



***Connect4Learning*® Alignment with
Tennessee Early Learning Developmental Standards**

Contents

Approaches to Learning	6
Social and Personal Competencies	11
English Language Arts	18
Mathematics	45
Science	55
Social Studies	61
Creative Arts	67
Physical Development	71

Approaches to Learning

Creativity: Actively engage in learning with curiosity, flexibility, and openness to new ideas.

PK.AL.CR.1

Independently interact with a variety of materials through multiple play activities.

Connect4Learning® is filled with multiple learning-center activities and child-centered lessons that allow children to work with a variety of materials, including art supplies, paper, shape blocks, wooden blocks, environmental materials, recycled materials, measuring materials, and a variety of counting tools.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Chalk and Water Painting, page 9
- Unit 1, Learning Centers, Sorting Blocks, page 13
- Unit 2, Learning Centers, Build a Pond Environment, page 11
- Unit 2, Connect, Introduce Shape Match, page 30
- Unit 2, Small Group, Outdoor Scavenger Hunt, page 53
- Unit 2, Connect, Numerals 1 and 2 in the Recycling Bin, page 109
- Unit 3, Learning Centers, Block and Roll, page 10
- Unit 3, Learning Centers, Paper Construction, page 12
- Unit 3, Learning Centers, Toy Factory, page 14
- Unit 4, Learning Centers, Collections Art, page 9
- Unit 4, Connect, Collection Connection, page 33
- Unit 4, Connect, Outdoor and Explore- How Big Were Prehistoric Animals?, page 91
- Unit 5, Learning Centers, Worm Visitors, page 12
- Unit 5, Learning Centers, Fruit for a Party: Fix the Number, page 14
- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Learning Centers, Total It, page 11
- Unit 6, Fast Focus, Rhyming Basket, page 25

PK.AL.CR.2

Self-select play activities to support own curiosity and to engage in pretend and imaginative play

(e.g., testing theories, acting out imagination).

In *Connect4Learning*® teachers are given guidance on providing time and materials for children to self-select play and center activities. This is done through information on scheduling the day as well as organizing and managing learning centers.

Specific examples from the curriculum include:

- Teacher's Handbook, Sample Schedules, page 31-32
- Teacher's Handbook, Using Learning Centers, page 38-45
- Unit 1, Learning Centers, Color Creation!, page 10
- Unit 1, Learning Centers, Sorting Blocks, page 13
- Unit 2, Learning Centers, Build a Pond Environment, page 11
- Unit 2, Small Group, page 53: Outdoor Scavenger Hunt
- Unit 3, Learning Centers, Block and Roll, page 10
- Unit 3, Learning Centers, Paper Construction, page 12
- Unit 3, Learning Centers, Toy Factory, page 14
- Unit 4, Learning Centers, Collections Art, page 9
- Unit 4, Learning Centers, Museum Gift Shop, page 14
- Unit 5, Learning Centers, Farmer's Market, page 11
- Unit 5, Learning Centers, Worm Visitors, page 12
- Unit 6, Learning Centers, Build a Jungle or Woods, page 10
- Unit 6, Learning Centers, So Much Traffic!, page 12

PK.AL.CR.3

Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.

The learning centers in *Connect4Learning*® support symbolic play through the materials provided and the framework of center activities. Open-ended center activities and dramatic play are used throughout the curriculum to reinforce representing ideas through symbolic play.

Specific examples from the curriculum include:

- Teacher's Handbook, Using Learning Centers, page 38-45
- Unit 1, Learning Centers, Chalk and Water Painting, page 9
- Unit 2, Learning Centers, Build a Pond Environment, page 11
- Unit 3, Learning Centers, Block and Roll, page 10
- Unit 3, Learning Centers, Paper Construction, page 12

- Unit 3, Learning Centers, Toy Factory, page 14
- Unit 4, Learning Centers, Collections Art, page 9
- Unit 4, Learning Centers, Museum Gift Shop, page 14
- Unit 5, Learning Centers, Farmer's Market, page 11
- Unit 5, Learning Centers, Worm Visitors, page 12
- Unit 5, Learning Centers, Fruit for a Party: Fix the Number, page 14
- Unit 6, Learning Centers, So Much Traffic!, page 12

PK.AL.CR.4

Demonstrate a willingness to engage in new experiences and activities.

Connect4Learning® provides a variety of learning centers and instructional activities designed to give children a wide range of experiences and activities. This environment is designed in a way that encourages children to engage and try new experiences as they make choices in their play.

Specific examples from the curriculum include:

- Teacher's Handbook, Using Learning Centers, page 38-45
- Unit 1, Learning Centers, Chalk and Water Painting, page 9
- Unit 1, Learning Centers, Sorting Blocks, page 13
- Unit 2, Learning Centers, Build a Pond Environment, page 11
- Unit 2, Connect, Introduce Shape Match, page 30
- Unit 2, Small Group, Outdoor Scavenger Hunt, , page 53
- Unit 2, Connect, Numerals 1 and 2 in the Recycling Bin, page 109
- Unit 3, Learning Centers, Block and Roll, page 10
- Unit 3, Learning Centers, Paper Construction, page 12
- Unit 3, Learning Centers, Toy Factory, page 14
- Unit 4, Learning Centers, Collections Art, page 9
- Unit 4, Connect, Collection Connection, page 33
- Unit 4, Connect, Outdoor and Explore- How Big Were Prehistoric Animals?, page 91
- Unit 5, Learning Centers, Worm Visitors, page 12
- Unit 5, Learning Centers, Fruit for a Party: Fix the Number, page 14
- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Learning Centers, Total It, page 11
- Unit 6, Fast Focus, Rhyming Basket, page 25

Self-Regulation: Engage in learning to effectively plan and problem solve.

PK.AL.SR.5

Maintain focus appropriate to completing a task and/or learning activity.

Connect4Learning® provides children with a variety of instructional activities that ask them to maintain focus. As the curriculum progresses, children are asked to attend to whole group lessons, problem-solving activities, sequential tasks, and challenges that take multiple attempts.

Specific examples from the curriculum include:

- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Connect, Introduce Shape Match, page 30
- Unit 2, Fast Focus, Simon Shows, page 125
- Unit 3, Small Group, Chopstick Challenge, page 139
- Unit 3, Small Group, Making a Bookmark, page 157
- Unit 4, Small Group, Shape-Mat Hop, page 77
- Unit 4, Fast Focus, I'm So Glad to See You, page 194
- Unit 5, Small Group, Pizza Problem Solving, page 197

PK.AL.SR.6

Persist in solving a problem or question, with adult prompting

Problem solving is a central topic in *Connect4Learning*. Children are intentionally taught steps and strategies for solving problems and then asked to use those strategies in practice.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Can I Play Too?*, page 82
- Unit 1, Small Group, Friendship Skill: Help a Friend, page 86
- Unit 2, Connect, Solutions Spot Game, , page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Small Group, Problem-Solving Puppets, , page 161
- Unit 3, Connect, Conrad the Confused Crow Builds a Bridge, page 95
- Unit 3, Small Group, Chopstick Challenge, page 139

- Unit 4, Welcome and Read-Aloud, *Evermore Dragon*, page 148
- Unit 4, Small Group, Armored and Safe, page 163
- Unit 4, Connect, Teamwork--It Gets a Building Built!, page 180
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Welcome and Read-Aloud, *The Little Red Hen (Makes a Pizza)*, page 194
- Unit 5, Small Group, Pizza Problem Solving, page 197

PK.AL.SR.7

Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.

Children work on a variety of tasks both individually and as a group that require them to reflect and plan a series of steps. Challenges throughout the curriculum offer children the opportunity to complete a hands-on task paying careful attention to the process and steps required to complete the task.

Specific examples from the curriculum include:

- Unit 1, Small Group, Launch *Meet Our Class Book*, page 30
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Fast Focus, Name Puzzles, page 161
- Unit 1, Connect, I Drew That!, page 242
- Unit 2, Small Group, Problem-Solving Puppets, page 161
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 3, Small Group, Tucker the Turtle Class Pages, page 132
- Unit 3, Small Group, Chopstick Challenge, page 139
- Unit 5, Small Group, page 156: Emotions Story Writing
- Unit 5, Welcome and Read-Aloud, *The Little Red Hen (Makes a Pizza)*, page 194
- Unit 5, Small Group, Pizza Problem Solving, page 197

Critical Thinking: Actively inquire and reflect about new ideas and activities.

PK.AL.CT.8

Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if)

Children are encouraged to ask questions through the daily instruction in *Connect4Learning*. They learn the “Think, Pair, Share” strategy which teaches them how to share with their peers on a teacher-directed question. They also learn how to ask questions to meet their own needs and knowledge.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Pete the Cat: I Love My White Shoes*, page 42:
- Unit 1, Small Group, Friendship Skill: Give a Toy, page 46
- Unit 1, Welcome and Read-Aloud, Yo? Yes!, page 155
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *Why Should I Recycle?*, page 106
- Unit 2, Small Group, Don't Waste That Water!, page 169
- Unit 3, Connect, Breakfast with Conrad the Confused Crow, page 122
- Unit 3, Connect, Conrad the Confused Crow Makes a Game, page 175
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Connect, Who's the Expert, page 97
- Unit 4, Connect, Observing Fossils, page 108
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Small Group, Planting Sprouts: A Sunlight Experiment, page 87
- Unit 5, Welcome and Read-Aloud, Bread Comes to Life, page 162
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Small Group, Me, Animal Scientist, page 42

PK.AL.CT.9

Demonstrate an awareness of connection between prior and new knowledge

Making connections is an integral part of *Connect4Learning*. One of the lesson types in the curriculum is called a Connect lesson simply because it helps children connect new information to prior knowledge. In addition, through daily read-aloud lessons children have the opportunity to make text-to-self, text-to-text, and text-to-world connections with the guidance of the teacher.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 1, Welcome and Read-Aloud, *Big Al*, page 194
- Unit 2, Welcome and Read-Aloud, *Clown Fish*, page 173
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, page 202
- Unit 3, Small Group, Emotions Collage, page 46

- Unit 3, Welcome and Read-Aloud, *Dream Something Big*, page 92
- Unit 3, Small Group, Chopstick Challenge, page 139
- Unit 4, Connect, Collection Connection, page 33
- Unit 4, Connect, Exhibit Map, page 235

PK.AL.CT.10

Identify a problem and attempt multiple ways to solve it, with or without assistance.

Throughout *Connect4Learning*® children are asked to identify and attempt to solve problems using strategies they have been taught. This includes using problem-solving steps to address friendship problems and using a problem-solving sequence to solve challenging science and math problems.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Can I Play Too?*, page 82
- Unit 1, Small Group, Friendship Skill: Help a Friend, page 86
- Unit 2, Connect, Solutions Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Small Group, Problem-Solving Puppets, page 161
- Unit 3, Connect, Conrad the Confused Crow Builds a Bridge, page 95
- Unit 3, Small Group, Chopstick Challenge, page 139
- Unit 4, Welcome and Read-Aloud, *Evermore Dragon*, page 148
- Unit 4, Small Group, Armored and Safe, page 163
- Unit 4, Connect, Teamwork-It Gets a Building Built!, page 180
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Welcome and Read-Aloud, *The Little Red Hen (Makes a Pizza)*, page 194
- Unit 5, Small Group, Pizza Problem Solving, page 197

Communication: Actively engage in conversations with adults and peers.

PK.AL.CO.11

Ask and respond to questions with peers and adults in individual and group activities.

Children are encouraged to ask and respond to questions through daily instruction in

Connect4Learning. They learn the “Think, Pair, Share” strategy, which teaches them how to share with their peers on a teacher-directed question. The teacher asks key questions about text, prompts children’s thinking with open-ended questioning, and models asking and responding to clarifying questions during science investigations.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Pete the Cat: I Love My White Shoes*, page 42
- Unit 1, Small Group, Friendship Skill: Give a Toy, page 46
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!*, page 155
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *Why Should I Recycle?*, page 106
- Unit 2, Small Group, Don't Waste That Water!, page 169
- Unit 3, Connect, Breakfast with Conrad the Confused Crow, page 122
- Unit 3, Connect, Conrad the Confused Crow Makes a Game, page 175
- Unit 4, Welcome and Read-Aloud, page 95: *Dinosaur Field Guide*
- Unit 4, Connect, page 97: Who's the Expert
- Unit 4, Connect, page 108: Observing Fossils
- Unit 5, Small Group, page 30: Seed-Sprouting and Planting Experiment
- Unit 5, Small Group, page 87: Planting Sprouts: A Sunlight Experiment
- Unit 5, Welcome and Read-Aloud, page 162: *Bread Comes to Life*
- Unit 6, Welcome and Read-Aloud, page 39: *Me...Jane*
- Unit 6, Small Group, page 42: Me, Animal Scientist

AL.PK.CO.12

Seek assistance and/or information when needed to complete a task.

Children are encouraged to ask questions through the daily instruction in *Connect4Learning*. They learn the “Think, Pair, Share” strategy, which teaches them how to share with their peers on a teacher-directed question. They extend that by learning how to ask for what they need from friends by asking to share a toy and asking a friend to play with them.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Pete the Cat: I Love My White Shoes*, page 42
- Unit 1, Small Group, Friendship Skill: Give a Toy, page 46
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!*, page 155
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *Why Should I Recycle?*, page 106
- Unit 2, Small Group, Don't Waste That Water!, page 169

- Unit 3, Connect, Breakfast with Conrad the Confused Crow, page 122
- Unit 3, Connect, Conrad the Confused Crow Makes a Game, page 175
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Connect, Who's the Expert?, page 97
- Unit 4, Connect, Observing Fossils, page 108
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Small Group, Planting Sprouts: A Sunlight Experiment, page 87
- Unit 5, Welcome and Read-Aloud, *Bread Comes to Life*, page 162
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Small Group, Me, Animal Scientist, page 42

Collaboration: Actively engage in learning with other people.

PK.AL.CB.13

Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.

In *Connect4Learning*® teachers are given guidance on providing time and materials for children to self-select play and center activities. This is done through information on scheduling the day as well as organizing and managing learning centers.

Specific examples from the curriculum include:

- Teacher's Handbook, Sample Schedules, pages 31-32
- Teacher's Handbook, Using Learning Centers, pages 38-45
- Unit 1, Learning Centers, Color Creation!, page 10
- Unit 1, Learning Centers, Sorting Blocks, page 13
- Unit 2, Learning Centers, Build a Pond Environment, page 11
- Unit 2, Small Group, Outdoor Scavenger Hunt, page 53
- Unit 3, Learning Centers, Block and Roll, page 101
- Unit 3, Learning Centers, Paper Construction, page 12
- Unit 3, Learning Centers, Toy Factory, page 14
- Unit 4, Learning Centers, Collections Art, page 9
- Unit 4, Learning Centers, Museum Gift Shop, page 14
- Unit 5, Learning Centers, Farmer's Market, page 11
- Unit 5, Learning Centers, Worm Visitors, page 12
- Unit 6, Learning Centers, Build a Jungle or Woods, page 10

- Unit 6, Learning Centers, So Much Traffic!, page 12

PK.AL.CB.14

Demonstrate a willingness to collaborate with others to solve a problem.

Collaborative learning is reinforced through *Connect4Learning*® through intentional teaching, organization of children into small-groups, and through child independence in play and center activities.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Can I Play Too?*, page 82
- Unit 1, Small Group, Friendship Skill: Help a Friend, page 86
- Unit 2, Connect, Solutions Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Small Group, Problem-Solving Puppets, page 161
- Unit 3, Connect, Conrad the Confused Crow Builds a Bridge, page 95
- Unit 3, Small Group, Chopstick Challenge, page 139
- Unit 4, Welcome and Read-Aloud, *Evermore Dragon*, page 148
- Unit 4, Small Group, Armored and Safe, page 163
- Unit 4, Connect, Teamwork-It Gets a Building Built!, page 180
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Welcome and Read-Aloud, *The Little Red Hen (Makes a Pizza)*, page 194
- Unit 5, Small Group, Pizza Problem Solving, page 197:

Social and Personal Competencies

Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.

PK.SPC.SA.1

Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.

In *Connect4Learning*® children are given opportunities and support in express feelings, needs, opinions, and desires in appropriate ways. Instruction is done in a variety of settings, such as being modeled in read-aloud lessons, practiced in small group, and reflected on through writing and other responses.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Friendship Skill: Give a Play Idea, page 132
- Unit 1, Connect, Elephants Went Out to Play, page 157
- Unit 2, Connect, Problem-Solving Letters, page 197
- Unit 2, Welcome and Read-Aloud, *A House for Hermit Crab*, page 239
- Unit 2, Appendix, Problem Solver Steps, page 260
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Connect, When I Feel Angry, page 170
- Unit 4, Welcome and Read-Aloud, *My Friend is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!*, page 81
- Unit 4, Small Group, Emotions Story Writing, page 193
- Unit 5, Welcome and Read-Aloud, *The Way I Feel*, page 78
- Unit 5, Small Group, Accidents Happen, page 158
- Unit 6, Connect, End-of-the-Year Compliments, page 70

PK.SPC.SA.2

Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.

In *Connect4Learning*® children are given multiple opportunities to name emotions based on facial expressions, words and behaviors through read-aloud lessons, movement activities, classroom games, and supports from the *Connect4Learning*® curriculum kit.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Owl Babies*, page 34
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!*, page 155
- Unit 2, Welcome and Read-Aloud, *The Pout-Pout Fish in the Big-Big Dark*, page 195
- Unit 2, Welcome and Read-Aloud, *Swimmy*, page 232
- Unit 3, Small Group, Emotions Collage, page 46
- Unit 3, Small Group, Emotions Matching Game, page 211
- Unit 3, Small Group, Emotions Bingo, page 250
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Small Group, Emotions Charades, page 84
- Unit 4, Connect, Emotions Crown Game, page 155
- Unit 5, Small Group, Emotions Self-Portraits, page 43
- Unit 5, Small Group, Emotions Garden, page 80
- Unit 6, Small Group, The Class Video Yearbook: Excited for Kindergarten, page 36

PK.SPC.SA.3

Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).

Children are given a wide exposure to developing a sense of self throughout the *Connect4Learning*® curriculum. Through read-aloud lessons, hands-on activities, and reflective responses, children have opportunities to identify their unique abilities, interests, emotions, and culture.

Specific examples from the curriculum include:

- Unit 1, Overview of - Unit 1, Learning Overview, page 3
- Unit 1, Overview of - Unit 1, Unit 1 Project, page 4
- Unit 1, Learning Centers, Art Center - Make a Self Portrait, page 10
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27,
- Unit 1, Welcome and Read-Aloud, *How Much Is That Doggie in the Window?*, page 206
- Unit 2, Connect, Introduction to the Classroom Scavenger Hunt, page 51
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168

- Unit 3, Connect, When I Feel Angry, page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Small Group, Emotions Story Writing, page 156
- Unit 5, Connect, Feel-Better Charades, page 118
- Unit 5, Connect, Cooperation: Watering the Garden, page 234

PK.SPC.SA.4

Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.

In *Connect4Learning*® activities and lessons such as read-aloud lessons, hands-on activities, and reflective student responses establish a sense of self in children. This sense of self is extended into the contexts of family, the classroom community, and the larger community both locally and globally.

Specific examples from the curriculum include:

- Unit 1, Overview of Unit 1, Learning Overview, page 3
- Unit 1, Overview of Unit 1, Unit 1 Project, page 4
- Unit 1, Learning Centers, Art Center - Make a Self Portrait, page 10
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Welcome and Read-Aloud, *How Much Is That Doggie in the Window?*, page 206
- Unit 2, Connect, Introduction to the Classroom Scavenger Hunt, page 51
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, *When I Feel Angry*, page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Small Group, Emotions Story Writing, page 156
- Unit 5, Connect, Feel-Better Charades, page 118
- Unit 5, Connect, Cooperation: Watering the Garden, page 234

PK.SPC.SA.5

Display sense of accomplishment, contentment, and acknowledgement when completing a task

or solving a problem

The accomplishments of children are celebrated often in *Connect4Learning*. Children learn through multiple lessons how to work independently and take pride in their work, both through external praise and acknowledgement and through intrinsic motivation and sense of accomplishment.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read Aloud, *Can I Play Too?*, page 82
- Unit 1, Small Group, Compliment Cards, page 125
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 1, Connect, "Elephants Went Out to Play", page 157
- Unit 1, Small Group, Our Class Compliment Chain, page 218
- Unit 1, Small Group, Friendship Skills Board Game, page 230
- Unit 2, Small Group, Don't Throw It Away!, page 130:
- Unit 2, Fast Focus, "Elephants Went Out to Play", page 172
- Unit 2, Connect, I'm Thinking of a Friend Who..., page 234
- Unit 3, Welcome and Read-Aloud, *Dream Something Big*, Part 1, page 77
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Connect, When I Feel Angry, page 170
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?*, page 199
- Unit 4, Small Group, Emotions Collage, page 48
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Small Group, Science Journals: Seeds, page 104
- Unit 5, Connect, Our Stone Soup, page 157
- Unit 5, Small Group, Pizza Problem Solving, page 197
- Unit 6, Connect, Choose a Favorite Science Book, page 27
- Unit 6, Connect, End-of-the-Year Compliments, page 70

PK.SPC.SA.6

Seek and accept guidance from primary caregivers, teachers, and other familiar adults.

Connect4Learning® supports children in seeking and accepting guidance from adults through establishing clear expectations early in the year. Experiences on monitoring and adapting their behavior in appropriate ways are also provided and taught. Children learn how to accept guidance from adults through read-aloud lessons, targeted lessons, and time to practice in their independent work and play.

Specific examples from the curriculum include:

- Teacher’s Handbook, Chapter 3, Learning through Social-Emotional Experiences, , page 23
- Teacher’s Handbook, Chapter 4, Social-Emotional Development, page 69
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Welcome and Read Aloud, *Can I Play Too?*, page 82
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Connect, Expectation Freeze Dance, page 85
- Unit 2, Small Group, Solutions 2: Ignore, Say, “Please Stop,” and Get a Teacher, page 86
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, When I Feel Angry, page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!*, page 118

PK.SPC.SA.7

Demonstrate an understanding of rules through actions and conversations

Classroom rules and expectations are established with children early in the school year. Through *Connect4Learning*® lessons and activities children learn targeted expectations and are given models and time to practice these expectations through actions and conversations. Additionally, read-aloud lessons give children an opportunity to respond to the various behaviors of characters in the context of classroom expectations.

Specific examples from the curriculum include:

- Teacher’s Handbook, Chapter 3: Learning through Social-Emotional Experiences, page 23
- Teacher’s Handbook, Chapter 4: Social-Emotional Development, page 69
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Welcome and Read Aloud, *Can I Play Too?*, page 82
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Connect, Expectation Freeze Dance, page 85

- Unit 2, Small Group, Solutions 2: Ignore, Say, “Please Stop,” and Get a Teacher, page 86
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, When I Feel Angry, page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!*, page 118

PK.SPC.SA.8

Use materials purposefully, safely, and respectfully as set by group rules.

The classroom expectations in *Connect4Learning*® are “Be Safe, Be Respectful, and Be a Team Player.” These expectations are used often to explain the importance of using materials in a safe manner, in the way they are intended, and in a way that allows all children to use materials. Lessons include discussion of cleaning up areas as a way to be a “team player.”

Specific examples from the curriculum include:

- Teacher’s Handbook, Chapter 3: Learning through Social-Emotional Experiences, page 23
- Teacher’s Handbook, Chapter 4: Social-Emotional Development in C4L, page 69
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Welcome and Read Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Connect, Expectation Freeze Dance, page 85
- Unit 2, Small Group, Solutions 2: Ignore, Say, “Please Stop,” and Get a Teacher, page 86
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, “When I Feel Angry,” page 170

- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118

Self-Management: Understand and use strategies for managing emotions and behaviors constructively

PK.SPC.SM.1

Express feelings, needs, opinions, and desires and begin to identify causal relationships.

Children learn how to recognize and express their feelings and needs through *Connect4Learning*®. Feelings and emotions are directly taught and modeled for children, along with strategies and friendship skills that allow children to practice ways to appropriately communicate their needs and express their feelings to peers and adults in the classroom.

Specific examples from the curriculum include:

- Unit 1, Overview of Unit 1, Learning Overview, page 3
- Unit 1, Overview of Unit 1, Unit 1 Project, page 4
- Unit 1, Learning Centers, Art Center—Make a Self-Portrait, page 10
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Welcome and Read-Aloud, *How Much Is That Doggie in the Window?* page 206
- Unit 2, Connect, Introduction to the Classroom Scavenger Hunt, page 51
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, “When I Feel Angry,” page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, page 83: Emotions Bar Graphs
- Unit 4, Small Group, Emotions Story Writing, page 156
- Unit 5, Connect, Feel-Better Charades, page 118
- Unit 5, Connect, Cooperation: Watering the Garden, page 234

PK.SPC.SM.2

Demonstrate ability to modify behavior in different situations using multiple problem-solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.

In *Connect4Learning*® children are problem solvers. As they learn about emotions and feelings, they learn problem-solving steps and a variety of solutions to common classroom problems. These solutions and skills are directly taught in both whole-group and small-group lessons, and children are encouraged to practice them when problems arise during independent work and child-directed play.

Specific examples from the curriculum include:

- Teacher’s Handbook, Chapter 3, Learning through Social-Emotional Experiences, page 23
- Teacher’s Handbook, Chapter 4, Social-Emotional Development in C4L, page 69
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Welcome and Read Aloud, *Can I Play Too?* page 82:
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Connect, Expectation Freeze Dance, page 85
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, “When I Feel Angry,” page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118
- Unit 5, Connect, Feel Better Charades, page 118

Social Awareness: Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.

PK.SPC.SCA.1

Show empathy and caring for others.

Children engage in *Connect4Learning*® activities that allow them to both recognize and identify their own emotions and the emotions of others. Additionally, children gain an understanding of the causes for emotions and learn cooperation and problem-solving skills to recognize and react to the emotions of others in positive ways. The importance of kind words, sharing, respect, and cooperation are emphasized through all group interactions and are highlighted in the curriculum's Classroom Expectations, which are introduced in Unit 1.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Connect, *How Many Are Here Today?* page 28
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Welcome and Read Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Connect, Expectation Freeze Dance, page 85
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, "When I Feel Angry," page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118
- Unit 5, Connect, Feel Better Charades, page 118

P.K.SPC.SCA.2

Demonstrate an understanding of how personal choices impact others.

Feelings and emotions are invited and respected as part of *Connect4Learning*®. The needs and feelings of others are also supported through the teaching of friendship skills. Additionally, children gain an understanding of the causes for emotions and learn cooperation and problem-solving skills to recognize and react to the emotions of others in positive ways. The importance of kind words, sharing, respect, and cooperation are emphasized through all group interactions, so that children gain an awareness of how their choices impact others.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Art Center, Make a Self-Portrait, page 10
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Connect, *How Many Are Here Today?* page 28

- Unit 1, Connect, *Who's behind the Blanket?* page 196
- Unit 1, Welcome and Read-Aloud, *How Much is that Doggie in the Window?* page 206
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Small Group, Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, page 86
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *Swimmy*, page 232
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Connect, "When I Feel Angry," page 170
- Unit 4, Welcome and Read Aloud, *My Friend Is Sad*, page 45
- Unit 4, Small Group, Emotions Collage, page 48
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 5, Connect, Feelings Photos, page 79
- Unit 5, Connect, Feel Better Charades, page 118
- Unit 6, Welcome and Read-Aloud, *Kindergarten Rocks!* page 32

Relationship Skills: Use positive communication skills to interact effectively with others.

PK.SPC.RS.1

Seek assistance and/or information when needed to complete a task

Connect4Learning® supports children in seeking and accepting assistance from adults and peers when needed through establishing clear expectations early in the year. Experiences on monitoring and adapting their behavior in appropriate ways are also provided and taught. Children learn how to seek assistance from peers and adults through read-aloud lessons, targeted lessons, and time to practice in their independent work and play.

Specific examples from the curriculum include:

- Teacher's Handbook, Chapter 3: Learning through Social-Emotional Experiences, page 23
- Teacher's Handbook, Chapter 4: Social-Emotional Development in C4L, page 69
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27

- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Welcome and Read Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Connect, Expectation Freeze Dance, page 85
- Unit 2, Small Group, Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, page 86
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, "When I Feel Angry," page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118

PK.SPC.RS.2

Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).

Connect4Learning® provides support for children to develop healthy and positive relationships with peers and adults. Children learn to identify the feelings and emotions of others and use that information to respond in appropriate ways. Relationship and friendship skills are taught and modeled in a variety of ways, including in read-aloud lessons and direct instruction. Children also practice these skills through independent work and play opportunities.

Specific examples from the curriculum include:

- Teacher's Handbook, Chapter 3: Learning through Social-Emotional Experiences, page 23
- Teacher's Handbook, Chapter 4: Social-Emotional Development in C4L, page 69
- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Welcome and Read Aloud, *Can I Play Too?* page 82
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!* page 155
- Unit 1, Connect, "Elephants Went Out to Play," page 157
- Unit 1, Small Group, Our Class Compliment Chain, page 218
- Unit 1, Small Group, Friendship Skills Board Game, page 230
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42

- Unit 2, Small Group, Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, page 86
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *Swimmy*, page 232
- Unit 2, Connect, I'm Thinking of a Friend Who..., page 234
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 5, Connect, Feel Better Charades, page 118
- Unit 5, Small Group, Pizza Problem Solving, page 197
- Unit 5, Connect, Cooperation: Watering the Garden, page 234

PK.SPC.RS.3

Initiate play and interact positively with another child or children

Connect4Learning® provides support for children to develop healthy and positive relationships with peers and adults. Children learn to identify the feelings and emotions of others and use that information to respond in appropriate ways. Relationship and friendship skills are taught and modeled in a variety of ways, including in read-aloud lessons and direct instruction. Children also practice these skills through independent work and play opportunities.

Specific examples from the curriculum include:

- Teacher's Handbook, Chapter 3: Learning through Social-Emotional Experiences, page 23
- Teacher's Handbook, Chapter 4: Social-Emotional Development in C4L, page 69
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Welcome and Read Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Connect, Expectation Freeze Dance, page 85
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88

- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, "When I Feel Angry," page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118
- Unit 5, Connect, Feel-Better Charades, page 118:

PK.SPC.RS.4

Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.

Connect4Learning® provides support for children to develop healthy and positive relationships with peers and adults. Children learn to identify the feelings and emotions of others and use that information to respond in appropriate ways. Relationship and friendship skills are taught and modeled in a variety of ways, including in read-aloud lessons and direct instruction. Children also practice these skills through independent work and play opportunities.

Specific examples from the curriculum include:

- Teacher's Handbook, Chapter 3: Learning through Social-Emotional Experiences, page 23
- Teacher's Handbook, Chapter 4: Social-Emotional Development in C4L, page 69
- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Welcome and Read Aloud, *Can I Play Too?* page 82
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!* page 155
- Unit 1, Connect, "Elephants Went Out to Play," page 157
- Unit 1, Small Group, Our Class Compliment Chain, page 218
- Unit 1, Small Group, Friendship Skills Board Game, page 230
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Small Group, Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, page 86
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *Swimmy*, page 232
- Unit 2, Connect, I'm Thinking of a Friend Who..., page 234
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 5, Connect, Feel-Better Charades, page 118

English Language Arts

Reading Standards Key Ideas and Details - Standard #1

R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

PK.RI.KID.1

With modeling, prompting, and support, ask and answer questions about informational text read aloud

In *Connect4Learning*® children are immersed in text through daily read-aloud lessons. The genres of text change throughout the year and include fiction, nonfiction, informational text, biographies, and more. Read-aloud lessons focus on understanding the structure of informational text and give children an opportunity to ask and answer questions about text. In addition, learning centers such as the book nook encourage young learners to continue to explore text and begin to read independently.

Specific examples from the curriculum include:

- Teacher's Handbook, Welcome and Read-Aloud practices, page 26
- Unit 1, Learning Centers, Book Nook, page 11
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Welcome and Read-Aloud, *A Weekend with Wendell*, page 83
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, Part 2, page 202
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Dinosaur Armor*, page 74
- Unit 4, Welcome and Read-Aloud, *Fossils Tell Stories*, page 132
- Unit 5, Welcome and Read-Aloud, *Zinnia's Flower Garden*, Part 1, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20

- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Welcome and Read-Aloud, Children's Science Book Choice, page 62

PK.RL.KID.1

With modeling, prompting, and support, ask, and answer questions about a story read aloud.

Connect4Learning® features daily read-aloud lessons. These lessons are designed to give students rich experiences with text from a wide range of genres. A variety of questioning techniques are used to give children opportunities to answer and ask questions about stories with support from the teacher.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears* and Center-Signs Sharing, page 107
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 1, Welcome and Read-Aloud, *Abiyoyo*, page 169
- Unit 1, Welcome and Read-Aloud, *Rain*, page 215
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Welcome and Read-Aloud, *Changes, Changes*, page 70
- Unit 3, Welcome and Read-Aloud, *How to Make a Bookmark*, page 154
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Maisy Goes to the Museum*, page 38
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Small Group, *On Monday Class Book*, page 229
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186

Reading Standards Key Ideas and Details Standard #2

R.KID.2 Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.

PK.RI.KID.2

With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.

During read-aloud lessons, children ask and answer questions about the day's text or story, including the plot, characters, and themes. After hearing a reading of a story or text, children have many opportunities to recount, recall, revisit, and/or retell it in Small Group and Connect lessons and in the learning centers.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears* and Center-Signs Sharing, page 107
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 1, Welcome and Read-Aloud, *Abiyoyo*, page 169
- Unit 1, Welcome and Read-Aloud, *Rain*, page 215
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Welcome and Read-Aloud, *Changes, Changes*, page 70
- Unit 3, Welcome and Read-Aloud, *How to Make a Bookmark*, page 154
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Maisy Goes to the Museum*, page 38
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Small Group, *On Monday* Class Book, page 229
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186

PK.RL.KID.2

With prompting and support, orally retell familiar stories including details.

During read-aloud lessons, children ask and answer questions about the day's text or story, including the plot, characters, and themes. After hearing a reading of a story or text, children have many opportunities to recount, recall, revisit, and/or retell it in Small Group, Connect lessons, and in the learning centers.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears*, page 107
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 1, Welcome and Read-Aloud, *Abiyoyo*, page 169

- Unit 1, Welcome and Read-Aloud, *Rain*, page 215
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Welcome and Read-Aloud, *Changes, Changes*, page 70
- Unit 3, Welcome and Read-Aloud, *How to Make a Bookmark*, page 154
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Maisy Goes to the Museum*, page 38
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Small Group, *On Monday* Class Book, page 229
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186

Reading Standards Key Ideas and Details Standard #3

R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

PK.RI.KID.3

With prompting and support, orally identify the connection between information in a text to personal experience or other text

Making connections is an integral part of *Connect4Learning*®. One of the lesson types in the curriculum is called a Connect lesson simply because it helps children connect new information to prior knowledge. In addition, through daily read-aloud lessons, children have the opportunity to make text-to-self, text-to-text, and text-to-world connections with the guidance of the teacher.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 1, Welcome and Read-Aloud, *Big Al*, page 194
- Unit 2, Welcome and Read-Aloud, *Clown Fish*, page 173
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef, Part 2*, page 202
- Unit 3, Small Group, Emotions Collage, page 46
- Unit 3, Welcome and Read-Aloud, *Dream Something Big, Part 2*, page 92
- Unit 3, Small Group, Chopstick Challenge, page 139

- Unit 4, Connect, Collection Connection, page 33
- Unit 4, Connect, Exhibit Map, page 235

PK.RL.KID.3

With prompting and support, orally identify characters, settings, and events from a familiar story.

During read-aloud lessons, children ask and answer questions about the day's text or story, including the plot, characters, and themes. After hearing a reading of a story or text, children have many opportunities to recount, recall, revisit, and/or retell it in Small Group, Connect lessons, and in the learning centers.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears* and Center Signs Sharing, page 107
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 1, Welcome and Read-Aloud, *Abiyoyo*, page 169
- Unit 1, Welcome and Read-Aloud, *Rain*, page 215
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Welcome and Read-Aloud, *Changes, Changes*, page 70
- Unit 3, Welcome and Read-Aloud, page 154: *How to Make a Bookmark*
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Maisy Goes to the Museum*, page 38
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Small Group, *On Monday Class Book*, page 229
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186

Reading Standards Craft and Structure Standard #4 R.CS.4

Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

PK.RI.CS.4

With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.

Through daily read-aloud lessons children are exposed to new vocabulary. The lessons in *Connect4Learning*® prompt teachers to introduce new words, and the words' meanings and usage are discussed through questioning during the reading of the text. New vocabulary becomes a part of the language of the class through repeated usage by the teacher and children.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears* and Center Signs Sharing, page 107
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 1, Welcome and Read-Aloud, *Abiyoyo*, page 169
- Unit 1, Welcome and Read-Aloud, *Rain*, page 215
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Welcome and Read-Aloud, *Changes, Changes*, page 70
- Unit 3, Welcome and Read-Aloud, *How to Make a Bookmark*, page 154
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Maisy Goes to the Museum*, page 38
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Small Group, *On Monday Class Book*, page 229
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186

PK.RL.CS.4

With prompting and support, respond to questions about the meaning of unknown words in a story

Throughout *Connect4Learning*® children explore new words through rich vocabulary lessons and exposure through daily read-aloud lessons. Children are asked questions dealing with the meaning of unknown words in the context of the text, with prompting and support.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Welcome and Read-Aloud, *A Weekend with Wendell*, page 83
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, Part 2, page 202
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Dinosaur Armor*, page 74
- Unit 4, Welcome and Read-Aloud, *Fossils Tell Stories*, page 132
- Unit 5, Welcome and Read-Aloud, *Zinnia's Flower Garden*, Part 1, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Welcome and Read-Aloud, Children's Science Book Choice, page 62

Reading Standards Craft and Structure Standard #5 R.CS.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

PK.RI.CS.5

Recognize various text features

In *Connect4Learning*® children are immersed in daily read-aloud lessons. The genres of text change throughout the year and include fiction, nonfiction, informational text, biographies, and more. Children learn about and begin to independently recognize many features of text including cover, title page, captions, table of contents, and more.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 1, Welcome and Read-Aloud, *Lunch*, page 186
- Unit 2, Welcome and Read-Aloud, *Why Should I Recycle?* page 106

- Unit 2, Welcome and Read-Aloud, *Trashy Town*, page 152
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4, Welcome and Read-Aloud, *Harold's Fairy Tale*, page 214
- Unit 5, Welcome and Read-Aloud, *The Tortilla Factory*, page 170
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 180
- Unit 5, Welcome and Read-Aloud, *Eating Pairs*, page 224
- Unit 6, Welcome and Read-Aloud, *Kindergarten Rocks!* page 32

PK.RL.CS.5

Recognize common types of text.

Connect4Learning® introduces new books every week related to the overarching theme of the unit. The 120 titles in the book set include familiar and new fiction, nonfiction, how-to texts, and biographies. As new types of text are introduced to children, key features are taught, allowing children to learn to recognize these common types of text.

Specific examples from the curriculum include:

- Teacher's Handbook, Welcome and Read-Aloud practices, page 26
- Unit 1, Learning Centers, Book Nook, page 11
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *Nature Spy*, page 57
- Unit 2, Welcome and Read-Aloud, *A Weekend with Wendell*, page 83
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, Part 2, page 202
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Dinosaur Armor*, page 74
- Unit 4, Welcome and Read-Aloud, *Fossils Tell Stories*, page 132
- Unit 5, Welcome and Read-Aloud, *Zinnia's Flower Garden*, Part 1, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Welcome and Read-Aloud, Children's Science Book Choice, page 62.

Reading Standards Craft and Structure Standard #6 R.CS.6

Assess how point of view or purpose shapes the content and style of a text

PK.RI.CS.6

With prompting and support, answer questions about who is presenting ideas or information in a text.

As children explore text during daily read-aloud lessons, they discuss the role of the author and illustrator. They learn about the ideas behind text, including the purpose of a text and what a text may be trying to tell or teach. These questions and discussions are supported by the *Connect4Learning*® lesson plans and are designed to encourage children to think about who is presenting idea or information and why.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 1, Welcome and Read-Aloud, *Lunch*, page 186
- Unit 2, Welcome and Read-Aloud, *Why Should I Recycle?* page 106
- Unit 2, Welcome and Read-Aloud, *Trashy Town*, page 152
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4, Welcome and Read-Aloud, *Harold's Fairy Tale*, page 214
- Unit 5, Welcome and Read-Aloud, *The Tortilla Factory*, page 170
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 180
- Unit 5, Welcome and Read-Aloud, *Eating Pairs*, page 224
- Unit 6, Welcome and Read-Aloud, *Kindergarten Rocks!* page 32

PK.RL.CS.6

With prompting and support, answer questions about who is telling a story.

As children explore text during daily read-aloud lessons, they discuss the role of the author

and illustrator. They learn about the ideas behind text, including the purpose of a text and what a text may be trying to tell or teach. These questions and discussions are supported by the *Connect4Learning*® lesson plans and are designed to encourage children to think about who is presenting idea or information and why.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 1, Welcome and Read-Aloud, *Lunch*, page 186
- Unit 2, Welcome and Read-Aloud, *Why Should I Recycle?* page 106
- Unit 2, Welcome and Read-Aloud, *Trashy Town*, page 152
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4, Welcome and Read-Aloud, *Harold's Fairy Tale*, page 214
- Unit 5, Welcome and Read-Aloud, *The Tortilla Factory*, page 170
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 180
- Unit 5, Welcome and Read-Aloud, *Eating Pairs*, page 224
- Unit 6, Welcome and Read-Aloud, *Kindergarten Rocks!* page 32

Reading Standards Integration of Knowledge and Ideas

Standard #7 R.IKI.7 Assess how point of view or purpose shapes the content and style of a text.

PK.RI.IKI.7

With prompting and support, orally describe the relationship between illustrations and the text in which they appear

In *Connect4Learning*® children learn to make meaning using both the text and the illustrations in books. Many of the read-aloud lessons pull children's attention to the details in the illustrations and how that is supported by the text. Through giving children independent time to read, children begin to explore the illustrations of text and the meaning that can be taken from reading illustrations in a text.

Specific examples from the curriculum include:

- Teacher's Handbook, Welcome and Read-Aloud practices, page 26
- Unit 1, Learning Centers, Book Nook, page 11
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50

- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Welcome and Read-Aloud, *A Weekend with Wendell*, page 83
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, page 202
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Dinosaur Armor*, page 74
- Unit 4, Welcome and Read-Aloud, *Fossils Tell Stories*, page 132
- Unit 5, Welcome and Read-Aloud, *Zinnia's Flower Garden*, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Welcome and Read-Aloud, Children's Science Book Choice, page 62

PK.RL.IKI.7

With prompting and support, orally describe the relationship between illustrations and the story in which they appear

In *Connect4Learning*® children learn to make meaning using both the text and the illustrations in books. Many of the read-aloud lessons pull children's attention to the details in the illustrations and how that is supported by the text. Through giving children independent time to read, they begin to explore the illustrations of text and the meaning that can be taken from reading illustrations in a text.

Specific examples from the curriculum include:

- Teacher's Handbook, Welcome and Read-Aloud practices, page 26
- Unit 1, Learning Centers, Book Nook, page 11
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Welcome and Read-Aloud, *A Weekend with Wendell*, page 83
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, page 202
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Dinosaur Armor*, page 74

- Unit 4, Welcome and Read-Aloud, *Fossils Tell Stories*, page 132
- Unit 5, Welcome and Read-Aloud, *Zinnia's Flower Garden*, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Welcome and Read-Aloud, Children's Science Book Choice, page 62

Reading Standards Integration of Knowledge and Ideas Standard #8 R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

PK.RI.IKI.8

This standard begins in kindergarten.

PK.RI.IKI.8

Not applicable to literature.

Reading Standards Integration of Knowledge and Ideas Standard #9 R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

PK.RI.IKI.9

With prompting and support, orally identify basic similarities and differences between two texts on the same topic.

Through daily read-aloud lessons children have the opportunity to make text-to-self, text-to-text, and text-to-world connections, with the guidance of the teacher. *Connect4Learning*® leads with engaging science topics supported by carefully chosen texts on the topics. Through reading several texts written to address the same topic, children begin to identify basic

similarities between several texts written on the same topic.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 1, Welcome and Read-Aloud, *Big Al*, page 194
- Unit 2, Welcome and Read-Aloud, *Clown Fish*, page 173
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, page 202
- Unit 3, Small Group, Emotions Collage, page 46
- Unit 3, Welcome and Read-Aloud, *Dream Something Big*, page 92
- Unit 3, Small Group, Chopstick Challenge, page 139
- Unit 4, Connect, Collection Connection, page 33
- Unit 4, Connect, Exhibit Map, page 235

PK.RL.IK1.9

With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story

Through daily read-aloud lessons, children have the opportunity to make text-to-self, text-to-text, and text-to-world connections, with the guidance of the teacher. In *Connect4Learning*® children learn how to connect experiences of characters in a story to their own personal experiences and the experiences of characters in other stories. Children explore a range of social-emotional topics through read-aloud lessons and relate the social-emotional lessons to their lives and to the experiences they have learned from read-alouds addressing similar behaviors.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 1, Welcome and Read-Aloud, *Big Al*, page 194
- Unit 2, Welcome and Read-Aloud, *Clown Fish*, page 173
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, page 202
- Unit 3, Small Group, Emotions Collage, page 46
- Unit 3, Welcome and Read-Aloud, *Dream Something Big*, page 92
- Unit 3, Small Group, Chopstick Challenge, page 139
- Unit 4, Connect, Collection Connection, page 33
- Unit 4, Connect, Exhibit Map, page 235

Reading Standards Range of Reading and Level of Text Complexity Standard #10 Read and comprehend complex literary and informational texts independently and proficiently.

PK.RI.RRTC.10

Listen and respond to informational texts of appropriate complexity for pre-K.

Connect4Learning® begins each day with a Read-Aloud lesson. Texts selected for the curriculum were chosen based on appropriate complexity for pre-k children and for the relevance of the text to the topic being explored and its ability to represent all four of the learning domains. Informational text is widely represented through informative texts, procedural texts, and biographies.

Specific examples from the curriculum include:

- Teacher's Handbook, Welcome and Read-Aloud practices, page 26
- Unit 1, Learning Centers, Book Nook, page 11
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Welcome and Read-Aloud, *A Weekend with Wendell*, page 83
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, page 202
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, page 247: *Wemberly Worried*
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Dinosaur Armor*, page 74
- Unit 4, Welcome and Read-Aloud, *Fossils Tell Stories*, page 132
- Unit 5, Welcome and Read-Aloud, *Zinnia's Flower Garden*, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Welcome and Read-Aloud, Children's Science Book Choice, page 62

PK.RL.RRTC.10

Listen and respond to stories and poems of appropriate complexity for pre-K.

Connect4Learning® begins each day with a read-aloud lesson. Texts selected for the curriculum were chosen based on appropriate complexity for pre-k children and for the relevance of the text to the topic being explored and its ability to represent all four of the learning domains. Narrative, poetry, and rhyming texts are widely represented in the text selections for the curriculum and were selected to offer a wide range of narrative structures for children to learn and begin to retell.

Specific examples from the curriculum include:

- Teacher’s Handbook, Welcome and Read-Aloud practices, page 26
- Unit 1, Learning Centers, Book Nook, page 11
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Welcome and Read-Aloud, *A Weekend with Wendell*, page 83
- Unit 2, Welcome and Read-Aloud, *Let’s Visit a Coral Reef*, page 202
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Dinosaur Armor*, page 74
- Unit 4, Welcome and Read-Aloud, *Fossils Tell Stories*, page 132
- Unit 5, Welcome and Read-Aloud, *Zinnia’s Flower Garden*, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who’s Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Welcome and Read-Aloud, Children’s Science Book Choice, page 62

Foundational Literacy Standards Print Concepts – Standard #1 FL.PC.1 Demonstrate understanding of the organization and basic features of print.

PK.FL.PC.1

Demonstrate understanding of the organization and basic features of print.

Addressed in the sub-standards below

a.

Handle books appropriately, right-side-up, turning pages one at a time, and front to back.

In *Connect4Learning*® print concepts are taught through multiple lessons, including the Welcome and Read-Aloud routines and in small-group settings. Specific lessons provide guidance for introducing the components of print concepts including book-handling skills. Children learn how to hold a book, reading front to back, left to right, and top to bottom.

Specific examples from the curriculum include:

- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 1, Welcome and Read-Aloud, *Goldilocks and Just One Bear*, page 135
- Unit 2, Fast Focus, Reading the Alphabet Chart, page 55
- Unit 2, Welcome and Read Aloud, *Reusing and Recycling*, page 134
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Fast Focus, Comparing R and D, page 213
- Unit 3, Welcome and Read-Aloud, *Traffic Signs Shape Book*, page 261
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4: Small Group, Emotions Story Writing, page 193
- Unit 5: Welcome and Read-Aloud, *Growing Vegetable Soup*, page 140
- Unit 5: Welcome and Read-Aloud, *Our Community Garden*, page 207
- Unit 6: Welcome and Read-Aloud, *Kindergarten Rocks!* page 32
- Unit 6: Connect, Choose a Favorite Social-Emotional Book, page 34

b.

Recognize that spoken words can be written and read.

In *Connect4Learning*® the connection is made between spoken language and print. Children begin to understand that the words they use in their daily communication can be found in print and can be created through print. Children experience this by exploring print through read-aloud lessons and by creating print in both shared writing projects and independent writing activities.

Specific examples from the curriculum include:

- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 1, Welcome and Read-Aloud, *Goldilocks and Just One Bear*, page 135
- Unit 2, Fast Focus, Reading the Alphabet Chart, page 55
- Unit 2, Welcome and Read Aloud, *Reusing and Recycling*, page 134
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Fast Focus, Comparing R and D, page 213

- Unit 3, Welcome and Read-Aloud, *Traffic Signs Shape Book*, page 261
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4: Small Group, Emotions Story Writing, page 193
- Unit 5: Welcome and Read-Aloud, *Growing Vegetable Soup*, page 140
- Unit 5: Welcome and Read-Aloud, *Our Community Garden*, page 207
- Unit 6: Welcome and Read-Aloud, *Kindergarten Rocks!* page 32
- Unit 6: Connect, Choose a Favorite Social-Emotional Book, page 34

c.

With guidance and support, understand that words are made up of alphabet letters.

In *Connect4Learning*® children make the connection between words and alphabetic knowledge through a variety of lessons, including modeling through read-aloud lessons; direct instruction on letters and sounds; shared and independent writing experiences; and exposure through games, rhymes, and songs.

Specific examples from the curriculum include:

- *Formative Assessment*, Alphabet Knowledge, page 213
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Launch *Meet Our Class* Book and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Small Group, Title Page for the *Meet Our Class* Book, page 71
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Small Group, *Our Senses*: Sight Poster, page 111
- Unit 1, Fast Focus, Willaby, Wallaby, page 114
- Unit 1, Fast Focus, Syllable Beats, page 121
- Unit 1, Fast Focus, Alphabet Clues, page 150
- Unit 2, Fast Focus, The Letter S, page 41
- Unit 2, Fast Focus, Rhyming with Pictures, page 157
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Fast Focus, Rhyming Basket, page 231
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 28
- Unit 3, Fast Focus, Reading the Alphabet Chart, page 56
- Unit 3, Fast Focus, The Letter Pp, page 135
- Unit 4, Fast Focus, The Letter Bag, page 219
- Unit 5, Fast Focus, The Letter Xx, page 121
- Unit 5, Fast Focus, The Letter Yy, page 185
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23

d.

Recognize familiar uppercase letters and some of the most common lowercase letters.

In *Connect4Learning*® upper- and lowercase letters are introduced to children along with their associated sounds through direct instruction. Children work with letter shapes and formation through hands-on activities and emergent-writing opportunities. Games, rhymes, and songs are used to reinforce letter recognition and formation.

Specific examples from the curriculum include:

- *Formative Assessment*, Alphabet Knowledge, page 213
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Launch *Meet Our Class* Book and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Small Group, Title Page for the *Meet Our Class* Book, page 71
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Small Group, *Our Senses*: Sight Poster, page 111
- Unit 1, Fast Focus, Willaby, Wallaby, page 114
- Unit 1, Fast Focus, Syllable Beats, page 121
- Unit 1, Fast Focus, Alphabet Clues, page 150
- Unit 2, Fast Focus, The Letter S, page 41
- Unit 2, Fast Focus, Rhyming with Pictures, page 157
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Fast Focus, Rhyming Basket, page 231
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 28
- Unit 3, Fast Focus, Reading the Alphabet Chart, page 56
- Unit 3, Fast Focus, The Letter Pp, page 135
- Unit 4, Fast Focus, The Letter Bag, page 219
- Unit 5, Fast Focus, The Letter Xx, page 121
- Unit 5, Fast Focus, The Letter Yy, page 185
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23

e.

Distinguish between pictures and words

In *Connect4Learning*® print concepts are taught through multiple lessons, including the Welcome and Read-Aloud routines and in small-group settings. Specific lessons provide guidance for introducing the components of print concepts and multiple forms of print, including trade books, cards, posters, and directions, and are used to give children exposure to a variety of texts. Children learn early in the curriculum to distinguish pictures from words and

learn how to use both pictures and words together to make meaning from the text being read.

Specific examples from the curriculum include:

- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 1, Welcome and Read-Aloud, *Goldilocks and Just One Bear*, page 135
- Unit 2, Fast Focus, Reading the Alphabet Chart, page 55
- Unit 2, Welcome and Read Aloud, *Reusing and Recycling*, page 134
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Fast Focus, Comparing R and D, page 213
- Unit 3, Welcome and Read-Aloud, *Traffic Signs Shape Book*, page 261
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4: Small Group, Emotions Story Writing, page 193
- Unit 5: Welcome and Read-Aloud, *Growing Vegetable Soup*, page 140
- Unit 5: Welcome and Read-Aloud, *Our Community Garden*, page 207
- Unit 6: Welcome and Read-Aloud, *Kindergarten Rocks!* page 32
- Unit 6: Connect, Choose a Favorite Social-Emotional Book, page 34

Foundational Literacy Standards Phonological Awareness Standard #2 FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

PK.FL.PA.2

Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

Addressed in the substandards below

a.

Recognize and discriminate between rhyming words in spoken language.

Connect4Learning® focuses on sounds just as much as it focuses on letter recognition. All facets of phonemic awareness are addressed in the curriculum, including rhyming, segmentation, blending, onsets and rimes, and name work. The Fast Focus lessons are used for much of the phonemic-awareness instruction so that the concepts are addressed in a playful and interactive format. Additionally, the puppet Lila Letter, in the *Connect4Learning*® kit,

is used to make lessons engaging for children.

Specific examples from the curriculum include:

- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Fast Focus, Willaby Wallaby, page 114
- Unit 1, Small Group, *Our Senses Posters: Taste and Smell*, page 182
- Unit 1, Fast Focus, The Letter Aa, page 200
- Unit 2, Fast Focus, The Letter S, page 41
- Unit 2, Fast Focus, Name Reveal, page 82
- Unit 2, Fast Focus, One, Two, Buckle My Shoe, page 119
- Unit 2, Fast Focus, Syllable Beats, page 171
- Unit 2, Fast Focus, Rhyming Match, page 243
- Unit 3, Fast Focus, The Letter Ff, page 34
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 100
- Unit 3, Fast Focus, Nn or Pp? page 141
- Unit 3, Fast Focus, Rhyming with Funny Bunny, page 160
- Unit 3, Fast Focus, Comparing R and D, page 213
- Unit 4, Fast Focus, Itch or Ice? page 44
- Unit 4, Fast Focus, Sound Match Aa and Ii, page 73
- Unit 4, Fast Focus, The -op Shop, page 86
- Unit 4, Fast Focus, Blending Bag, page 93
- Unit 4, Fast Focus, Sound Match Oo and Uu, page 117
- Unit 5, Fast Focus, The Letter Hh, page 33
- Unit 5, Fast Focus, Put Them Together, page 77
- Unit 5, Fast Focus, Snail Speak, page 161
- Unit 5, Fast Focus, One of These Things Is Different, page 238
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Fast Focus, Blending Bag Treasure Hunt, page 68

b.

Begin to pronounce and identify syllables in familiar words and words in a sentence.

Children play with syllables in *Connect4Learning*®. They use this sound structure to understand how to break down words into parts and also as a counting opportunity to hear sounds and relate those to numeracy. Many activities that address syllables are done through chants, rhymes, and games that are engaging for children.

Specific examples from the curriculum include:

- Unit 1, Fast Focus, Looking at Letters, page 33

- Unit 1, Fast Focus, Willaby Wallaby, page 114
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Fast Focus, The Letter *Aa*, page 200
- Unit 2, Fast Focus, The Letter *S*, page 41
- Unit 2, Fast Focus, Name Reveal, page 82
- Unit 2, Fast Focus, One, Two, Buckle My Shoe, page 119
- Unit 2, Fast Focus, Syllable Beats, page 171
- Unit 2, Fast Focus, Rhyming Match, page 243
- Unit 3, Fast Focus, The Letter *Ff*, page 34
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 100
- Unit 3, Fast Focus, *Nn* or *Pp*? page 141
- Unit 3, Fast Focus, Rhyming with Funny Bunny, page 160
- Unit 3, Fast Focus, Comparing *R* and *D*, page 213
- Unit 4, Fast Focus, Itch or Ice? page 44
- Unit 4, Fast Focus, Sound Match *Aa* and *li*, page 73
- Unit 4, Fast Focus, The *-op* Shop, page 86
- Unit 4, Fast Focus, Blending Bag, page 93
- Unit 4, Fast Focus, Sound Match *Oo* and *Uu*, page 117
- Unit 5, Fast Focus, The Letter *Hh*, page 33
- Unit 5, Fast Focus, Put Them Together, page 77
- Unit 5, Fast Focus, Snail Speak, page 161
- Unit 5, Fast Focus, One of These Things Is Different, page 238
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Fast Focus, Blending Bag Treasure Hunt, page 68

c.

Begin to blend and segment onsets and rhymes of single-syllable spoken words

All facets of phonemic awareness are addressed in the curriculum, including rhyming, segmentation, blending, onsets and rimes, and name work. The Fast Focus lessons are used for much of the phonemic-awareness instruction so that the concepts are addressed in a playful and interactive format. Additionally the Lila Letter puppet in the *Connect4Learning*® kit is used to make lessons engaging for children.

Specific examples from the curriculum include:

- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Fast Focus, Willaby Wallaby, page 114
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182

- Unit 1, Fast Focus, The Letter *Aa*, page 200
- Unit 2, Fast Focus, The Letter *S*, page 41
- Unit 2, Fast Focus, Name Reveal, page 82
- Unit 2, Fast Focus, One, Two, Buckle My Shoe, page 119
- Unit 2, Fast Focus, Syllable Beats, page 171
- Unit 2, Fast Focus, Rhyming Match, page 243
- Unit 3, Fast Focus, The Letter *Ff*, page 34
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 100
- Unit 3, Fast Focus, *Nn* or *Pp*? page 141
- Unit 3, Fast Focus, Rhyming with Funny Bunny, page 160
- Unit 3, Fast Focus, Comparing *R* and *D*, page 213
- Unit 4, Fast Focus, Itch or Ice? page 44
- Unit 4, Fast Focus, Sound Match *Aa* and *li*, page 73
- Unit 4, Fast Focus, The *-op* Shop, page 86
- Unit 4, Fast Focus, Blending Bag, page 93
- Unit 4, Fast Focus, Sound Match *Oo* and *Uu*, page 117
- Unit 5, Fast Focus, The Letter *Hh*, page 33
- Unit 5, Fast Focus, Put Them Together, page 77
- Unit 5, Fast Focus, Snail Speak, page 161
- Unit 5, Fast Focus, One of These Things Is Different, page 238
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Fast Focus, Blending Bag Treasure Hunt, page 68

d.

Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

As children play with sounds through *Connect4Learning*® they begin to focus on isolating initial, final, and medial sounds, including vowel sounds. This skill is further reinforced as children begin to write and listen to sounds in a word in order to record them in their emergent writing.

Specific examples from the curriculum include:

- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Fast Focus, Willaby Wallaby, page 114
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Fast Focus, The Letter *Aa*, page 200
- Unit 2, Fast Focus, The Letter *S*, page 41

- Unit 2, Fast Focus, Name Reveal, page 82
- Unit 2, Fast Focus, One, Two, Buckle My Shoe, page 119
- Unit 2, Fast Focus, Syllable Beats, page 171
- Unit 2, Fast Focus, Rhyming Match, page 243
- Unit 3, Fast Focus, The Letter *Ff*, page 34
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 100
- Unit 3, Fast Focus, Nn or Pp? page 141
- Unit 3, Fast Focus, Rhyming with Funny Bunny, page 160
- Unit 3, Fast Focus, Comparing R and D, page 213
- Unit 4, Fast Focus, Itch or Ice? page 44
- Unit 4, Fast Focus, Sound Match Aa and Ii, page 73
- Unit 4, Fast Focus, The *-op* Shop, page 86
- Unit 4, Fast Focus, Blending Bag, page 93
- Unit 4, Fast Focus, Sound Match Oo and Uu, page 117
- Unit 5, Fast Focus, The Letter *Hh*, page 33
- Unit 5, Fast Focus, Put Them Together, page 77
- Unit 5, Fast Focus, Snail Speak, page 161
- Unit 5, Fast Focus, One of These Things Is Different, page 238
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Fast Focus, Blending Bag Treasure Hunt, page 68

e.

Identify whether or not two words begin or end with the same sound.

As children play with sounds throughout *Connect4Learning*® they begin to focus on isolating initial, final, and medial sounds, including vowel sounds. Through learning to identify initial sounds of words, children are also able to discriminate between two words and determine whether the words have the same initial sound or not. This skill is further reinforced through rhymes and chants that use phonemic tools such as alliteration.

Specific examples from the curriculum include:

- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Fast Focus, Willaby Wallaby, page 114
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Fast Focus, The Letter *Aa*, page 200
- Unit 2, Fast Focus, The Letter *S*, page 41
- Unit 2, Fast Focus, Name Reveal, page 82
- Unit 2, Fast Focus, One, Two, Buckle My Shoe, page 119

- Unit 2, Fast Focus, Syllable Beats, page 171
- Unit 2, Fast Focus, Rhyming Match, page 243
- Unit 3, Fast Focus, The Letter *Ff*, page 34
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 100
- Unit 3, Fast Focus, *Nn* or *Pp*? page 141
- Unit 3, Fast Focus, Rhyming with Funny Bunny, page 160
- Unit 3, Fast Focus, Comparing *R* and *D*, page 213
- Unit 4, Fast Focus, Itch or Ice?, page 44
- Unit 4, Fast Focus, Sound Match *Aa* and *Ii*, page 73
- Unit 4, Fast Focus, The *-op* Shop, page 86
- Unit 4, Fast Focus, Blending Bag, page 93
- Unit 4, Fast Focus, Sound Match *Oo* and *Uu*, page 117
- Unit 5, Fast Focus, The Letter *Hh*, page 33
- Unit 5, Fast Focus, Put Them Together, page 77
- Unit 5, Fast Focus, Snail Speak, page 161
- Unit 5, Fast Focus, One of These Things Is Different, page 238
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Fast Focus, Blending Bag Treasure Hunt, page 68

Foundational Literacy Standards Phonics and Word Recognition Standard #3 FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

PK.FL.PWR.3

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Addressed in the substandards below

a.

Begin to demonstrate knowledge of one-to-one letter-sound correspondence by producing the most frequent sound for familiar consonants.

In *Connect4Learning*® upper- and lowercase letters are introduced to children along with their

associated sounds through direct instruction. Children work with letter shapes and formation through hands-on activities and emergent-writing opportunities. Games, rhymes, and songs are used to reinforce letter recognition and formation. This skill is further reinforced as children begin to write and listen to sounds in a word in order to record them in their emergent writing.

Specific examples from the curriculum include:

- *Formative Assessment*, Alphabet Knowledge, page 213
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Small Group, *Our Senses*: Sight Poster, page 111
- Unit 1, Fast Focus, Willaby, Wallaby, page 114
- Unit 1, Fast Focus, Syllable Beats, page 121
- Unit 1, Fast Focus, Alphabet Clues, page 150
- Unit 2, Fast Focus, The Letter S, page 41
- Unit 2, Fast Focus, Rhyming with Pictures, page 157
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Fast Focus, Rhyming Basket, page 231
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 28
- Unit 3, Fast Focus, Reading the Alphabet Chart, page 56
- Unit 3, Fast Focus, The Letter Pp, page 135
- Unit 4, Fast Focus, The Letter Bag, page 219
- Unit 5, Fast Focus, The Letter Xx, page 121
- Unit 5, Fast Focus, The Letter Yy, page 185
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23

b.

Recognize high-frequency words by sight, including own name and other familiar words in the environment

Connect4Learning® encourages a classroom with rich print for children to interact with and learn from. The *Connect4Learning*® kit includes a poster set with visual and print posters that reinforce classroom expectations, alphabet knowledge, and social-emotional skills. These posters are intentionally taught then displayed for student referencing. Additionally, community environmental print, including children's names and the names of their peers, is discussed, and children have opportunities to learn and explore the print through read-aloud lessons and small-group work.

Specific examples from the curriculum include:

- Teacher's Handbook, Literacy Items in *Connect4Learning*® Kit, page 38
- Unit 1, Welcome and Read-Aloud, *Ten Black Dots* and Center, page 74
- Unit 1, Small Group, Friendship Skill: Give a Play Idea, page 46
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Small Group, Friendship Skill: Help a Friend, page 86
- Unit 2, Small Group, Introduction to the Solution Suitcase, page 46
- Unit 2, Fast Focus, Reading the Alphabet Chart, page 55
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Small Group, Making Triangles, page 54
- Unit 3, Small Group, Shape Walk, page 81
- Unit 3, Welcome and Read-Aloud, *Traffic Signs Shape Book*, page 261

c.

Begin to decode regularly spelled CVC words.

As children play with sounds throughout *Connect4Learning*® they begin to focus on isolating initial, final, and medial sounds, including vowel sounds. Opportunities to read environmental print, work with names, and independent reading allow children to apply this knowledge to decoding regularly spelled words. This skill is further reinforced as children begin to write and listen to sounds in a word in order to record them in their emergent writing.

Specific examples from the curriculum include:

- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Fast Focus, Willaby Wallaby, page 114
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Fast Focus, The Letter Aa, page 200
- Unit 2, Fast Focus, The Letter S, page 41
- Unit 2, Fast Focus, Name Reveal, page 82
- Unit 2, Fast Focus, One, Two, Buckle My Shoe, page 119
- Unit 2, Fast Focus, Syllable Beats, page 171
- Unit 2, Fast Focus, Rhyming Match, page 243
- Unit 3, Fast Focus, The Letter Ff, page 34
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 100
- Unit 3, Fast Focus, Nn or Pp? page 141
- Unit 3, Fast Focus, Rhyming with Funny Bunny, page 160
- Unit 3, Fast Focus, Comparing R and D, page 213
- Unit 4, Fast Focus, Itch or Ice? page 44
- Unit 4, Fast Focus, Sound Match Aa and Ii, page 73

- Unit 4, Fast Focus, The *-op* Shop, page 86
- Unit 4, Fast Focus, Blending Bag, page 93
- Unit 4, Fast Focus, Sound Match *Oo* and *Uu*, page 117
- Unit 5, Fast Focus, The Letter *Hh*, page 33
- Unit 5, Fast Focus, Put Them Together, page 77
- Unit 5, Fast Focus, Snail Speak, page 161
- Unit 5, Fast Focus, One of These Things Is Different, page 238
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Fast Focus, Blending Bag Treasure Hunt, page 68

Foundational Literacy Standards Word Composition

Standard #4 FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

PK.FL.WC.4

Know and apply grade-level phonics and word analysis skills when encoding words.

Addressed in the sub-standards below

a.

Begin to recognize the difference between upper and lowercase letters.

In *Connect4Learning*® upper- and lowercase letters are introduced to children along with the letters' associated sounds through direct instruction. Children work with letter shapes and formation through hands-on activities and emergent-writing opportunities. Games, rhymes, and songs are used to reinforce letter recognition and formation.

Specific examples from the curriculum include:

- *Formative Assessment*, Alphabet Knowledge, page 213
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Launch *Meet Our Class* Book and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Small Group, Title Page for the *Meet Our Class* Book, page 71
- Unit 1, Fast Focus, Whose Name Is This?, page 81
- Unit 1, Small Group, *Our Senses*: Sight Poster, page 111
- Unit 1, Fast Focus, Willaby, Wallaby, page 114
- Unit 1, Fast Focus, Syllable Beats, page 121

- Unit 1, Fast Focus, Alphabet Clues, page 150
- Unit 2, Fast Focus, The Letter S, page 41
- Unit 2, Fast Focus, Rhyming with Pictures, page 157
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Fast Focus, Rhyming Basket, page 231
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 28
- Unit 3, Fast Focus, Reading the Alphabet Chart, page 56
- Unit 3, Fast Focus, The Letter Pp, page 135
- Unit 4, Fast Focus, The Letter Bag, page 219
- Unit 5, Fast Focus, The Letter Xx, page 121
- Unit 5, Fast Focus, The Letter Yy, page 185
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23

b.

Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).

In *Connect4Learning*® upper- and lowercase letters are introduced to children along with the letters' associated sounds through direct instruction. The distinctive features of letter forms are addressed, and children have multiple opportunities to explore the features of letters and to recreate letters using a variety of materials. The formation of letters is further reinforced through shared and independent writing.

Specific examples from the curriculum include:

- *Formative Assessment*, Alphabet Knowledge, page 213
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Launch *Meet Our Class* Book and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Small Group, Title Page for the *Meet Our Class* Book, page 71
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Small Group, *Our Senses*: Sight Poster, page 111
- Unit 1, Fast Focus, Willaby, Wallaby, page 114
- Unit 1, Fast Focus, Syllable Beats, page 121
- Unit 1, Fast Focus, Alphabet Clues, page 150
- Unit 2, Fast Focus, The Letter S, page 41
- Unit 2, Fast Focus, Rhyming with Pictures, page 157
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Fast Focus, Rhyming Basket, page 231
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 28

- Unit 3, Fast Focus, Reading the Alphabet Chart, page 56
- Unit 3, Fast Focus, The Letter Pp, page 135
- Unit 4, Fast Focus, The Letter Bag, page 219
- Unit 5, Fast Focus, The Letter Xx, page 121
- Unit 5, Fast Focus, The Letter Yy, page 185
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23

Foundational Literacy Standards Fluency Standard #5 FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

PK.F.5

Interact with text to support comprehension.

The *Connect4Learning*® curriculum introduces new books every week related to the overarching theme of the unit. The 120 titles in the book set include familiar and new fiction, nonfiction, how-to texts, biographies, and 24 books written specifically for the curriculum. Each unit provides a list of titles to be used throughout that unit (see Unit 1, page 5; Unit 2, pages 6–7) Books are typically introduced during the Welcome and Read-Aloud and may later be used in small group or added to a learning center. Additionally, in each of the units, children are introduced to various types of texts and engage with those texts for specific purposes: Unit 1 features signs, labels, and descriptive text; Unit 2, informational text, invitations, and lists; Unit 3, how-to text and letters (to someone, not the alphabet); Unit 4, fairy tales, captions, and signs; Unit 5, biography and informational text; and Unit 6, biography and expository information. During read-aloud lessons, children ask and answer questions about the day's text or story, including the plot, characters, and themes. After hearing a reading of a story or text, children have many opportunities to recount, recall, revisit, and/or retell it in Small Group, Connect lessons, and in the learning centers.

Specific examples from the curriculum include:

- *Formative Assessment*, Unit 1 Vocabulary (vocabulary for Units 2–6 follow), page 217
- Unit 1, Welcome and Read Aloud, *Goldilocks and the Three Bears*, page 107
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 1, Welcome and Read-Aloud, *Abiyoyo*, page 169
- Unit 1, Welcome and Read-Aloud, *Rain*, page 215
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Welcome and Read-Aloud, *The Ocean Alphabet Book*, page 209
- Unit 3, Welcome and Read-Aloud, *Changes, Changes*, page 70

- Unit 3, Welcome and Read-Aloud, *How to Make a Bookmark*, page 154
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Maisy Goes to the Museum*, page 38
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Small Group, *On Monday Class Book*, page 229
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186

a.

Use illustrations to retell story events in familiar picture books.

During read-aloud lessons, children ask and answer questions about the day's text or story, including the plot, characters, and themes. After hearing a reading of a story or text, children have many opportunities to recount, recall, revisit, and/or retell it in Small Group, Connect lessons, and in the learning centers.

Specific examples from the curriculum include:

- Teacher's Handbook, page 26: Welcome and Read-Aloud practices
- Unit 1, Learning Centers, page 11: Book Nook
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 1, Welcome and Read-Aloud, *Big Al*, page 194
- Unit 2, Welcome and Read-Aloud, *Clown Fish*, page 173
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, page 202
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 81
- Unit 5, Welcome and Read-Aloud, *Zinnia's Flower Garden*, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39
- Unit 6, Welcome and Read-Aloud, Children's Science Book Choice, page 62

Foundational Literacy Standards Sentence Composition Standard #6 FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and

conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

PK.SC.6

Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.

Addressed in the substandards below

a.

With modeling or verbal prompts, orally produce complete sentences.

Children are provided with multiple speaking opportunities daily. During read-aloud lessons, children ask and answer questions about the text and discuss the story. The Think, Pair, Share technique introduced in Unit 1 (page 42) also provides regular opportunities for the children to participate in small- and large-group conversations and to practice new words (see also Unit 3, page 224). In classroom discussions, children learn to talk about both one thing and groups of things (using plurals) and are exposed to a rich vocabulary (adjectives, adverbs) to describe things. Through modeling and prompts from the teacher, children begin to organize their thoughts and oral responses in complete sentences.

Specific examples from the curriculum include:

- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Welcome and Read-Aloud, *Pete the Cat: I Love My White Shoes*, page 42
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Friendship Skill: Give a Play Idea, page 132
- Unit 1, Small Group, *Our Senses Posters: Hearing and Touch*, page 147
- Unit 1, Small Group, *Our Senses Posters: Taste and Smell*, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43

- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Welcome and Read-Aloud, *Dream Something Big*, Part 1, page 77
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 4, Welcome and Read-Aloud, *Dinosaurs Big and Small*, page 106
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Connect, What Do We Still Want to Know? page 127
- Unit 4, Connect, *Fossils Tell Stories*, page 133
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 5, Welcome and Read-Aloud, *The Gigantic Turnip*, page 232
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

b.

Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.

In *Connect4Learning*® both shared and independent writing opportunities allow children to begin to connect one-to-one correspondence between voice and print. This is modeled for children through interactive and scaffolded writing lessons and is practiced by children through small-group and independent writing.

Specific examples from the curriculum include:

- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Welcome and Read-Aloud, *Pete the Cat: I Love My White Shoes*, page 42
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Friendship Skill: Give a Play Idea, page 132
- Unit 1, Small Group, *Our Senses Posters: Hearing and Touch*, page 147
- Unit 1, Small Group, *Our Senses Posters: Taste and Smell*, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248

- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Welcome and Read-Aloud, *Dream Something Big*, Part 1, page 77
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 4, Welcome and Read-Aloud, *Dinosaurs Big and Small*, page 106
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Connect, What Do We Still Want to Know? page 127
- Unit 4, Connect, *Fossils Tell Stories*, page 133
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, page 186: *The Shape of Things*
- Unit 5, Welcome and Read-Aloud, *The Gigantic Turnip*, page 232
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

c.

Use frequently occurring nouns and verbs when speaking and in shared language activities.

Each unit in *Connect4Learning*® emphasizes specific content vocabulary, including nouns and verbs, which is more advanced than sight-word language. The vocabulary draws from all four domains, and through the various lesson types children have opportunities to hear these advanced words and concepts in context and to start to use the words in a variety of settings and for a variety of purposes.

Specific examples from the curriculum include:

- Unit 1, Vocabulary, page 23
- Unit 1, Connect, I Spy New *Friends*, page 29
- Unit 1, Welcome and Read-Aloud, *Owl Babies*, page 34
- Unit 1, Connect, How Many Did You Hear? page 146
- Unit 1, Welcome and Read-Aloud, *Please Don't Upset P.U. Zorilla*, page 201
- Unit 2, Vocabulary, page 101
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 28
- Unit 3, Connect, Conrad the Confused Crow Builds a Tower, page 73
- Unit 3, Welcome and Read-Aloud, *Are You Ready to Play Outside?* page 207
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 4, Connect, Introduce Building Exhibits, page 54
- Unit 4, Welcome and Read-Aloud, *All about Castles*, page 141

- Unit 5, Welcome and Read-Aloud, *Happy*, page 40
- Unit 5, Connect, Sunlight Experiment, page 143

d.

Form regular plural nouns when speaking and in shared language activities.

Connect4Learning® uses extensive content vocabulary to grow young learners' language and ability to use that language to accurately describe people, places, things, and events. The vocabulary gives content-related terms, including nouns, verbs, and adjectives, that aid children's ability to describe math and science concepts, literary elements, and social-emotional terminology around emotions and feelings. Common prefixes and suffixes are included in the vocabulary (friend, friends, friendly; count, counting; observe, observation; cooperate, cooperation) The vocabulary in *Connect4Learning*® is modeled by teachers, and usage is encouraged in conversations, small-group instruction, and independent child-directed learning.

Specific examples from the curriculum include:

- Unit 1, Vocabulary, page 23
- Unit 1, Connect, I Spy New *Friends*, page 29
- Unit 1, Welcome and Read-Aloud, *Owl Babies*, page 34
- Unit 1, Connect, How Many Did You Hear? page 146
- Unit 1, Welcome and Read-Aloud, *Please Don't Upset P.U. Zorilla*, page 201
- Unit 2, Vocabulary, page 101
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 28
- Unit 3, Connect, Conrad the Confused Crow Builds a Tower, page 73
- Unit 3, Welcome and Read-Aloud, *Are You Ready to Play Outside?* page 207
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 4, Connect, Introduce Building Exhibits, page 54
- Unit 4, Welcome and Read-Aloud, *All about Castles*, page 141
- Unit 5, Welcome and Read-Aloud, *Happy*, page 40
- Unit 5, Connect, Sunlight Experiment, page 143

e.

Understand and use question words (interrogatives) when speaking and in shared language activities.

A variety of questioning occurs in the *Connect4Learning*® curriculum, and children learn the proper language that indicates a question, such as who, what, when, where, why, and how. Additionally, the unit vocabulary includes interrogatives such as what, why, and "I wonder" (all found in Unit 2).

Specific examples from the curriculum include:

- Unit 2, Small Group, *Squirrels*, page 71
- Unit 2, Small Group, Do-It-Yourself Scavenger Hunt, page 93
- Unit 2, Welcome and Read-Aloud, *Why Should I Recycle?* page 106
- Unit 2, Welcome and Read-Aloud, *Joseph Had a Little Overcoat*, page 165

f.

With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.

Each unit in *Connect4Learning*® emphasizes specific content vocabulary, including pronouns, which is more advanced than sight-word language. The vocabulary draws from all four domains, and through the various lesson types children have opportunities to hear these advanced words and concepts in context and to start to use the words in a variety of settings and for a variety of purposes.

Specific examples from the curriculum include:

- Unit 1, Vocabulary, page 23
- Unit 1, Connect, I Spy New *Friends*, page 29
- Unit 1, Welcome and Read-Aloud, *Owl Babies*, page 34
- Unit 1, Connect, How Many Did You Hear? page 146
- Unit 1, Welcome and Read-Aloud, *Please Don't Upset P.U. Zorilla*, page 201
- Unit 2, Vocabulary, page 101
- Unit 3, Welcome and Read-Aloud, *Albert's Alphabet*, page 28
- Unit 3, Connect, Conrad the Confused Crow Builds a Tower, page 73
- Unit 3, Welcome and Read-Aloud, *Are You Ready to Play Outside?* page 207
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 4, Connect, Introduce Building Exhibits, page 54
- Unit 4, Welcome and Read-Aloud, *All about Castles*, page 141
- Unit 5, Welcome and Read-Aloud, *Happy*, page 40
- Unit 5, Connect, Sunlight Experiment, page 143

g.

With prompting and support, produce and expand complete sentences in shared language activities.

Children are provided with multiple speaking opportunities daily. During read-aloud lessons, children ask and answer questions about the text and discuss the story. The Think, Pair, Share technique introduced in Unit 1 (page 42) also provides regular opportunities for the children to participate in small- and large-group conversations and to practice new words (see also Unit 3, page 224). In classroom discussions, children learn to talk about both one thing and groups

of things (using plurals) and are exposed to rich vocabulary (adjectives, adverbs) to describe things. Through modeling and prompts from the teacher, children begin to organize their thoughts and oral responses in complete sentences.

Specific examples from the curriculum include:

- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Welcome and Read-Aloud, *Pete the Cat: I Love My White Shoes*, page 42
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Friendship Skill: Give a Play Idea, page 132
- Unit 1, Small Group, *Our Senses Posters: Hearing and Touch*, page 147
- Unit 1, Small Group, *Our Senses Posters: Taste and Smell*, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Welcome and Read-Aloud, *Dream Something Big*, Part 1, page 77
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 4, Welcome and Read-Aloud, *Dinosaurs Big and Small*, page 106
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Connect, What Do We Still Want to Know? page 127
- Unit 4, Connect, *Fossils Tell Stories*, page 133
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 5, Welcome and Read-Aloud, *The Gigantic Turnip*, page 232
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

h.

Begin to recognize that a name begins with a capital letter

The *Connect4Learning*® Pre-K Teacher's Handbook discusses literacy throughout the day

(pages 64–68), including providing an example of scaffolded writing. The technique is recommended throughout the curriculum materials. All six units provide enhancements to the basic materials typically found in a writing center and provide children with many opportunities to practice writing. Children often practice writing their names, use capital letters when appropriate, and attempt to spell simple words phonetically.

Specific examples from the curriculum include:

- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Fast Focus, Looking at Letters, page 33
- Unit 1, Welcome and Read-Aloud, *Pete the Cat: I Love My White Shoes*, page 42
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Fast Focus, Whose Name Is This? page 81
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Friendship Skill: Give a Play Idea, page 132
- Unit 1, Small Group, *Our Senses Posters: Hearing and Touch*, page 147
- Unit 1, Small Group, *Our Senses Posters: Taste and Smell*, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Welcome and Read-Aloud, *Dream Something Big*, Part 1, page 77
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 4, Welcome and Read-Aloud, *Dinosaurs Big and Small*, page 106
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Connect, What Do We Still Want to Know? page 127
- Unit 4, Connect, *Fossils Tell Stories*, page 133
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 5, Welcome and Read-Aloud, *The Gigantic Turnip*, page 232
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

Foundational Literacy Standards Vocabulary Acquisition Standard #7 FL.VA.7 Determine or clarify the meaning of

unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

PK.FL.VA.7a

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

Through meaningful experiences and collaboration, robust vocabulary, interactive science lessons, and an emphasis on the universal language of mathematics, *Connect4Learning*® is designed to benefit young learners as they grow their vocabulary in the classroom. Vocabulary words relevant to the activities and lessons are introduced on a weekly basis and intentionally used in the context of the curriculum materials to promote the development of vocabulary skills in all children.

Specific examples and resources from the curriculum include:

- *Formative Assessment*, Unit 1 Vocabulary, page 217 (vocabulary for Units 2–6 follow)
- Unit 1, Learning Centers, Book Nook, Felt-Board Story, page 12
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Fast Focus, Johnny Has One Friend and If Your Name Starts With..., pages 48–49
- Unit 1: Fast Focus, Alpha Pig's Alphabet Song, page 73
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Fast Focus, Willaby Wallaby, page 114
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Pancakes*, page 145
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!* page 155
- Unit 1, Welcome and Read-Aloud, *Big Al*, page 194
- Unit 2, Learning Centers, Dramatic Play Center, *Big Trees*, page 12
- Unit 2, Fast Focus, Multisyllable Grab Bag, page 88
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Connect, Introduce Conrad the Confused Crow, page 227
- Unit 2, Fast Focus, Rhyming Basket, page 231
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Small Group, Ants on a Log, page 74

- Unit 3, Connect, Feelings Follow the Leader, page 87
- Unit 3, Fast Focus, Rhyming with Names, page 98
- Unit 3, Fast Focus, The Letter *Nn*, page 119
- Unit 3, Fast Focus, Noisy Nancy, page 128
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Fast Focus, –at Word, page 80
- Unit 4, Fast Focus, Surprise Blending Bag, page 165
- Unit 5, Welcome and Read-Aloud, The Vegetable Garden, page 52
- Unit 5, Fast Focus, Put Them Together, page 69
- Unit 5, Small Group, Science Journals: Seeds, page 104
- Unit 5, Welcome and Read-Aloud, *Wonderful Worms*, page 108
- Unit 5, Fast Focus, Where Does It Go? page 115
- Unit 5, Fast Focus, Picture Sort: *Qq, Ww, Yy*, page 193
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Small Group, The Class Video Yearbook: Excited for Kindergarten, page 36
- Unit 6, Fast Focus, Rhyming with Funny Bunny, page 44

K.FL.VA.7b

With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)

Throughout *Connect4Learning*® sorting, comparing, and classifying are commonly used in all domains. Children explore classifying things as living or nonliving, they learn physical attributes and use those to sort and classify common objects, and they use the larger thinking skill of comparing and classifying to make sense of new information as it is introduced.

Specific examples and resources from the curriculum include:

- *Formative Assessment*, Unit 1 Vocabulary, page 217 (vocabulary for Units 2–6 follow)
- Unit 1, Learning Centers, Book Nook, Felt-Board Story, page 12
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Fast Focus, Johnny Has One Friend and If Your Name Starts With..., pages 48–49
- Unit 1: Fast Focus, Alpha Pig’s Alphabet Song, page 73
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Fast Focus, Willaby Wallaby, page 114

- Unit 1, Welcome and Read-Aloud, Goldilocks and the Three Pancakes, page 145
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!* page 155
- Unit 1, Welcome and Read-Aloud, *Big Al*, page 194
- Unit 2, Learning Centers, Dramatic Play Center, *Big Trees*, page 12
- Unit 2, Fast Focus, Multisyllable Grab Bag, page 88
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Connect, Introduce Conrad the Confused Crow, page 227
- Unit 2, Fast Focus, Rhyming Basket, page 231
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Small Group, Ants on a Log, page 74
- Unit 3, Connect, Feelings Follow the Leader, page 87
- Unit 3, Fast Focus, Rhyming with Names, page 98
- Unit 3, Fast Focus, The Letter *Nn*, page 119
- Unit 3, Fast Focus, Noisy Nancy, page 128
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Fast Focus, –at Word, page 80
- Unit 4, Fast Focus, Surprise Blending Bag, page 165
- Unit 5, Welcome and Read-Aloud, The Vegetable Garden, page 52
- Unit 5, Fast Focus, Put Them Together, page 69
- Unit 5, Small Group, Science Journals: Seeds, page 104
- Unit 5, Welcome and Read-Aloud, *Wonderful Worms*, page 108
- Unit 5, Fast Focus, Where Does It Go? page 115
- Unit 5, Fast Focus, Picture Sort: *Qq, Ww, Yy*, page 193
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Small Group, The Class Video Yearbook: Excited for Kindergarten, page 36
- Unit 6, Fast Focus, Rhyming with Funny Bunny, page 44

PK.FL.VA.7c

Use words and phrases acquired through conversations, being read to, and responding to texts.

Through meaningful experiences and collaboration, robust vocabulary, interactive science lessons, and an emphasis on the universal language of mathematics, *Connect4Learning*® is designed to benefit young learners as they grow their vocabulary in the classroom. Vocabulary words relevant to the activities and lessons are introduced on a weekly basis and intentionally used in the context of the curriculum materials to promote the development of vocabulary skills in all children. As vocabulary is introduced to children, there is an expectation that children will begin to use the newly acquired words in daily classroom talk.

Specific examples and resources from the curriculum include:

- *Formative Assessment*, Unit 1 Vocabulary, page 217 (vocabulary for Units 2–6 follow)
- Unit 1, Learning Centers, Book Nook, Felt-Board Story, page 12
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Launch *Meet Our Class Book* and Individual Pages, page 30
- Unit 1, Fast Focus, Johnny Has One Friend and If Your Name Starts With..., pages 48–49
- Unit 1: Fast Focus, Alpha Pig's Alphabet Song, page 73
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Fast Focus, Willaby Wallaby, page 114
- Unit 1, Welcome and Read-Aloud, Goldilocks and the Three Pancakes, page 145
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!* page 155
- Unit 1, Welcome and Read-Aloud, *Big Al*, page 194
- Unit 2, Learning Centers, Dramatic Play Center, *Big Trees*, page 12
- Unit 2, Fast Focus, Multisyllable Grab Bag, page 88
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Connect, Introduce Conrad the Confused Crow, page 227
- Unit 2, Fast Focus, Rhyming Basket, page 231
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Small Group, Ants on a Log, page 74
- Unit 3, Connect, Feelings Follow the Leader, page 87
- Unit 3, Fast Focus, Rhyming with Names, page 98
- Unit 3, Fast Focus, The Letter *Nn*, page 119
- Unit 3, Fast Focus, Noisy Nancy, page 128
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Fast Focus, –at Word, page 80
- Unit 4, Fast Focus, Surprise Blending Bag, page 165
- Unit 5, Welcome and Read-Aloud, The Vegetable Garden, page 52
- Unit 5, Fast Focus, Put Them Together, page 69
- Unit 5, Small Group, Science Journals: Seeds, page 104
- Unit 5, Welcome and Read-Aloud, *Wonderful Worms*, page 108
- Unit 5, Fast Focus, Where Does It Go? page 115
- Unit 5, Fast Focus, Picture Sort: *Qq, Ww, Yy*, page 193
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Small Group, The Class Video Yearbook: Excited for Kindergarten, page 36
- Unit 6, Fast Focus, Rhyming with Funny Bunny, page 44

Writing Standards Text Types and Protocol Standard #1

W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PK.W.TTP.1

With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.

In *Connect4Learning*® children share their own feelings, needs, and opinions, both verbally through group discussions and Think, Pair, Share activities; expressively through art, dramatic play, and other learning centers; and through emergent writing, both independently and in small-group lessons. Children formulate and express opinions related to text and social-emotional scenarios with modeling and support.

Specific examples from the curriculum include:

- Unit 1, Overview of Unit 1, Learning Overview, page 3
- Unit 1, Overview of Unit 1, Unit 1 Project, page 4
- Unit 1, Learning Centers, Art Center—Make a Self-Portrait, page 10
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Welcome and Read-Aloud, *How Much Is That Doggie in the Window?* page 206
- Unit 2, Connect, Introduction to the Classroom Scavenger Hunt, page 51
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, "When I Feel Angry," page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Small Group, Emotions Story Writing, page 156
- Unit 5, Connect, Feel-Better Charades, page 118
- Unit 5, Connect, Cooperation: Watering the Garden, page 234

Writing Standards Text Types and Protocol Standard #2

W.TTP.2 Write information/explanatory texts to examine and

convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

PK.W.TTP.2

With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.

In *Connect4Learning*® children explore engaging science topics. Through a balance of independent, small-group, and whole-group writing, children begin to explain their understandings and share information through emergent writing. Children also, with modeling and support, learn a variety of informative-text styles including procedural text, captions, invitations, and reflective narratives.

Specific examples in the curriculum include:

- Unit 1, Small Group, *Our Senses Posters: Hearing and Touch*, page 147
- Unit 1, Small Group, *Our Senses Posters: Taste and Smell*, page 182
- Unit 1, Small Group, *Up Close: Science Tools*, page 237
- Unit 2, Small Group, *Welcome to the Coral Reef Signs*, page 185
- Unit 2, Small Group, *Coral-Reef Scavenger Hunt*, page 248
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Small Group, *Adding to Not a Box*, page 116
- Unit 4, Small Group, *Sorting and Re-Sorting Our Collections*, page 34
- Unit 4, Small Group, *Writing Museum Captions*, page 109
- Unit 4, Small Group, *Castle Facts*, page 144
- Unit 5, Small Group, *Garden Party Invitations*, page 66
- Unit 5, Small Group, *Science Journals: Growth*, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 6, Small Group, *The Class Video Yearbook: My Name*, page 23
- Unit 6, Small Group, *My Favorite Thing About Pre-K*, page 59

Writing Standards Text Types and Protocol Standard #3 W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

PK.W.TTP.3

With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.

In *Connect4Learning*® narrative language is used consistently throughout the units. Through daily read-aloud lessons, children are exposed to the conventions of narrative writing and begin to orally tell their own stories through opportunities to make connections and participate in Think, Pair, Share discussions. Specific elements of narratives, such as sequencing, are taught and modeled for children. Additionally, children have opportunities to use vocabulary to tell their narratives through lessons such as writing a page about themselves for a class book and writing about their emotions.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Small Group, Title Page for the *Meet Our Class Book*, page 71
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 1, Welcome and Read-Aloud, *Lunch*, page 186
- Unit 2, Welcome and Read-Aloud, *Why Should I Recycle?* page 106
- Unit 2, Welcome and Read-Aloud, *Trashy Town*, page 152
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4, Small Group, *Emotions Story Writing*, page 156
- Unit 4, Welcome and Read-Aloud, *Harold's Fairy Tale*, page 214
- Unit 5, Welcome and Read-Aloud, *The Tortilla Factory*, page 170
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 180
- Unit 5, Welcome and Read-Aloud, *Eating Pairs*, page 224
- Unit 6, Welcome and Read-Aloud, *Kindergarten Rocks!* page 32

Writing Standards Production and Distribution of Writing Standard #4 W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

PK.W.PDW.4

With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Emergent writing is supported in *Connect4Learning*® through a combination of teacher-directed instruction, techniques including interactive and scaffolded writing, and student-led writing projects including science journaling. Writing in *Connect4Learning*® supports drawing, dictating, and emergent writing including scribbles and moving to conventional letters and spellings. Additionally, through daily read-aloud lessons, children learn the structure of narrative writing and sequencing and demonstrate those concepts through drawing, dictating, and emerging writing.

Specific examples in the curriculum include:

- Unit 1, Small Group, *Our Senses* Posters: Hearing and Touch, page 147
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Small Group, Castle Facts, page 144
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

Writing Standards Production and Distribution of Writing Standard #5 W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PK.W.PDW.5

With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing

In *Connect4Learning*® teachers engage children in the process of scaffolded writing (Teacher's Handbook, page 68). Scaffolded writing gives teachers an opportunity to work alongside a student to craft a message and then write the message, focusing on print concepts such as letter spacing, letter-sound correspondence, and spelling. Through this process, children respond to guidance from the teacher to strengthen aspects of their emergent writing.

Specific examples in the curriculum include:

- Unit 1, Small Group, *Our Senses* Posters: Hearing and Touch, page 147
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Small Group, Castle Facts, page 144
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

Writing Standards Production and Distribution of Writing Standard #6 W.P.D.W.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

PK.W.PDW.6

This standard begins in kindergarten.

Writing Standards Research to Build and Present Knowledge Standard #7 W.RBP.K.7 Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

PK.W.RBPK.7

With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.

Connect4Learning® leads with engaging science topics for children to explore. Each of the six units of study contains an ongoing unit project. Shared writing projects and individual writing are a large part of these unit projects. For example, in Unit 2, children research coral reefs. Through interactive writing, students compile a list of living and nonliving things found in a coral reef. In their science journals they record observations of the coral reef from texts and artifacts, and they then use that information to create a coral-reef mural in the classroom. Not only do children learn about literacy in the curriculum, they learn through literacy as well.

Specific examples in the curriculum include:

- Unit 1, Small Group, *Our Senses* Posters: Hearing and Touch, page 147
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Small Group, Castle Facts, page 144
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

Writing Standards Research to Build and Present Knowledge Standard #8 W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

PK.W.RBPK.8

With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Shared writing projects and individual writing are a large part of the unit projects. An example in Unit 2 has children researching the coral reef. Through interactive writing, students compile a list of living and nonliving things found in a coral reef. In their science journals, they record observations of the coral reef from texts and artifacts, and they then use that information to create a coral-reef mural in the classroom. Not only do children learn about literacy in the curriculum, they learn through literacy as well.

Specific examples in the curriculum include:

- Unit 1, Small Group, *Our Senses* Posters: Hearing and Touch, page 147
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Small Group, Castle Facts, page 144
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

Writing Standards Research to Build and Present Knowledge Standard #9 W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

PK.W.PBPK.9

This standard begins in Grade 4.

Writing Standards Range of Writing Standard #10 W.RW.10 Write routinely over extended time frames (time for research,

reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

PK.W.RBPK.10

With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.

Emergent writing is supported in *Connect4Learning*® through a combination of teacher-directed instruction, techniques including interactive and scaffolded writing, and student-led writing projects including science journaling. Writing in *Connect4Learning*® supports drawing, dictating, and emergent writing, including scribbles and moving to conventional letters and spellings. Additionally, through daily read-aloud lessons, children learn the structure of narrative writing and sequencing and demonstrate those concepts through drawing, dictating, and emerging writing.

Specific examples in the curriculum include:

- Unit 1, Small Group, *Our Senses* Posters: Hearing and Touch, page 147
- Unit 1, Small Group, *Our Senses* Posters: Taste and Smell, page 182
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Small Group, Welcome to the Coral Reef Signs, page 185
- Unit 2, Small Group, Coral-Reef Scavenger Hunt, page 248
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Small Group, Adding to Not a Box, page 116
- Unit 4, Small Group, Writing Museum Captions, page 109
- Unit 4, Small Group, Castle Facts, page 144
- Unit 5, Small Group, Garden Party Invitations, page 66
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Welcome and Read-Aloud, *The Shape of Things*, page 186
- Unit 6, Small Group, The Class Video Yearbook: My Name, page 23
- Unit 6, Small Group, My Favorite Thing About Pre-K, page 59

Speaking and Listening Standards Comprehension and Collaboration Standard #1 SL.CC.1 Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively

PK.SL.CC.1

Participate with varied peers and adults in collaborative conversations across activities throughout the day.

Throughout *Connect4Learning*® children learn how to effectively communicate with others. Starting early in Unit 1, children learn how to ask a friend to play, how to communicate an idea for playing with peers, and ways to communicate wanting to be friends. As children learn more about using solutions for problems, they learn how to communicate their needs to the teachers in the room and how to communicate positively with peers. Children learn these strategies in a mixture of small-group and whole-group lessons and have the ability to practice both through role-play and natural interactions during learning centers and play.

Specific examples from the curriculum:

- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Friendship Skill: Give a Play Idea, page 132
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!* page 155
- Unit 2, Small Group, Solutions 2: Ignore, say "Please Stop," and Get a Teacher, page 86
- Unit 2, Small Group, Introduction to the Solution, Suitcase: Wait, Take Turns, and Ask Nicely, page 46
- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Small Group, Accidents Happen, page 158

a.

Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time

Throughout *Connect4Learning*® children learn how to effectively communicate with others. Starting early in Unit 1, children learn how to ask a friend to play, how to communicate an idea for playing with peers, and ways to communicate wanting to be friends. As children learn more about using solutions for problems, they learn how to communicate their needs to the teachers in the room and how to communicate positively with peers. Children learn these strategies in a mixture of small-group and whole-group lessons and have the ability to practice both through role-play and natural interactions during learning centers and play.

Specific examples from the curriculum:

- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Small Group, Friendship Skill: Give a Play Idea, page 132
- Unit 1, Welcome and Read-Aloud, *Yo? Yes!* page 155
- Unit 2, Small Group, Solutions 2: Ignore, say "Please Stop," and Get a Teacher, page 86
- Unit 2, Small Group, Introduction to the Solution Suitcase: Wait, Take Turns, Ask Nicely, page 46

- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Small Group, Accidents Happen, page 158

Speaking and Listening Standards Comprehension and Collaboration Standard #2 SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

PK.SL.CC.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.

In *Connect4Learning*® children are immersed in text through daily read-aloud lessons. The genres of text change throughout the year and include fiction, nonfiction, informational text, biographies, and more. Read-aloud lessons focus on understanding the structure of informational text and give children an opportunity to ask and answer questions about text. In addition, learning centers such as the book nook encourage young learners to continue to explore text and begin to read independently.

Specific examples from the curriculum include:

- Teacher's Handbook, Welcome and Read-Aloud practices, page 26
- Unit 1, Learning Centers, Book Nook, page 11
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Welcome and Read-Aloud, *A Weekend with Wendell*, page 83
- Unit 2, Welcome and Read-Aloud, *Let's Visit a Coral Reef*, page 202
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Welcome and Read-Aloud, *My Friend Is Sad*, page 45
- Unit 4, Welcome and Read-Aloud, *Dinosaur Armor*, page 74
- Unit 4, Welcome and Read-Aloud, *Fossils Tell Stories*, page 132
- Unit 5, Welcome and Read-Aloud, *Zinnia's Flower Garden*, page 34
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 6, Welcome and Read-Aloud, *Meet Our Class Book*, page 20
- Unit 6, Welcome and Read-Aloud, *Me...Jane*, page 39

- Unit 6, Welcome and Read-Aloud, Children's Science Book Choice, page 62

Speaking and Listening Standards Comprehension and Collaboration Standard #3 SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PK.SL.CC.3

With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.

In *Connect4Learning*® listening with understanding is a component of many lessons. The daily Welcome and Read-Aloud lessons support verbal comprehension and require active listening by children. The social-emotional component of the curriculum directly teaches communication skills and offers opportunities for children to share and listen, such as in the Think, Pair, Share strategy used throughout the curriculum. Many of the games and activities during Fast Focus also require careful listening and understanding by children to follow directions and respond to prompts from the teacher and peers.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Listening Center, page 17
- Unit 1, Connect, Two Arms Wave, page 69
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Fast Focus, Simon Says, This Many, page 127
- Unit 2, Connect, How Many Did You Hear? page 153
- Unit 3, Fast Focus, Simon Shows, page 90
- Unit 4, Fast Focus, I'm So Glad to See You, page 194
- Unit 4, Welcome and Read-Aloud, Reading Museum Captions, page 239

Speaking and Listening Standards Presentation of Knowledge and Ideas Standard #4 SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

PK.SL.PKI.4

Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

Connect4Learning® uses extensive content vocabulary to grow young learners' language and ability to use that language to accurately describe people, places, things, and events. The vocabulary gives content-related terms that aid children's ability to describe math and science concepts, literary elements, and social-emotional terminology around emotions and feelings. The vocabulary is modeled by teachers, and usage is encouraged in conversations, small-group instruction, and independent child-directed learning.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Listening Center, page 17
- Unit 1, Connect, Two Arms Wave, page 69
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Fast Focus, Simon Says, This Many, page 127
- Unit 2, Connect, How Many Did You Hear? page 153
- Unit 3, Fast Focus, Simon Shows, page 90
- Unit 4, Fast Focus, I'm So Glad to See You, page 194
- Unit 4, Welcome and Read-Aloud, Reading Museum Captions, page 239

Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5 SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

PK.SL.PKI.5

Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.

In *Connect4Learning*® children are encouraged and given the opportunity to express their thoughts through speaking, drawing, and written language. The science journal (Teacher's Handbook, page 60) gives children a tool to describe objects based on their observations and to provide additional details through their drawings.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Listening Center, page 17
- Unit 1, Connect, Two Arms Wave, page 69
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Fast Focus, Simon Says, This Many, page 127

- Unit 2, Connect, How Many Did You Hear? page 153
- Unit 3, Fast Focus, Simon Shows, page 90
- Unit 4, Fast Focus, I'm So Glad to See You, page 194
- Unit 4, Welcome and Read-Aloud, Reading Museum Captions, page 239

Speaking and Listening Standards Presentation of Knowledge and Ideas Standard #6 SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

PK.SL.PKI.6

With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.

Children share their own feelings, needs, and opinions both verbally through group discussions and Think, Pair, Share activities and expressively through art, dramatic play, and other learning centers. Children develop their curiosity, become problem solvers, self-regulate, and seek to make sense and gain independence, while also gaining positive feelings and respect for both themselves and others.

Specific examples from the curriculum include:

- Unit 1, Overview of Unit 1, Learning Overview, page 3
- Unit 1, Overview of Unit 1, Unit 1 Project, page 4
- Unit 1, Learning Centers, Art Center—Make a Self-Portrait, page 10
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 27
- Unit 1, Welcome and Read-Aloud, *How Much Is That Doggie in the Window?* page 206
- Unit 2, Connect, Introduction to the Classroom Scavenger Hunt, page 51
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 3, Welcome and Read-Aloud, *Franklin in the Dark*, page 168
- Unit 3, Connect, "When I Feel Angry," page 170
- Unit 3, Welcome and Read-Aloud, *Wemberly Worried*, page 247
- Unit 4, Connect, Emotions Bar Graphs, page 83
- Unit 4, Small Group, Emotions Story Writing, page 156
- Unit 5, Connect, Feel-Better Charades, page 118
- Unit 5, Connect, Cooperation: Watering the Garden, page 234

Mathematics

Counting and Cardinality (CC): Standard A: Know number names and the counting sequence.

PK.CC.A.1

Count forward from 1 to 30.

In *Connect4Learning*® counting is based on research on learning trajectories by Douglas Clements and Julie Sarama. Instruction is designed to move children along the trajectory, beginning with rote counting and moving them quickly into correspondence, organizing materials for counting, counting on from any number, and organizing and counting by tens. Counting is addressed throughout the instructional day in whole-group lessons (Unit 1, Connect, page 28), small-group lessons (Unit 3, Small Group, page 124), and learning-centers support (Unit 4, Museum Gift Shop, page 14).

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Subitize! page 96
- Unit 2, Connect, Compare Subitize! page 115
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 2, Welcome and Read-Aloud, *Pattern Fish*, page 225
- Unit 3, Small Group, Name That Shape!, page 39
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, "This Many!" page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 4, Connect, Conrad the Confused Crow Compares, page 234

- Unit 2, Fast Focus, Numeral Review for 1 and 2, page 111
- Unit 2, Connect, Numeral 7, page 204
- Unit 3, Small Group, Tucker the Turtle Class Pages, page 132

PK.CC.A.3

Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).

Children receive direct instruction on the writing of numerals and representing quantities with written numbers. In whole-group lessons (Unit 2, Connect, page 108) children are introduced to numerals, shown how to write them, and given an opportunity to practice writing the numerals. They are then shown how a numeral is linked to a quantity in their counting. Children continue to practice writing numerals to represent quantities in authentic ways through their work in learning centers and in recording data in their science investigations.

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Subitize! page 96
- Unit 2, Connect, Compare Subitize! page 115
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 2, Welcome and Read-Aloud, *Pattern Fish*, page 225
- Unit 3, Small Group, Name That Shape! page 39
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, "This Many!" page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 4, Connect, Conrad the Confused Crow Compares, page 234
- Unit 2, Fast Focus, Numeral Review for 1 and 2, page 111
- Unit 2, Connect, Numeral 7, page 204
- Unit 3, Small Group, Tucker the Turtle Class Pages, page 132

PK.CC.A.4

Begin to name numerals 0-10.

Tools from the curriculum kit support children's ability to pair objects with number names. *Connect4Learning*® uses dot cards, which have dots arranged in a ten-frame, helping children not only see the correspondence between the numeral and a quantity but also begin to develop a sense of ten.

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Subitize! page 96
- Unit 2, Connect, Compare Subitize! page 115
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 2, Welcome and Read-Aloud, *Pattern Fish*, page 225
- Unit 3, Small Group, Name That Shape! page 39
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, "This Many!" page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 4, Connect, Conrad the Confused Crow Compares, page 234
- Unit 2, Fast Focus, Numeral Review for 1 and 2, page 111
- Unit 2, Connect, Numeral 7, page 204
- Unit 3, Small Group, Tucker the Turtle Class Pages, page 132

Counting and Cardinality (CC): Standard B: Count to tell the number of objects.

PK.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

In *Connect4Learning*® children have multiple opportunities to count to tell a number of objects. Through this counting, children also begin to understand cardinality and the ordering of numbers. An example of this can be found in the Unit 3 Connect lesson "What's Missing?" (page 193). In this lesson, children build towers using quantities from one to five and then place those towers in order from smallest to largest. Using a cloth to hide the towers, the teacher removes one tower. The children are tasked with figuring out, through counting and ordering, which tower is missing.

Specific examples in the curriculum include:

- Unit 1, Small Group, Get Goldilocks Home, page 153
- Unit 2, Small Group, Simon Shows, page 155
- Unit 3, Fast Focus, Moves to Count! page 48
- Unit 2, Small Group, Simple Addition and Subtraction, page 192
- Unit 2, Fast Focus, "Ten Little Hermit Crabs," page 223
- Unit 6, Fast Focus, What Number Now? page 72

a.

When counting objects, say the number names in the standard order, using one-to-one correspondence.

Instruction in *Connect4Learning*® is designed to move children along the trajectory, beginning with rote counting and moving them quickly into correspondence, organizing materials for counting, counting on from any number, and organizing and counting by tens. Counting is addressed throughout the instructional day in whole-group lessons (Unit 1, Connect, page 28), small-group lessons (Unit 3, Small Group, page 124), and learning-centers support (Unit 4, Museum Gift Shop, page 14).

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, "This Many!" page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47

- Unit 3, Small Group, What Number Now? page 125
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 2, Fast Focus, Numeral Review for 1 and 2, page 111
- Unit 2, Connect, Numeral 7, page 204

b.

Understand that the last number name said tells the number of objects counted.

Understanding the final quantity is a point of emphasis in *Connect4Learning*®. An important level in the math trajectories is children’s ability to count a set of objects and answer the question, “How Many?” This is supported through whole-group and small-group lessons.

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, “This Many!” page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah’s Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125
- Unit 4, Small Group, Museum Gift Shop, page 223

c.

Recognize that one more object added to a group of objects changes the quantity as a whole.

Connect4Learning® is structured to give children direct instruction and practice in counting on from any given number. An example of this type of lesson can be found in Unit 3. A Small Group lesson called “What Number Now?” (page 125) has children counting a set of cubes then having those cubes covered by a cloth and counting on from the established number under the cloth. With the cubes being covered, children are not able to count from one; instead, they must internalize the quantity under the cloth and count from there to discover the new number.

Specific examples in the curriculum include:

- Unit 1, Small Group, Get Goldilocks Home, page 153

- Unit 2, Small Group, Simon Shows, page 155
- Unit 3, Fast Focus, Moves to Count! page 48
- Unit 2, Small Group, Simple Addition and Subtraction, page 192
- Unit 2, Fast Focus, “Ten Little Hermit Crabs,” page 223
- Unit 6, Fast Focus, What Number Now? page 72

PK.CC.B.5

Understand that a number represents a corresponding quantity.

a.

Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).

Throughout *Connect4Learning*® children will engage in simple math operations and begin algebraic thinking. Lessons include activities for children to compose and decompose numbers, compare sizes, order objects, make estimations, and subitize.

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Subitize! page 96
- Unit 2, Connect, Compare Subitize! page 115
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 2, Welcome and Read-Aloud, *Pattern Fish*, page 225
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, “This Many!” page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah’s Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125
- Unit 4, Small Group, Museum Gift Shop, page 223

b.

Given a number from 1-10, count out that many objects.

In *Connect4Learning*® counting is based on research on learning trajectories by Douglas Clements and Julie Sarama. Instruction is designed to move children along the trajectory, beginning with rote counting and moving them quickly into correspondence, organizing materials for counting, counting on from any number, and organizing and counting by tens. Children move from counting objects provided to them into counting from scattered objects, focusing on organizing and counting the items to meet a specific number.

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, "This Many!" page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125
- Unit 4, Small Group, Museum Gift Shop, page 223

c.

With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle

Understanding the final quantity is a point of emphasis in *Connect4Learning*®. An important level in the math trajectories is children's ability to count a set of objects and answer the question, "How Many?" This is supported through whole-group and small-group lessons. Children have experiences counting multiple objects in a variety of arrangements including straight lines, rectangular arrays, scattered groups, and random arrangements.

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17

- Unit 1, Fast Focus, Simon Says, "This Many!" page 220:
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 2, Fast Focus, Numeral Review for 1 and 2, page 111
- Unit 2, Connect, Numeral 7, page 204

d.

With guidance and support, count to answer "how many?" questions about as many as 5 things in a scattered configuration..

Understanding the final quantity is a point of emphasis in *Connect4Learning*®. An important level in the math trajectories is children's ability to count a set of objects and answer the question, "How Many?" This is supported through whole-group and small-group lessons. Children move from counting objects provided to them into counting from scattered objects, focusing on organizing and counting the items to meet a specific number. Children have experiences counting multiple objects in a variety of arrangements including straight lines, rectangular arrays, scattered groups, and random arrangements.

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, "This Many!" page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125

- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 2, Fast Focus, Numeral Review for 1 and 2, page 111
- Unit 2, Connect, Numeral 7, page 204

Counting and Cardinality (CC): Standard C Compare numbers

PK.CC.C.6

Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.

In *Connect4Learning*® children have multiple opportunities to count to tell a number of objects. Through this counting, children also begin to understand cardinality and ordering numbers. An example of this learning can be found in the Unit 3 Connect lesson “What’s Missing” (page 193). In this lesson children build towers using quantities from one to five and then place those towers in order from smallest to largest. Using a cloth, the teacher covers the towers and removes one of them. The children are tasked with figuring out, through counting and ordering, which tower is missing.

Specific examples in the curriculum include:

- Unit 1, Small Group, Get Goldilocks Home, page 153
- Unit 2, Small Group, Simon Shows, page 155
- Unit 3, Fast Focus, Moves to Count! page 48
- Unit 3, Connect, What’s Missing? page 193
- Unit 2, Small Group, Simple Addition and Subtraction, page 192
- Unit 2, Fast Focus, “Ten Little Hermit Crabs,” page 223
- Unit 6, Fast Focus, What Number Now? page 72

Operations and Algebraic Thinking (OA): Standard A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

PK.OA.A.1

With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

The mathematical learning in *Connect4Learning*® is based on learning trajectories that move

children through the various stages of counting and into beginning concepts of addition and subtraction. This begins with conceptual subitizing, where children can automatically recognize and name the sum of two small groups. While not strictly addition, this does establish the ability for two groups to be combined. As the year progresses, children begin to learn about the plus-one strategy and counting on from any number. An example of this type of lesson can be found in Unit 3. A Small Group lesson called “What Number Now?” (page 125) has children counting a set of cubes then having those cubes covered by a cloth and counting on from the established number under the cloth. With the cubes being covered, children are not able to count from one; instead, they must internalize the quantity under the cloth and count from there to discover the new number.

Specific examples in the curriculum include:

- Unit 1, Small Group, Counting Time, page 38
- Unit 2, Connect, Compare Subitize! page 115
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, “This Many!” page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah’s Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 4, Small Group, Museum Gift Shop, page 223

PK.OA.A.2

With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).

Children are given opportunities to solve a wide range of word problems presented verbally in small-group and independent sessions. Additionally, throughout the entire curriculum, *Connect4Learning*® integrates computer-based math games for children to use in the Computer Center, further developing their reasoning and problem-solving thinking processes.

Specific examples from the curriculum include:

- Unit 2, Learning Centers, Computer Center, page 11
- Unit 1, Small Group, Get Goldilocks Home, page 153
- Unit 2, Small Group, Simon Shows, page 155
- Unit 3, Fast Focus, Moves to Count! page 48

- Unit 3, Connect, What's Missing? page 193
- Unit 2, Small Group, Simple Addition and Subtraction, page 192
- Unit 2, Fast Focus, "Ten Little Hermit Crabs," page 223
- Unit 6, Fast Focus, What Number Now? page 72

PK.OA.A.3

Compose and decompose numbers to 5, in more than one way, by using objects or drawings.

As children move through the learning trajectories, they do begin working on composing and decomposing numbers. Using hands-on activities, including their own fingers, children are challenged to find multiple ways to make numbers.

Specific examples in the curriculum include:

- Unit 1, Fast Focus, Subitize! page 96
- Unit 2, Connect, Compare Subitize! page 115
- Unit 1, Fast Focus, Two Little *Friends*, page 168
- Unit 1, Learning Centers: Games and Puzzles Center, How Many Is That Number? page 17
- Unit 1, Fast Focus, Simon Says, "This Many!" page 220
- Unit 2, Connect, Hidden Simple Addition and Subtraction, page 210
- Unit 5, Fast Focus, Moving by the Numbers, page 145
- Unit 5, Connect, Finger Counting, page 164
- Unit 6, Connect, Counting Fish, page 63
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 5, Connect, What Number Now? page 111
- Unit 6, Connect, Total It, page 47
- Unit 3, Small Group, What Number Now? page 125

PK.OA.A.4

Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.

Throughout the *Connect4Learning*® curriculum, children develop a sense of ten and learn multiple ways to create numbers up to ten when given a number to start from. The *Connect4Learning*® kit contains dot cards, which have dots arranged in a ten-frame, helping children not only see the correspondence between a numeral and a quantity but also begin to develop a sense of a number. Development of ten is further supported through Welcome and Read-Aloud lessons, small-group work, and hands-on activities including using dot pictures to

build configurations of ten.

Specific examples in the curriculum include:

- Unit 1, Connect, Introduce How Many? page 189
- Unit 1, Small Group, How Many? page 190
- Unit 1, Connect, Dot-Card Subitize! page 217
- Unit 1, Connect, Ten Black Dots, page 236
- Unit 2, Connect, Numeral 5, page 136
- Unit 2, Small Group, Number Roll, page 156
- Unit 3, Connect, Line Up, Numbers! page 138
- Unit 4, Connect, Subitize! page 185
- Unit 5, Fast Focus, What's My Number? page 120
- Unit 6, Small Group, High-Low Card Game, page 65

PK.OA.A.5

This standard begins in kindergarten.

Measurement and Data (MD) Standard A: Describe and compare measurable attributes.

PK.MD.A.1

Describe measurable attributes of a single object, such as length, width, height.

Throughout *Connect4Learning*®, children have many opportunities to make comparisons and understand measurement. Additionally, children learn and use appropriate vocabulary and comparative phrases when talking about measurement and comparing/contrasting objects (long/longer, big/bigger, tall/taller, etc.). Children also learn about time and sequence, which is especially reinforced during classroom experiments. Children will practice measuring, including measuring their own growth throughout the year. Children will also measure by placing units of length end to end and will demonstrate the understanding that they need to use units of the same size when measuring.

Specific examples in the curriculum include:

- Unit 1, Learning Centers, Show What You Know Center—Growth Charts, page 18
- Unit 4, Connect, How Big Were the Prehistoric Animals? page 90
- Unit 5, Connect, Actual-Size Plants, page 72
- Unit 3, Learning Centers: Show What You Know Center, Is My Arm Longer? page 19

- Unit 3, Connect, Building Towers, page 114
- Unit 4, Welcome and Read Aloud, *Dinosaurs Big and Small*, page 106
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 3, Learning Centers: Games and Puzzles Center, Missing Towers, page 18
- Unit 4, Learning Centers: Exploration Station, Collections from Home, page 16

PK.MD.A.2

Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).

Children' first exposure to measurement in the *Connect4Learning*[®] curriculum comes in Unit 1, where children participate in nonstandard measurements of themselves as a part of the unit project. The focus continues as children begin to use cubes to measure and compare objects (Unit 3, Small Group, page 203). Children focus on the fundamentals of measurement by identifying errors made by the puppet Conrad the Confused Crow as he attempts to measure common objects (Unit 3, Connect, page 242). More work on measurement is done through working on actual-size measurements and looking at the relative sizes of animals.

Specific examples in the curriculum include:

- Unit 1, Learning Centers, Show What you Know Center—Growth Charts, page 18
- Unit 4, Connect, How Big Were the Prehistoric Animals? page 90
- Unit 5, Connect, Actual-Size Plants, page 72
- Unit 3, Learning Centers: Show What You Know Center, Is My Arm Longer? page 19
- Unit 3, Connect, Building Towers, page 114
- Unit 4, Welcome and Read Aloud, *Dinosaurs Big and Small*, page 106
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 115
- Unit 3, Learning Centers: Games and Puzzles Center, Missing Towers, page 18
- Unit 4, Learning Centers: Exploration Station, Collections from Home, page 16

Measurement and Data (MD): Standard B: Work with money

PK.MD.B.3

Begin to recognize currency and its purpose.

An understanding of currency and its purpose is reinforced in *Connect4Learning*[®] through hands-on learning-center activities and lessons. As children study the overarching science topic, they begin to understand, through dramatic play, how currency is used in areas such as retail and agriculture.

Specific examples in the curriculum include:

- Unit 3, Learning Centers, Toy Store, page 13
- Unit 4, Learning Centers, Museum Gift Shop, page 14
- Unit 4, Connect, Introduce the Museum Gift Shop, page 215
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 5, Learning Centers, Farmers' Market, page 11
- Unit 5, Small Group, Farmers' Market, page 75

Measurement and Data (MD): Standard C: Classify objects and count the number of objects in each category

PK.MD.C.4

Sort a collection of objects into given categories using more than one attribute.

In *Connect4Learning*[®] children have multiple opportunities to not only sort through math but to learn the observational skills through science that help them analyze, compare, and classify information. Unit 4 in the curriculum focuses heavily on sorting as children learn about collections and creating a museum in the classroom. Through this unit of study, children look closely at building collections by common attributes and apply that understanding in the creation of a classroom museum.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Sorting Blocks, page 13
- Unit 1, Learning Centers, Fun-with-Senses Sort, page 16
- Unit 1, Connect, Center Sort and Outdoor Brainstorm, page 84
- Unit 4, Learning Centers, Hannah's Collection Sort, page 15
- Unit 4, Welcome and Read-Aloud, *Hannah's Collections*, page 30
- Unit 4, Small Group, I Know What You're Thinking, page 78
- Unit 4, Fast Focus, *Uu* and *Kk* Sort, page 130
- Unit 4, Fast Focus, *Cc* and *Vv* Sort, page 201
- Unit 4, Welcome and Read Aloud, *Going to a Museum*, page 233

Geometry: Standard A: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

PK.G.A.1

Begin to use relative position words in appropriate context, such as above, below, beside, and between.

Children will explore directionality and location by describing and comparing the positions and motions of objects. Many *Connect4Learning*® activities engage children to use actions and words to indicate position, location, movement, and orientation. Children also engage in classroom activities using positional words, following directions to show understanding (e.g., Unit 1, page 69, “Wave your elbows in front of you.... Place your feet above your head....Wiggle five fingers between your legs.”)

Specific examples in the curriculum include:

- Unit 3, Connect, Going Up! page 115
- Unit 3, Small Group, Block and Roll, page 236
- Unit 3, Small Group, Writing a Letter about How to Play Block and Roll, page 258
- Unit 1, Connect, Two Arms Wave, page 69
- Unit 3, Connect, Conrad the Confused Crow Builds Another Tower, page 103
- Unit 4, Connect, Exhibit Map, page 235

PK.G.A.2

Correctly name some two-dimensional shapes

Through *Connect4Learning*® activities, children learn to correctly name, describe, compare, and create/build shapes. Children will have many opportunities throughout the curriculum to find, identify, describe, and further explore shapes, including building shapes from their parts, composing shapes to make new shapes, decomposing shapes into constituent shapes, matching congruent shapes, and exploring two- and three-dimensional objects.

Specific examples in the curriculum include:

- Unit 2, Connect, Name That Shape! page 59
- Unit 3, Small Group, Shape Walk, page 81
- Unit 5, Small Group, Shape-Mat Hop, page 229
- Unit 3, Small Group, Name That Shape! page 39
- Unit 4, Connect, Conrad the Confused Crow Explores Shapes, page 69
- Unit 5, Connect, I Know What You’re Thinking, page 48
- Unit 3, Connect, Conrad the Confused Crow Makes a Picnic Blanket, page 144
- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Connect, Make Shape Images, page 75
- Unit 3, Fast Focus, Make a Triangle, page 33
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Connect, Making Boxes, page 52

PK.G.A.3

Begin to explore shapes as two-dimensional or three-dimensional.

In *Connect4Learning*® children learn both two-dimensional and three-dimensional shapes, and they also learn the connections between the two. Children see that the 3-D shapes have faces made from the 2-D shapes they already know. There are various activities to support this learning, such as the Unit 3 Connect lesson “Rectangles and Prisms,” which has children tracing the bases of the prisms and identifying them as rectangles.

Specific examples in the curriculum include:

- Unit 2, Connect, Name That Shape! page 59
- Unit 3, Small Group, Shape Walk, page 81
- Unit 5, Small Group, Shape-Mat Hop, page 229
- Unit 3, Small Group, Name That Shape! page 39
- Unit 4, Connect, Conrad the Confused Crow Explores Shapes, page 69
- Unit 5, Connect, I Know What You’re Thinking, page 48
- Unit 3, Connect, Rectangles and Prisms, page 38
- Unit 3, Connect, Making Boxes, page 52
- Unit 3, Connect, Conrad the Confused Crow Makes a Picnic Blanket, page 144
- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Connect, Make Shape Images, page 75
- Unit 3, Fast Focus, Make a Triangle, page 33
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Connect, Making Boxes, page 52

PK.G.A.4

Begin to describe objects in the environment using names of shapes.

In early activities in *Connect4Learning*® children beginning identifying shapes as a way to identify attributes in the classroom (Unit 1, Connect, page 37). Shapes are also introduced to children through several of the read-aloud selections (Unit 1, Welcome and Read-Aloud, page 145) and through games and songs (Unit 2, Connect, page 30; Unit 2, Fast Focus, page 73). In addition to identifying shapes in the environment, children are also given language to identify the positions of shapes in relation to other objects, such as, “The circle beside the door,” etc.

Specific examples in the curriculum include:

- Unit 2, Connect, Name That Shape! page 59
- Unit 3, Small Group, Shape Walk, page 81

- Unit 5, Small Group, Shape-Mat Hop, page 229
- Unit 3, Small Group, Name That Shape! page 39
- Unit 4, Connect, Conrad the Confused Crow Explores Shapes, page 69
- Unit 5, Connect, I Know What You're Thinking, page 48
- Unit 3, Connect, Rectangles and Prisms, page 38
- Unit 3, Connect, Making Boxes, page 52
- Unit 3, Connect, Conrad the Confused Crow Makes a Picnic Blanket, page 144
- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Connect, Make Shape Images, page 75
- Unit 3, Fast Focus, Make a Triangle, page 33
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Connect, Making Boxes, page 52

Geometry: Standard B: Analyze, compare, create, and compose shapes.

PK.G.B.4

Describe similarities and differences between two-dimensional shapes.

In *Connect4Learning*® shapes are introduced through attributes, not just recognition. Therefore, children do not generalize one formation of a shape. They are able to identify shapes regardless of size or orientation. An example from Unit 3 (Connect, page 37) has children helping the puppet Conrad the Confused Crow correct misconceptions about a rectangle by focusing on attributes such as straight sides, closed lines, and right angles. Through a variety of lessons and activities, children are asked to look at multiple representations of shapes in different configurations, including nonexamples of shapes such as a musical triangle or an open square.

Specific examples in the curriculum include:

- Unit 2, Connect, Name That Shape! page 59
- Unit 3, Small Group, Shape Walk, page 81
- Unit 5, Small Group, Shape-Mat Hop, page 229
- Unit 3, Small Group, Name That Shape! page 39
- Unit 4, Connect, Conrad the Confused Crow Explores Shapes, page 69
- Unit 5, Connect, I Know What You're Thinking, page 48
- Unit 3, Connect, Rectangles and Prisms, page 38
- Unit 3, Connect, Making Boxes, page 52
- Unit 3, Connect, Conrad the Confused Crow Makes a Picnic Blanket, page 144

- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Connect, Make Shape Images, page 75
- Unit 3, Fast Focus, Make a Triangle, page 33
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Connect, Making Boxes, page 52

PK.G.B.5

Model shapes in the world by building and drawing shapes.

In addition to identifying and describing shapes by their attributes, children use their knowledge of shapes to create them using a variety of materials. The building of shapes is supported through certain read-aloud lessons (e.g., Unit 3, Welcome and Read-Aloud, page 50) and hands-on activities such as building triangles out of a variety of materials (e.g., Unit 3, Small Group, page 54). In lessons such as "Making Triangles," children are presented with materials ideal for building triangles, such as coffee stirrers, and materials that present challenges, such as pipe cleaners, so that children have to truly consider the attributes of a shape while they are building.

Specific examples in the curriculum include:

- Unit 2, Connect, Name That Shape! page 59
- Unit 3, Small Group, Shape Walk, page 81
- Unit 5, Small Group, Shape-Mat Hop, page 229
- Unit 3, Small Group, Name That Shape! page 39
- Unit 4, Connect, Conrad the Confused Crow Explores Shapes, page 69
- Unit 5, Connect, I Know What You're Thinking, page 48
- Unit 3, Connect, Rectangles and Prisms, page 38
- Unit 3, Connect, Making Boxes, page 52
- Unit 3, Connect, Conrad the Confused Crow Makes a Picnic Blanket, page 144
- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Connect, Make Shape Images, page 75
- Unit 3, Fast Focus, Make a Triangle, page 33
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Connect, Making Boxes, page 52

PK.G.B.6

Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.

As children learn to identify the attributes of shapes in a variety of forms, they begin to look at how simple shapes can be combined to form larger shapes. Children explore the concept of tiling and look at how combinations of shapes fit together. An example from Unit 3 (Connect, page 144) has children using smaller squares to create a checkerboard rectangle for a picnic blanket. The focus on using simple shapes to construct larger shapes is made more effective by positioning it in a real-life context.

Specific examples in the curriculum include:

- Unit 2, Connect, Name That Shape! page 59
- Unit 3, Small Group, Shape Walk, page 81
- Unit 5, Small Group, Shape-Mat Hop, page 229
- Unit 3, Small Group, Name That Shape! page 39
- Unit 4, Connect, Conrad the Confused Crow Explores Shapes, page 69
- Unit 5, Connect, I Know What You're Thinking, page 48
- Unit 3, Connect, Rectangles and Prisms, page 38
- Unit 3, Connect, Making Boxes, page 52
- Unit 3, Connect, Conrad the Confused Crow Makes a Picnic Blanket, page 144
- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Connect, Make Shape Images, page 75
- Unit 3, Fast Focus, Make a Triangle, page 33
- Unit 3, Welcome and Read-Aloud, *Building a Shape*, page 50
- Unit 3, Connect, Making Boxes, page 52

Physical Science (PS): Matter and its interactions.

PK.PS1.01a.

Describe and categorize objects based on their observable properties.

Connect4Learning® offers opportunities for children to observe, describe, and categorize objects. Teachers place items in the exploration station for children to observe, draw, and label in their science journals. Items include objects collected on class nature walks, photos of the environment, or other objects related to children's exploration. Children make predictions during a nature walk about what they will hear, see, touch, and smell. They are encouraged to make notes in their science journals. Children have opportunities to further explore scientific themes and engage in science practices through classroom experiments. In addition, children engage in experiments and use their science journals regularly throughout the curriculum to record their observations and experiment results.

Examples from the curriculum include:

- Unit 1, Connect, I Spy Something in the Classroom, page 70
- Unit 1, Small Group, Can You Feel it? page 158
- Unit 1, Small Group, Smell and Tell, page 204
- Unit 2, Learning Centers, Writing Center: Science-Journal Writing, page 20
- Unit 2, Small Group, Introduction to Science Journals, page 32
- Unit 2, Welcome and Read-Aloud, *Squirrels*, page 68
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 3, Connect, Guess My Name Game, page 217
- Unit 4, Connect, Observing Fossils, page 108
- Unit 4, Small Group, Fossil-Forming Fun, page 128
- Unit 4: Welcome and Read-Aloud, *Komodo Dragons*, page 159
- Unit 5, Learning Centers, Exploration Station: Seed-Sprouting Experiment, page 12
- Unit 5, Learning Centers, Show What You Know Center: Life Cycle of a Radish, page 17
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Connect, Actual-Size Plants, page 72
- Unit 5, Small Group, Planting Sprouts: A Sunlight Experiment, page 87
- Unit 5, Welcome and Read Aloud, *An Earthworm's Life*, page 102
- Unit 5, Connect (page 103) and Small Group (page 125) Welcoming Worm Visitors
- Unit 5, Small Group, Science Journals: Seeds, page 104

- Unit 5, Small Group, Science Journals: Sprouts, page 144
- Unit 5, Small Group, Flour Power, page 166
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Connect, Where Did This Come From? page 210
- Unit 6, Learning Centers, Exploration Station: Scientists, page 11

b.

Demonstrate an awareness that matter exists in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.

Children explore change and various states of matter in *Connect4Learning*® through hands-on learning activities, targeted whole- and small-group instruction, and through learning centers. Through the various units, children see how recycling changes everyday objects into reusable resources. Children explore how plants and animals change based on different environments, and they see through explorations how the properties of liquids and solids are different and can be changed.

Specific examples from the curriculum include:

- Unit 1, Art Center, Color Creation! page 10
- Unit 2, Exploration Station, Our Environment Sort; Recycle and Reuse, page 13
- Unit 2, Writing Center, Science-Journal Writing, page 20
- Unit 2, Small Group, Introduction to Science Journals, page 32
- Unit 3, Construction Zone, Block and Roll Ramps, page 12
- Unit 3, Construction Zone, Racing Ramps, page 13
- Unit 3, Connect, Going Up! page 115
- Unit 3, Welcome and Read-Aloud, *My Car*, page 232
- Unit 3, Connect, Measuring Length and Distance, page 263
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 5, Exploration Station, Seed-Sprouting Experiment, page 12
- Unit 5, Small Group, Flour Power, page 166
- Unit 5, Connect, Plant Experiment, page 182
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218

c.

Observe, predict, and describe how objects move using common motion-related vocabulary (e.g., straight, fast/slow, up/down, zigzag).

In *Connect4Learning*® children investigate the motion of objects through hands-on explorations and tests that have them manipulating classroom objects and recording the ways in which they move. Data on these investigations are recorded and quantified in a science journal

through measuring and counting.

Specific examples from the curriculum include:

- Unit 1, Art Center, Color Creation! page 10
- Unit 2, Exploration Station, Our Environment Sort; Recycle and Reuse, page 13
- Unit 2, Writing Center, Science-Journal Writing, page 20
- Unit 2, Small Group, Introduction to Science Journals, page 32
- Unit 3, Construction Zone, Block and Roll Ramps, page 12
- Unit 3, Construction Zone, Racing Ramps, page 13
- Unit 3, Connect, Going Up! page 115
- Unit 3, Welcome and Read-Aloud, *My Car*, page 232
- Unit 3, Connect, Measuring Length and Distance, page 263
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 5, Exploration Station, Seed-Sprouting Experiment, page 12
- Unit 5, Small Group, Flour Power, page 166
- Unit 5, Connect, Plant Experiment, page 182
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218

d.

Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.

Children investigate change through combining and decomposing objects to see what can be created. Lessons that involve manipulating shapes to make pictures and other creations are present throughout the curriculum. As children use recycled materials to create art and other objects, they discover new possibilities for common objects.

Specific examples from the curriculum include:

- Unit 3, Connect, Conrad the Confused Crow Makes a Picnic Blanket, page 144
- Unit 5, Small Group, Pattern-Block Picture Puzzles, page 38
- Unit 6, Connect, Make Shape Images, page 75
- Unit 1, Art Center, Color Creation! page 10
- Unit 2, Exploration Station, Our Environment Sort; Recycle and Reuse, page 13
- Unit 2, Writing Center, Science-Journal Writing, page 20
- Unit 2, Small Group, Introduction to Science Journals, page 32
- Unit 3, Construction Zone, Block and Roll Ramps, page 12
- Unit 3, Construction Zone, Racing Ramps, page 13
- Unit 3, Connect, Going Up! page 115
- Unit 3, Welcome and Read-Aloud, *My Car*, page 232

- Unit 3, Connect, Measuring Length and Distance, page 263
- Unit 4, Small Group, Sorting and Re-Sorting Our Collections, page 34
- Unit 5, Exploration Station, Seed-Sprouting Experiment, page 12
- Unit 5, Small Group, Flour Power, page 166
- Unit 5, Connect, Plant Experiment, page 182
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218

Life Science (LS): From molecules to organisms: structures and processes

PK.LS1.01 a.

Identify common attributes of familiar living things.

During various small group activities and nature walks throughout the curriculum, children have opportunities to sort objects into categories, including living and nonliving things, and to observe, discuss, and report on characteristics of the environment. During Unit 1, children will explore their own bodies by identifying, thinking, and talking about their senses and body parts. Children learn to describe living things and understand what they need to grow and survive. They experiment with their own bodies, plants, and worms as they learn about growth, life, environments, and similarities/differences among living things and their needs.

Examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Small Group, Shake and Listen, page 165
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Connect, Collection Connection, page 33
- Unit 2, Welcome and Read-Aloud, *Squirrels*, page 68
- Unit 2, Connect, More Sorting It Out, page 78
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 2, Small Group, Make a *Clown Fish*, page 206
- Unit 3, Welcome and Read-Aloud, *Spoon*, page 143
- Unit 3, Welcome and Read-Aloud, *Do Goldfish Gallop?* Part 1, page 191
- Unit 3, Small Group, Move it ... or Not, page 218
- Unit 3, Connect, Does a Ball Gallop? page 234
- Unit 4, Welcome and Read-Aloud, *Dinosaurs Big and Small*, page 106
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Small Group, Science Journals: Seeds, page 104

- Unit 5, Connect, Living and Nonliving: Worms, page 131
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 147
- Unit 6, Connect, Animal Scientists, Part 1, page 58

b.

Recognize differences between living organisms and non-living materials.

During various small-group activities and nature walks throughout the curriculum, children are provided the opportunity to sort objects into categories, including living and nonliving things, and to observe, discuss, and report on characteristics of the environment.

Examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 50
- Unit 1, Small Group, Shake and Listen, page 165
- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Connect, Collection Connection, page 33
- Unit 2, Welcome and Read-Aloud, *Squirrels*, page 68
- Unit 2, Connect, More Sorting It Out, page 78
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 2, Small Group, Make a *Clown Fish*, page 206
- Unit 3, Welcome and Read-Aloud, *Spoon*, page 143
- Unit 3, Welcome and Read-Aloud, *Do Goldfish Gallop?* Part 1, page 191
- Unit 3, Small Group, Move it ... or Not, page 218
- Unit 3, Connect, Does a Ball Gallop? page 234
- Unit 4, Welcome and Read-Aloud, *Dinosaurs Big and Small*, page 106
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Small Group, Science Journals: Seeds, page 104
- Unit 5, Connect, Living and Nonliving: Worms, page 131
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 147
- Unit 6, Connect, Animal Scientists, Part 1, page 58

c.

Recognize and describe the function of the five senses of humans.

Children are introduced to all five senses during Unit 1, and senses are an ongoing theme throughout the entire unit. Children are provided many opportunities to engage in hands-on explorations in their senses, exploring sight, smell, touch, sound, and taste. Throughout lesson and learning-center activities, children identify, describe, and compare and contrast different sights, smells, sounds, tastes, and textures.

Examples from the curriculum include:

- Unit 1, Learning Centers, Book Nook—Picture Walk with *Your Senses*, page 12
- Unit 1, Learning Centers, Exploration Station— Senses Sort, page 16
- Unit 1, Welcome and Read-Aloud, *Owl Babies*, page 33
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 49
- Unit 1, Small Group, Snack Time: Focus on Observation and Prediction, page 54
- Unit 1, Welcome and Read-Aloud, *Classroom Up Close* and Centers-Signs Sharing, page 90
- Unit 1, Small Group, Classroom Spy, page 94
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 107
- Unit 1, Small Group: *Our Senses* Posters: Sight (page 111), Hearing and Touch (page 147)
- Unit 1, Small Group, Can You Feel It? page 158
- Unit 1, Connect, Introduction to Shake and Listen, page 164

Earth Science (ESS2): Earth systems. Note: Earth Science (ESS1): Earth's place in the universe begins in kindergarten.

PK.ESS2.01a.

Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).

Throughout *Connect4Learning*[®], children are observers and documenters, using their science journals to both draw their observations of something in the natural environment (Unit 2, pages 32–33) and to conduct an experiment in which they predict how seeds will respond to various conditions (Unit 5, pages 87–88, 143, 182).

Specific examples from the curriculum include:

- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Small Group, Water, page 110
- Unit 2, Writing Center, Science-Journal Writing, page 20
- Unit 2, Welcome and Read-Aloud, *Abiyoyo Returns*, page 120
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 4, Connect, Paleo Protection, page 70
- Unit 4, Welcome and Read-Aloud, *All About Castles*, page 141
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30

- Unit 5, Connect, Creating Seed-Sprouting Charts, page 36
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 147
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218

b.

Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).

In *Connect4Learning*® children explore and discuss weather and its effects, seasons, the importance of sunlight, and how living things depend on the earth's resources. The effects of weather on living things are measured and quantified as children observe seeds growing over time in a variety of conditions.

Specific examples from the curriculum include:

- Unit 2, Small Group, Water, page 110
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Connect, Creating Seed-Sprouting Charts, page 36
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 147
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218

Earth Science (ESS3): Earth and human activity

PK.ESS3.01a.

Observe, describe, and compare the habitats of plants and animals.

Throughout *Connect4Learning*®, children are observers and documenters, using their science journals to both draw their observations of something in the natural environment (Unit 2, pages 32–33) and to conduct an experiment where they predict how seeds will respond to various conditions (Unit 5, pages 87–88, 143, 182). Children also explore and discuss weather and its effects, seasons, the importance of sunlight, and how living things depend on the earth's resources. There are ample opportunities to gain understanding and discuss components that make up an environment (animals, people, plants, earth features). Children further explore as they learn about the interdependence and connections among people, animals, plants, and the earth's resources and understand the importance of caring for our environment. Finally, children explore and describe the relationship between form and function in both natural and human-made objects.

Specific examples from the curriculum include:

- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Small Group, Water, page 110

- Unit 2, Welcome and Read-Aloud, *Abiyoyo Returns*, page 120
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 3, Welcome and Read-Aloud, *The Snowy Day*, page 43
- Unit 4, Connect, Paleo Protection, page 70
- Unit 4, Welcome and Read-Aloud, *All About Castles*, page 141
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Connect, Creating Seed-Sprouting Charts, page 36
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 147
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218

b.

Observe and discuss how humans and animals respond to changes in weather.

Through a carefully selected collection of texts, many of the read-aloud selections feature informative text on plants and animals, including ways that they change over time. In Unit 4, children do a mini study of dinosaurs, exploring their characteristics as well as noticing how they changed over time, including their extinction and fossilization. Unit 5 focuses on how plants grow, and children do close observations of plants at various stages of development and explore the life cycle of a radish, through both text and teaching cards.

Specific examples from the curriculum include:

- Unit 1, Welcome and Read-Aloud, *Owl Babies*, page 34
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 233
- Unit 2, Welcome and Read-Aloud, *Big Trees*, page 36
- Unit 2, Welcome and Read-Aloud, *Squirrels*, page 68
- Unit 2, Small Group, *Squirrels*, page 71
- Unit 4, Welcome and Read-Aloud, *Meet the Dinosaurs*, page 68
- Unit 4, Welcome and Read-Aloud, *Dinosaurs Big and Small*, page 106
- Unit 5, Small Group, Science Journals: Sprouts, page 144
- Unit 5, Connect, The Life Cycle of a Radish, page 250

c.

Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).

Within *Connect4Learning*®, children have many opportunities to observe, explore, and discuss the connections between *people and the environment*. Children are frequently asked to think about and share their opinions and preferences and learn about and describe ways to help the environment.

Specific examples from the curriculum include:

- Unit 2, Welcome and Read-Aloud, *Life in the City*, page 28
- Unit 2, Connect, Recycling Center! Part 1, page 129
- Unit 2, Fast Focus, Reduce, Reuse, Recycle, page 133
- Unit 3, Connect, Recycling Center! Part 2, page 137
- Unit 2, Welcome and Read-Aloud, Trashy Town, page 152
- Unit 2, Connect, *Let's Visit a Coral Reef*, Part 3, page 221
- Unit 4, Connect, Castle Tour, page 143
- Unit 5, Welcome and Read-Aloud, Stone Soup, page 155
- Unit 5, Small Group, Taking Care of Living Things, page 242

Engineering, Technology and Science (ETS1): Engineering design.

PK.ETS1.01a.

Use senses to gather, explore, and interpret information.

In *Connect4Learning*® teachers place items in the exploration station for children to observe, draw, and label in their science journals. Items include objects collected on class nature walks, photos of the environment, or other objects related to children's exploration. Children make predictions during a nature walk on what they think they will hear, see, touch, and smell. They are encouraged to make notes in their science journals. Children have opportunities to further explore scientific themes and engage in science practices through classroom experiments. In addition, children engage in experiments and use their science journals regularly throughout the curriculum to record their observations and experiment results.

Examples from the curriculum include:

- Unit 1, Connect, I Spy Something in the Classroom, page 70
- Unit 1, Small Group, Can You Feel It? page 158
- Unit 1, Small Group, Smell and Tell, page 204
- Unit 2, Learning Centers, Writing Center: Science-Journal Writing, page 20
- Unit 2, Small Group, Introduction to Science Journals, page 32
- Unit 2, Welcome and Read-Aloud, *Squirrels*, page 68
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 3, Connect, Guess My Name Game, page 217
- Unit 4, Connect, Observing Fossils, page 108
- Unit 4, Small Group, Fossil-Forming Fun, page 128
- Unit 4: Welcome and Read-Aloud, *Komodo Dragons*, page 159
- Unit 5, Learning Centers, Exploration Station: Seed-Sprouting Experiment, page 12

- Unit 5, Learning Centers, Show What You Know Center: Life Cycle of a Radish, page 17
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Connect, Actual-Size Plants, page 72
- Unit 5, Small Group, Planting Sprouts: A Sunlight Experiment, page 87
- Unit 5, Welcome and Read Aloud, *An Earthworm's Life*, page 102
- Unit 5, Connect (page 103) and Small Group (page 125) Welcoming Worm Visitors
- Unit 5, Small Group, Science Journals: Seeds, page 104
- Unit 5, Small Group, Science Journals: Sprouts, page 144
- Unit 5, Small Group, Flour Power, page 166
- Unit 5, Small Group, Science Journals: Growth, page 183
- Unit 5, Connect, Where Did This Come From? page 210

b.

With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.

Throughout *Connect4Learning*®, children use their science journals to both draw their observations of something in the natural environment and to conduct experiments. Children also use the science journal as a place to record and organize data on their observations of how objects move, interesting artifacts in the exploration station learning center, and as a way to communicate their conclusions on class investigations.

Specific examples from the curriculum include:

- Unit 1, Small Group, Up Close: Science Tools, page 237
- Unit 2, Small Group, Introduction to Science Journals, page 32
- Unit 2, Small Group, Water, page 110
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 4, Connect, Paleo Protection, page 70
- Unit 5, Small Group, Seed-Sprouting and Planting Experiment, page 30
- Unit 5, Connect, Creating Seed-Sprouting Charts, page 36
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 147
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218

c.

Make predictions based on observations and prior explorations.

Children are provided many opportunities to engage in hands-on explorations in their senses, exploring sight, smell, touch, sound, and taste. Throughout lesson and learning-center activities, children identify, describe, and compare and contrast different sights, smells, sounds, tastes, and textures and begin to make predictions based on these observations and their prior

explorations.

Examples from the curriculum include:

- Unit 1, Learning Centers, Book Nook—Picture Walk with *Your Senses*, page 12
- Unit 1, Learning Centers, Exploration Station— Senses Sort, page 16
- Unit 1, Welcome and Read-Aloud, *Owl Babies*, page 33
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 49
- Unit 1, Small Group, Snack Time: Focus on Observation and Prediction, page 54
- Unit 1, Welcome and Read-Aloud, *Classroom Up Close* and Centers-Signs Sharing, page 90
- Unit 1, Small Group, Classroom Spy, page 94
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 107
- Unit 1, Small Group: *Our Senses* Posters: Sight (page 111), Taste and Smell (182)
- Unit 1, Small Group, Can You Feel It? page 158
- Unit 1, Connect, Introduction to Shake and Listen, page 164

Engineering, Technology and Science (ETS2): Links among engineering, technology, science, and society.

PK.ETS2.01a.

Recognize that tools have specific characteristics that determine their use.

Connect4Learning® develops general thinking processes as children use many types of tools in their scientific inquiries. For example, *Connect4Learning*® engages children in diverse activities to communicate their ideas, including drawing, writing, taking pictures, and using tools to build and observe. Children practice cooperation as they take photos of one another and record stories for each other. They compare and classify objects and animals, using the internet to further research animals or explore dinosaurs in the *Dinosaur Field Guide*. (These are also examples of how technology supports children's growing curiosity.) Children have opportunities to use and discuss other tools when problem solving as well. In their explorations, children use their senses (sight, touch, smell, sound) and a variety of tools, including magnifiers, measurement tools, and gardening tools.

Specific examples from the curriculum include:

- Unit 1, Connect, Introduction to Magnifiers, page 217
- Unit 2, Small Group, Introduction to Science Journals, page 32
- Unit 3, Learning Centers—Exploration Station, Chopstick Challenge, page 16
- Unit 3, Welcome and Read-Aloud, *Machines Go to Work*, page 254

- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Connect, Castle Tour, page 143
- Unit 5, Connect, Actual-Size Plants, page 72
- Unit 5, Connect (page 103) and Small Group (page 125) Welcoming Worm Visitors
- Unit 6, Small Group, The Class Video Yearbook: Excited for Kindergarten, page 36
- Unit 6, Connect, Observing Chimps Using Tools, page 48

b.

Explore familiar environments through the use of simple tools.

Connect4Learning® develops general thinking processes as children use many types of tools in their scientific inquiries. For example, *Connect4Learning*® engages children in diverse activities to communicate their ideas, including drawing, writing, taking pictures, and using tools to build and observe. Children practice cooperation as they take photos of one another and record stories for each other. They compare and classify objects and animals, using the internet to further research animals or explore dinosaurs in the *Dinosaur Field Guide*. (These are also examples of how technology supports children's growing curiosity.) Children have opportunities to use and discuss other tools when problem solving as well. In their explorations, children use their senses (sight, touch, smell, sound) and a variety of tools, including magnifiers, measurement tools, and gardening tools.

Specific examples from the curriculum include:

- Unit 1, Connect, Introduction to Magnifiers, page 217
- Unit 2, Small Group, Introduction to Science Journals, page 32
- Unit 3, Learning Centers—Exploration Station, Chopstick Challenge, page 16
- Unit 3, Welcome and Read-Aloud, *Machines Go to Work*, page 254
- Unit 4, Welcome and Read-Aloud, *Dinosaur Field Guide*, page 95
- Unit 4, Connect, Castle Tour, page 143
- Unit 5, Connect, Actual-Size Plants, page 72
- Unit 5, Connect (page 103) and Small Group (page 125) Welcoming Worm Visitors
- Unit 6, Small Group, The Class Video Yearbook: Excited for Kindergarten, page 36
- Unit 6, Connect, Observing Chimps Using Tools, page 48

Social Studies

Culture: Students will explore different traditions, customs, and cultures within their families, schools, and communities.

PK.01

In conversation, describe familiar people, places, things, and events, with reference to a student's home and school.

Daily schedules and routines are built into *Connect4Learning*®, introduced in Unit 1, and then reinforced throughout the curriculum. Many activities provide children with the opportunity to observe, describe, and compare events over a series of days and to share their own past experiences. *Connect4Learning*® also helps children explore growth and gain an understanding that people and places change over time. Children measure both their own growth and that of plants in their experiments, and they explore various times of the past, such as medieval times and the dinosaur era.

Specific examples from the curriculum include:

- Unit 1, Dramatic Play Learning Center, Home and School Materials , page 13
- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Small Group Snack Time: Focus on Observation and Prediction, page 54
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 2, Welcome and Read-Aloud, *Big Trees*, page 36
- Unit 2, Connect, What's Out There? Now We Know! page 38
- Unit 2, Small Group, Outdoor Scavenger Hunt, page 53
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Welcome and Read-Aloud, *Squirrels*, page 68
- Unit 2, Fast Focus, Reduce, Reuse, Recycle, page 133
- Unit 2, Connect, So Many Fish, Parts 1 & 2, page 191
- Unit 5, Connect, Cooperation: Watering the Garden, page 234
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4, Welcome and Read-Aloud, *Meet the Dinosaurs*, page 68
- Unit 4, Connect, Castle Tour, page 143
- Unit 4, Connect, Introduction to Maps, page 170
- Unit 4, Connect, Teamwork—It Gets a Building Built! page 180
- Unit 5, Exploration Center, Growth Charts, page 13

- Unit 5, Week 1, Seed-Sprouting and Planting Experiment Activities, page 30
- Unit 5, Connect, Creating Seed-Sprouting Charts, page 36
- Unit 5, Small Group, Science Journals: Seeds, page 104
- Unit 6, Connect, Animal Scientists, Part 1, page 58

PK.02

Begin to recognize similarities and differences between family customs and cultures.

Throughout *Connect4Learning*®, children have many opportunities to recognize their own traits and personal information about themselves and to describe and discuss this information. Children also discuss and understand similarities and differences among people and the importance of helping others. Additionally, materials familiar to children's homes and backgrounds are placed in the learning centers and classroom items are labeled in children's home languages to provide additional support. Children have many opportunities to share their past experiences and family with the class, and their families are welcome to attend many *Connect4Learning*® events.

Specific examples from the curriculum include:

- Unit 1, Dramatic Play Learning Center, Home, page 13
- Unit 1, Small Group, *Meet Our Class* Book and Individual Page Activities, page 30
- Unit 1, Small Group, Friendship Skill: Help a Friend, page 86
- Unit 1, Small Group, Get Goldilocks Home, page 191
- Unit 1, Welcome and Read-Aloud, *How Much Is That Doggie in the Window?* page 206
- Unit 2, Small Group, Solutions 3: Trade, Play Together, and Get a Timer, page 123
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 4, Small Group, Emotions Matching Game, page 121
- Unit 4, Connect, Castle Tour, page 143
- Unit 5, Welcome and Read-Aloud, *The Little Red Hen (Makes a Pizza) (Makes a Pizza)*, page 194
- Unit 5, Welcome and Read-Aloud, *An Alphabet Salad*, page 239
- Unit 6, Art Center, Self-Portrait Exhibit, page 9
- Unit 6, Writing Center Learning Center, End-of-the-Year Compliments, page 12

Economics: Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money

PK.03

Begin to distinguish between wants and needs.

Activities throughout the curriculum include exploration of various professions and the opportunity to act out these professions in the Dramatic Play center. During large- and small-group activities in Units 4 and 5, children will practice counting money and shopping, including figuring out prices, making change, creating receipts, and making budgeting decisions. Children are also introduced to various means of transportation and types of vehicles, and conduct experiments with toy cars during *Connect4Learning*® activities.

Specific examples from the curriculum include:

- Unit 1, Connect, I Spy Something in the Classroom, page 99
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Welcome and Read-Aloud, I Drive a Garbage Truck, page 113
- Unit 2, Welcome and Read-Aloud, Trashy Town, page 152
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Book Nook, Felt-Board Transportation Set, page 11
- Unit 3, Learning Centers, enhancements to the Dramatic Play center, pages 13–14
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Learning Centers, enhancements to the Dramatic Play center, pages 14–15
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 4, Small Group, Reading Dinosaur Museum Captions, page 71
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 5, Small Group, Farmers' Market, page 75
- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Small Group, Pizza Problem Solving, page 197
- Unit 6, Connect, Scientists Have Science Journals, page 41
- Unit 6, Small Group, So Much Traffic! page 66

PK.04

Identify how the basic human needs of food, clothing, shelter, and transportation are met.

Activities throughout the curriculum include exploration of various professions and the opportunity to act out these professions in the Dramatic Play center. During large- and small-group activities in Units 4 and 5, children will practice counting money and shopping, including figuring out prices, making change, creating receipts, and making budgeting

decisions. Children are also introduced to various means of transportation and types of vehicles, and conduct experiments with toy cars during *Connect4Learning*® activities.

Specific examples from the curriculum include:

- Unit 1, Connect, I Spy Something in the Classroom, page 99
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Welcome and Read-Aloud, I Drive a Garbage Truck, page 113
- Unit 2, Welcome and Read-Aloud, Trashy Town, page 152
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Book Nook, Felt-Board Transportation Set, page 11
- Unit 3, Learning Centers, enhancements to the Dramatic Play center, pages 13–14
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Learning Centers, enhancements to the Dramatic Play center, pages 14–15
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 4, Small Group, Reading Dinosaur Museum Captions, page 71
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 5, Small Group, Farmers' Market, page 75
- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Small Group, Pizza Problem Solving, page 197
- Unit 6, Connect, Scientists Have Science Journals, page 41
- Unit 6, Small Group, So Much Traffic! page 66

PK.05

Begin to recognize money and its uses.

An understanding of currency and its purpose is reinforced in *Connect4Learning*® through hands-on learning center activities and lessons. As children study the overarching science topic they begin to understand, through dramatic play, how currency is used in areas such as retail and agriculture.

Specific examples in the curriculum include:

- Unit 3, Learning Centers, Toy Store, page 13
- Unit 4, Learning Centers, Museum Gift Shop, page 14
- Unit 4, Connect, Introduce the Museum Gift Shop, page 215
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 5, Learning Centers, Farmers' Market, page 11
- Unit 5, Small Group, Farmers' Market, page 75

PK.06

Identify different types of jobs, including work done in the home, school, and community.

Activities throughout the curriculum include exploration of various professions and the opportunity to act out these professions in the Dramatic Play center. During large- and small-group activities in Units 4 and 5, children practice counting money and shopping, including figuring out prices, making change, creating receipts, and making budgeting decisions. Children are also introduced to various means of transportation and types of vehicles, and conduct experiments with toy cars during *Connect4Learning*® activities.

Specific examples from the curriculum include:

- Unit 1, Connect, I Spy Something in the Classroom, page 99
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Welcome and Read-Aloud, I Drive a Garbage Truck, page 113
- Unit 2, Welcome and Read-Aloud, Trashy Town, page 152
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Book Nook, Felt-Board Transportation Set, page 11
- Unit 3, Learning Centers, enhancements to the Dramatic Play center, pages 13–14
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Learning Centers, enhancements to the Dramatic Play center, pages 14–15
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 4, Small Group, Reading Dinosaur Museum Captions, page 71
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 5, Small Group, Farmers' Market, page 75
- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Small Group, Pizza Problem Solving, page 197
- Unit 6, Connect, Scientists Have Science Journals, page 41
- Unit 6, Small Group, So Much Traffic! page 66

PK.07

Give examples of how people exchange goods and use money to acquire wants and needs

An understanding of currency and its purpose is reinforced in *Connect4Learning*® through hands-on learning center activities and lessons. As children study the overarching science topic they begin to understand, through dramatic play, how currency is used in areas such as retail and agriculture.

Specific examples in the curriculum include:

- Unit 3, Learning Centers, Toy Store, page 13
- Unit 4, Learning Centers, Museum Gift Shop, page 14
- Unit 4, Connect, Introduce the Museum Gift Shop, page 215
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 5, Learning Centers, Farmers' Market, page 11
- Unit 5, Small Group, Farmers' Market, page 75

Geography: Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.

PK.08

Use directions such as up, down, in front, and behind.

Children will explore directionality and location by describing and comparing the positions and motions of objects. Many *Connect4Learning*® activities engage children to use actions and words to indicate position, location, movement, and orientation. Children also engage in classroom activities using positional words, following directions to show understanding (e.g., Unit 1, page 69: "Wave your elbows in front of you.... Place your feet above your head.... Wiggle five fingers between your legs.")

Specific examples in the curriculum include:

- Unit 3, Connect, Going Up! page 115
- Unit 3, Small Group, Block and Roll, page 236
- Unit 3, Small Group, Writing a Letter about How to Play Block and Roll, page 258
- Unit 1, Connect, Two Arms Wave, page 69
- Unit 3, Connect, Conrad the Confused Crow Builds Another Tower, page 103
- Unit 4, Connect, Exhibit Map, page 235

PK.09

Identify what a map represents.

Children work with maps extensively in Unit 4 of *Connect4Learning*®. In this unit they study the way maps help to plan and organize space. They use this information to create maps of familiar places, and the learning culminates in a classroom museum project where children create a map of the classroom to help them plan the space for the museum.

Specific examples in the curriculum include:

- Unit 4, Small Group, Building Exhibits, page 55
- Unit 4, Connect, Introduction to Maps, page 170
- Unit 4, Connect, Exhibit Map, page 235

PK.10

Understand how roads help people get around, and how they are used to organize locations within a city.

Activities throughout the curriculum include exploration of various professions and the opportunity to act out these professions in the Dramatic Play center. During large- and small-group activities in Units 4 and 5, children will practice counting money and shopping, including figuring out prices, making change, creating receipts, and making budgeting decisions. Children are also introduced to various means of transportation and types of vehicles, and conduct experiments with toy cars during *Connect4Learning*® activities.

Specific examples from the curriculum include:

- Unit 1, Connect, I Spy Something in the Classroom, page 99
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Welcome and Read-Aloud, I Drive a Garbage Truck, page 113
- Unit 2, Welcome and Read-Aloud, Trashy Town, page 152
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 3, Book Nook, Felt-Board Transportation Set, page 11
- Unit 3, Learning Centers, enhancements to the Dramatic Play center, pages 13–14
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 199
- Unit 4, Learning Centers, enhancements to the Dramatic Play center, pages 14–15
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 4, Small Group, Reading Dinosaur Museum Captions, page 71
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 4, Small Group, Museum Gift Shop, page 223
- Unit 5, Small Group, Farmers' Market, page 75
- Unit 5, Welcome and Read-Aloud, *Friends*, page 116
- Unit 5, Small Group, Pizza Problem Solving, page 197
- Unit 6, Connect, Scientists Have Science Journals, page 41
- Unit 6, Small Group, So Much Traffic! page 66

Government and Civics: Students will learn the foundations of good citizenship, including civic responsibilities and patriotism,

through the rules by which they live, the authority figures within their community and the United States, and national symbols

PK.11

Give examples of people who are authority figures.

Dramatic play is a cornerstone of each unit, as it is the primary social-learning center that helps children develop social-emotional competencies and self-regulation or executive function. Play settings in *Connect4Learning*® include natural habitats, a museum gift shop, and a farmers' market. The curriculum manuals include direction to the teachers to set up and support dramatic play for the children to use during learning-center time every day. Dramatic play allows children to explore the roles of a variety of community members including authority figures in the home, school, and community environments.

Specific examples of drama from the curriculum include:

- Unit 1, Learning Centers, Dramatic Play—Home; School, page 13
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 2, Learning Centers, Dramatic Play— Recycling Center; *Trashy Town!* pages 12–13
- Unit 3, Learning Centers, Dramatic Play—Toy Store; Toy Factory, pages 13–14
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 214
- Unit 4, Learning Centers, Dramatic Play— Curators; Museum Gift Shop, page 14
- Unit 4, Welcome and Read-Aloud, *The Princess and the Pea*, page 196
- Unit 4, Welcome and Read-Aloud, *Harold's Fairy Tale*, page 214
- Unit 5, Learning Centers, Dramatic Play—Farmers' Market, page 11
- Unit 6, Learning Centers, Dramatic Play—Science Play, page 10

PK.12

Recognize shapes found on flags and identify the American flag

Not specifically addressed in the curriculum

PK.13

Begin to recognize the name and role of the current President of the United States.

Not specifically addressed in the curriculum

PK.14

Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.

Dramatic play is a cornerstone of each unit, as it is the primary social-learning center that helps children develop social-emotional competencies and self-regulation or executive function. Play settings in *Connect4Learning*® include natural habitats, a museum gift shop, and a farmers' market. The curriculum manuals include direction to the teachers to set up and support dramatic play for the children to use during learning-center time every day. Dramatic play allows children to explore the roles of a variety of community members, including authority figures in the home, school, and community environments.

Specific examples of drama from the curriculum include:

- Unit 1, Learning Centers, Dramatic Play—Home; School, page 13
- Unit 1, Welcome and Read Aloud, *A Visitor for Bear*, page 151
- Unit 2, Learning Centers, Dramatic Play— Recycling Center; *Trashy Town!* pages 12–13
- Unit 3, Learning Centers, Dramatic Play—Toy Store; Toy Factory, pages 13–14
- Unit 3, Welcome and Read-Aloud, *How Will We Get to the Beach?* page 214
- Unit 4, Learning Centers, Dramatic Play— Curators; Museum Gift Shop, page 14
- Unit 4, Welcome and Read-Aloud, *The Princess and the Pea*, page 196
- Unit 4, Welcome and Read-Aloud, *Harold's Fairy Tale*, page 214
- Unit 5, Learning Centers, Dramatic Play—Farmers' Market, page 11
- Unit 6, Learning Centers, Dramatic Play—Science Play, page 10

PK.15

Identify the need for rules.

Connect4Learning® starts the school year by teaching classroom expectations and routines. Children are supported as they work cooperatively with and help their peers and engage in problem-solving and conflict-resolution activities. Effective communication techniques are embedded directly in *Connect4Learning*® lessons (especially with the *Connect4Learning*® puppet Tucker the Turtle), as children learn to express their feelings and opinions through appropriate gestures, actions, and language. In addition to treating their peers, teachers, and classroom materials in a respectful manner, children learn about their local environment and the Earth, and gain an understanding of the need to treat all things respectfully.

Specific examples from the curriculum include:

- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45

- Unit 1, Connect, Who's Behind the Blanket, page 196
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Small Group, Solutions 2: Ignore, Say, "Please Stop," and Get a Teacher, page 86
- Unit 2, Connect, Solution Spot Game, page 122
- Unit 2, Fast Focus, Reduce, Reuse, Recycle, page 133
- Unit 2, Welcome and Read-Aloud, *We Are Problem Solvers*, page 158
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 2, Welcome and Read-Aloud, *Swimmy*, page 232
- Unit 4, Welcome and Read-Aloud, *Rex Wrecks It!* page 118
- Unit 4, Connect, Prince and Princess Problem Solving, page 192
- Unit 5, Welcome and Read-Aloud, *In the Garden: Who's Been Here?* page 70
- Unit 5, Welcome and Read-Aloud, *Our Community Garden*, page 207

History: Students will understand the chronological organization of history and the importance of holidays.

PK.17

Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.

Daily schedules and routines are built into *Connect4Learning*®, introduced in Unit 1 and then reinforced throughout the rest of the curriculum. Many activities throughout *Connect4Learning*® provide children with the opportunity to observe, describe, and compare events over a series of days and to share their own past experiences.

Specific examples from the curriculum include:

- Unit 1, Dramatic Play Learning Center, Home and School materials, page 13
- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Small Group, Snack Time: Focus on Observation and Prediction, page 54
- Unit 2, Welcome and Read-Aloud, *People and the Environment*, page 57
- Unit 2, Fast Focus, Reduce, Reuse, Recycle, page 133
- Unit 2, Connect, So Many Fish, Parts 1 & 2, page 191
- Unit 2, Connect, Cooperation: Watering the Garden, page 234
- Unit 4, Welcome and Read-Aloud, *Going to a Museum*, page 59
- Unit 4, Welcome and Read-Aloud, *Meet the Dinosaurs*, page 68
- Unit 4, Connect, Castle Tour, page 143

- Unit 4, Connect, Teamwork—It Gets a Building Built! page 180
- Unit 5, Exploration Center, Growth Charts, page 13
- Unit 5, Week 1, Seed-Sprouting and Planting Experiment Activities, page 30
- Unit 5, Connect, Creating Seed-Sprouting Charts, page 36
- Unit 5, Small Group, Science Journals: Seeds, page 104
- Unit 6, Connect, Animal Scientists, Part 1, page 58
-

Creative Arts

Visual Arts: Express self and represent what the student knows, thinks, believes, and feels through visual arts.

PK.CA.1.

Experiment with a variety of media and art materials for tactile experience and exploration

Throughout all six units in *Connect4Learning*® children have the opportunity to express and communicate their understandings through visual art and movement activities. Each unit has specific activities for the art center, dramatic play, and the exploration station, which connects art activities to content. Additionally, each unit has the ongoing unit project, which connects the content of the unit to creative tasks for children, including designing and building a toy using recycled materials, re-creating a coral reef in the classroom, and planning and creating a classroom museum.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Art Center, page 9
- Unit 2, Learning Centers, Dramatic Play, page 12
- Unit 3, Project Overview, page 4
- Unit 4, Learning Centers, Exploration Station, page 15

PK.CA.2

Create artistic works with intent and purpose using varying tools, texture, color, and technique

Throughout all six units in *Connect4Learning*® children have the opportunity to express and communicate their understandings through visual art and movement activities. Each unit has specific activities for the art center, dramatic play, and the exploration station, which connects art activities to content. Additionally each unit has the ongoing unit project, which connects the content of the unit to creative tasks for children, including designing and building a toy using recycled materials, re-creating a coral reef in the classroom, and planning and creating a classroom museum.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Art Center, page 9
- Unit 2, Learning Centers, Dramatic Play, page 12
- Unit 3, Project Overview, page 4
- Unit 4, Learning Centers, Exploration Station, page 15

PK.CA.3

Present and respond to visual art created by self and others.

Throughout all six units in *Connect4Learning*® children have the opportunity to express and communicate their understandings through visual art and movement activities. Each unit has specific activities for the art center, dramatic play, and the exploration station, which connects art activities to content. Additionally, each unit has the ongoing unit project, which connects the content of the unit to creative tasks for children, including designing and building a toy using recycled materials, re-creating a coral reef in the classroom, and planning and creating a classroom museum.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Art Center, page 9
- Unit 2, Learning Centers, Dramatic Play, page 12
- Unit 3, Project Overview, page 4
- Unit 4, Learning Centers, Exploration Station, page 15

Music: Express self by engaging in musical activities.

PK.CA.4.

Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.

Throughout *Connect4Learning*®, children have many opportunities to engage with music and experiment with sound, including a welcome song at the daily Welcome and Read-Aloud, lesson activities, and learning-center play. Children in *Connect4Learning*® classrooms listen to music, sing, participate in fingerplays, engage in singing games, and create their own music with various musical instruments. Every day begins with singing one of the many welcome songs (sung to familiar tunes, such as “Twinkle, Twinkle Little Star,” with the words changed) listed in the curriculum manuals. Fast Focus lessons typically include fingerplays, songs, and chants. Throughout the curriculum, children are invited to participate in movement activities. In Unit 1, children move while counting and creating rhythms; in later units, children move around the space while the music plays then stop on a designated shape. The concepts of fast, slow, loud, and soft are woven into lessons on letter names and sounds as well as singing activities. The children are also encouraged to participate in creative movement and dance during daily lessons and transitions. Fast Focus lessons also often include movement activities, and are great to use for transitions. An example of children’s creative movement from Unit 4 includes, “Play the music and encourage the children to move about the space like dinosaurs. Stop the music, and have the children move to the emotion card that is closest.”

Specific examples from the curriculum include:

- Units 1–6, Appendix A: Welcome Songs
- Unit 1, Learning Centers, Exploration Station Fun with Sound, page 16
- Unit 1, Learning Centers, Listening Center, page 17
- Unit 1, Fast Focus, Alpha Pig’s Alphabet Song, pages 73, 95, 205
- Unit 1, Connect and Small Group, Shake and Listen, page 164
- Unit 2, Learning Centers, Exploration Station Recycled Instruments, page 13
- Unit 2, Learning Centers, Listening Center Music, page 17
- Unit 2, Connect, Expectations Freeze Dance, page 85
- Unit 2, Fast Focus, Syllable Beats, page 151
- Unit 2, Connect, Coral-Reef Dance, page 247
- Unit 3, Connect, Name That Shape! page 30
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Fast Focus, Alpha Pig’s Alphabet Song, page 220
- Unit 4, Learning Centers, Show What You Know Dance or Clap a Pattern, page 19
- Unit 4, Connect, Turtle Freeze, page 47
- Unit 4, Connect, Dino-Motions, page 120
- Unit 6, Fast Focus, Pattern Dance, page 37

PK.CA.5.

Create and perform using voice, traditional instruments, and/or non-traditional instruments.

Children in *Connect4Learning*® classrooms listen to music, sing, participate in fingerplays, engage in singing games, and create their own music with various musical instruments. Every day begins with singing one of the many welcome songs (sung to familiar tunes such as “Twinkle, Twinkle Little Star” with the words changed) listed in the curriculum manuals. Fast Focus lessons typically include fingerplays, songs, and chants. Throughout the curriculum, children are invited to participate in movement activities. In Unit 1, children move while counting and creating rhythms; in later units, children move around the space while the music plays then stop on a designated shape. Children are also encouraged to participate in creative movement and dance during daily lessons and transitions.

Specific examples from the curriculum include:

- Units 1–6, Appendix A: Welcome Songs
- Unit 1, Learning Centers, Exploration Station Fun with Sound, page 16
- Unit 1, Learning Centers, Listening Center, page 17
- Unit 1, Fast Focus, Alpha Pig’s Alphabet Song, pages 73, 95, 205
- Unit 1, Connect and Small Group, Shake and Listen, page 164
- Unit 2, Learning Centers, Exploration Station Recycled Instruments, page 13

- Unit 2, Learning Centers, Listening Center Music, page 17
- Unit 2, Connect, Expectations Freeze Dance, page 85
- Unit 2, Fast Focus, Syllable Beats, page 151
- Unit 2, Connect, Coral-Reef Dance, page 247
- Unit 3, Connect, Name That Shape! page 30
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Fast Focus, Alpha Pig’s Alphabet Song, page 220
- Unit 4, Learning Centers, Show What You Know Dance or Clap a Pattern, page 19
- Unit 4, Connect, Turtle Freeze, page 47
- Unit 4, Connect, Dino-Motions, page 120
- Unit 6, Fast Focus, Pattern Dance, page 37

Creative Movement & Dance

PK.CA.6.

Respond to feelings through dance or creative movement

In *Connect4Learning*® children are encouraged to participate in creative movement and dance during daily lessons and transitions. Fast Focus lessons also often include movement activities and are great to use for transitions. An example of children’s creative movement from Unit 4 includes: “Play the music and encourage the children to move about the space like dinosaurs. Stop the music, and have the children move to the emotion card that is closest!”

Specific examples from the curriculum include:

- Units 1–6, Appendix A: Welcome Songs
- Unit 1, Learning Centers, Exploration Station Fun with Sound, page 16
- Unit 1, Learning Centers, Listening Center, page 17
- Unit 1, Fast Focus, Alpha Pig’s Alphabet Song, pages 73, 95, 205
- Unit 1, Connect and Small Group, Shake and Listen, page 164
- Unit 2, Learning Centers, Exploration Station Recycled Instruments, page 13
- Unit 2, Learning Centers, Listening Center Music, page 17
- Unit 2, Connect, Expectations Freeze Dance, page 85
- Unit 2, Fast Focus, Syllable Beats, page 151
- Unit 2, Connect, Coral-Reef Dance, page 247
- Unit 3, Connect, Name That Shape! page 30
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Fast Focus, Alpha Pig’s Alphabet Song, page 220

- Unit 4, Learning Centers, Show What You Know Dance or Clap a Pattern, page 19
- Unit 4, Connect, Turtle Freeze, page 47
- Unit 4, Connect, Dino-Motions, page 120
- Unit 6, Fast Focus, Pattern Dance, page 37

PK.CA.7.

Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props')

In *Connect4Learning*® children are encouraged to participate in creative movement and dance during daily lessons and transitions. Fast Focus lessons also often include movement activities and are great to use for transitions. An example of children's creative movement from Unit 4 includes: "Play the music and encourage the children to move about the space like dinosaurs. Stop the music, and have the children move to the emotion card that is closest."

Specific examples from the curriculum include:

- Units 1–6, Appendix A: Welcome Songs
- Unit 1, Learning Centers, Exploration Station Fun with Sound, page 16
- Unit 1, Learning Centers, Listening Center, page 17
- Unit 1, Fast Focus, Alpha Pig's Alphabet Song, pages 73, 95, 205
- Unit 1, Connect and Small Group, Shake and Listen, page 164
- Unit 2, Learning Centers, Exploration Station Recycled Instruments, page 13
- Unit 2, Learning Centers, Listening Center Music, page 17
- Unit 2, Connect, Expectations Freeze Dance, page 85
- Unit 2, Fast Focus, Syllable Beats, page 151
- Unit 2, Connect, Coral-Reef Dance, page 247
- Unit 3, Connect, Name That Shape! page 30
- Unit 3, Connect, Mirror, Mirror Game, page 45
- Unit 3, Fast Focus, Alpha Pig's Alphabet Song, page 220
- Unit 4, Learning Centers, Show What You Know Dance or Clap a Pattern, page 19
- Unit 4, Connect, Turtle Freeze, page 47
- Unit 4, Connect, Dino-Motions, page 120
- Unit 6, Fast Focus, Pattern Dance, page 37

Theatre/Dramatic Play

PK.CA.8.

Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences

Throughout all six units in *Connect4Learning*® children have the opportunity to express and communicate their understandings through visual art, dramatic play, movement activities. Each unit has specific activities for the art center, dramatic play, and the exploration station, which connects art activities to content. Additionally, each unit has the ongoing unit project, which connects the content of the unit to creative tasks for children, including designing and building a toy using recycled materials, re-creating a coral reef in the classroom, and planning and creating a classroom museum.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Art Center, page 9
- Unit 2, Learning Centers, Dramatic Play, page 12
- Unit 3, Project Overview, page 4
- Unit 4, Learning Centers, Exploration Station, page 15

PK.CA.9.

Respond and react to theatre and drama presentations.

Throughout all six units in *Connect4Learning*® children have the opportunity to express and communicate their understandings through visual art, dramatic play, and movement activities. Each unit has specific activities for the art center, dramatic play, and the exploration station, which connects art activities to content. Additionally, each unit has the ongoing unit project, which connects the content of the unit to creative tasks for children, including designing and building a toy using recycled materials, recreating a coral reef in the classroom, and planning and creating a classroom museum.

Specific examples from the curriculum include:

- Unit 1, Learning Centers, Art Center, page 9
- Unit 2, Learning Centers, Dramatic Play, page 12
- Unit 3, Project Overview, page 4
- Unit 4, Learning Centers, Exploration Station, page 15

Cultural Differences

PK.CA.10.

Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.

Throughout *Connect4Learning*®, children have many opportunities to recognize their own traits and personal information about themselves and can describe and discuss this information. Children also discuss and understand similarities and differences among people and the importance of helping others. Additionally, materials familiar to children's homes and backgrounds are placed in the learning centers, and classroom items are labeled in children's home languages to provide additional support. Children are provided with many opportunities to share their past experiences and family with the class, and their families are welcome to attend many *Connect4Learning*® events.

Specific examples from the curriculum include:

- Unit 1, Dramatic Play Learning Centers, Home, page 13
- Unit 1, Small Group, *Meet Our Class* Book and Individual Page Activities, page 30
- Unit 1, Small Group, Friendship Skill: Help a Friend, page 86
- Unit 1, Small Group, Get Goldilocks Home, page 191
- Unit 1, Welcome and Read-Aloud, *How Much Is That Doggie in the Window?* page 206
- Unit 2, Small Group, Solutions 3: Trade, Play Together, and Get a Timer, page 123
- Unit 3, Small Group, Introduce Tucker the Turtle, page 88
- Unit 4, Small Group, Emotions Matching Game, page 121
- Unit 4, Connect, Castle Tour, page 143
- Unit 5, Welcome and Read-Aloud, *The Little Red Hen (Makes a Pizza) (Makes a Pizza)*, page 194
- Unit 5, Welcome and Read-Aloud, *An Alphabet Salad*, page 239
- Unit 6, Art Center, Self-Portrait Exhibit, page 9
- Unit 6, Writing Center Learning Center, End-of-the-Year Compliments, page 12

Physical Development

Sensorimotor: Use senses to assist and guide learning; using sensory information to plan and carry out movements

PK.PD.1.

Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.

Children are introduced to all five senses during Unit 1, and senses run as an ongoing theme throughout the entire unit. Children have many opportunities to engage in hands-on explorations in their senses, exploring sight, smell, touch, sound, and taste. Throughout lesson and learning-center activities, children identify, describe, and compare and contrast different sights, smells, sounds, tastes, and textures.

Examples from the curriculum include:

- Unit 1, Learning Centers, Book Nook, Picture Walk with *Your Senses*, page 12
- Unit 1, Learning Centers, Exploration Station Senses Sort, page 16
- Unit 1, Welcome and Read-Aloud, *Owl Babies*, page 33
- Unit 1, Welcome and Read-Aloud, *Our Senses*, page 49
- Unit 1, Small Group, Snack Time: Focus on Observation and Prediction, page 54
- Unit 1, Welcome and Read-Aloud, *Classroom Up Close* and Centers-Signs Sharing, page 90
- Unit 1, Small Group, Classroom Spy, page 94
- Unit 1, Welcome and Read-Aloud, *Nature Spy*, page 97
- Unit 1, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 107
- Unit 1, Small Group: *Our Senses* Posters: Sight (page 111), Hearing and Touch (page 147)
- Unit 1, Small Group, Can You Feel It? page 158
- Unit 1, Connect, Introduction to Shake and Listen, page 164

PK.PD.2.

Demonstrate awareness of spatial boundaries and the ability to work and move within them

Throughout the *Connect4Learning*® curriculum, children learn about their bodies and relate that understanding to a variety of movement tasks. Unit 1 focuses on learning parts of the body, and later units involve movement activities that have children listening to directions and

responding with spatial and directional awareness of their bodies.

Specific examples from the curriculum include:

- Unit 1, Fast Focus, The Parts of Me, page 32
- Unit 1, Connect, Two Arms—Show Your Partner, page 76
- Unit 1, Fast Focus, Moves to Count! page 101
- Unit 1, Fast Focus, Five Little Senses, page 184
- Unit 1, Connect, Body Numbers, page 235
- Unit 3, Connect, Turtle Freeze, page 131
- Unit 3, Welcome and Read-Aloud, *Who Hops?* page 174
- Unit 3, Small Group, Move it...or Not, page 218
- Unit 6, Fast Focus, Make a Body Shape, page 80

Gross Motor: Demonstrate coordination and control of large muscles.

PK.PD.3.

Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).

The sample schedules for *Connect4Learning*® (provided in the Teacher's Handbook, pages 31–32) emphasize the need for outdoor play in both a half-day and full-day program, and the *Connect4Learning*® unit manuals include various activities to promote active physical play, indoors or out. Examples include Unit 2: (page 40) The children use movement (i.e., hop, jump, touch toes) to practice counting and patterns. In Unit 3 (page 120), the children will move about the room like dinosaurs ("Stomp like a dinosaur." "Walk on four legs like a Stegosaurus."). In Unit 4 (page 166), the children work on patterns by using their bodies to sit, stand, or kneel. In addition, Small Group on day 5 of each week is designated for teachers to choose concepts and skills to revisit based on the needs of the children. Day 5 Fast Focus lessons are often also designated as Teacher Choice (see Unit 3, pages 62 and 63). Every *Connect4Learning*® day also begins with singing one of the many welcome songs listed in the curriculum manuals, and Fast Focus lessons typically include fingerplays, songs, and chants. The children are encouraged to participate in creative movement and/or teacher-directed movement during these daily activities.

Specific examples from the curriculum include:

- Unit 1, Connect, Friendship Wiggle, page 45
- Unit 1, Connect, Two Arms Wave, page 69
- Unit 1, Connect, "Elephants Went Out to Play," page 157
- Unit 2, Connect, Expectations Freeze Dance, page 85

- Unit 2, Fast Focus, One, Two, Buckle My Shoe, page 119:
- Unit 2, Fast Focus, Numeral 8 and Eight Jumps, pages 208, 212, 213
- Unit 2, Fast Focus, Count Jumps, pages 237, 249
- Unit 2, Connect, Coral-Reef Dance, page 247
- Unit 3, Small Group, Shape Walk, page 81
- Unit 3, Fast Focus, Simon Shows, pages 90, 220
- Unit 3, Fast Focus, Moves to Count, pages 127, 197
- Unit 3, Fast Focus, Wiggle, Jiggle, Jump, pages 142, 146
- Unit 4, Learning Centers, Show What You Know Dance or Clap a Pattern, page 19
- Unit 4, Connect, Turtle Freeze, page 47
- Unit 4, Fast Focus, Shape-Counting Jump, pages 79, 100
- Unit 4, Fast Focus, I'm So Glad to See You, page 194
- Unit 5, Fast Focus, Plant and Grow, page 39
- Unit 5, Fast Focus, Grow, Grow, Grow, page 95
- Unit 5, Fast Focus, Make Body Triangles, page 184
- Unit 6, Fast Focus, Shape-Counting Jump, pages 30, 50
- Unit 6, Fast Focus, Pattern Dance, page 37

PK.PD.4.

Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).

The sample schedules for *Connect4Learning*® (provided in the Teacher's Handbook, pages 31–32) emphasize the need for outdoor play in both a half-day and full-day program, and the *Connect4Learning*® unit manuals include various activities to promote active physical play, indoors or out. Examples include Unit 2 (page 40), the children use movement (i.e., hop, jump, touch toes) to practice counting and patterns. In Unit 3 (page 120), the children will move about the room like dinosaurs. ("Stomp like a dinosaur." "Walk on four legs like a Stegosaurus.") In Unit 4 (page 166), the children work on patterns by using their bodies to sit, stand, or kneel. In addition, Small Group on day 5 of each week is designated for teachers to choose concepts and skills to revisit based on the needs of the children. Day 5 Fast Focus lessons are often also designated as Teacher Choice (see Unit 3, pages 62 and 63). Every *Connect4Learning*® day also begins with singing one of the many welcome songs listed in the curriculum manuals, and Fast Focus lessons typically include fingerplays, songs, and chants. The children are encouraged to participate in creative movement and/or teacher-directed movement during these daily activities.

Specific examples from the curriculum include:

- Unit 1, Connect, Friendship Wiggle, page 45

- Unit 1, Connect, Two Arms Wave, page 69
- Unit 1, Connect, "Elephants Went Out to Play," page 157
- Unit 2, Connect, Expectations Freeze Dance, page 85
- Unit 2, Fast Focus, One, Two, Buckle My Shoe, page 119:
- Unit 2, Fast Focus, Numeral 8 and Eight Jumps, pages 208, 212, 213
- Unit 2, Fast Focus, Count Jumps, pages 237, 249
- Unit 2, Connect, Coral-Reef Dance, page 247
- Unit 3, Small Group, Shape Walk, page 81
- Unit 3, Fast Focus, Simon Shows, pages 90, 220
- Unit 3, Fast Focus, Moves to Count, pages 127, 197
- Unit 3, Fast Focus, Wiggle, Jiggle, Jump, pages 142, 146
- Unit 4, Learning Centers, Show What You Know Dance or Clap a Pattern, page 19
- Unit 4, Connect, Turtle Freeze, page 47
- Unit 4, Fast Focus, Shape-Counting Jump, pages 79, 100
- Unit 4, Fast Focus, I'm So Glad to See You, page 194
- Unit 5, Fast Focus, Plant and Grow, page 39
- Unit 5, Fast Focus, Grow, Grow, Grow, page 95
- Unit 5, Fast Focus, Make Body Triangles, page 184
- Unit 6, Fast Focus, Shape-Counting Jump, pages 30, 50
- Unit 6, Fast Focus, Pattern Dance, page 37

Fine Motor: Demonstrate eye-hand coordination and dexterity needed to manipulate objects.

PK.PD.5.

Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.)

The *Connect4Learning*® sample schedule builds in outdoor exploration time each day, and children have the opportunity to utilize learning centers every day to play games and be physically active; both of these provide children with many opportunities to practice object control. Unit 1 of *Connect4Learning*® also includes many themes and activities to help children increase their understanding and control over their bodies. During outdoor time, recess, or field trips to the park, children can play games and go on the playground (equipment varies by school/center). The Construction Zone learning center provides children with regular opportunities to build structures and in the Show What You Know Center children conduct experiments, some of which are very active and use large objects such as balls, boxes, toy

cars, etc.

Unit 3 Learning Centers (p. 9), for example, include the following activities in which children exhibit object control: Wheel Tracks – children drive tricycles or other play vehicles through puddles; Design It! Build It! – children build various structures using materials in the Construction Zone; Conrad the Confused Crow Builds a Tower – children use blocks and other differently-shaped objects for stacking; From Here to There – children build ramps, bridges, arches, and stairs with blocks; Block and Roll Ramps, Parts 1 and 2 - children send different objects down ramps and try to aim for the target zone; Toy Factory - in a shipping area, children wrap up toys for mailing; Making Boxes: children make boxes and other structures for building; and Ball and Scoop – children remake a game in which they toss balls back and forth, aiming for their partner’s scoop.

Specific examples from the curriculum include:

- Teacher’s Handbook, Chapter 3, Sample Schedules, pages 31–32
- Teacher’s Handbook, Chapter 3, Using Learning Centers, pages 38–45
- Unit 1, Welcome and Read-Aloud, *Otto Goes to School*, page 38
- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Welcome and Read-Aloud, *Can I Play Too?* page 82
- Unit 1, Fast Focus, Moves to Count, page 101
- Unit 1, Connect, Counting Circle, page 109
- Unit 3, Fast Focus, Keep Counting, page 173
- Unit 3, Small Group, Ball and Scoop, page 177
- Unit 3, Small Group, Block and Roll, page 236
- Unit 4, Connect, Emotions Crown Game, page 155
- Unit 5, Learning Centers, Block Maze, page 11

PK.PD.6.

Explore and engage in activities which enhance hand-eye-coordination (e.g. building-with-blocks, creating with clay, putting puzzles together, and using other manipulatives).

Throughout the *Connect4Learning*® curriculum, children learn about their bodies and relate that understanding to a variety of movement tasks, including eye-hand coordination tasks such as building with blocks, creating with clay, and working with puzzles. Unit 1 focuses on learning parts of the body, and later units involve movement activities that have children listening to directions and responding with spatial and directional awareness of their bodies.

Specific examples from the curriculum include:

- Unit 1, Fast Focus, The Parts of Me, page 32
- Unit 1, Connect, Two Arms- Show Your Partner, page 76
- Unit 1, Fast Focus, Moves to Count! page 101
- Unit 1, Fast Focus, Five Little Senses, page 184

- Unit 1, Connect, Body Numbers, page 235
- Unit 3, Connect, Turtle Freeze, page 131
- Unit 3, Welcome and Read-Aloud, *Who Hops?* page 174
- Unit 3, Small Group, Move it...or Not, page 218
- Unit 6, Fast Focus, Make a Body Shape, page 80

Personal Health & Safety

PK.PD.7.

Demonstrate personal care and hygiene skills.

Safe behaviors, including personal care and hygiene, are emphasized, encouraged, and expected throughout *Connect4Learning*®. During Unit 1 (introduced on page 28, then reviewed throughout the unit on pp. 38, 45, 46, 50, 101), classroom expectations are reviewed. One of which is “Be Safe.” A poster reflecting the expectations with “Be Safe” will remain posted in the classroom. Children also develop knowledge about healthy foods in their *Connect4Learning*® classroom. In Unit 5, children study gardens and learn about healthy foods. They follow how-to directions to make Food Friend faces out of fruits and vegetables; they sort types of foods; and they learn about foods coming from a specific plant. Children also have the opportunity to practice and develop appropriate health and hygiene skills in their *Connect4Learning*® classroom.

Specific examples from the curriculum include:

- Unit 1, Book Nook Learning Center (page 11), signs reminding children to wash hands
- Unit 1, Small Group, Snack Time: Focus on Observation and Prediction, page 54
- Unit 2, Small Group, Don’t Waste That Water! page 169
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 5, Connect, What Number Now? page 111
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Connect, Center Sort and Outdoor Brainstorm, page 84
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Connect, Problem-Solving Steps, page 44
- Unit 2, Small Group, Introduction to the Solution Suitcase: Take Turns, page 46
- Unit 2, Small Group, Solutions 2: Ignore, Say “Please Stop,” Get a Teacher, page 86
- Unit 2, Small Group, Problem-Solving Puppets, page 161
- Unit 2, Small Group, Super Solver Game, page 198

- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 4, Small Group, Armored and Safe, page 163
- Unit 5, Welcome and Read-Aloud, *Growing Vegetable Soup*, page 140
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 147
- Unit 5, Connect, Our Stone Soup, page 157
- Unit 5, Fast Focus, Chop, Chop, Chippety Chop, page 160
- Unit 5, Connect, Conrad the Confused Crow Mixes Up Dinner, page 189
- Unit 5, Welcome and Read-Aloud, *Our Community Garden*, page 207
- Unit 5, Connect, Where Did This Come From? page 210
- Unit 5, Welcome and Read-Aloud, *Eating Pairs*, page 224
- Unit 5, Welcome and Read-Aloud, *An Alphabet Salad*, page 239
- Unit 5, Welcome and Read-Aloud, *The Ugly Vegetables*, page 247

PK.PD.8.

Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise)

In *Connect4Learning*® children develop knowledge about healthy foods. In Unit 5, children study gardens and learn about healthy foods. They follow how-to directions to make Food Friend faces out of fruits and vegetables; they sort types of foods; and they learn about foods coming from a specific plant. Children also have the opportunity to practice and develop appropriate health and hygiene skills in their *Connect4Learning*® classroom.

Specific examples from the curriculum include:

- Unit 1, Small Group, Snack Time: Focus on Observation and Prediction, page 54
- Unit 2, Small Group, Don't Waste That Water! page 169
- Unit 4, Connect, Meet the Expert: Museum Curator, page 39
- Unit 5, Connect, What Number Now? page 111
- Unit 5, Welcome and Read-Aloud, *Do You Know Which Ones Will Grow?* page 218
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Connect, Center Sort and Outdoor Brainstorm, page 84
- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Connect, Problem-Solving Steps, page 44
- Unit 2, Small Group, Introduction to the Solution Suitcase: Take Turns, page 46
- Unit 2, Small Group, Solutions 2: Ignore, Say "Please Stop," Get a Teacher, page 86

- Unit 2, Small Group, Problem-Solving Puppets, page 161
- Unit 2, Small Group, Super Solver Game, page 198
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 4, Small Group, Armored and Safe, page 163
- Unit 5, Welcome and Read-Aloud, *Growing Vegetable Soup*, page 140
- Unit 5, Welcome and Read-Aloud, *Plants We Eat and How They Grow*, page 147
- Unit 5, Connect, Our Stone Soup, page 157
- Unit 5, Fast Focus, Chop, Chop, Chippety Chop, page 160
- Unit 5, Connect, Conrad the Confused Crow Mixes Up Dinner, page 189
- Unit 5, Welcome and Read-Aloud, *Our Community Garden*, page 207
- Unit 5, Connect, Where Did This Come From? page 210
- Unit 5, Welcome and Read-Aloud, *Eating Pairs*, page 224
- Unit 5, Welcome and Read-Aloud, *An Alphabet Salad*, page 239
- Unit 5, Welcome and Read-Aloud, *The Ugly Vegetables*, page 247

PK.PD.9.

Demonstrate awareness and understanding of safety rules.

Safe behaviors are emphasized, encouraged, and expected throughout *Connect4Learning*®. During Unit 1 (introduced on page 28, then reviewed throughout the unit on pp. 38, 45, 46, 50, 101), classroom expectations are reviewed. One of which is "Be Safe." A poster reflecting the expectations with "Be Safe" will remain posted in the classroom. Teachers will explain that the expectations help everyone to work and learn safely. They will also ask the children what it means to do each item on the expectations chart, and why these behaviors are important. Teachers and children will discuss what may happen if they do not behave in safe and respectful ways. Self-regulation is also one of *Connect4Learning*'s thinking processes that runs throughout the entire curriculum; many *Connect4Learning*® activities and lessons help children self-regulate, use control, and identify solutions to their problems. For example, during Small Group in a Unit 3 lesson (page 88), children are introduced to Tucker the Turtle and his calm-down strategy. Teachers will describe the calming strategies and allow time for the children to practice the strategies. Tucker will reinforce this healthy, calming behavior through cards, a book, and various activities during the remainder of the curriculum. Children also develop knowledge about healthy foods in their *Connect4Learning*® classrooms. In Unit 5, children study gardens and learn about healthy foods. They follow how-to directions to make Food Friend faces out of fruits and vegetables; they sort types of foods; and they learn about foods coming from a specific plant.

Specific examples from the curriculum include:

- Unit 1, Connect, How Many Are Here Today? page 28
- Unit 1, Connect, Expectations Review and Friendship Wiggle, page 45
- Unit 1, Connect, Center Sort and Outdoor Brainstorm, page 84

- Unit 1, Small Group, Expectations Scavenger Hunt, page 197
- Unit 2, Welcome and Read-Aloud, *Goldilocks and the Three Bears*, page 42
- Unit 2, Connect, Problem-Solving Steps, page 44
- Unit 2, Small Group, Introduction to the Solution Suitcase: Take Turns, page 46
- Unit 2, Small Group, Solutions 2: Ignore, Say "Please Stop," Get a Teacher, page 86
- Unit 2, Small Group, Problem-Solving Puppets, page 161
- Unit 2, Small Group, Super Solver Game, page 198
- Unit 3, Welcome and Read-Aloud, *The Chocolate-Covered-Cookie Tantrum*, page 85
- Unit 3, Welcome and Read-Aloud, *Sometimes I'm Bombaloo*, page 129
- Unit 3, Welcome and Read-Aloud, *My Car*, page 232
- Unit 4, Small Group, Armored and Safe, page 163