.5
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Balls and Books				Page 91
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.2
1.2.1	2.1.2	3.3.1	4.1.2	5.1.5
1.2.2	2.1.9	3.3.2	4.1.3	5.2.4
1.2.3	2.2.1	3.3.3	4.1.6	5.2.5
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Shape Train				Page 93
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.2
1.2.1	2.1.2	3.3.1	4.1.2	5.1.5
1.2.2	2.1.9	3.3.2	4.1.3	5.2.4
1.2.3	2.2.1	3.3.3	4.1.6	5.2.5
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

I Think I Can Count the Objects, Level 1				Page 97
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2		4.1.2	
1.2.2	2.1.9		4.1.3	
1.2.3	2.2.1		4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Count or Match the Dots				Page 99
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2		4.1.2	
1.2.2	2.1.9		4.1.3	
1.2.3	2.2.1		4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

The Number Train				Page 107
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2		4.1.2	
1.2.2	2.1.9		4.1.3	
1.2.3	2.2.1		4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13		4.3.23	
	2.2.14		4.3.24	

Count the Bears				Page 115
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2	3.3.1	4.1.2	
1.2.2	2.1.9	3.3.2	4.1.3	
1.2.3	2.2.1	3.3.3	4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Bouncing Balls				Page 119
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2	3.3.1	4.1.2	5.1.2
1.2.2	2.1.9	3.3.2	4.1.3	
1.2.3	2.2.1	3.3.3	4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Many or Few?				Page 123
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2		4.1.2	5.1.5
1.2.2	2.1.9		4.1.3	5.1.7
1.2.3	2.2.1		4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Small, Medium, and Large				Page 129
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2	3.3.1	4.1.2	5.1.2
1.2.2	2.1.9	3.3.2	4.1.3	5.1.3
1.2.3	2.2.1	3.3.3	4.1.6	5.1.4
1.3.1	2.2.2		4.2.1	5.1.5
1.4.1	2.2.6		4.2.4	5.1.7
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Arranging Apples				Page 131
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2	3.3.1	4.1.2	5.1.2
1.2.2	2.1.9	3.3.2	4.1.3	5.1.3
1.2.3	2.2.1	3.3.3	4.1.6	5.1.4
1.3.1	2.2.2		4.2.1	5.1.5
1.4.1	2.2.6		4.2.4	5.1.7
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13			
	2.2.14			

Little Engine and Friends Puzzles				Page 133
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.1.2	2.1.2	3.3.1	4.1.2	5.1.4
1.2.1	2.1.5	3.3.2	4.1.4	5.1.10
1.2.2	2.1.8	3.3.3	4.1.6	
1.2.3	2.2.1		4.2.1	
1.3.1	2.2.2		4.2.4	
1.3.3	2.2.10			
1.3.4	2.2.13			
1.4.1	2.2.14			
1.4.2				
1.4.3				
1.4.4				
1.5.2				

What is Missing?				Page 143
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.6
1.1.2	2.1.2		4.1.2	
1.1.3	2.1.9		4.1.3	
1.2.1	2.2.1		4.1.4	
1.2.2	2.2.4		4.1.6	
1.2.3	2.2.10		4.2.1	
1.4.1	2.2.11		4.2.3	
1.4.4	2.2.13		4.2.4	
1.6.1	2.2.14		4.2.6	
1.6.2			4.2.7	
			4.3.1	
			4.3.2	
			4.3.8	
			4.3.10	
			4.3.23	
			4.4.1	

Connect the Dots				Page 155
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.2.1	2.1.2	3.3.1	4.1.2	5.1.2
1.2.2	2.1.9	3.3.2	4.1.3	5.1.3
1.2.3	2.2.1	3.3.3	4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.6		4.2.4	
1.4.4	2.2.10		4.2.6	
1.6.2	2.2.11		4.2.8	
	2.2.13		4.3.23	
	2.2.14		4.3.24	

Gross Motor Goals and Objectives

AL Approaches to Learning
 ESL Emotional and Social Development
 HPD Health and Physical Development
 LDC Language Development and Communication
 CD Cognitive Development

Toys in the Train				Page 163
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.1	4.1.1	5.1.3
1.1.2	2.1.2	3.2.2	4.1.2	5.1.5
1.2.1	2.1.4	3.2.3	4.1.3	5.1.6
1.2.2	2.1.5	3.2.4	4.1.4	5.4.4
1.2.3	2.1.8	3.3.4	4.1.6	
1.3.1	2.2.1	3.3.5	4.2.1	
1.3.2	2.2.2	3.3.6	4.2.7	
1.3.4	2.2.3	3.3.7		
1.4.1	2.2.4	3.4.1		
1.4.3	2.2.5	3.4.5		
1.4.4	2.2.6	3.4.6		
1.6.2	2.2.9			
	2.2.10			
	2.2.11			
	2.2.13			
	2.2.14			

Chugging Along				Page 165
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.1	4.1.1	5.1.3
1.1.2	2.1.2	3.2.2	4.1.2	5.1.6
1.1.4	2.1.6	3.2.3	4.1.4	5.2.1
1.2.1	2.1.8	3.2.4	4.1.5	5.2.5
1.2.2	2.2.1	3.3.1	4.1.6	
1.2.3	2.2.2	3.3.3	4.2.1	
1.3.1	2.2.3	3.3.4	4.2.6	
1.3.2	2.2.4	3.3.5	4.2.8	
1.3.3	2.2.6	3.3.7		
1.3.4	2.2.9	3.4.1		
1.4.1	2.2.10			
1.4.2	2.2.11			
1.4.3	2.2.13			
1.4.4	2.2.14			
1.6.2				

The Clown Hop				Page 166
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.1	4.1.1	5.1.1
1.1.2	2.1.2	3.2.2	4.1.2	5.1.3
1.1.4	2.1.6	3.2.3	4.1.4	5.1.6
1.2.1	2.1.8	3.2.4	4.1.5	5.2.1
1.2.2	2.2.1	3.3.1	4.1.6	5.2.5
1.2.3	2.2.2	3.3.3	4.2.1	
1.3.1	2.2.3	3.3.4	4.2.6	
1.3.2	2.2.4	3.3.5	4.2.8	
1.3.3	2.2.6	3.3.7		
1.3.4	2.2.9	3.4.1		
1.4.1	2.2.10			
1.4.2	2.2.11			
1.4.3	2.2.13			
1.4.4	2.2.14			
1.6.2				

Stop the Train				Page 167
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.1.2	2.1.2	3.3.3	4.1.2	5.1.6
1.1.4	2.1.5	3.3.4	4.1.3	5.4.1
1.2.1	2.2.1	3.3.7	4.1.4	5.4.4
1.2.2	2.2.2	3.4.1	4.1.5	5.4.8
1.2.3	2.2.3	3.4.5	4.1.6	5.4.10
1.3.1	2.2.4		4.2.1	
1.4.1	2.2.6		4.2.2	
1.4.4	2.2.9		4.2.4	
1.5.1	2.2.13		4.2.6	
1.6.1			4.2.7	
1.6.2			4.2.8	
			4.3.1	
			4.3.2	
			4.3.6	
			4.3.7	
			4.3.8	
			4.3.9	
			4.3.10	
			4.3.23	
			4.3.24	

Milk Bottle Bowling				Page 171
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.1	4.1.1	5.1.3
1.1.2	2.1.2	3.2.2	4.1.2	5.1.5
1.2.1	2.1.4	3.2.3	4.1.3	5.1.6
1.2.2	2.1.5	3.2.4	4.1.4	5.4.4
1.2.3	2.1.8	3.3.4	4.1.6	
1.3.1	2.2.1	3.3.5	4.2.1	
1.3.2	2.2.2	3.3.6	4.2.7	
1.3.4	2.2.3	3.3.7		
1.4.1	2.2.4	3.4.1		
1.4.3	2.2.5	3.4.5		
1.4.4	2.2.6	3.4.6		
1.6.2	2.2.9			
	2.2.10			
	2.2.11			
	2.2.13			
	2.2.14			

Cooked Play Dough				Page 172
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.3	4.1.1	5.1.3
1.1.2	2.1.2	3.1.4	4.1.2	5.1.5
1.2.1	2.1.3	3.1.5	4.1.4	5.4.2
1.2.2	2.1.4	3.2.1	4.1.5	5.4.4
1.2.3	2.1.5	3.2.2	4.2.1	5.4.5
1.3.1	2.1.8	3.2.3	4.2.3	
1.3.2	2.2.1	3.2.4	4.2.4	
1.3.4	2.2.2	3.3.1	4.2.8	
1.4.1	2.2.3	3.3.2		
1.4.3	2.2.4	3.3.3		
1.4.4	2.2.5	3.3.4		
1.6.2	2.2.6	3.3.5		
	2.2.9	3.4.2		
	2.2.10			
	2.2.11			
	2.2.13			
	2.2.14			

Painting on an Easel				Page 173
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.3	4.1.1	5.1.3
1.1.2	2.1.2	3.1.4	4.1.2	5.1.5
1.2.1	2.1.3	3.1.5	4.1.3	5.4.4
1.2.2	2.1.4	3.2.1	4.1.4	
1.2.3	2.1.5	3.2.2	4.1.6	
1.3.1	2.1.8	3.2.3	4.2.1	
1.3.2	2.2.1	3.2.4	4.2.5	
1.3.4	2.2.2	3.3.1	4.2.7	
1.4.1	2.2.3	3.3.2	4.3.17	
1.4.3	2.2.4	3.3.3	4.3.18	
1.4.4	2.2.5	3.3.4		
1.6.2	2.2.6	3.3.5		
	2.2.9	3.4.2		
	2.2.10			
	2.2.11			
	2.2.13			
	2.2.14			

Fine Motor Goals and Objectives

AL Approaches to Learning
 ESL Emotional and Social Development
 HPD Health and Physical Development
 LDC Language Development and Communication
 CD Cognitive Development

Chugging Along Headbands				Page 175
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.2	4.1.1	5.2.2
1.1.2	2.1.2	3.2.3	4.1.2	5.4.1
1.1.4	2.1.3	3.3.1	4.1.3	5.4.4
1.2.1	2.1.4	3.3.2	4.1.4	5.4.9
1.2.2	2.1.5	3.3.3	4.1.5	
1.2.3	2.2.1		4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.3		4.2.2	
1.4.2	2.2.4		4.2.5	
1.4.3	2.2.5		4.2.7	
1.4.4	2.2.6		4.2.8	
1.5.1	2.2.10		4.3.1	
1.6.1	2.2.11		4.3.23	
1.6.2	2.2.13			

Good Things for Boys and Girls				Page 181
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.1.2	2.1.2	3.3.1	4.1.2	5.1.6
1.2.1	2.1.3	3.3.2	4.1.3	5.2.5
1.2.2	2.1.4	3.3.3	4.1.4	5.4.2
1.2.3	2.2.1		4.1.5	
1.3.1	2.2.10		4.1.6	
1.4.1	2.2.11		4.2.1	
1.4.4	2.2.13		4.2.4	
1.6.1	2.2.14		4.2.8	
1.6.2				

Cutting Grids				Page 185
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.1.2	2.1.2	3.3.1	4.1.2	5.1.6
1.2.1	2.1.3	3.3.2	4.1.3	5.2.5
1.2.2	2.1.4	3.3.3	4.1.4	5.4.2
1.2.3	2.2.1		4.1.5	
1.3.1	2.2.10		4.1.6	
1.4.1	2.2.11		4.2.1	
1.4.4	2.2.13		4.2.4	
1.6.1	2.2.14		4.2.8	
1.6.2				

Lacing				Page 191
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.1.2	2.1.2	3.3.1	4.1.2	5.1.6
1.2.1	2.1.3	3.3.2	4.1.3	5.2.5
1.2.2	2.1.4	3.3.3	4.1.4	5.4.2
1.2.3	2.1.7		4.1.5	
1.3.1	2.1.8		4.1.6	
1.4.1	2.2.1		4.2.1	
1.4.2	2.2.10		4.2.4	
1.4.3	2.2.11		4.2.8	
1.4.4	2.2.13			
1.6.1	2.2.14			
1.6.2				

Puffy Bear				Page 195
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.4	4.1.1	5.1.3
1.1.2	2.1.2	3.1.5	4.1.2	5.1.6
1.1.3	2.1.3	3.2.3	4.1.3	5.2.5
1.1.4	2.1.4	3.3.1	4.1.4	5.4.2
1.2.1	2.2.1	3.3.3	4.1.5	
1.2.2	2.2.4		4.1.6	
1.2.3	2.2.6		4.2.1	
1.3.1	2.2.10		4.2.2	
1.4.1	2.2.11		4.2.4	
1.4.2	2.2.13		4.2.8	
1.4.4	2.2.14			
1.5.1				
1.6.1				
1.6.2				

Follow the Path				Page 199
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.2
1.1.2	2.1.2	3.3.1	4.1.2	5.1.3
1.2.1	2.1.3	3.3.2	4.1.3	5.1.6
1.2.2	2.1.4	3.3.3	4.1.4	
1.2.3	2.1.7		4.1.5	
1.3.1	2.1.8		4.1.6	
1.4.1	2.2.1		4.2.1	
1.4.2	2.2.10		4.2.4	
1.4.3	2.2.11		4.2.8	
1.4.4	2.2.13		4.4.1	
1.6.1	2.2.14			
1.6.2				

Caboose Matching				Page 211
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.2
1.1.2	2.1.2	3.3.1	4.1.2	5.1.3
1.2.1	2.1.3	3.3.2	4.1.3	5.1.4
1.2.2	2.1.4	3.3.3	4.1.4	5.1.5
1.2.3	2.1.7		4.1.5	5.1.6
1.3.1	2.1.8		4.1.6	
1.4.1	2.2.1		4.2.1	
1.4.2	2.2.10		4.2.4	
1.4.3	2.2.11		4.2.8	
1.4.4	2.2.13		4.4.1	
1.6.1	2.2.14			
1.6.2				

Daily Living, Cooking and Self-help Goals and Objectives

AL Approaches to Learning
 ESL Emotional and Social Development
 HPD Health and Physical Development
 LDC Language Development and Communication
 CD Cognitive Development

Clown Faces				Page 217
AL	ESD	HPD	LDC	CD
1.1.2	2.1.1	3.2.3	4.1.1	5.1.1
1.2.2	2.1.2	3.3.1	4.1.2	5.1.3
1.2.3	2.1.3	3.3.3	4.1.4	5.1.6
1.3.1	2.1.7		4.1.6	5.2.2
1.3.3	2.2.1		4.2.1	
1.3.4	2.2.2		4.2.4	
1.4.1	2.2.10		4.2.6	
1.4.2	2.2.13		4.2.8	
1.4.3				
1.4.4				
1.5.2				
1.6.2				

Clown Shoes				Page 221
AL	ESD	HPD	LDC	CD
1.1.2	2.1.1	3.1.3	4.1.1	5.1.3
1.2.2	2.1.2	3.1.4	4.1.2	5.1.6
1.2.3	2.1.3	3.2.3	4.1.3	5.2.2
1.3.1	2.1.7	3.3.4	4.1.4	
1.3.3	2.2.1	3.3.5	4.1.6	
1.3.4	2.2.2		4.2.1	
1.4.1	2.2.10		4.2.4	
1.4.2	2.2.13		4.2.6	
1.4.3			4.2.8	
1.4.4			4.3.2	
1.5.2			4.3.11	
1.6.2			4.3.23	

Recipes				Page 223-228
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.3	4.1.1	5.1.3
1.1.4	2.1.2	3.1.5	4.1.2	5.1.6
1.3.1	2.1.3	3.2.2	4.1.4	
1.4.1	2.2.10	3.2.3	4.1.6	
1.4.2	2.2.13	3.3.1	4.2.1	
1.4.4		3.3.2		
		3.3.3		
		3.4.3		
		3.4.4		

Socialization Goals and Objectives

AL Approaches to Learning
 ESL Emotional and Social Development
 HPD Health and Physical Development
 LDC Language Development and Communication
 CD Cognitive Development

Dramatic Play and Prop Suggestions				Page 231
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.3	4.1.1	5.1.3
1.1.3	2.1.2	3.1.4	4.1.2	5.1.6
1.1.4	2.1.4	3.1.5	4.1.3	5.4.1
1.2.1	2.1.5	3.2.1	4.1.4	5.4.7
1.2.2	2.1.6	3.2.3	4.1.5	
1.2.3	2.1.7	3.3.1	4.1.6	
1.3.1	2.1.8	3.3.2	4.2.1	
1.4.1	2.1.10	3.3.3	4.2.2	
1.4.2	2.2.1	3.3.5	4.2.3	
1.4.4	2.2.2		4.2.4	
1.5.1	2.2.3		4.2.5	
1.5.2	2.2.4		4.2.6	
1.6.1	2.2.5		4.2.7	
1.6.2	2.2.6		4.2.8	
	2.2.7		4.3.1	
	2.2.8		4.3.3	
	2.2.9		4.3.11	
	2.2.10		4.4.2	
	2.2.11			
	2.2.13			
	2.2.14			

Clown Shoes and Hat Relay				Page 232
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.3	4.1.1	5.1.3
1.1.2	2.1.2	3.2.1	4.1.2	5.1.6
1.1.4	2.1.6	3.2.2	4.1.4	5.2.1
1.2.1	2.1.8	3.2.3	4.1.5	5.2.5
1.2.2	2.2.1	3.2.4	4.1.6	
1.2.3	2.2.2	3.3.4	4.2.1	
1.3.1	2.2.3	3.3.5	4.2.6	
1.3.2	2.2.4	3.3.7	4.2.8	
1.3.3	2.2.6	3.4.1		
1.3.4	2.2.9			
1.4.1	2.2.10			
1.4.2	2.2.11			
1.4.3	2.2.13			
1.4.4	2.2.14			
1.6.2				

Clown Hats				Page 233
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.2	4.1.1	5.2.2
1.1.2	2.1.2	3.2.3	4.1.2	5.4.1
1.1.4	2.1.3	3.3.1	4.1.3	5.4.4
1.2.1	2.1.4	3.3.2	4.1.4	5.4.9
1.2.2	2.1.5	3.3.3	4.1.5	
1.2.3	2.2.1		4.1.6	
1.3.1	2.2.2		4.2.1	
1.4.1	2.2.3		4.2.2	
1.4.2	2.2.4		4.2.5	
1.4.3	2.2.5		4.2.7	
1.4.4	2.2.6		4.2.8	
1.5.1	2.2.10		4.3.1	
1.6.1	2.2.11		4.3.23	
1.6.2	2.2.13			

Box Cars				Page 234
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.3
1.1.2	2.1.2	3.3.3	4.1.2	5.1.6
1.1.4	2.1.5	3.3.4	4.1.3	5.4.1
1.2.1	2.2.1	3.3.7	4.1.4	5.4.4
1.2.2	2.2.2	3.4.1	4.1.5	5.4.8
1.2.3	2.2.3	3.4.5	4.1.6	5.4.10
1.3.1	2.2.4		4.2.1	
1.4.1	2.2.6		4.2.2	
1.4.4	2.2.9		4.2.4	
1.5.1	2.2.13		4.2.6	
1.6.1			4.2.7	
1.6.2			4.2.8	
			4.3.1	
			4.3.2	
			4.3.6	
			4.3.7	
			4.3.8	
			4.3.9	
			4.3.10	
			4.3.23	

Happy or Sad?				Page 235
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.6
1.1.2	2.1.2		4.1.2	5.2.2
1.1.4	2.1.3		4.1.3	5.3.4
1.2.1	2.1.4		4.1.4	5.3.5
1.2.2	2.1.5		4.1.5	
1.2.3	2.1.6		4.1.6	
1.3.1	2.1.7		4.2.1	
1.4.1	2.2.1		4.2.2	
1.4.2	2.2.2		4.2.5	
1.4.3	2.2.3		4.2.7	
1.4.4	2.2.4		4.2.8	
1.5.1	2.2.5		4.3.1	
1.6.1	2.2.6		4.3.23	
1.6.2	2.2.7			
	2.2.8			
	2.2.9			
	2.2.10			
	2.2.11			
	2.2.13			

AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.1.5	4.1.1	5.1.3
1.1.4	2.1.2	3.2.2	4.1.2	5.1.6
1.3.1	2.1.3	3.2.3	4.1.3	
1.4.1	2.1.4	3.3.1	4.1.4	
1.4.2	2.1.5	3.3.2	4.1.6	
1.4.4	2.1.6	3.3.3	4.2.1	
	2.1.7	3.4.4	4.2.2	
	2.1.10		4.2.4	
	2.2.1		4.2.6	
	2.2.2		4.2.7	
	2.2.3		4.2.8	
	2.2.4		4.3.1	
	2.2.5		4.3.2	
	2.2.6		4.3.6	
	2.2.7		4.3.7	
	2.2.8		4.3.8	
	2.2.9		4.3.9	
	2.2.10		4.3.10	
	2.2.11		4.3.11	
	2.2.13		4.3.23	
	2.2.14			

Music and Rhymes Goals and Objectives

AL Approaches to Learning
 ESL Emotional and Social Development
 HPD Health and Physical Development
 LDC Language Development and Communication
 CD Cognitive Development

Mother Goose Rhymes				Page 245
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.6
1.1.4	2.1.2	3.3.4	4.1.2	5.4.1
1.2.1	2.1.4	3.3.5	4.1.3	5.4.4
1.2.2	2.1.5	3.3.7	4.1.4	5.4.9
1.2.3	2.1.6	3.4.1	4.1.5	5.4.10
1.3.1	2.2.1	3.4.4	4.1.6	
1.4.1	2.2.2		4.2.1	
1.4.4	2.2.3		4.2.2	
1.5.2	2.2.4		4.2.3	
1.6.1	2.2.5		4.2.5	
1.6.2	2.2.6		4.2.7	
	2.2.9		4.2.8	
	2.2.10		4.3.1	
	2.2.11		4.3.2	
	2.2.13		4.3.23	
			4.3.24	
			4.3.25	

Mother Goose Everyday				Page 253
AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.6
1.1.4	2.1.2	3.3.4	4.1.2	5.4.1
1.2.1	2.1.4	3.3.5	4.1.3	5.4.4
1.2.2	2.1.5	3.3.7	4.1.4	5.4.9
1.2.3	2.1.6	3.4.1	4.1.5	5.4.10
1.3.1	2.2.1	3.4.4	4.1.6	
1.4.1	2.2.2		4.2.1	
1.4.4	2.2.3		4.2.2	
1.5.2	2.2.4		4.2.3	
1.6.1	2.2.5		4.2.5	
1.6.2	2.2.6		4.2.7	
	2.2.9		4.2.8	
	2.2.10		4.3.1	
	2.2.11		4.3.2	
	2.2.13		4.3.23	
			4.3.24	
			4.3.25	

AL	ESD	HPD	LDC	CD
1.1.1	2.1.1	3.2.3	4.1.1	5.1.1
1.1.4	2.1.2	3.3.1	4.1.2	5.1.6
1.2.1	2.1.4	3.3.4	4.1.3	5.4.1
1.2.2	2.1.5	3.3.5	4.1.4	5.4.4
1.2.3	2.1.6	3.3.7	4.1.5	5.4.9
1.3.1	2.2.1	3.4.1	4.1.6	5.4.10
1.4.1	2.2.2	3.4.4	4.2.1	
1.4.4	2.2.3		4.2.2	
1.5.2	2.2.4		4.2.3	
1.6.1	2.2.5		4.2.5	
1.6.2	2.2.6		4.2.7	
	2.2.9		4.2.8	
	2.2.10		4.3.1	
	2.2.11		4.3.2	
	2.2.13		4.3.23	
			4.3.24	
			4.3.25	