

Read It Once Again
Literary Curriculum based on
The Little Engine That Could

By Watty Piper

Correlation to South Carolina's Early Learning Standards
For 3, 4 and 5 Year Olds

The South Carolina Early Learning Standards area based on what we know about children, including what they should know and be able to do along with a continuum of development. The Standards are grouped around five areas of children's development including:

Approaches to Learning
Social and Emotional Development
Mathematics
Language and Literacy
Physical Development and Health

These standards can be used as guides for developing and adopting curriculum content, including instructional methods and materials, assessment practices, and for planning professional development opportunities.

The following pages list the standards for 3, 4 and 5 year olds in each of the five areas of development as stated by South Carolina.

To assist teacher planning, each of our activities are listed along with the state learning standards that pertain to those activities.

Please consult *Good Start Grow Smart* web page for the listing of South Carolina's Early Learning Standards with additional information.

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards>

Approaches to Learning (AL)

AL 1. Children engage in play as a means to develop their individual approaches to learning.

AL-3K-1.1: Learn about the properties and characteristics of materials and equipment through exploratory and imaginative play.

AL-3K-1.2: Demonstrate ability to identify and take appropriate risks in play in order to learn new skills.

AL-4K-1.1: Show creativity and imagination using materials in representational play.

AL-4K-1.2: Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.

AL-K-1.1: Show creativity and imagination in a variety of types of play including literacy and numeracy activities.

AL-K-1.2: Demonstrate increasing ability to identify and take appropriate risks in order to learn new knowledge and skills.

AL 2. Children show curiosity, eagerness and satisfaction as a learner.

AL-3K-2.1: Prefer one familiar activity but will try others when encouraged by an adult or peer.

AL-3K-2.2: Demonstrate eagerness and interest as a learner by responding to what they observe.

AL-3K-2.3: Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.

AL-4K-2.1: Show curiosity in an increasing variety of activities, tasks and learning centers.

AL-4K-2.2: Demonstrate eagerness and interest as a learner by questioning and adding ideas.

AL-4K-2.3: Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.

AL-k-2.1: Choose to participate in an increasing variety of activities, tasks and learning centers.

AL-K-2.2: Demonstrate eagerness and interest as a learner by questioning and adding ideas.

AL-K-2.3: Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.

AL 3. Children demonstrate initiative, engagement, and persistence in learning.

AL-3K-3.1: Show initiative in selecting and creating activities.

AL-3K-3.2: Maintain interest in self selected activities and play.

AL-3K-3.3: Show ability to focus attention on favorite activities for brief periods of time. (5-10 minutes)

AL-4K-3.1: Demonstrate growing initiative in selecting and carrying out activities.

AL-4K-3.2: Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.

AL-4K-3.3: Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time. (10-20 minutes).

AL-K-3.1: Demonstrate initiative in planning, creating and carrying out activities. (5-10 minutes)

AL-K-3.2: Demonstrate ability to maintain interest in self-selected activities, tasks and play despite distractions and interruptions. (10-20 Minutes)

AL-K-3.3: Show ability to focus attention for increasing variety of chosen tasks and activities for longer periods of time. (20-30 minutes)

AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.

AL-3K-4.1: Understand how to accomplish a simple task.

AL-3K-4.2: Organize actions and materials needed for play in the learning environment.

AL-3K-4.3: Follow through in completing simple tasks and activities.

AL-3K-4.4: Seek help when encountering a problem in play.

AL-4K-4.1: Understand a task can be accomplished through several steps.

AL-4K-4.2: Demonstrate an increasing ability to organize actions and materials in the learning environment.

AL-4K-4.3: Demonstrate an increasing ability to follow through with tasks and activities.

AL-4K-4.4: Try to solve problems encountered in play.

AL-k-4.1: Demonstrate an increased ability to accomplish a task through a series of steps.

AL-K-4.2: Demonstrate an increasing ability to organize actions and materials in all aspects of the learning environment.

AL-K-4.3: Demonstrate an ability to follow through with tasks and activities.

AL-K-4.4: Demonstrate increasing ability to find more than one solution to a question, task or problem.

AL 5. Children extend their learning through the use of memory, reasoning and problem-solving skills.

AL-3K-5.1: Talk about prior events and personal experiences.

AL-3K-5.2: Use prior knowledge to understand new experiences.

AL-3K-5.3: Seek explanations for events or personal relationships.

AL-3K-5.4: Predict possible outcomes related to cause and effect.

AL-4K-5.1: Represent prior events and personal experience in one or more ways.

AL-4K-5.2: Demonstrate increasing ability to use prior knowledge to understand new experiences.

AL-4K-5.3: Reason about events, relationships or problems.

AL-4K-5.4: Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.

AL-K-5.1: Communicate about prior events and personal experiences in a variety of ways.

AL-K-5.2: Use prior knowledge to understand new experiences.

AL-K-5.3: Demonstrate ability to reason about more complex events, problems, or relationships.

AL-K-5.4: Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.

Social and Emotional Development (SE)

SE 1. Children will demonstrate a positive sense of self.

- SE-3K-1.1: Describe themselves using several basic characteristics.
 - SE-3K-1.2: Demonstrate self direction by making simple choices among limited options.
 - SE-3K-1.3: Demonstrate confidence by participating in familiar classroom routines.
 - SE-3K-1.4: Make known personal needs and desires.
 - SE-3K-1.5: Respond to positive and negative feedback from familiar adults.
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- SE-4K-1.1: Describe characteristics of self and others.
 - SE-4K-1.2: Demonstrate self direction by making choices among peers, activities and materials.
 - SE-4K-1.3: Demonstrate confidence by participating in most classroom activities.
 - SE-4K-1.4: Stand up for rights much of the time.
 - SE-4K-1.5: Respond respectfully to positive and negative feedback from adults most of the time.
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- SE-K-1.1: Accept likenesses and difference between self and others.
- SE-K-1.2: Demonstrate initiative by making choices and accepting responsibilities.
- SE-K-1.3: Approach most new activities and tasks with confidence.
- SE-K-1.4: Stand up for rights most of the time without aggression.
- SE-K-1.5: Respond respectfully to positive and negative feedback from adults.

SE 2. Children demonstrate self-control, respect and responsibility.

SE-3K-2.1: Follow a few simple classroom routines and rules.

SE-3K-2.2: Use classroom materials responsibly with modeling and guidance from adults.

SE-3K-2.3: Manage transitions positively when supported by an adult.

SE-3K-2.4: Become increasingly aware of behavior and its effects on others.

SE-3K-2.5: Use simple conflict resolution techniques with adult modeling and facilitation.

SE-4K-2.1: Follow classroom rules and procedures with reminders.

SE-4K-2.2: Use classroom materials responsibly most of the time.

SE-4K-2.3: Manage transitions positively when told what to expect.

SE-4K-2.4: Recognize effect on others of own behavior most of the time.

SE-4K-2.5: Demonstrate with adult guidance simple techniques to solve social problems.

SE-K-2.1: Follow classroom rules and procedure most of the time.

SE-K-2.2: Use classroom materials responsibly.

SE-K-2.3: Manage transitions and adapt to changes in routine.

SE-K-2.4: Anticipate and regulate behavior that may result in negative reactions.

SE-K-2.5: Attempt to solve social problems independently, by negotiation, or with adult help.

SE 3. Children express feelings and show concern for others.

SE-3K-3.1: Recognize own positive and negative feelings when an adult labels them.

SE-3K-3.2: Calm self after strong emotion with adult help.

SE-3K-3.3: Seek adult help to manage fears and concerns.

SE-3K-3.4: Show awareness of feelings of others with adult guidance and support.

SE-4K-3.1: Recognize own feelings and describe them some of the time.

SE-4K-3.2: Develop strategies to express strong emotion with adult help.

SE-4K-3.3: Express fears and concerns to familiar adult.

SE-4K-3.4: Show awareness and respond to feelings of others with adult guidance and support.

SE-K-3.1: Recognize own feelings and try to control them.

SE-K-3.2: Use positive strategies to express strong emotion.

SE-K-3.3: Develop strategies with adult to manage fears and concerns.

SE-K-3.4: Demonstrate empathy by responding to feelings and needs of others.

SE 4. Children form healthy social relationships.

- SE-3K-4.1:** Show interest in others by playing beside or briefly with one or more children.
 - SE-3K-4.2:** Show an interest in having a friend.
 - SE-3K-4.3:** Accept adult help to join play group.
 - SE-3K-4.4:** Show growing awareness of group life of class (sense of community).
 - SE-3K-4.5:** Interact with familiar adults with varying degrees of comfort.
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- SE-4K-4.1:** Display emerging social skills of trying to take turns and talk with others during play.
 - SE-4K-4.2:** Develop friendship with one or two preferred children.
 - SE-4K-4.3:** Demonstrate strategies to join play group with adult support.
 - SE-4K-4.4:** Participate in group life of class.
 - SE-4K-4.5:** Interact easily with familiar adults by engaging in conversations, responding to questions and following directions.
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- SE-K-4.1:** Play cooperatively with one or more children.
- SE-K-4.2:** Exhibit social skills to sustain a friendship.
- SE-k-4.3:** Demonstrate ability to join a group activity or game.
- SE-K-4.4:** Assume some responsibility for contributing to the group life of class.
- SE-K-4.5:** Interact easily with familiar adults by showing affection, responding to questions, initiating conversations and following directions.

Language and Literacy (ELA)

English Language Arts

ELA 1. The student will begin to read and comprehend a variety of literary texts in print and non-print formats. (Reading 1)

- ELA-3K-1.1: Listen to simple stories, songs and rhymes.
 - ELA-3K-1.2: Anticipate spoken lines in songs and finger plays.
 - ELA-3K-1.3: Form sounds that imitate the natural sounds of animal, action or object.
 - ELA-3K-1.4: Repeat words or actions from a favorite story read aloud.
 - ELA-3K-1.5: Use pictures and adult reader's expression to experience mood and meaning of text.
 - ELA-3K-1.6: Recall story details that have personal meaning.
 - ELA-3K-1.7: Imitate words or actions from favorite books read aloud.
 - ELA-3K-1.8: Explore books with an adult or another child.
 - ELA-3K-1.9: Pretend to be a family member, pet or familiar adult during play.
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- ELA-4K-1.1: Make relevant comments or appropriate responses to story events or characters.
- ELA-4K-1.2: Distinguish between descriptions of story events and spoken words of characters.
- ELA-4K-1.3: Respond to elements of colorful language in stories and poetry.
- ELA-4K-1.4: Retell one or two events from a story read aloud.
- ELA-4K-1.5: Begin to identify significant words from text read aloud.
- ELA-4K-1.6: Recall some details in stories read aloud.
- ELA-4K-1.7: Incorporate favorite parts of literary texts into play activities.
- ELA-4K-1.8: Explore books independently.
- ELA-4K-1.9: Begin to distinguish between real and make-believe in stories read aloud.

The student will begin to read and comprehend a variety of literary texts in print and non-print formats. (Reading 1) continued:

ELA-K-1.1: Use pictures and words to make predictions regarding a story read aloud.

ELA-K-1.2: Understand that a narrator tells the story.

ELA-K-1.3: Exemplify sound devices (including onomatopoeia and alliteration) in texts.

ELA-K-1.4: Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.

ELA-K-1.5: Understand how the author's choice of words affects the meaning of the text.

ELA-K-1.6: Use relevant details in summarizing stories read aloud.

ELA-K-1.7: Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.

ELA-K-1.8: Carry out independent reading for pleasure.

ELA-K-1.9: Recall the characteristics of fantasy.

ELA 2. The student will begin to read and comprehend a variety of informational texts in print and non-print formats. (Reading 2)

ELA-3K-2.1: Explore realistic books and materials in classroom centers.

ELA-3K-2.2: Identify some familiar objects in informational texts.

ELA-3K-2.3: Not expected at this time.

ELA-3K-2.4: Identify real objects seen in informational texts.

ELA-3K-2.5: Look at classroom pictures and signs.

ELA-3K-2.6: Not expected at this time.

ELA-3K-2.7: Not expected at this time.

ELA-3K-2.8: Not expected at this time.

ELA-3K-2.9: Not expected at this time.

ELA-4K-2.1: Show interest in informational texts about familiar objects.

ELA-4K-2.2: Begin asking "how and why" questions when looking at texts.

ELA-4K-2.3: Relate information from texts to personal experience.

ELA-4K-2.4: Incorporate information for informational texts into play activities.

ELA-4K-2.5: Seek information by looking at texts, signs and photographs in the classroom.

ELA-4K-2.6: Identify familiar environmental print.

ELA-4K-2.7: Begin to understand graphic information which he/she has participated in creating.

ELA-4K-2.8: Not expected at this time.

ELA-4K-2.9: Begins to ask questions about the causes of events they observe or hear about in books.

ELA-K-2.1: Summarize the central idea and details from the informational texts read aloud.

ELA-K-2.2: Analyze texts during classroom discussions to make inferences.

ELA-K-2.3: Exemplify facts in texts read aloud.

ELA-K-2.4: Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.

ELA-K-2.5: Carry our independent reading to gain information.

ELA-K-2.6: Understand that headings and print styles(e.g., italics, bold, larger type) provide information to the reader.

ELA-K-2.7: Understand graphic features such as illustrations and graphs.

ELA-K-2.8: Recognize table of contents.

ELA-K-2.9: Conclude the cause of an event described in the text read aloud.

ELA 3. The student will learn to read by applying appropriate skills and strategies. (Reading 3)

- ELA-3K-3.1: Rehearse vocabulary by identifying familiar objects pictured in books.
- ELA-3K-3.2: Comprehend changes in forms of familiar words.
- ELA-3K-3.3: Begin pretending to read or role-play with dialogue.
- ELA-3K-3.4: Begin recognizing familiar books by their covers or pictures.
- ELA-3K-3.5: Begin joining in familiar nursery rhymes and songs.
- ELA-3K-3.6: Use appropriate word order and intonation to ask a question or make a statement.
- ELA-3K-3.7: Begin to use word beginnings and endings as language play and comprehension aid.
- ELA-3K-3.8: Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs, chants, and phrases.
- ELA-3K-3.9: Not expected at this level.
- ELA-3K-3.10: Recognize a few letters.
- ELA-3K-3.11: Begin to recall and repeat familiar words and phrases.
- ELA-3K-3.12: Not expected at this level.
- ELA-3K-3.13: Not expected at this level.
- ELA-3K-3.14: Not expected at this level.
- ELA-3K-3.15: Begin connecting text read aloud with personal experiences.
- ELA-3K-3.16: Begin recognizing at least one familiar logo or printed sign.
- ELA-3K-3.17: Begin learning how to handle and care for books.
- ELA-3K-3.18: Begin to orient books in correct position and turn pages from front to back.
- ELA-3K-3.19: Express interest in adult writing and identify it by meaning.

**The student will learn to read by applying appropriate skills and strategies.
(Reading 3) Continued:**

- ELA-4K-3.1:** Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.
- ELA-4K-3.2:** Create a different form of a familiar word by adding “-ed” ending to show past action.
- ELA-4K-3.3:** Display curiosity and interest in learning new words.
- ELA-4K-3.4:** Begin understanding how print is used to bring meaning.
- ELA-4K-3.5:** Participate in choral speaking of poems, songs, and stories with repeated patterns.
- ELA-4K-3.6:** Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.
- ELA-4K-3.7:** Use word beginnings and endings as language play or comprehension clue.
- ELA-4K-3.8:** Begin identifying some letter sounds and matching them to letters.
- ELA-4K-3.9:** Not expected at this level.
- ELA-4K-3.10:** Identify several letters and their general order in the alphabet.
- ELA-4K-3.11:** Recognize rhyming words with adult modeling.
- ELA-4K-3.12:** Begin to recognize similarities in sounds at the beginning and ending of words.
- ELA-4K-3.13:** Beginning to understand that letters can represent speech sounds.
- ELA-4K-3.14:** Create words by orally adding, deleting or changing sounds in response to adult prompt.
- ELA-4K-3.15:** Make connections to prior knowledge, other texts, and the world in response to texts read aloud.
- ELA-4K-3.16:** Identify familiar environmental print such as business logos and traffic signs.
- ELA-4K-3.17:** Progress in understanding how books are viewed.
- ELA-4K-3.18:** Understand relationship between print and pictures on page.
- ELA-4K-3.19:** Begin recognizing some letters in words.

**The student will learn to read by applying appropriate skills and strategies.
(Reading 3) Continued:**

- ELA-k-3.1:** Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.
- ELA-K-3.2:** Create a different form of a familiar word by adding an -s or -ing endings.
- ELA-K-3.3:** Use vocabulary acquired from a variety of sources (including conversations, texts read aloud and the media).
- ELA-K-3.4:** Recognize high frequency words.
- ELA-K-3.5:** Use oral rhymes, poems, and songs to build fluency.
- ELA-K-3.6:** Use appropriate voice level when speaking.
- ELA-K-3.7:** Use beginning sounds (onsets) and ending sounds (rimes) to generate words orally.
- ELA-K-3.8:** Match consonant and short-vowel sounds to appropriate letters.
- ELA-K-3.9:** Understand that multiple small words can make compound words.
- ELA-K-3.10:** Recognize uppercase and lowercase letters in their order in the alphabet.
- ELA-K-3.11:** Create rhyming words in response to an oral prompt.
- ELA-K-3.12:** Classify words by categories such as beginning and ending sounds.
- ELA-K-3.13:** Identify beginning and ending sounds in words.
- ELA-K-3.14:** Create words by orally adding, deleting or changing sounds.
- ELA-K-3.15:** Use prior knowledge and life experiences to construct meaning from texts.
- ELA-K-3.16:** Understand environmental print in such forms as signs in school, road signs, restaurant and store signs, and logos.
- ELA-K-3.17:** Exemplify the parts of a book (including the front and back cover, the title and the author's name).
- ELA-K-3.18:** Carry out left-to-right and top-to-bottom directionality on the printed page.
- ELA-K-3.19:** Distinguish between letters and words.

ELA 4. The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English. (Writing 4)

- ELA-3K-4.1: Identify people and events of personal significance.
 - ELA-3K-4.2: Use sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.
 - ELA-3K-4.3: Tells a brief story. (1-2 ideas)
 - ELA-3K-4.4: Not expected at this level.
 - ELA-3K-4.5: Not expected at this level.
 - ELA-3K-4.6: Participate in small group reflections on recent event.
 - ELA-3K-4.7: Pretend to write.
 - ELA-3K-4.8: Not expected at this level.
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- ELA-4K-4.1: Describe events of personal significance.
 - ELA-4K-4.2: Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.
 - ELA-4K-4.3: Creates a picture and labels it orally.
 - ELA-4K-4.4: Understands that each person in the class has a first and last name.
 - ELA-4K-4.5: Begins to understand the relationship between oral language and written language.
 - ELA-4K-4.6: Contributes to small group or whole class dictation activities.
 - ELA-4K-4.7: Makes some upper case letters without regard to proportion or placement.
 - ELA-4K-4.8: Not expected at this level.
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- ELA-K-4.1: Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.
- ELA-K-4.2: Generate complete sentences orally.
- ELA-K-4.3: Use pictures, letters, or words to tell a story from beginning to end.
- ELA-K-4.4: Understand that a person's name is a proper noun.
- ELA-K-4.5: Use proofreading skills to edit small group or whole class writing with teacher support.
- ELA-K-4.6: Uses strategies to revise small group or whole class writing with teacher support.
- ELA-K-4.7: Use uppercase and lowercase letters.
- ELA-K-4.8: Use appropriate letter formation when printing.

ELA 5. The student will begin to write for a variety of purposes and audiences. (Writing 5)

ELA-3K-5.1: Pretend to write.

ELA-3K-5.2: Not expected at this level.

ELA-3K-5.3: Identify and briefly describe important people, objects and events in their world.

ELA-3K-5.4: Not expected at this level.

ELA-4K-5.1: Combine some letters with pretend writing.

ELA-4K-5.2: Use drawings, letters, or words to create narratives about people and things in their environment.

ELA-4K-5.3: Represent familiar people and experiences through art and language.

ELA-4K-5.4: Contribute to small group or whole class stories, rhymes or poems.

ELA-K-5.1: Use drawing, letters, or words to create written communications such as notes, messages, and lists to inform a specific audience.

ELA-K-5.2: Use drawings, letters, or words to create narratives such as stories and journal entries about people, places, or things.

ELA-K-5.3: Use drawings, letters, or words to create descriptions of personal experiences, people, places or things.

ELA-K-5.4: Use drawings, letters, or words to create written pieces such as simple rhymes to entertain others.

ELA 6. The student will begin to access and use information from a variety of sources (Researching 6)

- ELA-3K-6.1:** Ask "why" questions about things in their world.
 - ELA-3K-6.2:** Look at books, pictures, and videos with interest.
 - ELA-3K-6.3:** Classify familiar objects by one or two observable attributes.
 - ELA-3K-6.4:** Not expected at this level.
 - ELA-3K-6.5:** Carry out simple directives most of the time.
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- ELA-4K-6.1:** Ask "how" and "why" questions about things in books and their environment.
 - ELA-4K-6.2:** Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest.
 - ELA-4K-6.3:** Classify objects and information by observable attributes into predetermined categories.
 - ELA-4K-6.4:** Complete a thought or idea when communicating with others.
 - ELA-4K-6.5:** Carry out simple directions and directives.
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- ELA-K-6.1:** Generate "how" and "why" questions about a topic of interest.
- ELA-K-6.2:** Understand that information can be found in print sources such as books, pictures, simple graphs, and charts, and non-print media such as videos, television, films, and radio, and the internet.
- ELA-K-6.3:** Classify information by constructing categories such as living and nonliving.
- ELA-K-6.4:** Use complete sentences when orally communicating with others.
- ELA-K-6.5:** Understand and follow one-and-two step oral directions.

Mathematics (M)

M 1. The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections and representation. (Mathematics Processes 1)

M-3K-1.1: Engage in problem-solving during play within the classroom environment.

M-3K-1.2: Begin to make predictions based on appearance and experience.

M-3K-1.3: Not expected at this level.

M-3K-1.4: Not expected at this level.

M-3K-1.5: Begin to see how similar items can be grouped together.

M-3K-1.6: Not expected at this level.

M-3K-1.7: Show an awareness of numbers in a personally meaningful context.

M-3K-1.8: Not expected at this time.

M-4K-1.1: Use emergent mathematical knowledge as a problem-solving tool.

M-4K-1.2: Generate conjectures based on personal experiences and simple reasoning.

M-4K-1.3: Investigate solutions to simple problems.

M-4K-1.4: Locate patterns in the environment.

M-4K-1.5: Classify objects in their environment by color, shape, size or function.

M-4K-1.6: Use appropriate vocabulary to communicate mathematical ideas.

M-4K-1.7: Begin to show an awareness of numbers in the environment.

M-4K-1.8: Integrate mathematical ideas into personal representations.

M-K-1.1: Apply substantive mathematical problem-solving strategies.

M-K-1.2: Generate conjectures and exchange mathematical ideas.

M-K-1.3: Explain and justify answers to simple problems.

M-K-1.4: Analyze patterns by reasoning systematically.

M-K-1.5: Generalize mathematical concepts.

M-K-1.6: Use a variety of forms of mathematical communication.

M-K-1.7: Generalize connections among mathematics, the environment, and other subjects.

M-K-1.8: Use multiple informal representations to convey mathematical ideas.

M 2. The student will demonstrate through mathematical process an emerging sense of quantity and numeral relations, set and place values. (Numbers and Operations 2)

- M-3K-2.1: Show curiosity and interest in counting and numbers.
 - M-3K-2.2: Show one to one correspondence through three when counting real objects.
 - M-3K-2.3: Compare quantities using general terms.
 - M-3K-2.4: Understand the concept of adding one more (joining) and taking one away (separating).
 - M-3K-2.5: Not expected at this level.
 - M-3K-2.6: Not expected at this level.
 - M-3K-2.7: Not expected at this level.
 - M-3K-2.8: Identify the positions first and last.
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- M-4K-2.1: Count orally forward to twenty and backward from three.
 - M-4K-2.2: Show one-to-one correspondence through ten when counting real objects.
 - M-4K-2.3: Compare set of no more than ten objects using the terms "more than" or "same as".
 - M-4K-2.4: Represent simple joining and separating situations through 4.
 - M-4K-2.5: Not expected at this level.
 - M-4K-2.6: Not expected at this level.
 - M-4K-2.7: Not expected at this level.
 - M-4K-2.8: Identify the position first through tenth using concrete objects.
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- M-K-2.1: Recall numbers, counting forward through 99 and backwards from 10.
- M-K-2.2: Translate between numeral and quantity through 31.
- M-K-2.3: Compare sets of no more than 31 objects by using the terms more than, less than, and the same as.
- M-K-2.4: Represent simple joining and separating situations through 10.
- M-K-2.5: Understand that the operation of addition results in increase and subtraction results in decrease.
- M-K-2.6: Analyze the magnitude of digits through 99 on the basis of their place values.
- M-K-2.7: Represent the place value of each digit in a two-digit whole number.
- M-K-2.8: Identify ordinal positions through 31st.

M 3. The student will demonstrate through mathematical process an emerging sense of repeating and growing patterns and classifications based on attributes. (Algebra 3)

M-3K-3.1: Not expected at this time.

M-3K-3.2: Not expected at this time.

M-3K-3.3: Not expected at this time.

M-3K-3.4: Recognize similar objects in the environment by color, shape or size.

M-4K-3.1: Show awareness of growing patterns in their environment.

M-4K-3.2: Identify and copy simple pattern.

M-4K-3.3: Recognize a simple pattern and extend.

M-4K-3.4: Sort and classify objects by one attribute (size, shape or color).

M-K-3.1: Identify simple growing patterns.

M-K-3.2: Analyze simple repeating and growing relationships to extend patterns.

M-K-3.3: Translate simple repeating and growing patterns into rules.

M-K-3.4: Classify objects according to one or more attributes such as color, size, shape and thickness.

M 4. The student will demonstrate through mathematical process an emerging sense of two-and three-dimensional geometric shapes and relative positions in space. (Geometry 4)

M-3K-4.1: Recognize simple shapes in environment.

M-3K-4.2: Match shapes in their environment.

M-3K-4.3: Begin to show an understanding of common positional words "up", "down", "over", and "in".

M-3K-4.4: Not expected at this level.

M-4K-4.1: Identify two-dimensional shapes: circle, square, triangle and rectangle.

M-4K-4.2: Represent simply two-dimensional geometric shapes.

M-4K-4.3: Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of).

M-4K-4.4: Matches left and right body parts to clothing or related items.

M-K-4.1: Identify the two-dimensional shapes: square, circle, triangle, and rectangle, and three dimensional shapes: cube, sphere, and cylinder.

M-K-4.2: Represent two-dimensional geometric shapes (circle, square, triangle, and rectangle).

M-K-4.3: Use positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object.

M-K-4.4: Use directional words left and right to describe movement.

M 5. The student will demonstrate through mathematical process an emerging sense of coin values and the measurement concepts of length, weight, time and temperature. (Measurement 5)

M-3K-5.1: Not expected at this level.

M-3K-5.2: Compare the size of objects.

M-3K-5.3: Explore measurement informally through play.

M-3K-5.4: Associate at least one measurement device with its purpose.

M-3K-5.5: Not expected at this time.

M-3K-5.6: Begin to show awareness of time concepts.

M-3K-5.7: Not expected at this level.

M-3K-5.8: Not expected at this level.

M-4K-5.1: Shows awareness that money is used to buy things and that coins differ in value.

M-4K-5.2: Compare the lengths of two objects.

M-4K-5.3: Use nonstandard units of measure to compare everyday objects.

M-4K-5.4: Associate at least two measurement devices with their purposes.

M-4K-5.5: Not expected at this level.

M-4K-5.6: Associate time concepts with a clock.

M-4K-5.7: Not expected at this level.

M-4K-5.8: Not expected at this level.

M-K-5.1: Identify a penny, nickel, dime, quarter, and dollar and the value of each object.

M-K-5.2: Compare the lengths of two objects, both directly and indirectly to other objects.

M-K-5.3: Use nonstandard units to explore the measurement concepts of length and weight.

M-K-5.4: Identify rulers, yardsticks, and tape measures as devices used to measure lengths; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices use to measure temperature.

M-K-5.5: Understand which measure-length, weight, time, or temperature- is appropriate for a given situation.

M-K-5.6: Use analog and digital clocks to tell time by the hour.

M-K-5.7: Use calendar to identify dates, days of the week, and months of the year.

M-K-5.8: Recall equivalencies associated with time: 7days= 1 week, and 12 months = 1 year

M 6. The student will demonstrate through mathematical process an emerging sense of organizing and interpret data.

(Data Analysis and Probability 6)

M-3K-6.1: Not expected at this level.

M-4K-6.1: Organize and represent data with real objects.

M-K-6.1: Organize data in graphic displays in the form of drawings and pictures

Physical Development and Health (PD)

PD 1. Children increasingly move their bodies in ways that demonstrate control, balance, and coordination. (Gross Motor Development)

PD-3K-1.1: Move with some balance and control while walking, running, jumping, marching and hopping.

PD-3K-1.2: Coordinate movements to perform simple tasks.

PD-4K-1.1: Move with balance and control while walking, running, jumping, marching, hopping and galloping.

PD-4K-1.2: Coordinate movements to perform more complex tasks.

PD-K-1.1: Move with balance and control, varying speed, rhythm, gait, and direction.

PD-K-1.2: Coordinate movements to perform variety of tasks.

PD 2. Children use their fingers and hand in ways that Develop hand to eye coordination, strength, control and object manipulation. (Fine Motor Development)

PD-3K-2.1: Use strength and control to perform simple tasks.

PD-3K-2.2: Use hand-eye coordination to perform simple tasks.

PD-3K-2.3: Explore the use of various drawing tools.

PD-4K-2.1: Use strength and control to perform more complex tasks.

PD-4K-2.2: Use hand-eye coordination to perform more complex tasks.

PD-4K-2.3: Show beginning control of drawing and writing tools.

PD-K-2.1: Use strength and control to accomplish a variety of skilled tasks.

PD-K-2.2: Use hand-eye coordination to perform wide variety of tasks.

PD-K-2.3: Use drawing and writing tools with some control and purpose.

PD 3. Children understand how daily activity and healthy Behavior promote overall personal health, physical fitness, and safety.

PD-3K-3.1: Perform simple self-care tasks.

PD-3K-3.2: Follow basic health rules with reminders.

PD-3K-3.3: Follow basic safety rules with reminders.

PD-3K-3.4: Demonstrate adequate stamina for typical activities.

PD-4K-3.1: Perform some self-care tasks independently.

PD-4K-3.2: Follow basic health rules most of the time.

PD-4K-3.3: Follow basic safety rules most of the time.

PD-4K-3.4: Demonstrate adequate stamina and strength for program activities.

PD-K-3.1: Perform most self-care tasks independently.

PD-K-3.2: Show understanding of and follow basic health rules.

PD-K-3.3: Show understanding of and follow basic safety rules.

PD-K-3.4: Demonstrate adequate stamina and strength for program activities.

Speech and Language

The Little Engine That Could

- AL Approaches to Learning
- SE Social and Emotional Development
- ELA Language and Literacy
- M Mathematics
- PD Physical Development and Health

Speech and Language Activities

Little Engine That Could Story Telling Cards												Page 19					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	3.3		1.1	1.2	1.1	1.1	3.3		1.1	1.2	1.1		3.3
	1.2	1.3	1.2				1.2	1.3	1.2	1.3			1.2	1.3	1.2		
	2.1	2.1	1.3				2.1	2.1	1.3				2.1	2.1	1.3		
	2.2	2.2	1.4				2.2	2.2	1.4				2.2	2.2	1.4		
	2.3	2.3	1.6				2.3	2.3	1.6				2.3	2.3	1.6		
	3.1	4.1	1.7				3.1	4.1	1.7				3.1	4.1	1.7		
	3.2	4.3	2.2				3.2	4.3	2.4				3.2	4.3	2.4		
	3.3		2.4				3.3		3.1				3.3		3.1		
	4.1		3.1				4.1		3.6				4.1		3.6		
	4.2		3.6				4.2		4.2				4.2		4.2		
	4.3		3.11				4.3		4.3				4.3		4.3		
	4.4		4.2				4.4		6.4				4.4		6.4		
			4.3						6.5						6.5		
			6.5														

Memory Game												Page 29					
3k	AL	SE	ELA	M	PD	4k	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	3.3		1.1	1.2	1.1	1.1	3.3		1.1	1.2	1.1		3.3
	1.2	1.3	1.4				1.2	1.3	1.4	1.3			1.2	1.3	1.4		
	2.1	2.1	2.2				2.1	2.1	2.2				2.1	2.1	3.1		
	2.2	2.2	2.4				2.2	2.2	2.4				2.2	2.2	4.2		
	2.3	2.3	3.1				2.3	2.3	3.1				2.3	2.3	6.4		
	3.1	4.1	3.6				3.1	4.1	3.6				3.1	4.1			
	3.2	4.3	3.11				3.2	4.3	4.1				3.2	4.3			
	3.3		3.16				3.3		4.2				3.3				
	4.1		4.1				4.1		6.4				4.1				
	4.2		4.2				4.2						4.2				
	4.3		5.3				4.3						4.3				
	4.4		6.2				4.4						4.4				
	5.2		6.3				5.2						5.2				
	5.3						5.3						5.3				
	5.4						5.4						5.4				

Riding a Train, Field Trip												Page 30					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.2	1.2	2.4	1.1	3.3		1.2	1.2	2.4	1.1	3.3		1.2	1.2	3.15		3.3
	2.1	2.3	3.15				2.1	2.3	3.15	1.3			2.1	2.3	3.16		
	2.2	4.1	3.16				2.2	4.1	3.16				2.2	4.1	4.1		
	2.3	4.3	4.1				2.3	4.3	4.1				2.3	4.3	4.2		
	3.1	4.5	4.2				3.1	4.5	4.2				3.1	4.5	4.6		
	3.3		4.6				3.3		4.6				3.3		5.3		
	4.3		5.3				4.3		5.3				4.3		6.1		
	5.1		6.1				5.1		6.1				5.1		6.4		
	5.2		6.5				5.2		6.4				5.2		6.5		
	5.3						5.3		6.5				5.3				
	5.4						5.4						5.4				

Clown Matching												Page 31					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2	1.1	2.1
	1.2	1.3	2.4	1.2	3.3		1.2	1.3	4.2	1.2	3.3		1.2	1.3	6.4	1.2	3.3
	2.1	2.1	4.2	1.5			2.1	2.1	6.4	1.3			2.1	2.1	6.5	1.3	
	2.2	2.2	6.5	4.1			2.2	2.2	6.5	1.4			2.2	2.2		1.4	
	2.3	2.3		4.2			2.3	2.3		1.5			2.3	2.3		1.5	
	3.1	4.1					3.1	4.1		4.1			3.1	4.1		4.1	
	3.2	4.3					3.2	4.3		4.2			3.2	4.3		4.2	
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Positional Concepts Level 1												Page 39					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	3.6	4.3	2.1
	1.2	1.3	2.4	4.3	3.3		1.2	1.3	3.6	1.3	3.3		1.2	1.3	4.2	4.4	3.3
	2.1	2.1	3.1				2.1	2.1	4.2	4.3			2.1	2.1	6.4		
	2.2	2.2	3.6				2.2	2.2	6.4				2.2	2.2	6.5		
	2.3	2.3	4.2				2.3	2.3	6.5				2.3	2.3			
	3.1	4.1	6.5				3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Little Red Caboose Position Words														Page 41			
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	3.6	4.3	2.1
	1.2	1.3	2.4	4.3	2.2		1.2	1.3	3.6	1.3	2.2		1.2	1.3	4.2	4.4	2.2
	2.1	2.1	3.1		3.3		2.1	2.1	4.2	4.3	3.3		2.1	2.1	6.4		3.3
	2.2	2.2	3.6				2.2	2.2	6.4				2.2	2.2	6.5		
	2.3	2.3	4.2				2.3	2.3	6.5				2.3	2.3			
	3.1	4.1	6.5				3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Here Comes the Train														Page 45			
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	3.6	4.3	2.1
	1.2	1.3	2.4	4.3	2.2		1.2	1.3	3.6	1.3	2.2		1.2	1.3	4.2	4.4	2.2
	2.1	2.1	3.1		3.3		2.1	2.1	4.2	4.3	3.3		2.1	2.1	6.4		3.3
	2.2	2.2	3.6				2.2	2.2	6.4				2.2	2.2	6.5		
	2.3	2.3	4.2				2.3	2.3	6.5				2.3	2.3			
	3.1	4.1	6.5				3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Big and Little, Level 1												Page 47					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2	1.1	2.1
	1.2	1.3	2.4	1.2	2.2		1.2	1.3	4.2	1.2	2.2		1.2	1.3	6.3	1.2	2.2
	2.1	2.1	4.2	1.5	3.3		2.1	2.1	6.3	1.3	3.3		2.1	2.1	6.4	1.3	3.3
	2.2	2.2	6.3	3.4			2.2	2.2	6.4	1.5			2.2	2.2	6.5	1.5	
	2.3	2.3	6.5	5.2			2.3	2.3	6.5	1.6			2.3	2.3		1.6	
	3.1	4.1					3.1	4.1		3.4			3.1	4.1		3.4	
	3.2	4.3					3.2	4.3		5.2			3.2	4.3		5.2	
	3.3						3.3			6.1			3.3			6.1	
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Little Engine, Big Engine, Big and Little Level 2												Page 49					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2	1.1	2.1
	1.2	1.3	2.4	1.2	3.3		1.2	1.3	4.2	1.2	3.3		1.2	1.3	6.3	1.2	3.3
	2.1	2.1	4.2	1.5			2.1	2.1	6.3	1.3			2.1	2.1	6.4	1.3	
	2.2	2.2	6.3	3.4			2.2	2.2	6.4	1.5			2.2	2.2	6.5	1.5	
	2.3	2.3	6.5	5.2			2.3	2.3	6.5	1.6			2.3	2.3		1.6	
	3.1	4.1					3.1	4.1		3.4			3.1	4.1		3.4	
	3.2	4.3					3.2	4.3		5.2			3.2	4.3		5.2	
	3.3						3.3			6.1			3.3			6.1	
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Toys and Food												Page 53					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.3	1.1	2.1		1.1	1.2	2.3	4.3	2.1
	1.2	1.3	2.4	1.5	2.2		1.2	1.3	2.4	1.3	2.2		1.2	1.3	3.1	4.4	2.2
	2.1	2.1	3.1	4.3	3.3		2.1	2.1	3.1	1.5	3.3		2.1	2.1	3.3		3.3
	2.2	2.2	3.6				2.2	2.2	3.3	4.3			2.2	2.2	3.6		
	2.3	2.3	4.2				2.3	2.3	3.6				2.3	2.3	4.2		
	3.1	4.1	6.5				3.1	4.1	4.2				3.1	4.1	6.4		
	3.2	4.3					3.2	4.3	6.4				3.2	4.3	6.5		
	3.3						3.3		6.5				3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

I Think I Can finish the Pattern												Page 57					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2	1.1	2.1
	1.2	1.3	2.4	1.2	3.3		1.2	1.3	4.2	1.2	3.3		1.2	1.3	6.4	1.2	3.3
	2.1	2.1	4.2	1.5			2.1	2.1	6.4	1.3			2.1	2.1	6.5	1.3	
	2.2	2.2	6.5	4.1			2.2	2.2	6.5	1.4			2.2	2.2		1.4	
	2.3	2.3		4.2			2.3	2.3		1.5			2.3	2.3		1.5	
	3.1	4.1					3.1	4.1		3.2			3.1	4.1		3.2	
	3.2	4.3					3.2	4.3		3.3			3.2	4.3		3.3	
	3.3						3.3			4.1			3.3			4.1	
	4.1						4.1			4.2			4.1			4.2	
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Which One Is Different, Level 1												Page 61					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	3.3		1.1	1.2	2.4	1.1	3.3		1.1	1.2	4.2	1.3	3.3
	1.2	1.3	2.4	1.2			1.2	1.3	4.2	1.2			1.2	1.3	6.4	1.4	
	2.1	2.1	3.1	1.5			2.1	2.1	6.4	1.3			2.1	2.1	6.5	1.5	
	2.2	2.2	4.2	3.4			2.2	2.2	6.5	1.4			2.2	2.2		3.4	
	2.3	2.3	6.5				2.3	2.3		1.5			2.3	2.3			
	3.1	4.1					3.1	4.1		3.4			3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				
							5.3						5.3				

Which One Is Different, Level 2												Page 63					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.2		1.1	1.2	2.4	1.1	2.2		1.1	1.2	4.2	1.3	2.2
	1.2	1.3	2.4	1.2	3.3		1.2	1.3	4.2	1.2	3.3		1.2	1.3	6.4	1.4	2.3
	2.1	2.1	3.1	1.5			2.1	2.1	6.4	1.3			2.1	2.1	6.5	1.5	3.3
	2.2	2.2	4.2	3.4			2.2	2.2	6.5	1.4			2.2	2.2		3.4	
	2.3	2.3	6.5				2.3	2.3		1.5			2.3	2.3			
	3.1	4.1					3.1	4.1		3.4			3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				
							5.3						5.3				

Who, What, and Where?												Page 67					
3k	AL	SE	ELA	M	PD	4k	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2	1.1	2.1
	1.2	1.3	2.4		2.2		1.2	1.3	4.2	1.3	2.2		1.2	1.3	6.4		2.2
	2.1	2.1	4.2		3.3		2.1	2.1	6.4		3.3		2.1	2.1	6.5		3.3
	2.2	2.2	6.5				2.2	2.2	6.5				2.2	2.2			
	2.3	2.3					2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.3				
	4.3						4.3						4.4				
	4.4						4.4										

Bookless Story Time												Page 69					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	2.2		1.1	1.2	1.1	1.1	2.2		1.1	1.2	1.1		2.2
	1.2	1.3	1.2		3.3		1.2	1.3	1.2	1.3	3.3		1.2	1.3	1.2		3.3
	2.1	2.1	1.3				2.1	2.1	1.3				2.1	2.1	1.3		
	2.2	2.2	1.4				2.2	2.2	1.4				2.2	2.2	1.4		
	2.3	2.3	1.5				2.3	2.3	1.5				2.3	2.3	1.5		
	3.1	4.1	1.6				3.1	4.1	1.6				3.1	4.1	1.6		
	3.2	4.3	1.7				3.2	4.3	1.7				3.2	4.3	1.7		
	3.3		1.9				3.3		1.9				3.3		1.9		
	4.1		2.2				4.1		2.4				4.1		3.1		
	4.2		2.4				4.2		3.1				4.2		3.5		
	4.3		3.1				4.3		3.3				4.3		3.6		
	4.4		3.3				4.4		3.5				4.4		3.7		
			3.5						3.6						4.2		
			3.6						3.7						6.4		
			3.7						4.2						6.5		
			3.8						6.4								
			3.11						6.5								
			3.15														
			4.2														
			6.5														

Listening Center												Page 70					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	2.2		1.1	1.2	1.1	1.1	2.2		1.1	1.2	1.1		2.2
	1.2	1.3	1.2		3.3		1.2	1.3	1.2	1.3	3.3		1.2	1.3	1.2		3.3
	2.1	2.1	1.5				2.1	2.1	1.5				2.1	2.1	1.5		
	2.2	2.2	1.8				2.2	2.2	1.8				2.2	2.2	1.8		
	2.3	2.3	2.1				2.3	2.3	2.1				2.3	2.3	3.1		
	3.1	4.1	2.2				3.1	4.1	2.4				3.1	4.1	3.4		
	3.2	4.3	2.4				3.2	4.3	3.1				3.2	4.3	3.17		
	3.3		3.1				3.3		3.4				3.3		3.18		
	4.1		3.4				4.1		3.17				4.1		4.2		
	4.2		3.17				4.2		3.18				4.2		6.4		
	4.3		3.18				4.3		4.2				4.3		6.5		
	4.4		4.2				4.4		4.5				4.4				
			6.2						6.4								
			6.5						6.5								

Packet Making Day												Page 71					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.4	1.1	2.2		1.1	1.2	1.4	1.1	2.2		1.1	1.2	1.4		2.2
	1.2	1.3	1.6		3.3		1.2	1.3	1.6	1.3	3.3		1.2	1.3	1.6		3.3
	2.1	2.1	1.7				2.1	2.1	1.7				2.1	2.1	1.7		
	2.2	2.2	2.2				2.2	2.2	2.3				2.2	2.2	2.3		
	2.3	2.3	2.4				2.3	2.3	2.4				2.3	2.3	3.15		
	3.1	4.1	3.1				3.1	4.1	3.1				3.1	4.1	4.2		
	3.2	4.3	3.15				3.2	4.3	3.15				3.2	4.3	4.3		
	3.3		4.2				3.3		3.19				3.3		4.7		
	4.1		4.3				4.1		4.2				4.1		6.4		
	4.2		6.5				4.2		4.3				4.2		6.5		
	4.3						4.3		6.4				4.3				
	4.4						4.4		6.5				4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Take Your Packet Home												Page 72					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.4	1.1	3.3		1.1	1.2	1.4	1.1	3.3		1.1	1.2	1.4		3.3
	1.2	1.3	1.6				1.2	1.3	1.6	1.3			1.2	1.3	1.6		
	2.1	2.1	1.7				2.1	2.1	1.7				2.1	2.1	1.7		
	2.2	2.2	2.2				2.2	2.2	2.3				2.2	2.2	2.3		
	2.3	2.3	2.4				2.3	2.3	2.4				2.3	2.3	3.15		
	3.1	4.1	3.1				3.1	4.1	3.1				3.1	4.1	4.2		
	3.2	4.3	3.15				3.2	4.3	3.15				3.2	4.3	4.3		
	3.3		4.2				3.3		3.19				3.3		4.7		
	4.1		4.3				4.1		4.2				4.1		6.4		
	4.2		6.5				4.2		4.3				4.2		6.5		
	4.3						4.3		6.4				4.3				
	4.4						4.4		6.5				4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Cognitive

The Little Engine That Could

- AL Approaches to Learning
- SE Social and Emotional Development
- ELA Language and Literacy
- M Mathematics
- PD Physical Development and Health

Cognitive Activities

Matching Colors, Level 1												Page 77					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2	1.2	2.1
	1.2	1.3	2.4	1.2	3.3		1.2	1.3	3.6	1.2	3.3		1.2	1.3	6.4	1.5	3.3
	2.1	2.1	3.1	1.5			2.1	2.1	3.15	1.3			2.1	2.1	6.5	3.4	
	2.2	2.2	3.6	3.4			2.2	2.2	4.2	1.5			2.2	2.2			
	2.3	2.3	3.15				2.3	2.3	6.3	3.4			2.3	2.3			
	3.1	4.1	4.2				3.1	4.1	6.4				3.1	3.6			
	3.2	4.3	6.3				3.2	4.3	6.5				3.2	3.15			
	3.3		6.5				3.3						3.3	4.1			
	4.1						4.1						4.1	4.2			
	4.2						4.2						4.3	4.3			
	4.3						4.3						4.4				
	4.4						4.4						5.2				
	5.2						5.2										

Color Train, Level 2												Page 79					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	3.1	1.5	2.1
	1.2	1.3	2.4	1.5	3.3		1.2	1.3	2.5	1.3	3.3		1.2	1.3	3.4	3.4	3.3
	2.1	2.1	2.5	3.4			2.1	2.1	3.1	1.5			2.1	2.1	3.6		
	2.2	2.2	3.1				2.2	2.2	3.4	3.4			2.2	2.2	3.7		
	2.3	2.3	3.6				2.3	2.3	3.6				2.3	2.3	3.13		
	3.1	4.1	3.10				3.1	4.1	3.8				3.1	4.1	3.19		
	3.2	4.3	4.2				3.2	4.3	3.13				3.2	4.3	4.2		
	3.3		6.5				3.3		3.19				3.3		6.4		
	4.1						4.1		4.2				4.1		6.5		
	4.2						4.2		6.4				4.2				
	4.3						4.3		6.5				4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

I Think I Know My Shapes												Page 83					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.2	1.1	1.2		1.1	1.2	2.4	1.1	3.3		1.1	1.2	3.15	1.1	1.2
	1.2	1.3	2.2	1.2	3.3		1.2	1.3	3.15	1.2			1.2	1.3	4.2	1.2	3.3
	2.1	2.1	2.4	3.4			2.1	2.1	4.2	1.3			2.1	2.1	6.4	3.4	
	2.2	2.2	3.15	4.1			2.2	2.2	6.4	3.4			2.2	2.2	6.5	4.1	
	2.3	2.3	4.2	4.2			2.3	2.3	6.5	4.1			2.3	2.3		4.2	
	3.1	4.1	6.5				3.1	4.1		4.2			3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

Clowning Around With Shapes													Page 89				
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.2	1.1	1.2		1.1	1.2	2.4	1.1	1.2		1.1	1.2	3.15	1.1	1.2
	1.2	1.3	2.2	1.2	2.1		1.2	1.3	3.15	1.2	2.1		1.2	1.3	4.2	1.2	3.3
	2.1	2.1	2.4	3.4	2.2		2.1	2.1	4.2	1.3	2.2		2.1	2.1	6.4	3.4	
	2.2	2.2	3.15	4.1	3.3		2.2	2.2	6.4	3.4	3.3		2.2	2.2	6.5	4.1	
	2.3	2.3	4.2	4.2			2.3	2.3	6.5	4.1			2.3	2.3		4.2	
	3.1	4.1	6.5				3.1	4.1		4.2			3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

Balls and Books													Page 91				
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.2	1.1	1.2		1.1	1.2	2.4	1.1	3.3		1.1	1.2	3.15	1.1	1.2
	1.2	1.3	2.2	1.2	3.3		1.2	1.3	3.15	1.2			1.2	1.3	4.2	1.2	3.3
	2.1	2.1	2.4	3.4			2.1	2.1	4.2	1.3			2.1	2.1	6.4	3.4	
	2.2	2.2	3.15	4.1			2.2	2.2	6.4	3.4			2.2	2.2	6.5	4.1	
	2.3	2.3	4.2	4.2			2.3	2.3	6.5	4.1			2.3	2.3		4.2	
	3.1	4.1	6.5				3.1	4.1		4.2			3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

Shape Train												Page 93					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.2	1.1	1.2		1.1	1.2	2.4	1.1	3.3		1.1	1.2	3.15	1.1	1.2
	1.2	1.3	2.2	1.2	2.1		1.2	1.3	3.15	1.2			1.2	1.3	4.2	1.2	2.1
	2.1	2.1	2.4	3.4	2.2		2.1	2.1	4.2	1.3			2.1	2.1	6.4	3.4	2.2
	2.2	2.2	3.15	4.1	3.3		2.2	2.2	6.4	3.4			2.2	2.2	6.5	4.1	3.3
	2.3	2.3	4.2	4.2			2.3	2.3	6.5	4.1			2.3	2.3		4.2	
	3.1	4.1	6.5				3.1	4.1		4.2			3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

I Think I Can Count the Objects, Level 1												Page 97					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1
	1.2	1.3	2.2	1.5	3.3		1.2	1.3	2.4	1.3	3.3		1.2	1.3	4.2	1.5	3.3
	2.1	2.1	2.4	2.1			2.1	2.1	4.2	1.5			2.1	2.1	6.4	1.8	
	2.2	2.2	3.1	2.2			2.2	2.2	6.4	1.8			2.2	2.2	6.5	2.1	
	2.3	2.3	4.2	2.3			2.3	2.3	6.5	2.1			2.3	2.3		2.4	
	3.1	4.1	6.5	2.4			3.1	4.1		2.2			3.1	4.1		2.5	
	3.2	4.3		2.8			3.2	4.3		2.3			3.2	4.3		2.8	
	3.3						3.3			2.4			3.3				
	4.1						4.1			2.8			4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Count or Match the Dots												Page 99					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1
	1.2	1.3	2.2	1.5	2.2		1.2	1.3	2.4	1.3	2.2		1.2	1.3	4.2	1.5	2.2
	2.1	2.1	2.4	2.1	3.3		2.1	2.1	4.2	1.5	3.3		2.1	2.1	6.4	1.8	3.3
	2.2	2.2	3.1	2.2			2.2	2.2	6.4	1.8			2.2	2.2	6.5	2.1	
	2.3	2.3	4.2	2.3			2.3	2.3	6.5	2.1			2.3	2.3		2.4	
	3.1	4.1	6.5	2.4			3.1	4.1		2.2			3.1	4.1		2.5	
	3.2	4.3		2.8			3.2	4.3		2.3			3.2	4.3			
	3.3						3.3			2.4			3.3				
	4.1						4.1			2.8			4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

The Number Train												Page 107					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1
	1.2	1.3	2.2	1.5	2.2		1.2	1.3	2.4	1.3	2.2		1.2	1.3	4.2	1.5	2.2
	2.1	2.1	2.4	2.1	3.3		2.1	2.1	4.2	1.5	3.3		2.1	2.1	6.4	1.8	3.3
	2.2	2.2	3.1	2.2			2.2	2.2	6.4	1.8			2.2	2.2	6.5	2.1	
	2.3	2.3	4.2	2.3			2.3	2.3	6.5	2.1			2.3	2.3		2.4	
	3.1	4.1	6.5	2.4			3.1	4.1		2.2			3.1	4.1		2.5	
	3.2	4.3		2.8			3.2	4.3		2.3			3.2	4.3			
	3.3						3.3			2.4			3.3				
	4.1						4.1			2.8			4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Count the Bears												Page 115					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1
	1.2	1.3	2.2	1.5	2.2		1.2	1.3	2.4	1.3	2.2		1.2	1.3	4.2	1.5	2.2
	2.1	2.1	2.4	2.1	3.3		2.1	2.1	4.2	1.5	3.3		2.1	2.1	6.4	1.8	3.3
	2.2	2.2	3.1	2.2			2.2	2.2	6.4	1.8			2.2	2.2	6.5	2.4	
	2.3	2.3	4.2	2.3			2.3	2.3	6.5	2.1			2.3	2.3		2.5	
	3.1	4.1	6.5	2.4			3.1	4.1		2.2			3.1	4.1		2.7	
	3.2	4.3		2.8			3.2	4.3		2.3			3.2	4.3			
	3.3						3.3			2.4			3.3				
	4.1						4.1			2.8			4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Bouncing Balls												Page 119					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1
	1.2	1.3	2.2	1.5	2.2		1.2	1.3	2.4	1.3	2.2		1.2	1.3	4.2	1.5	2.2
	2.1	2.1	2.4	2.1	2.3		2.1	2.1	4.2	1.5	2.3		2.1	2.1	6.4	1.8	2.3
	2.2	2.2	3.1	2.2	3.3		2.2	2.2	6.4	1.8	3.3		2.2	2.2	6.5	2.4	3.3
	2.3	2.3	4.2	2.3			2.3	2.3	6.5	2.1			2.3	2.3		2.5	
	3.1	4.1	6.5	2.4			3.1	4.1		2.2			3.1	4.1		2.7	
	3.2	4.3		2.8			3.2	4.3		2.3			3.2	4.3			
	3.3						3.3			2.4			3.3				
	4.1						4.1			2.8			4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Many or Few?												Page 123					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	3.3		1.1	1.2	2.4	1.1	3.3		1.1	1.2	4.2	1.1	3.3
	1.2	1.3	2.4	1.2			1.2	1.3	4.2	1.2			1.2	1.3	6.3	1.2	
	2.1	2.1	4.2	1.5			2.1	2.1	6.3	1.3			2.1	2.1	6.4	1.3	
	2.2	2.2	6.3	1.7			2.2	2.2	6.4	1.5			2.2	2.2	6.5	1.5	
	2.3	2.3	6.5	2.1			2.3	2.3	6.5	1.6			2.3	2.3		1.6	
	3.1	4.1		2.3			3.1	4.1		1.7			3.1	4.1		1.7	
	3.2	4.3		2.4			3.2	4.3		2.1			3.2	4.2		2.3	
	3.3						3.3			2.3			3.3	4.3		2.4	
	4.1						4.1			2.4			4.1			6.1	
	4.2						4.2						4.3				
	4.3						4.3						4.4				
	4.4						4.4						5.2				
	5.2						5.2										

Small, Medium, and Large, Level 1												Page 129					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2	1.1	2.1
	1.2	1.3	2.4	1.2	3.3		1.2	1.3	4.2	1.2	3.3		1.2	1.3	6.4	1.2	3.3
	2.1	2.1	3.15	1.5			2.1	2.1	6.4	1.3			2.1	2.1	6.5	1.3	
	2.2	2.2	4.2	2.8			2.2	2.2	6.5	1.5			2.2	2.2		1.5	
	2.3	2.3	6.5	3.4			2.3	2.3		1.6			2.3	2.3		1.6	
	3.1	4.1		4.3			3.1	4.1		3.4			3.1	4.1		3.4	
	3.2	4.3					3.2	4.3		4.3			3.2	4.3		4.3	
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Arranging Apples												Page 131					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2	1.1	2.1
	1.2	1.3	2.4	1.2	2.2		1.2	1.3	4.2	1.2	3.3		1.2	1.3	6.4	1.2	2.2
	2.1	2.1	3.15	1.5	3.3		2.1	2.1	6.4	1.3			2.1	2.1	6.5	1.3	3.3
	2.2	2.2	4.2	2.8			2.2	2.2	6.5	1.5			2.2	2.2		1.5	
	2.3	2.3	6.5	3.4			2.3	2.3		1.6			2.3	2.3		1.6	
	3.1	4.1		4.3			3.1	4.1		3.4			3.1	4.1		3.4	
	3.2	4.3					3.2	4.3		4.3			3.2	4.3		4.3	
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Little Engine and Friends, Puzzles												Page 133					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	4.3	2.1
	1.2	1.3	2.2	1.2	2.2		1.2	1.3	2.4	1.2	2.2		1.2	1.3	3.1		2.2
	2.1	2.1	2.4	2.1	3.3		2.1	2.1	3.1	1.3	3.3		2.1	2.1	4.2		3.3
	2.2	2.2	3.1	2.2			2.2	2.2	4.2	4.3			2.2	2.2	6.4		
	2.3	2.3	4.2	4.3			2.3	2.3	4.3				2.3	2.3	6.5		
	3.1	4.1	4.3				3.1	4.1	5.3				3.1	4.1			
	3.2	4.3	5.3				3.2	4.3	6.4				3.2	4.3			
	3.3		6.5				3.3		6.5				3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				
	5.4						5.4						5.4				

What is Missing?												Page 143					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.6	1.1	2.2		1.1	1.2	1.6	1.1	2.2		1.1	1.2	1.6	1.3	2.2
	1.2	1.3	1.7	1.2	3.3		1.2	1.3	1.7	1.2	3.3		1.2	1.3	1.7	1.5	3.3
	2.1	2.1	2.2	1.5			2.1	2.1	2.3	1.3			2.1	2.1	2.3	4.3	
	2.2	2.2	2.4	4.3			2.2	2.2	2.4	1.5			2.2	2.2	3.1		
	2.3	2.3	3.1				2.3	2.3	3.1	4.3			2.3	2.3	3.6		
	3.1	4.1	3.6				3.1	4.1	3.6				3.1	4.1	3.7		
	3.2	4.3	3.7				3.2	4.3	3.7				3.2	4.2	3.15		
	3.3		3.15				3.3		3.15				3.3	4.3	4.2		
	4.1		4.2				4.1		4.2				4.1		6.4		
	4.2		6.5				4.2		6.4				4.3		6.5		
	4.3						4.3		6.5				4.4				
	4.4						4.4						5.2				
	5.2						5.2										

Connect the Dots												Page 155					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1		1.1	1.2	1.7	1.1	2.1
	1.2	1.3	2.2	2.1	2.2		1.2	1.3	2.4	1.3	2.2		1.2	1.3	4.2	1.8	2.2
	2.1	2.1	2.4	2.2	2.3		2.1	2.1	4.2	1.8	2.3		2.1	2.1	6.4	2.5	2.3
	2.2	2.2	3.1	2.8	3.3		2.2	2.2	6.4	2.1	3.3		2.2	2.2	6.5	2.7	3.3
	2.3	2.3	4.2				2.3	2.3	6.5	2.2			2.3	4.1			
	3.1	4.1	6.5				3.1	4.1		2.8			3.1	4.3			
	3.2	4.3					3.2	4.3					3.2				
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Gross Motor

The Little Engine That Could

- AL Approaches to Learning
- SE Social and Emotional Development
- ELA Language and Literacy
- M Mathematics
- PD Physical Development and Health

Gross Motor Activities

Toys on a Train												Page 163					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	1.1		1.1	1.2	2.4	1.1	1.1		1.1	1.2	4.2	3.4	1.1
	1.2	1.3	2.4	1.5	1.2		1.2	1.3	4.2	1.3	1.2		1.2	1.3	6.4		1.2
	2.1	2.1	4.2	3.4	3.3		2.1	2.1	6.4	1.5	3.3		2.1	2.1	6.5		3.3
	2.2	2.2	6.5				2.2	2.2	6.5	3.4			2.2	2.2			
	2.3	2.3					2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

Chugging Along												Page 165					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	1.1		1.1	1.2	1.4	1.1	1.1		1.1	1.2	1.4	1.5	1.1
	1.2	1.3	1.2	1.5	1.2		1.2	1.3	1.6	1.3	1.2		1.2	1.3	1.6	3.4	1.2
	2.1	2.1	1.4	3.4	3.3		2.1	2.1	1.7	1.5	3.3		2.1	2.1	1.7	4.3	3.3
	2.2	2.2	1.6	4.3	3.4		2.2	2.2	2.4	3.4	3.4		2.2	2.2	4.2	4.4	3.4
	2.3	2.3	1.7				2.3	2.3	4.2	4.3			2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

The Clown Hop												Page 166					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	1.1		1.1	1.2	1.4	1.1	1.1		1.1	1.2	1.4	1.5	1.1
	1.2	1.3	1.2	1.5	1.2		1.2	1.3	1.6	1.3	1.2		1.2	1.3	1.6	3.4	1.2
	2.1	2.1	1.4	3.4	3.3		2.1	2.1	1.7	1.5	3.3		2.1	2.1	1.7	4.3	3.3
	2.2	2.2	1.6	4.3	3.4		2.2	2.2	2.4	3.4	3.4		2.2	2.2	4.2	4.4	3.4
	2.3	2.3	1.7				2.3	2.3	4.2	4.3			2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Stop the Train													Page 167				
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	1.1		1.1	1.2	1.4	1.1	1.1		1.1	1.2	1.4	1.5	1.1
	1.2	1.3	1.2	1.5	1.2		1.2	1.3	1.6	1.3	1.2		1.2	1.3	1.6	3.4	1.2
	2.1	2.1	1.4	3.4	3.3		2.1	2.1	1.7	1.5	3.3		2.1	2.1	1.7	4.3	3.3
	2.2	2.2	1.6	4.3	3.4		2.2	2.2	2.4	3.4	3.4		2.2	2.2	4.2	4.4	3.4
	2.3	2.3	1.7				2.3	2.3	4.2	4.3			2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Milk Bottle Bowling													Page 171				
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	1.1		1.1	1.2	1.4	1.1	1.1		1.1	1.2	1.4	1.5	1.1
	1.2	1.3	1.2	1.5	1.2		1.2	1.3	1.6	1.3	1.2		1.2	1.3	1.6	3.4	1.2
	2.1	2.1	1.4	3.4	3.3		2.1	2.1	1.7	1.5	3.3		2.1	2.1	1.7	4.3	3.3
	2.2	2.2	1.6	4.3	3.4		2.2	2.2	2.4	3.4	3.4		2.2	2.2	4.2	4.4	3.4
	2.3	2.3	1.7				2.3	2.3	4.2	4.3			2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Fine Motor

The Little Engine That Could

- AL Approaches to Learning
- SE Social and Emotional Development
- ELA Language and Literacy
- M Mathematics
- PD Physical Development and Health

Fine Motor Activities

Cooked Play Dough												Page 172					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2		2.1
	1.2	1.3	2.4		2.2		1.2	1.3	4.2	1.3	2.2		1.2	1.3	6.4		2.2
	2.1	2.1	4.2		3.3		2.1	2.1	6.4		3.3		2.1	2.1	6.5		3.3
	2.2	2.2	6.5				2.2	2.2	6.5				2.2	2.2			
	2.3	2.3					2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.2			
	3.3						3.3						3.3	4.3			
	4.1						4.1						4.1				
	4.2						4.2						4.3				
	4.3						4.3						4.4				
	4.4						4.4										

Painting on the Easel												Page 173					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	1.2		1.1	1.2	2.4	1.1	1.2		1.1	1.2	4.2	4.3	1.2
	1.2	1.3	2.4	1.5	2.1		1.2	1.3	4.2	1.3	2.1		1.2	1.3	6.4	3.4	2.1
	2.1	2.1	4.2	3.4	2.2		2.1	2.1	6.4	1.5	2.2		2.1	2.1	6.5		2.2
	2.2	2.2	6.5	4.3	3.3		2.2	2.2	6.5	3.4	3.3		2.2	2.2			3.3
	2.3	2.3					2.3	2.3		4.3			2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

Chugging Along Headbands												Page 175					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1		1.1		1.1	1.2	1.1		1.1		1.1	1.2	1.1		1.1
	1.2	1.3	1.2		1.2		1.2	1.3	1.2		1.2		1.2	1.3	1.2		1.2
	2.1	2.1	1.3		2.1		2.1	2.1	1.3		2.1		2.1	2.1	1.3		2.1
	2.2	2.2	1.4		2.2		2.2	2.2	1.4		2.2		2.2	2.2	1.4		2.2
	2.3	2.3	1.5		3.3		2.3	2.3	1.5		3.3		2.3	2.3	1.5		3.3
	3.1	4.1	1.6				3.1	4.1	1.6				3.1	4.1	1.6		
	3.2	4.3	1.7				3.2	4.3	1.7				3.2	4.2	1.7		
	3.3		1.9				3.3		1.9				3.3	4.3	1.9		
	4.1		2.2				4.1		2.4				4.1		2.4		
	4.2		2.4				4.2		3.1				4.3		3.1		
	4.3		3.1				4.3		3.3				4.4		3.4		
	4.4		3.3				4.4		3.4						3.5		
			3.4						3.5						3.6		
			3.5						3.6						3.7		
			3.6						3.7						3.8		
			3.7						3.8						4.2		
			3.8						4.2						6.4		
			4.2						6.4						6.5		
			6.5						6.5								

Good Things for Boys and Girls																Page 181	
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	2.1		1.1	1.2	1.4	1.1	2.1		1.1	1.2	1.4	1.5	2.1
	1.2	1.3	1.2	1.5	2.2		1.2	1.3	1.6	1.3	2.2		1.2	1.3	1.6	3.4	2.2
	2.1	2.1	1.4	3.4	3.3		2.1	2.1	1.7	1.5	3.3		2.1	2.1	1.7		3.3
	2.2	2.2	1.6				2.2	2.2	2.4	3.4			2.2	2.2	4.2		
	2.3	2.3	1.7				2.3	2.3	4.2				2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Cutting Grids																Page 185	
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	2.1		1.1	1.2	1.4	1.1	2.1		1.1	1.2	1.4	1.5	2.1
	1.2	1.3	1.2	1.5	2.2		1.2	1.3	1.6	1.3	2.2		1.2	1.3	1.6	3.4	2.2
	2.1	2.1	1.4	3.4	3.3		2.1	2.1	1.7	1.5	3.3		2.1	2.1	1.7		3.3
	2.2	2.2	1.6				2.2	2.2	2.4	3.4			2.2	2.2	4.2		
	2.3	2.3	1.7				2.3	2.3	4.2				2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Lacing												Page 191					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	2.1		1.1	1.2	1.4	1.1	2.1		1.1	1.2	1.4	1.5	2.1
	1.2	1.3	1.2	1.5	2.2		1.2	1.3	1.6	1.3	2.2		1.2	1.3	1.6	3.4	2.2
	2.1	2.1	1.4	3.4	3.3		2.1	2.1	1.7	1.5	3.3		2.1	2.1	1.7	4.3	3.3
	2.2	2.2	1.6	4.3			2.2	2.2	2.4	3.4			2.2	2.2	4.2		
	2.3	2.3	1.7				2.3	2.3	4.2	4.3			2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Puffy Bear												Page 195					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2		2.1
	1.2	1.3	2.4		2.2		1.2	1.3	4.2	1.3	2.2		1.2	1.3	6.4		2.2
	2.1	2.1	4.2		2.3		2.1	2.1	6.4		2.3		2.1	2.1	6.5		2.3
	2.2	2.2	6.5		3.3		2.2	2.2	6.5		3.3		2.2	2.2			3.3
	2.3	2.3					2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Follow the Path												Page 199					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	2.1		1.1	1.2	1.4	1.1	2.1		1.1	1.2	1.4	1.5	2.1
	1.2	1.3	1.2	1.5	2.2		1.2	1.3	1.6	1.3	2.2		1.2	1.3	1.6	3.4	2.2
	2.1	2.1	1.4	3.4	2.3		2.1	2.1	1.7	1.5	2.3		2.1	2.1	1.7	4.3	2.3
	2.2	2.2	1.6	4.3	3.3		2.2	2.2	2.4	3.4	3.3		2.2	2.2	4.2	4.4	3.3
	2.3	2.3	1.7				2.3	2.3	4.2	4.3			2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Caboose Matching												Page 211					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	2.1		1.1	1.2	1.4	1.1	2.1		1.1	1.2	1.4	1.5	2.1
	1.2	1.3	1.2	1.5	2.2		1.2	1.3	1.6	1.3	2.2		1.2	1.3	1.6	3.4	2.2
	2.1	2.1	1.4	3.4	2.3		2.1	2.1	1.7	1.5	2.3		2.1	2.1	1.7	4.3	2.3
	2.2	2.2	1.6	4.3	3.3		2.2	2.2	2.4	3.4	3.3		2.2	2.2	4.2	4.4	3.3
	2.3	2.3	1.7				2.3	2.3	4.2	4.3			2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Daily Living

The Little Engine That Could

- AL Approaches to Learning
- SE Social and Emotional Development
- ELA Language and Literacy
- M Mathematics
- PD Physical Development and Health

Daily Living, Self-Help and Eating Activities

Clown Faces												Page 217					
3K	AL	SE	ELA	M	PD	4k	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	2.1		1.1	1.2	1.4	1.1	2.1		1.1	1.2	1.4	1.5	2.1
	1.2	1.3	1.2	1.5	2.2		1.2	1.3	1.6	1.3	2.2		1.2	1.3	1.6	3.4	2.2
	2.1	2.1	1.4	3.4	3.3		2.1	2.1	1.7	1.5	3.3		2.1	2.1	1.7		3.3
	2.2	2.2	1.6				2.2	2.2	2.4	3.4			2.2	2.2	4.2		
	2.3	2.3	1.7				2.3	2.3	4.2				2.3	2.3	6.4		
	3.1	4.1	2.2				3.1	4.1	6.4				3.1	4.1	6.5		
	3.2	4.3	2.4				3.2	4.3	6.5				3.2	4.3			
	3.3		3.1				3.3						3.3				
	4.1		3.11				4.1						4.1				
	4.2		4.2				4.2						4.2				
	4.3		6.5				4.3						4.3				
	4.4						4.4						4.4				
	5.1						5.1						5.1				
	5.2						5.2						5.2				

Clown Shoes												Page 221					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	1.1		1.1	1.2	2.4	1.1	1.1		1.1	1.2	4.2		1.1
	1.2	1.3	2.4		1.2		1.2	1.3	4.2	1.3	1.2		1.2	1.3	6.4		1.2
	2.1	2.1	4.2		3.3		2.1	2.1	6.4		3.3		2.1	2.1	6.5		3.3
	2.2	2.2	6.5				2.2	2.2	6.5				2.2	2.2			
	2.3	2.3					2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

Recipes, Cooking and Eating												Pages 222-228					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.5	1.1	2.1		1.1	1.2	3.16	5.2	2.1
	1.2	1.3	2.5	5.2	2.2		1.2	1.3	2.6	1.3	2.2		1.2	1.3	4.2	5.3	2.2
	2.1	2.1	3.16	5.3	3.3		2.1	2.1	3.16	5.2	3.3		2.1	2.1	6.4	5.4	3.3
	2.2	2.2	4.2	5.4			2.2	2.2	4.2	5.3			2.2	2.2	6.5		
	2.3	2.3	6.5				2.3	2.3	6.4	5.4			2.3	2.3			
	3.1	4.1					3.1	4.1	6.5				3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.2			
	3.3	4.4					3.3	4.4					3.3	4.3			
	4.1	4.5					4.1	4.5					4.1	4.4			
	4.2						4.2						4.3	4.5			
	4.3						4.3						4.4				
	4.4						4.4										

Socialization

The Little Engine That Could

- AL Approaches to Learning
- SE Social and Emotional Development
- ELA Language and Literacy
- M Mathematics
- PD Physical Development and Health

Socialization Activities

Dramatic Play and Prop Suggestions												Page 231					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	1.1		1.1	1.2	1.1	1.1	1.1		1.1	1.2	1.1	1.1	1.1
	1.2	1.4	1.4		1.2		1.2	1.4	1.4	1.3	1.2		1.2	1.4	1.4		1.2
	2.1	1.3	1.6		2.1		2.1	1.3	1.6		2.1		2.1	1.3	1.6		2.1
	2.2	2.1	1.7		2.2		2.2	2.1	1.7		2.2		2.2	2.1	1.7		2.2
	2.3	2.2	1.8		3.3		2.3	2.2	1.9		3.3		2.3	2.2	1.9		3.3
	3.1	2.3	1.9				3.1	2.3	2.3				3.1	2.3	2.3		
	3.2	4.1	2.2				3.2	4.1	2.4				3.2	4.1	4.1		
	3.3	4.3	2.4				3.3	4.3	4.1				3.3	4.2	4.2		
	4.1	4.4	3.1				4.1	4.4	4.2				4.1	4.3	6.4		
	4.2		3.3				4.2		6.4				4.3	4.4	6.5		
	4.3		3.4				4.3		6.5				4.4				
	4.4		3.11				4.4						5.1				
	5.1		4.1				5.1						5.2				
	5.2		4.2				5.2						5.3				
	5.3		4.3				5.3						5.4				
	5.4		4.6				5.4										
			5.3														
			6.5														

Clown Shoes and Hat Relay												Page 232					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	1.1		1.1	1.2	2.4	1.1	1.1		1.1	1.2	4.2		1.1
	1.2	1.3	2.4		1.2		1.2	1.3	4.2	1.3	1.2		1.2	1.3	6.4		1.2
	2.1	2.1	4.2		3.3		2.1	2.1	6.4		3.3		2.1	2.1	6.5		3.3
	2.2	2.2	6.5				2.2	2.2	6.5				2.2	2.2			
	2.3	2.3					2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

Clown Hats												Page 233					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	2.1		1.1	1.2	2.4	1.1	2.1		1.1	1.2	4.2		2.1
	1.2	1.3	2.4		2.2		1.2	1.3	4.2	1.3	2.2		1.2	1.3	6.4		2.2
	2.1	2.1	4.2		2.3		2.1	2.1	6.4		2.3		2.1	2.1	6.5		2.3
	2.2	2.2	6.5		3.3		2.2	2.2	6.5		3.3		2.2	2.2			3.3
	2.3	2.3					2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				
	5.2						5.2						5.2				

Box Cars																	Page 234
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	1.1		1.1	1.2	1.1	1.1	1.1		1.1	1.2	1.1		1.1
	1.2	1.4	1.4		1.2		1.2	1.4	1.4	1.3	1.2		1.2	1.4	1.4		1.2
	2.1	1.3	1.6		3.3		2.1	1.3	1.6		3.3		2.1	1.3	1.6		3.3
	2.2	2.1	1.7		3.4		2.2	2.1	1.7		3.4		2.2	2.1	1.7		3.4
	2.3	2.2	1.8				2.3	2.2	1.9				2.3	2.2	1.9		
	3.1	2.3	1.9				3.1	2.3	2.3				3.1	2.3	2.3		
	3.2	4.1	2.2				3.2	4.1	2.4				3.2	4.1	4.1		
	3.3	4.3	2.4				3.3	4.3	4.1				3.3	4.2	4.2		
	4.1	4.4	3.1				4.1	4.4	4.2				4.1	4.3	6.4		
	4.2		3.3				4.2		6.4				4.3	4.4	6.5		
	4.3		3.4				4.3		6.5				4.4				
	4.4		3.11				4.4						5.1				
	5.1		4.1				5.1						5.2				
	5.2		4.2				5.2						5.3				
	5.3		4.3				5.3						5.4				
	5.4		4.6				5.4										
			5.3														
			6.5														

Happy or Sad																	Page 235
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	3.3		1.1	1.2	2.4	1.1	3.3		1.1	1.2	4.2		3.3
	1.2	1.3	2.4		3.4		1.2	1.3	4.2	1.3	3.4		1.2	1.3	6.4		3.4
	2.1	2.1	3.11				2.1	2.1	6.4				2.1	2.1	6.5		
	2.2	2.2	4.2				2.2	2.2	6.5				2.2	2.2			
	2.3	2.3	6.5				2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.3			
	3.3						3.3						3.3				
	4.1						4.1						4.1				
	4.2						4.2						4.2				
	4.3						4.3						4.3				
	4.4						4.4						4.4				

I'm Proud of Me!												Page 243					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	2.2	1.1	3.3		1.1	1.2	2.4	1.1	3.3		1.1	1.2	4.2	3.4	3.3
	1.2	1.3	2.4	1.5	3.4		1.2	1.3	4.2	1.3	3.4		1.2	1.3	6.4		3.4
	2.1	2.1	4.2	3.4			2.1	2.1	6.4	1.5			2.1	2.1	6.5		
	2.2	2.2	6.5				2.2	2.2	6.5	3.4			2.2	2.2			
	2.3	2.3					2.3	2.3					2.3	2.3			
	3.1	4.1					3.1	4.1					3.1	4.1			
	3.2	4.3					3.2	4.3					3.2	4.2			
	3.3						3.3						3.3	4.3			
	4.1						4.1						4.1				
	4.2						4.2						4.3				
	4.3						4.3						4.4				
	4.4						4.4						5.2				
	5.2						5.2										

Music and Rhymes

The Little Engine That Could

- AL Approaches to Learning
- SE Social and Emotional Development
- ELA Language and Literacy
- M Mathematics
- PD Physical Development and Health

Music and Rhyme Activities

Mother Goose Rhymes												Page 245					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	3.3		1.1	1.2	1.3	1.1	3.3		1.1	1.2	1.3		3.3
	1.2	1.3	1.2				1.2	1.3	1.4	1.3			1.2	1.3	1.4		
	2.1	2.1	1.3				2.1	2.1	1.5				2.1	2.1	1.5		
	2.2	2.2	1.4				2.2	2.2	1.6				2.2	2.2	1.6		
	2.3	2.3	1.5				2.3	2.3	1.7				2.3	2.3	1.7		
	3.1	4.1	1.6				3.1	4.1	1.8				3.1	4.1	1.8		
	3.2	4.3	1.7				3.2	4.3	1.9				3.2	4.2	1.9		
	3.3		1.8				3.3		2.4				3.3	4.3	3.1		
	4.1		1.9				4.1		3.1				4.1		3.2		
	4.2		2.2				4.2		3.2				4.3		3.4		
	4.3		2.4				4.3		3.3				4.4		3.5		
	4.4		3.1				4.4		3.4						3.6		
			3.2						3.5						3.11		
			3.3						3.6						3.18		
			3.4						3.7						4.2		
			3.5						3.11						6.4		
			3.6						3.12						6.5		
			3.7						3.18								
			3.8						4.2								
			3.11						6.4								
			4.2						6.5								
			6.5														

Mother Goose Everyday													Page 253				
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	3.3		1.1	1.2	1.3	1.1	3.3		1.1	1.2	1.3		3.3
	1.2	1.3	1.2				1.2	1.3	1.4	1.3			1.2	1.3	1.4		
	2.1	2.1	1.3				2.1	2.1	1.5				2.1	2.1	1.5		
	2.2	2.2	1.4				2.2	2.2	1.6				2.2	2.2	1.6		
	2.3	2.3	1.5				2.3	2.3	1.7				2.3	2.3	1.7		
	3.1	4.1	1.6				3.1	4.1	1.8				3.1	4.1	1.8		
	3.2	4.3	1.7				3.2	4.3	1.9				3.2	4.2	1.9		
	3.3		1.8				3.3		2.4				3.3	4.3	3.1		
	4.1		1.9				4.1		3.1				4.1		3.2		
	4.2		2.2				4.2		3.2				4.3		3.4		
	4.3		2.4				4.3		3.3				4.4		3.5		
	4.4		3.1				4.4		3.4				5.2		3.6		
	5.2		3.2				5.2		3.5						3.11		
			3.3						3.6						3.18		
			3.4						3.7						4.2		
			3.5						3.11						6.4		
			3.6						3.12						6.5		
			3.7						3.18								
			3.8						4.2								
			3.11						6.4								
			4.2						6.5								
			6.5														

* Rhymes and Finger Plays												Pages 257-262					
3K	AL	SE	ELA	M	PD	4K	AL	SE	ELA	M	PD	5K	AL	SE	ELA	M	PD
	1.1	1.2	1.1	1.1	1.2		1.1	1.2	1.3	1.1	1.2		1.1	1.2	1.3	1.1	1.2
	1.2	1.3	1.2	1.2	2.1		1.2	1.3	1.4	1.2	2.1		1.2	1.3	1.4	1.2	2.1
	2.1	2.1	1.3	1.5	2.2		2.1	2.1	1.5	1.3	2.2		2.1	2.1	1.5	1.5	2.2
	2.2	2.2	1.4	1.7	3.3		2.2	2.2	1.6	1.5	3.3		2.2	2.2	1.6	1.7	3.3
	2.3	2.3	1.5	2.1			2.3	2.3	1.7	1.7			2.3	2.3	1.7	2.1	
	3.1	4.1	1.6	2.2			3.1	4.1	1.8	2.1			3.1	4.1	1.8	2.4	
	3.2	4.3	1.7	2.4			3.2	4.3	1.9	2.2			3.2	4.2	1.9	3.4	
	3.3		1.8	2.8			3.3		2.4	2.4			3.3	4.3	3.1	4.3	
	4.1		1.9	3.4			4.1		3.1	2.8			4.1		3.2		
	4.2		2.2	4.3			4.2		3.2	3.4			4.3		3.4		
	4.3		2.4				4.3		3.3	4.3			4.4		3.5		
	4.4		3.1				4.4		3.4				5.2		3.6		
	5.2		3.2				5.2		3.5						3.11		
			3.3						3.6						3.18		
			3.4						3.7						4.2		
			3.5						3.11						6.4		
			3.6						3.12						6.5		
			3.7						3.18								
			3.8						4.2								
			3.11						6.4								
			4.2						6.5								
			6.5														

*Standards may vary according to rhyme selected.

