

Read It Once Again
Literary Curriculum based on
The Three Bears
Correlation to all activities for:
Wisconsin Model Early Learning Standards

I. Health and Physical Development

A. Physical Health and Development

- A.EL.1a Demonstrates behaviors to meet self-help and physical needs. Sleep
- A.EL.1b Demonstrates behaviors to meet self-help and physical needs. Dressing
- A.EL.1c Demonstrates behaviors to meet self-help and physical needs. Toileting
- A.EL.1d Demonstrates behaviors to meet self-help and physical needs. Eating
- A. EL.2 Demonstrates behaviors to meet safety needs.
- A.EL.3 Demonstrates a healthy life style.

B. Motor Development

- B.EL.1a Moves with strength, control, balance, **coordination**, locomotion, and endurance.
- B.EL.1b Moves with **strength**, control, **balance**, coordination, locomotion and endurance.
- B.EL.2 Exhibits eye-hand coordination, strength, control and object manipulation.

C. Sensory Organization

- C.EL.1 Uses senses to take in, experience, integrate, and regulate responses to the environment.

II. Social and Emotional Development

A. Emotional Development

- A.EL.1 Expresses a wide range of emotions.
- A.EL.2 Understands and responds to others' emotions.

B. Self-Concept

- B.EL.1 Develops positive self-esteem.
- B.EL.2 Demonstrates self-awareness.

C. Social Competence

- C.EL.1 Demonstrates attachment, trust and autonomy.
- C.EL.2 Engages in social interaction and plays with others.
- C.EL.3 Demonstrates understanding of rules and social expectations.
- C.EL.4 Engages in social problem solving behavior and learns to resolve conflict.

III. Language Development and Communication

A. Listening and Understanding

- A.EL.1 Derives meaning through listening to communications of others and sounds in the environment.
- A.EL.2 Listens and responds to communications with others.
- A.EL.3 Follows directions of increasing complexity.

B. Speaking and Communication

- B.EL.1 Uses gestures and movements to communicate. Non-verbal
- B.EL.2a Uses vocalizations and spoken language to communicate. Lang. Form, syntax
- B.EL.2b Uses vocalizations and spoken language to communicate. Lang. Content, semantics

B.EL.2c Uses vocalizations and spoken language to communicate. Lang. Function, Pragmatics.

C. Early Literacy

C.EL.1 Shows an appreciation of books and understands how print works.

C.EL.2 Develops alphabetic awareness.

C.EL.3a Develops phonological awareness.

C.EL.3b Develops phonemic awareness.

C.EL.4 Demonstrates the use of strategies to read words.

C.EL.5 Uses writing to represent thought or ideas.

IV. Approaches to Learning

A. Curiosity, Engagement, and Persistence

A.EL.1 Displays curiosity, risk-taking and willingness to engage in new experience.

A.EL.2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities.

A.EL.3 Exhibits persistence and flexibility.

B. Creativity and Imagination

B.EL.1 Engages in imaginative play and inventive thinking through interaction with people, materials and the environment.

B.EL.2 Expresses self creatively through music, movement and art.

C. Diversity in Learning

C.EL.1 Experiences a variety of routines, practices and languages.

C.EL.2 Learns within the context of his/her family and culture.

C.EL.3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, Visual/spatial, interpersonal, and intrapersonal.

V. Cognition and General Knowledge

A. Exploration, Discovery, and Problem Solving

A.EL.1 Uses multi-sensory abilities to process information.

A.EL.2 Understands new meanings as memory increases.

A.EL.3 Applies problem solving skills.

B. Mathematical Thinking

B.EL.1 Demonstrates an understanding of numbers and counting.

B.EL.2 Understands number operations and relationships.

B.EL.3 Explores, recognizes and describes, shapes and spatial relationships.

B.EL.4 Uses the attributes of objects for comparison and patterning.

B.EL.5 Understands the concept of measurements.

B.EL.6 Collects, describes and records information using all senses.

C. Scientific Thinking

C.EL.1 Uses observation to gather information.

C.EL.2 Use tools to gather information, compare observed objects and seek answers to questions through active investigation.

C.EL.3 Hypothesizes and makes predictions.

C.EL.4 Forms explanations based on trial and error, observation and exploration.

Speech and Language Goals and Objectives

| Sequencing Cards | | | | Page 19 |
|--------------------------|--|---|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 A.EL.1 B.EL.2a B.EL.2b B.EL.2c C.EL.1 C.EL.2 C.EL.4 | A.EL.1 A.EL.2 | A.EL.2 C.EL.1 |

| Help the Three Bears Remember | | | | Page 31 |
|-------------------------------|--|---|----------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 C.EL.2 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 | A.EL.2 A.EL.3 C.EL.1 |

| Craft Stick Puppets | | | | Page 37 |
|--------------------------|--|---|--------------------------------------|--------------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 B.EL.1 C.EL.1 |

| Somebody's Been Tasting My Porridge! | | | | Page 41 |
|--------------------------------------|--|---|--|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.3 | A.EL.1 A.EL.2 C.EL.1 |

| Big and Little, Level 1 | | | | Page 43 |
|--|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 BLEL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 B.EL.5 C.EL.1 |

| Great Big papa Bear, Wee Little Baby Bear, Level 2 | | | | Page 45 |
|--|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 BLEL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 B.EL.5 C.EL.1 |

| Bears on Chairs, Level 1 | | | | Page 49 |
|--|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 C.EL.1 |

| Don't Wake Goldie | | | | Page 51 |
|--------------------------|----------------------|----------------------|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 | A.EL.1 | A.EL.1 | A.EL.1 | A.EL.1 |
| B.EL.1a | B.EL.1 | A.EL.2 | A.EL.2 | A.EL.2 |
| B.EL.1b | C.EL.1 | A.EL.3 | A.EL.3 | A.EL.3 |
| B.EL.2 | C.EL.2 | B.EL.2a | C.EL.3 | B.EL.4 |
| C.EL.1 | C.EL.3 | B.EL.2b | | C.EL.1 |
| | | B.EL.2c | | |

| Naming, Touching, and Sorting, Level 1 | | | | Page 55 |
|--|----------------------|----------------------|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 | A.EL.1 | A.EL.1 | A.EL.1 | A.EL.1 |
| B.EL.2 | B.EL.1 | A.EL.2 | A.EL.2 | A.EL.2 |
| C.EL.1 | B.EL.2 | A.EL.3 | A.EL.3 | A.EL.3 |
| | C.EL.1 | B.EL.2a | C.EL.3 | B.EL.4 |
| | C.EL.2 | B.EL.2b | | C.EL.1 |
| | C.EL.3 | B.EL.2c | | |

| Baby Bear's Touch and Feel Box | | | | Page 56 |
|--------------------------------|----------------------|----------------------|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 | A.EL.1 | A.EL.1 | A.EL.1 | A.EL.1 |
| B.EL.2 | B.EL.1 | A.EL.2 | A.EL.2 | A.EL.2 |
| C.EL.1 | B.EL.2 | A.EL.3 | A.EL.3 | A.EL.3 |
| | C.EL.1 | B.EL.2a | C.EL.3 | B.EL.4 |
| | C.EL.2 | B.EL.2b | | C.EL.1 |
| | C.EL.3 | B.EL.2c | | |
| | | C.EL.1 | | |

| What Do You Use to...? | | | | Page 57 |
|--------------------------|----------------------|----------------------|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| C.EL.1 | A.EL.1 | A.EL.1 | A.EL.1 | A.EL.1 |
| | A.EL.2 | A.EL.2 | A.EL.2 | A.EL.2 |
| | B.EL.1 | A.EL.3 | A.EL.3 | A.EL.3 |
| | B.EL.2 | B.EL.2a | C.EL.3 | C.EL.1 |
| | C.EL.1 | B.EL.2b | | |
| | C.EL.2 | B.EL.2c | | |
| | C.EL.3 | | | |

| What Do You Use? Level 2 | | | | Page 59 |
|--------------------------|--|---|--------------------------------------|--------------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 C.EL.1 |

| Who, What, and Where? Levels 1 and 2 | | | | Page 63 |
|--|--|---|--------------------------------------|--------------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.1A B.EL.1b B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 C.EL.1 |

| Which One is Different? Level 1 | | | | Page 67 |
|---------------------------------|--|---|----------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 C.EL.1 |

| Which One is Different? Level 2 | | | | Page 69 |
|---------------------------------|--|---|----------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 C.EL.1 |

| Field Trip | | | | Page 75 |
|--|--|---|--|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.1a B.EL.1b C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 C.EL.1 |

| Packet Making Day | | | | Page 77 |
|----------------------------|--|--|--|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 C.EL.3b C.EL.4 | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.3 | A.EL.1 A.EL.2 C.EL.1 |

| Take Your Packet Home | | | | Page 78 |
|----------------------------|--|--|--------------------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 C.EL.3b C.EL.4 | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 C.EL.1 |

Cognitive Goals and Objectives

| Matching Colors, Level 1 | | | | Page 83 |
|---------------------------------|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 C.EL.1 |

| Colored Cottages, Level 2 | | | | Page 85 |
|----------------------------------|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 C.EL.1 |

| Great Big, Middle-sized and Wee Little, Level 1 | | | | Page 87 |
|--|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 B.EL.5 C.EL.1 |

| Great Big, Middle-sized and Wee Little, Level 2 | | | | Page 89 |
|---|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 B.EL.5 C.EL.1 |

| Baby Bear's Bowl of Shapes | | | | Page 95 |
|----------------------------|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.3 B.EL.4 C.EL.1 |

| Who's Been Taking My Shapes? | | | | Page 101 |
|------------------------------|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.3 B.EL.4 C.EL.1 |

| Help Me Find My ... | | | | Page 103 |
|----------------------------|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 B.EL.5 C.EL.1 |

| Complete Goldie's Patterns | | | | Page 109 |
|----------------------------|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 C.EL.1 |

| Baby Bear's Fancy Quilts | | | | Page 113 |
|----------------------------|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 C.EL.1 |

| Baby Bear Learns to Count, Level 1 | | | | Page 121 |
|------------------------------------|--|---|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 | A.EL.1 A.EL.2 B.EL.1 |

| Counting Bears on Chairs Level 1 | | | | Page 122 |
|----------------------------------|--|---|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 | A.EL.1 A.EL.2 B.EL.1 |

| Bedtime Teddy Bears Number Match | | | | Page 123 |
|----------------------------------|--|---|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 | A.EL.1 A.EL.2 B.EL.1 |

| Bouncing Bed Numbers | | | | Page 129 |
|--------------------------|--|---|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 | A.EL.1 A.EL.2 B.EL.1 |

| Match It, Count It, Eat It | | | | Page 135 |
|----------------------------|--|---|--|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.1 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 B.EL.1 B.EL.3 B.EL.4 |

| Bears and Bowls | | | | Page 137 |
|--------------------------|--|---|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 | A.EL.1 A.EL.2 B.EL.1 |

| Helping Goldie Count | | | | Page 141 |
|--------------------------|--|---|------------------------|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.2 C.EL.1 | A.EL.1 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 | A.EL.1 A.EL.2 B.EL.1 |

| Puzzles for the Bears | | | | Page 145 |
|----------------------------|--|---|--|------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 B.EL.3 |

| Complete the Picture | | | | Page 159 |
|----------------------------|--|---|--|--------------------------------------|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 B.EL.1 B.EL.3 |

Gross Motor Goals and Objectives

| Feed the Bears | | | | Page 171 |
|------------------------------|--|---|--------------------------------------|--|
| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.1a B.EL.1b C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.4 C.EL.1 |

| Take Baby Bear to His Chair | | | | Page 175 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.1a B.EL.1b C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 |

| Bouncing Bears | | | | Page 176 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.1a B.EL.1b C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 |

| We're Going on a Bear Hunt | | | | Page 177 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 A.EL.3 B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.3a | A.EL.1 A.EL.2 B.EL.2 C.EL.3 | A.EL.1 |

| Teddy Bear, Teddy Bear | | | | Page 179 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 A.EL.3 B.EL.1a B.EL.1b C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.3a | A.EL.1 A.EL.2 B.EL.2 C.EL.3 | A.EL.1 |

| Pause on Paws | | | | Page 180 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 A.EL.3 B.EL.1a B.EL.1b C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 C.EL.3a | A.EL.1 A.EL.2 B.EL.2 C.EL.3 | A.EL.1 |

| A Walk in the Forest | | | | Page 181 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 |

| The Baby Bear Bounce | | | | Page 182 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
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Fine Motor Goals and Objectives

| Cooked Play Dough | | | | Page 183 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 A.EL.3 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.3 |

| A Cool Twist on Play Dough | | | | Page 184 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 A.EL.3 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.3 |

| Painting on the Easel | | | | Page 185 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.1b A.EL.2 A.EL.3 B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 C.EL.3 | A.EL.1 |

| Class Quilt | | | | Page 187 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.1b A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Coffee Texture Bear | | | | Page 188 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Cinnamon Bear | | | | Page 189 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Bear Family Picture Frame | | | | Page 191 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.3 | A.EL.1 A.EL.2 |

| Bear Headbands | | | | Page 193 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.1d A.EL.2 A.EL.3 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.3a | A.EL.1 A.EL.2 A.EL.3 B.EL.1 | A.EL.1 A.EL.2 |

| Bear Paw Sponge Painting | | | | Page 195 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.1b A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Beary Beautiful Children | | | | Page 196 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.5 | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.3 | A.EL.1 A.EL.2 |

| Stuffed Baby Bear | | | | Page 197 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| The Home of the Three Bears | | | | Page 201 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Cutting Grids | | | | Page 205 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Lacing Bears | | | | Page 211 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Follow the Path | | | | Page 223 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 B.EL.3 |

Daily Living, Cooking and Self-help Goals and Objectives

| This is the Way We Make Our Bed | | | | Page 237 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 C.EL.3 | A.EL.1 A.EL.2 |

| Look Mom! Clean Hands!! | | | | Page 239 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 A.EL.3 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 |

| Baby Bear Sets the Table | | | | Page 241 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
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| Brush Your Teeth Everyday | | | | Page 243 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 A.EL.3 B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 |

| Recipes | | | | Pages 247-260 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
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Socialization Goals and Objectives

| Dramatic Play and Prop Suggestions | | | | Page 263 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
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| A.EL.2 | B.EL.1 | A.EL.2 | A.EL.2 | A.EL.2 |
| B.EL.1a | B.EL.2 | B.EL.2a | A.EL.3 | A.EL.3 |
| B.EL.1b | C.EL.1 | B.EL.2b | B.EL1 | |
| B.EL.2 | C.EL.2 | B.EL.2c | | |
| C.EL.1 | C.EL.3 | | | |

| A Cottage in the Woods | | | | Page 264 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.1d | A.EL.1 | A.EL.1 | A.EL.1 | A.EL.1 |
| A.EL.2 | B.EL.1 | A.EL.2 | A.EL.2 | A.EL.2 |
| B.EL.1a | B.EL.2 | B.EL.2a | A.EL.3 | A.EL.3 |
| B.EL.1b | C.EL.1 | B.EL.2b | B.EL1 | |
| B.EL.2 | C.EL.2 | B.EL.2c | | |
| C.EL.1 | C.EL.3 | | | |
| | C.EL.4 | | | |

| Goldilocks' Golden Hair Headband | | | | Page 265 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.1d | A.EL.1 | A.EL.1 | A.EL.1 | A.EL.1 |
| A.EL.2 | B.EL.1 | A.EL.2 | A.EL.2 | A.EL.2 |
| A.EL.3 | B.EL.2 | A.EL.3 | A.EL.3 | |
| B.EL.2 | C.EL.1 | B.EL.2a | B.EL.1 | |
| C.EL.1 | C.EL.2 | B.EL.2b | | |
| | C.EL.3 | B.EL.2c | | |
| | | C.EL.3a | | |

| Teddy Bear's Picnic | | | | Page 266 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.1d | A.EL.1 | A.EL.1 | A.EL.1 | A.EL.1 |
| A.EL.2 | B.EL.1 | A.EL.2 | A.EL.2 | |
| A.EL.3 | B.EL.2 | A.EL.3 | A.EL.3 | |
| B.EL.2 | C.EL.1 | B.EL.1a | | |
| C.EL.1 | C.EL.2 | B.EL.1b | | |
| | C.EL.3 | A.EL.1c | | |
| | | C.EL.1 | | |

| Character Necklaces | | | | Page 267 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 B.EL.1 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.E A.EL.2 |

| Are You Afraid of Bears? | | | | Pages 271 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 C.EL.3 | A.EL.1 A.EL.2 |

| Knock, Knock | | | | Page 279 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 B.EL.1 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 A.EL.2 B.EL.1 |

| Who's There? | | | | Page 280 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 B.EL.1 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 A.EL.2 B.EL.1 |

| I'm Sorry, It Was an Accident | | | | Page 281 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 B.EL.1 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 | A.EL.1 A.EL.2 |

| The Bears Come to Visit | | | | Page 283 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.1d A.EL.2 A.EL.3 B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 A.EL.2 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 C.EL.4 | A.EL.1 A.EL.2 A.EL.3 B.EL.1 B.EL.2a B.EL.2b B.EL.2c C.EL.1 | A.EL.1 A.EL.2 A.EL.3 B.EL.1 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 |

| Mama Says | | | | Page 285 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| A.EL.2 B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c | A.EL.1 A.EL.2 A.EL.3 B.EL.1 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 B.EL.4 |

Music and Rhymes Goals and Objectives

| Mother Goose Rhymes | | | | Page 287 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.2a B.EL.2b B.EL.2c C.EL.3a | A.EL.1 A.EL.2 A.EL.3 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Mother Goose Everyday | | | | Page 293 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.1 B.EL.2a B.EL.2b B.EL.2c C.EL.3a | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

| Rhymes and Finger Plays | | | | Pages 297-306 |
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| Health and Physical Dev. | Social and Emotional | Language Development | Approaches to Learning | Cognition and Gen. Knowledge |
| B.EL.1a B.EL.1b B.EL.2 C.EL.1 | A.EL.1 B.EL.2 C.EL.1 C.EL.2 C.EL.3 | A.EL.1 A.EL.2 A.EL.3 B.EL.1 B.EL.2a B.EL.2b B.EL.2c C.EL.3a | A.EL.1 A.EL.2 A.EL.3 B.EL.2 C.EL.1 C.EL.3 | A.EL.1 A.EL.2 |

*Standards may vary according to rhyme selected.