

# LIFECUBBY

[www.lifecubby.me](http://www.lifecubby.me) 6240-C Frost Road, Westerville OH 43082 614-423-7815

## LifeCubby Vine Assessments Align with Delaware Early Learning Foundations: Preschool



### The LifeCubby Assessment System



#### References

Delaware Department of Education. (2010). *Delaware early learning foundations: Preschool*. DE: Author. Retrieved from <https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf>

<b>Delaware Early Learning Foundations: Preschool</b>	<b>Vine Assessments by LifeCubby</b>
<b>Social Emotional Development</b>	<b>Vine Indicators</b>
Self-Concept	
SE31 Be with adults who are consistent, responsive, and caring	<p><b>SED 5-1 Bonds with Adults</b>  <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems  <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment	<p><b>ATL 1-5 Shows Initiative</b>  <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting  <u>Pre-K:</u> Makes and conveys choices to friends and teachers</p> <p><b>SED 4-1 Develops Awareness of Self</b>  <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family  <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p>
SE33 Participate in activities that are challenging but within their reach	<p><b>ATL 1-3 Is Persistent</b>  <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support  <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p>
SE34 Assume a role in determining how they will learn	<p><b>ATL 1-4 Is Curious</b>  <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities  <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>
SE35 Participate in meaningful responsibilities	<p><b>ATL 2-2 Shows Responsibility</b>  <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege  <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways	<p><b>SS 16-1 Explores Cultures</b>  <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work  <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
SE37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging	<p><b>SED 6-3 Cooperates with Peers</b>  <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p>

	<u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
<b>Self-Regulation</b>	
SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)	<b>SED 3-1 Expresses Emotion</b> <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
SE39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
SE40 Express feelings through play and artistic representation	<b>SED 3-1 Expresses Emotion</b> <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
SE41 Begin to understand that actions have consequences	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SE42 Follow simple rules and routines with minimal help	<b>ATL 2-1 Understands Routines</b> <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
SE43 Experience logical and natural consequences	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SE44 Complete activities that he/she has started	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support

	<u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
SE45 Use materials purposefully, safely, and respectfully	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SE46 Attempt to solve problems in a positive manner	<b>CS 14-1 Solves Problems</b> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
<b>Social Relationships and Cooperation</b>	
SE47 Develop trust in familiar adults and close peers	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
SE48 Receive guidance, support and directions from a range of familiar adults	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
SE49 Develop and maintain friendships with peers	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
SE50 Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them	<b>SED 6-1 Builds Empathy</b> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)	<b>SED 6-3 Cooperates with Peers</b> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
SE52 Develop ability to initiate and sustain play with peers	<b>SED 6-3 Cooperates with Peers</b> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns

	<u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
SE53 Be a helpful member of a group or household through sharing tasks or chore	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SE54 Develop turn taking and negotiation skills	<b>SED 6-3 Cooperates with Peers</b> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

<b>Approaches to Learning</b>	
<b>Initiative and Curiosity</b>	
AL31 Participate in a variety of tasks and activities using all five senses	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL32 Make independent choices during play and throughout the daily routine	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
<b>Engagement and Persistence</b>	
AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	<b>ATL 1-1 Is Attentive</b> <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes

AL36 Begin to develop and follow through with plan for play and other activities	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project	<b>CS 14-3 Makes Plans</b> <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
<b>Reasoning and Problem Solving</b>	
AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults	<b>CS 14-1 Solves Problems</b> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
AL40 Demonstrate the ability to sequence events	<b>SS 16-2 Understands Time</b> <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems	<b>CS 14-1 Solves Problems</b> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems

<b>Language and Literacy</b>	
<b>Receptive Communication</b>	
LL31 Respond to their names, requests for action, or information	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
LL32 Develop listening, watching, attention, and comprehension skills	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations

LL33 Follow two- or three-step directions	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues  <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
LL34 Identify particular sounds in the environment through different media	<p><b>LC 7-3 Develops Phonemic Awareness</b>  <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted  <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>
LL35 Respond to questions	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues  <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
LL36 Increase vocabulary to include prepositions and basic concept	<p><b>LC 7-4 Expands Vocabulary</b>  <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words  <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
<b>Expressive Communication</b>	
LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal)	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic  <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
LL38 Communicate so they will be understood by peers and adults	<p><b>LC 7-5 Expands Grammar and Pronunciation</b>  <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)  <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
LL39 Play with language such as rhyming	<p><b>LC 7-3 Develops Phonemic Awareness</b>  <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted  <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>
LL40 Use language to enter play situation	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal</p>

	<p>cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
LL41 Participate in turn taking conversations	<p><b>LC 7-6 Learns Conversation Structure</b></p> <p><u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p> <p><u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
LL42 Dictate a story to an adult	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
LL43 Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features	<p><b>LC 7-5 Expands Grammar and Pronunciation</b></p> <p><u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p> <p><u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
LL44 Use volume and tone or ASL facial grammar appropriate to the situation	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
LL45 Respond appropriately to messages in conversation	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
LL46 Express emotions through language	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>

	<u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
LL47 Use language appropriately during play situations	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Expressive Communication</b>	
LL48 Experiment with patterns in words	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Emergent Reading</b>	
LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
LL50 Show increasing awareness of print, familiar signs, labels, and symbols	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
LL51 Identify and name letters of the alphabet	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes

LL53 Recognize common letter sounds at the beginning, middle, and end of words	<p><b>LKS 8-2 Develops Alphabetic Knowledge</b>  <u>3-Year Old:</u> Says or sings ABCs  <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p>
LL54 Know the difference between upper- and lower-case letters	<p><b>LKS 8-2 Develops Alphabetic Knowledge</b>  <u>3-Year Old:</u> Says or sings ABCs  <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p>
LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
LL56 Understand the parts of a book and how it is used	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
LL58 Explore different types of literature such as narrative (story) and informative (non-fiction)	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
LL59 Demonstrate that print represents someone's thoughts and ideas	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make</p>

	words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
LL60 Interpret pictures	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
LL61 Hear words in a sentence and syllables in words	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
LL62 Know that print is read and pictures are not	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
<b>Emergent Writing</b>	
LL63 Use scribbles, symbols, or drawings to share experiences	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
LL64 Use a variety of writing tools and materials	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
LL65 Trace and copy shapes and letters	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple

	words from classroom labels and other materials; shows awareness that a word is made up of letters
LL66 Begin to print the letters of their first name	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
LL67 Express self through pretend writing	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
LL68 Write in a variety of formats	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
LL69 Practice writing left to right and top to bottom	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
LL70 Use inventive spelling	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
LL71 Develop strength, dexterity, and control needed to use writing tools and materials	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple</p>

	words from classroom labels and other materials; shows awareness that a word is made up of letters
LL72 Develop hand-eye coordination required for written communication	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>

<b>Mathematics</b>	
Number and Operations	
MA31 Develop an awareness of numbers and counting as a means for understanding quantity	<p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
MA32 Recite numbers in sequence	<p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
MA33 Recognize numbers	<p><b>CM 10-4 Reads and Writes Numbers</b></p> <p><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p> <p><u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>
MA34 Use one-to-one correspondence when counting	<p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
MA35 Use language to compare numbers of objects (Ex: more, less, same)	<p><b>CM 10-2 Builds and Observes Sets</b></p> <p><u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p><u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>
MA36 Determine quantity or “how many”	<p><b>CM 10-2 Builds and Observes Sets</b></p> <p><u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p><u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>

MA37 Understand numbers and number concepts as they relate to everyday life	<p><b>CM 10-2 Builds and Observes Sets</b></p> <p><u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p><u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>
MA38 Use ordinal number words to describe the position of objects (Ex: "first," "second," "third," etc.)	<p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
MA39 Understand the concept of how numbers relate to quantity	<p><b>CM 10-3 Learns Addition, Subtraction and Division</b></p> <p><u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p> <p><u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>
<b>Geometry and Spatial Sense</b>	
MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
MA41 Put together and take apart increasingly more difficult puzzles	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
MA42 Describe how shapes are the same or different (Ex: size, shape, color)	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
MA43 Demonstrate and describe positions of objects	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
<b>Patterns</b>	
MA44 Recognize, copy, and extend simple patterns with a variety of materials	<p><b>CM 11-2 Understands Patterns</b></p> <p><u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)</p>

<p>MA45 Arrange objects in a series according to one attribute (Ex: shape, size, texture, or color)</p>	<p><b>CM 11-2 Understands Patterns</b>  <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next  <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)</p>
<p>MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)</p>	<p><b>SS 16-2 Understands Time</b>  <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)  <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
<p>MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)</p>	<p><b>CS 13-2 Classifies or Sorts Objects</b>  <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function  <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
<p>Measurement</p>	
<p>MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures</p>	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)  <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
<p>MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)</p>	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)  <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
<p>MA50 Begin to compare and sort according to measurement attributes (length, size, weight)</p>	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)  <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
<p>Data Analysis</p>	

MA51 Begin to represent data using concrete objects, pictures, and simple graphs	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)  <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
MA52 Begin to compare and interpret data collected	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)  <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>

<b>Science</b>	
Sensory Awareness	
SC31 Use senses in purposeful ways to gather information and explore the environment	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
Scientific Exploration	
SC33 Express their curiosity and investigate questions of interest through play and exploration	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
SC34 Use materials and tools appropriate for problem solving and exploration	<p><b>CS 14-1 Solves Problems</b>  <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)  <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
Scientific Inquiry	

SC35 Ask scientific questions	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
SC36 Investigate and explore their questions using observations and previous experience to make predictions	<p><b>CS 14-2 Makes Predictions</b>  <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story  <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)</p>
SC37 Provide their own explanations for “how” and “why” things happen	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b>  <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)  <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn’t work, sinks/floats); uses “if/then” and “cause/effect” reasoning, with or without adult help</p>
SC38 Use data from an investigation or exploration to draw conclusions and communicate results	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b>  <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)  <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn’t work, sinks/floats); uses “if/then” and “cause/effect” reasoning, with or without adult help</p>
<b>Scientific Knowledge – Living Things</b>	
SC39 Observe, describe, and discuss the natural world of people, animals and plants	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things  <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
SC40 Recognize categories of people, plants, and animals and describe similarities and differences among them	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
SC41 Recognize people, plants and animals grow and change over time and need certain things to survive	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
SC42 Demonstrate respect for living things	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p>

	<u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
<b>Scientific Knowledge – Non-Living Things</b>	
SC43 Observe, describe, and discuss physical properties of non-living things, both natural and humanmade	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
SC44 Recognize categories of non-living things and describe similarities and differences among them	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
SC45 Explore objects, machines, technology and structures	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
SC46 Experiment with effects of their own actions on objects	<b>CS 14-2 Makes Predictions</b> <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
<b>Scientific Knowledge – Earth and Sky</b>	
SC47 Observe, describe, and discuss changes in the seasons and the weather	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth’s materials (Ex: rocks, dirt, sand and water)	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
<b>Scientific Knowledge – Environment</b>	
SC50 Explore how the environment is affected by what people do	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

	<p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
SC51 Describe and engage in activities that preserve the environment	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>

<b>My Family, My Community, My World</b>	
My Family and My Community Culture	
MM31 Understand the concept of belonging to a family	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p>
MM32 Begin to develop an awareness of their family's culture	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p>
MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community	<p><b>SS 16-1 Explores Cultures</b></p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)	<p><b>SS 16-1 Explores Cultures</b></p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)	<p><b>SS 16-1 Explores Cultures</b></p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
Past, Present and Future History	

MM36 Develop emerging concept of time through daily schedule and routines	<p><b>SS 16-2 Understands Time</b>  <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)  <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
MM37 Share their personal history including people, places, and events that take place in the past and the present	<p><b>SS 16-2 Understands Time</b>  <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)  <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
MM38 Talk about events that may happen in the near future	<p><b>SS 16-2 Understands Time</b>  <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)  <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
MM39 Begin to understand that things, people, and places change over time	<p><b>SS 16-2 Understands Time</b>  <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)  <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
<b>Places and Spaces – Geography</b>	
MM40 Be familiar with information about where they live, including their address	<p><b>SS 16-3 Explores Geography</b>  <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.  <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right)	<p><b>CM 12-2 Develops Spatial Awareness</b>  <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind  <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)	<p><b>SS 16-3 Explores Geography</b>  <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.  <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
MM43 Develop an awareness of the natural environment surrounding them outdoors	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p>

	<u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
MM44 Begin to understand the relationship between humans and the natural environment	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Working Together – Government and Community	
MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
MM46 With support begin to develop problem solving skills	<b>CS 14-1 Solves Problems</b> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
MM47 Help to create rules	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
MM49 Perform simple tasks within the home, early childhood group, or community	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
MM50 Participate in group decision making	<b>SED 6-3 Cooperates with Peers</b>

	<p><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
<b>Money and Resources – Economics</b>	
MM51 Explore the concept of money, including what it is and how it is used	<p><b>SS 16-5 Learns about Government and Economics</b></p> <p><u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play</p> <p><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>
MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services	<p><b>SS 16-5 Learns about Government and Economics</b></p> <p><u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play</p> <p><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>
MM53 Begin to understand how people make and consume goods and services	<p><b>SS 16-5 Learns about Government and Economics</b></p> <p><u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play</p> <p><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>
MM54 Begin to understand wants versus basic necessities	<p><b>SS 16-5 Learns about Government and Economics</b></p> <p><u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play</p> <p><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>

<b>Creative Expression</b>	
<b>Music</b>	
CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos	<p><b>CCA 21-2 Explores Music</b></p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p> <p><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
CE32 Initiate and recall patterns, songs, rhythms, and rhymes	<p><b>CCA 21-2 Explores Music</b></p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>

	<u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CE33 Be exposed to music from other cultures	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
CE34 Sing a variety of simple songs in various keys	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
<b>Movement and Dance</b>	
CE35 Express through movement what is felt and heard in various rhythmic patterns	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
CE38 Experience and use movement to reinforce learning in other curricular areas	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
<b>Visual Arts</b>	
CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CE41 Share experiences, ideas, and thoughts about artistic creations	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

CE42 Use a variety of art materials and activities for sensory experiences	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
CE43 Express interest in and show respect for the creative work of others	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
CE44 Express experiences and feelings through a variety of artistic processes and creations	<p><b>CCA 21-1 Explores Art Media</b>  <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create  <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
<b>Dramatic Play</b>	
CE45 Represent fantasy and real-life experiences through pretend play	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
CE46 Show imagination and creativity in play	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
CE47 Participate in adult-guided dramatic activities	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
CE48 Engage in cooperative pretend play with another child	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>

<b>Physical Development and Health</b>	
<b>Fine Motor</b>	
PD31 Develop strength, small-motor control, and coordination through daily activities	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
PD32 Develop and use eye-hand coordination to perform a variety of tasks	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
PD33 Explore and experiment with a variety of tools	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
<b>Gross Motor</b>	
PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
PD36 Develop the ability to coordinate increasingly complex movements	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
<b>Health Awareness and Practice</b>	
PD37 Expand knowledge and respect for their bodies	<b>PMP 20-1 Learns about Nutrition</b> <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
PD38 Engage in daily physical activity, both indoors and outdoors	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise

<p>PD39 Learn about and practice health and hygiene routines</p>	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat  <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
<p>PD40 Experience and learn about healthy lifestyle practices</p>	<p><b>PMP 20-1 Learns about Nutrition</b>  <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods  <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
<p>PD41 Learn about and demonstrate safe behaviors and accident prevention</p>	<p><b>PMP 20-2 Learns Safety Rules</b>  <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted  <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[info@lifecubby.me](mailto:info@lifecubby.me)