ALIGNMENT TO LANGUAGES OF LEARNING CURRICULUM FRAMEWORK AND Child-Parent Centers Inc. SCHOOL READINESS GOAL

100% of children will demonstrate developmental progress in all learning domains over the course of the program year (July 2020).

Materials Exploration Guide:
Provides guidance to explore materials through Phases which promotes slowing down and individualizing at the child’s developmental skill level. The primary purpose is to scaffold and sustain interest in order to support long-term studies.

Phase I. Introduction of a material, learning properties and building a relationship with the material.
Phase II. Adding materials and incorporating tools for further exploration.
Phase III. Exploring deeper concepts, feelings and ideas, representing, and making meaning of experiences.

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Make them a gift? Send them a message? Create a song especially for them?

The Arts & Materials

Collage
- What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.
- Can various surfaces for the collages be used such as paper, cardboard, plastic, clay, etc.
- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard, or wood?

Clay and Play Dough
- Roll clay into snakes and attach the pieces to make long lines.
- Make balls of clay, large and small. How many small balls can be made? What is the biggest/smallest clay ball you can make?
- Roll clay into spirals both flat and ones that curve up.
- Make indentations in clay.
- Are there ways to make the clay to stand up?

Sense of Identity and Belonging

People & the Environment

History & Events

Physical Development, Health, and Safety

Perceptual, Motor, and Physical Development: Fine Motor

Fine Arts

Approaches to Learning (Creativity)

Approaches to Learning (Reasoning and Problem Solving)

Language & Literacy

Strand 1: Language

Strand 2: Emergent Literacy

Strand 3: Emergent Writing

Mathematics

Strand 1: Counting and Cardinality

Strand 2: Operations and Algebraic Thinking

Strand 3: Measurement and Data

Strand 4: Geometry

Science

Strand 1: Inquiry and Application

Strand 2: Community

Social Studies

Strand 1: Family

Strand 2: Community

Strand 3: History and Events

Physical Development, Health and Safety

Strand 1: Physical Health and Development

Fine Arts

Strand 1: Visual Arts

Strand 4: Dramatic Play

Social/Emotional Objective 2

A sense of self-worth - ISTE NETS Standards 1, 4, 5

Positive Climate 2b

Negative Climate 2b

Teacher Sensitivity
Sensory Explorations:
- Visual (sight)
- Auditory (sound)
- Tactile (touch)
- Olfactory (smell)
- Gustatory (taste)

Art Explorations
- Explore and Design with Loose Parts
- Permanent vs. Non-Permanent Art

Outdoor Explorations
- Texture and Color
- Sound

- Find a larger picture/image, glue it onto another piece of heavier paper and cut it into interesting pieces to create a puzzle that you can put back together.
- Math
- Find a larger picture/image, glue it onto another piece of heavier paper and cut it into interesting pieces to create a puzzle that you can put back together.
- What is the largest line you can draw, what is the shortest, widest (fattest), skinniest, etc.

The Arts & Materials
Collage
- What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.
- Can various surfaces for the collages be used such as paper, cardboard, plastic, clay, etc.
- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard, or wood?
- Can a college be made using many shades of one color, allowing one to explore the depth and range of color?

- Relationships with Adults
- Approaches to Learning
- Initiative and Curiosity
- Cognitive and Self-Regulation
- Self-Concept
- Approaches to Learning
- Reasoning and Problem Solving

Language and literacy
- Receptive Language
- Attending and Understanding
- Language and Communicating
- Vocabulary
- Science
- Scientific Skills & Method

Social Studies
- Sense of Identity and Belonging

Physical Development, Health and Safety
- Perceptual, Motor, and Physical Development: Fine Motor

Fine Arts
- Approaches to Learning
- (Creativity)

AZELS
Social Emotional
- Strand 1: Self-Awareness and Emotional Skills
- Strand 2: Relationships and Social Skills

Approaches to Learning:
- Strand 1: Initiative and Curiosity
- Strand 2: Attentiveness and Persistence
- Strand 3: Confidence and Resilience
- Strand 4: Creativity
- Strand 5: Reasoning and Problem Solving

Language and literacy
- Strand 1: Language
- Science
- Strand 1: Inquiry and Application

Social Studies
- Strand 1: Family

Physical Development, Health and Safety
- Strand 1: Physical Health and Development

Fine Arts
- Strand 1: Visual Arts

Objective 7
- Language
- Objectives 8, 9, 10

Cognitive
- Objectives 11, 12, 13

Objectives 24, 33

Sci & Tech Social Studies/Arts

Objective 1

A sense of trust - ISTE.NETSS standards 2, 4, 5

Curiosity - ISTE.NETSS standards 1, 3, 5, 6

Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5

Capacity to play – ISTE.NETSS standards 1, 6

Times of solitude - ISTE.NETSS standards 1, 6

ISTE.NETSS standards 1, 4, 5

Regard for Student Perspectives
- 2b

Behavior Management
- 2b

Productivity
- 2a

Concept Development
- 12, 11

Quality Feedback
- 2b

Language Modeling
- 9a
D. Where Other Family and Friends Live
C. Favorite Place

- Print and Writing
- Math Explorations
  - Recognizing Numerals
  - Measurement and Data Analysis
  - Geometry & Spatial Awareness
  - Spatial Awareness
  - Sensory Explorations
    - Visual (sight)
    - Tactile
- Art Explorations
  - Explore and Design with Loose Parts
  - Permanent vs. Non-Permanent Art
  - Beyond Paper and Paint
- Outdoor Explorations
  - Building and Constructing
  - Texture and Color

- Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.)
- What is your favorite thing to do with family in your neighborhood?
- Have a dialogue about your family’s favorite place in the community? If everyone does not choose the same place, share why each is special.
- Can everybody in the family name one thing that they can do well? Can the children make related drawings?
- Ask your child what is your favorite place in the house and why? Invite them to create a drawing of that place. Parents can share their favorite place too.
- Create a special or magical place in your house, someplace you can go to take a break. (This can even be in a small corner.) What can you add to make the place special? Lighting? Fabric? Pillow? Etc.

- Math
  - What is a group, and do you belong to any groups? Can we find any groups of things in the house?

The Arts & Materials
- Fabric
  - Use fabric to create interesting spaces indoors or outdoors. Ex. drape a large piece of fabric over two chairs creating a small area for children to go under.

- Sense of Identity and Belonging
- Relationship with Adults
- Relationship with Other Children

- Approaches to Learning
  - Initiative & Curiosity
  - Cognitive & Self-Regulation
  - Self-Concept
  - Approaches to Learning
  - Reasoning & Problem Solving

- Language and Literacy
  - Receptive Language: Attending and Understanding
  - Language and Communicating
  - Vocabulary
  - Print Concepts & Conventions

- Mathematics
  - Geometry & Spatial Sense
  - Scientific Skills & Method
  - Social Studies
  - Sense of Identity and Belonging
  - People & the Environment
  - Physical Development, Health and Safety
  - Perceptual, Motor, and Physical Development: Fine Motor

- Fine Art
  - Approaches to Learning (Creativity)

- AZELS
  - Social Emotional
    - Strand 1: Self-Awareness and Emotional Skills
    - Strand 2: Relationships and Social Skills

- Approaches to Learning
  - Strand 1: Initiative & Curiosity
  - Strand 2: Attention to and Persistence
  - Strand 3: Confidence and Resilience
  - Strand 4: Creativity
  - Strand 5: Reasoning and Problem Solving

- Language and Literacy
  - Strand 1: Language
  - Strand 2: Emergent Literacy

- Mathematics
  - Strand 4: Geometry
  - Strand 1: Inquiry and Application

- Social Studies
  - Strand 1: Family
### Capabilities, Abilities and Potentials

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**IV. Capabilities, Abilities and Potentials**

- **a. What I Do Well**
- **b. What Others Do Well**
- **c. What I Wish I Could Do Well**

**Potentials**

**Chapter 17**

**Chapter 16**

**Chapter 15**

**Chapter 14**

**Chapter 13**

**Chapter 12**

**Chapter 11**

**Chapter 10**

**Chapter 9**

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**Chapter 4**

**Chapter 3**

**Chapter 2**

**Books 1 to 3**

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<td>Recycling and Resourcefulness</td>
<td>Light and Shadow</td>
<td>What is your favorite letter and why? Can you create your favorite letter using different materials found at home?</td>
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<td>Gustatory (taste)</td>
<td>Beyond Paper and Paint</td>
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<td>What is your favorite letter and why? Can you create your favorite letter using different materials found at home?</td>
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<td>What is your favorite letter and why? Can you create your favorite letter using different materials found at home?</td>
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**Sense of Identity, Community and Place**

- Parents share a story with their children about what they were like when they were younger.
- Create your own superhero, if you could become any superhero, who would you be? What would your powers be? Where would you live? What would you look like? Create a drawing or dress up like him/her.
- Can everybody in the family name one thing that they can do well? Can the children make related drawings?
- Parents can share about the work they do/the job they have or any volunteer work in or near the community.
- Math
  - What is a group, and do you belong to any groups? Can we find any groups of things in the house?

**Sense of Identity, Community and Place**

- What is your favorite letter and why? Can you create your favorite letter using different materials found at home? What would you look like? Create a drawing or dress up like him/her.
- What would your powers be? Where would you live? What would you look like? Create a drawing or dress up like him/her.
- Can everybody in the family name one thing that they can do well? Can the children make related drawings?
- Parents can share about the work they do/the job they have or any volunteer work in or near the community.

**Social Emotional**

- Sense of identity and belonging
- Relationships with adults

**Cognitive**

- Initiative and curiosity
- Self-concept
- Approaches to learning
- Reasoning and problem solving

**Language and Literacy**

- Receptive language
- Attending and understanding
- Language and communicating
- Vocabulary

**Mathematics**

- Counting and cardinality
- Scientific skills and method
- Social studies
- Sense of identity and belonging
- People and the environment

**Physical Development, Health and Safety**

- Perceptual, motor, and physical development

**Fine Art**

- Approaches to learning
- Creativity
- Approaches to learning

**ESL/ESL**

- Social emotional
- Cognitive
- Physical
- Language

**Objectives**

- Objectives 1, 2
- Objectives 3, 4, 5
- Objectives 6, 7
- Objectives 8, 9, 10
- Objectives 11, 12, 13, 14
- Objectives 15, 16, 17, 18
- Objectives 24, 28, 29, 33, 35, 36
- Objectives 1, 2

**ISTE.NETSS Standards**

- Objectives 1, 2, 3, 4, 5
- Objectives 6, 7
- Objectives 8, 9, 10
- Objectives 11, 12, 13, 14
- Objectives 15, 16, 17, 18
- Objectives 24, 28, 29, 33, 35, 36

**Positive Climate**

- Positive climate 1a, 2b, 17b
- Negative climate 2b, 1a, 1c
- Teacher sensitivity 1a, 2a, 1c
- Regard for student perspectives 1a, 2b, 2a
- Behavior management 1b, 2b
- Productivity 2a, 1c, 1b, 1a
- Concept development 12, 1, 11
- Quality feedback 16a, 18c, 1c, 2b
- Language modeling 9a, 18c
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<tr>
<th>V. Ideas/Thoughts/Theories and Feelings/Emotions That One Has a. Feelings and Emotions</th>
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<tr>
<td>b. Preferences</td>
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<tr>
<th>Language and Literacy</th>
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<tr>
<td>• Strand 1: Language</td>
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<td>• Mathematics</td>
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<td>• Strand 1: Counting and Cardinality</td>
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<td>• Science</td>
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<td>• Strand 1: Inquiry and Application</td>
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<td>• Strand 1: Family</td>
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<td>• Strand 2: Community Physical Development, Health and Safety</td>
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<td>• Strand 1: Physical Health and Development</td>
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<td>Fine Art</td>
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<tr>
<td>• Strand 1: Visual Arts</td>
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<td>• Strand 3: Creative Movement and Dance</td>
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<td>• Strand 4: Dramatic Play</td>
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<table>
<thead>
<tr>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>• Reading</td>
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<tr>
<td>Art Explorations</td>
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<tr>
<td>• Permanent vs. Non-Permanent Art</td>
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<td>Science Explorations</td>
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<tr>
<td>• Health Science</td>
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<thead>
<tr>
<th>Sense of Identity, Community and Place</th>
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<tbody>
<tr>
<td>• Can you draw a picture about the virus? Does everyone in the family feel about it? Share feelings about it and talk about who are all “the helpers” (a term Mr. Rogers talks about) with the virus.</td>
</tr>
<tr>
<td>Well-Being</td>
</tr>
<tr>
<td>• Can you draw how “this virus going around” makes you feel?</td>
</tr>
<tr>
<td>• What makes you happy and what do you think makes your child/children happy?</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>• What is something you can do to make a friend smile while you are not together at school? Make them a gift! Send them a message? Create a song especially for them?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Arts &amp; Materials Color</th>
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</thead>
<tbody>
<tr>
<td>• If you have paint at home...mix your own color. Go through your house to find things that match the color you created. Go on a hunt through your house to find things that are your favorite color. What is the tiniest item you found of that color? And the largest? Which is the most important/special to you?</td>
</tr>
</tbody>
</table>

| Social/Emotional Objectives 1, 2 |
| Physical Objective 7 |
| Language Objectives 9, 10 |
| Cognitive Objective 11 |

| Objective 33 |
| Sci & Tech Social Studies/Arts |

| Objective 11 |
| Cognitive |

| Positive Climate 1a, 2b |
| Negative Climate 1b, 1c |
| Teacher Sensitivity 1a, 2a, 3b, 1c |
| Regard for Student Perspectives 1a, 2b, 2a |
| Behavior Management 1b, 1b |
| Productivity 2a, 1c, 1b, 1a |
| Concept Development 1, 11 |
| Quality Feedback 1c, 2b |
| Language Modeling 9a |

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### Chapter 29 A Global Perspective

#### VI. Roles One Can Play, Current and Future

- a. Roles and Behaviors at Different Ages
- b. Pretend Play
- c. Work and Jobs That Adults Have

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<th>Social/Emotional</th>
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<tr>
<td>• Listening, Talking and Conversations</td>
<td>• Can children develop interview questions for parents about their job?</td>
<td>Social Emotional</td>
<td>Objective 2</td>
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<tr>
<td>• Reading</td>
<td>• What is your favorite thing to do with your family?</td>
<td>Initiative and Curiosity</td>
<td>Objective 7</td>
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<tr>
<td>• Print and Writing</td>
<td>• Parents share a story with their children about what they were like when they were younger.</td>
<td>Cognitive and Self-Regulation</td>
<td>Objectives 8, 9, 10</td>
</tr>
<tr>
<td>• Letters</td>
<td>• Can everyday in the family name one thing that they can do well? Can the children make related drawings?</td>
<td>Self-Concept</td>
<td>Objectives 11, 12, 13</td>
</tr>
<tr>
<td>• Vestibular (balance)</td>
<td>• Parents can share about the work they do/the job they have or any volunteer work in or near the community.</td>
<td>Approaches to Learning</td>
<td>Objectives 15, 16, 17, 18, 19</td>
</tr>
<tr>
<td>• Art Explorations</td>
<td>• Well-Being: Parents share what is your favorite food now and as a child? What is your favorite food and what do you think you ate when you were a baby?</td>
<td>Language Anxiety and Depression</td>
<td>Language Objectives 8, 9, 10</td>
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<td>• Permanent vs. Non-Permanent Art</td>
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<td>Positive Climate</td>
<td>Objectives 3, 4, 5</td>
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<td>• Outdoor Explorations</td>
<td>• The Arts &amp; Materials</td>
<td>A sense of self-worth</td>
<td>Objectives 1, 4, 5</td>
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<td>• Light and Shadow</td>
<td>• Light and Shadow</td>
<td>A sense of trust</td>
<td>Objectives 2, 4, 5</td>
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<tr>
<td>• Science Explorations</td>
<td>• Health Science</td>
<td>Positive Climate</td>
<td>Positive Climate</td>
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<tr>
<td>• Language and Literacy</td>
<td></td>
<td>- Social/Emotional</td>
<td>Objectives 2, 4, 5</td>
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<tr>
<td>• Setting up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access.</td>
<td></td>
<td>- Physical</td>
<td>Objective 7</td>
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<td>- Social/Emotional</td>
<td>Language Objectives 8, 9, 10</td>
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<td>- Initiative and Curiosity</td>
<td>Objectives 8, 9, 10</td>
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<td></td>
<td></td>
<td>- Cognitive and Self-Regulation</td>
<td>Objectives 11, 12, 13</td>
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<td>- Self-Concept</td>
<td>Objectives 15, 16, 17, 18, 19</td>
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<td></td>
<td></td>
<td>- Approaches to Learning</td>
<td>Language Objectives 8, 9, 10</td>
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<td></td>
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<td>- Cognitive</td>
<td>Objectives 11, 12, 13</td>
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<td></td>
<td>- Social</td>
<td>Objectives 15, 16, 17, 18, 19</td>
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<td>- Emotional</td>
<td>Social &amp; Tech Social Studies/Arts Objectives 24, 29, 30, 31</td>
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<td></td>
<td>- Understanding</td>
<td>Times of solitude - ISTE.NETSS standards 1, 6</td>
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<td></td>
<td></td>
<td>- Language</td>
<td>A sense of self-worth - ISTE.NETSS standards 1, 4, 5</td>
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<td></td>
<td>- Vocabulary</td>
<td>Capacity to play - ISTE.NETSS standards 1, 6</td>
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<td></td>
<td></td>
<td>- Print Concepts &amp; Conventions</td>
<td>Times of solitude - ISTE.NETSS standards 1, 6</td>
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<td></td>
<td>- Phonological Awareness</td>
<td>Times of solitude - ISTE.NETSS standards 1, 6</td>
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<td></td>
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<td>A sense of self-worth - ISTE.NETSS standards 1, 4, 5</td>
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<td></td>
<td>- Comprehension and Text Structure</td>
<td>A sense of trust - ISTE.NETSS standards 2, 4, 5</td>
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<td></td>
<td>- Writing</td>
<td>A sense of trust - ISTE.NETSS standards 2, 4, 5</td>
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</table>

#### Book 1

- Chapter 7 Symbolic Play
- Chapter 12 Investigation

#### Book 3

- Chapter 2 Language and Literacy
- Chapter 8 Imaginative Play
- Chapter 9 Nurturing, Empathy, and Caring

#### Book 4

- Chapter 4 Identity and Learning to Be
- Chapter 6 A Sense of Belonging
- Chapter 29 A Global Perspective

#### Book 5

- Chapter 10 Children's Identity
- Chapter 12 Community

#### Book 6

- Chapter 2 Self-Awareness
- Chapter 4 Identity and Learning to Be
- Chapter 6 A Sense of Belonging

#### Book 7

- Chapter 12 Symbolic Play
- Chapter 12 Investigation

#### Book 8

- Chapter 2 Language and Literacy
- Chapter 8 Imaginative Play

#### Book 9

- Chapter 10 Children's Identity
- Chapter 12 Community

#### Book 10

- Chapter 2 Self-Awareness
- Chapter 4 Identity and Learning to Be
- Chapter 6 A Sense of Belonging
- Chapter 29 A Global Perspective
- Make shadows that move and are still. Can shadows dance together? Can shadows chase each other? How do shadows move around the room and over furniture?
- Trace shadows of people or objects.

### Science
- Scientific Skills & Method
- Sense of Identity and Belonging
- People & the Environment
- Physical Development, Health, and Safety
- Perceptual, Motor, and Physical Development
- Perceptual, Motor, and Physical Development: Fine Motor

### Fine Arts
- Approaches to Learning

### AZELS

#### Social Emotional
- Sense of Identity and Belonging
- Relationships with Adults
- Relationships with other children

#### Approaches to Learning:
- Initiative & Curiosity
- Cognitive & Self-Regulation
- Approaches to Learning
- Reasoning & Problem Solving

#### Language and Literacy
- Language
- Strand 2: Emergent Literacy
- Strand 3: Emergent Writing

#### Science
- Science
- Strand 1: Inquiry and Application

#### Social Studies
- Strand 1: Family
- Strand 2: Community
- Physical Development, Health, and Safety
- Strand 1: Perceptual, Motor, and Physical Development

#### Fine Arts
- Strand 4: Dramatic Play

### VII. Connections to Others
- a. Family and Members of the Household
- b. Play/Peers
- c. School/Center Staff
- d. People in the Neighborhood/Community

### Language Explorations
- Listening, Talking and Conversations

### Math Explorations
- Geometry & Spatial Awareness
- Spatial Awareness

### Art Explorations
- Explore and Design with Loose Parts
- Permanent vs. Non-Permanent Art

### Outdoor Explorations
- Building and Constructing

### Sense of Identity, Community & Place
- Make a self-portrait 3 different ways. Examples could be drawing, painting, collage, etc.
- What is your favorite thing to do with your family?
- What is a special celebration you and your family enjoy?
- What is your favorite thing to do with family in your neighborhood?
- Have a dialogue about your family’s favorite place in the community? If everyone does not choose the same place, share why each is special.
- Parents can share about the work they do/the job they have or any volunteer work in or near the community.

### SELSOF

#### Social Emotional
- Sense of identity and belonging
- Relationships with Adults
- Relationships with other children

#### Approaches to Learning:
- Initiative & Curiosity
- Cognitive & Self-Regulation
- Approaches to Learning
- Reasoning & Problem Solving

#### Language and Literacy
- Receptive Language
- Attending and Understanding

### Social Emotional
- Objectives 2, 3
- Physical Objective 7

### Language
- Objectives 8, 9, 10

### Cognitive
- Objectives 11, 12, 14

### Math
- Objectives 21

### Social Emotional
- A sense of self-worth: ISTE.NETSS standards 1, 4, 5
- A sense of trust: ISTE.NETSS standards 2, 4, 5

### Curation
- ISTE.NETSS standards 1, 3, 5, 6

### Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5

### Positive Climate
- 2b, 3b

### Negative Climate
- 2b, 3b

### Teacher Sensitivity
- 2a, 3b

### Regard for Student Perspectives
- 2b, 2a

### Behavior Management
- 3b, 3a, 2b

### Productivity
- 3a, 2a

### Concept Development
- 12, 11

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<th>Language &amp; Literacy</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 10</td>
<td>Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access.</td>
<td></td>
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</tr>
<tr>
<td>Chapter 11</td>
<td>What is something you can do to make a friend smile while you are not together at school? Make them a gift? Send them a message? Create a song especially for them?</td>
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</tr>
<tr>
<td>Chapter 27</td>
<td>Sense of Identity and Learning to Be</td>
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<tr>
<td>Chapter 29</td>
<td>Small Group and Social Justice</td>
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</table>

**Language & Literacy**
- Listening, Talking and Conversations
- Make a self-portrait 3 different ways. Examples could be drawing, painting, collage, etc.

**Science**
- Sense of Identity, Community & Place
- MSEL 1: Language Explorations
- MSEL 2: Social Emotional
- MSEL 3: Physical Development, Health, and Safety
- MSEL 4: Fine Arts
- MSEL 5: Approaches to Learning

**Social Studies**
- ISTE NETSS standards 1, 6
- Times of solitude - ISTE NETSS standards 1, 6
- Positive Climate 2b, 3b
- Negative Climate 9a
- Capacity to play – ISTE NETSS standards 1, 6

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<thead>
<tr>
<th>A Sense of Community</th>
<th>Book 1</th>
<th>Language Explorations</th>
<th>Sense of Identity, Community &amp; Place</th>
<th>NELESOF</th>
<th>Social Emotional</th>
<th>Social/Emotional Objectives 2, 3</th>
<th>A sense of self-worth - ISTE NETSS standards 1, 4, 5</th>
<th>Positive Climate 2b, 3b, Negative Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Peers</td>
<td>Chapter 2</td>
<td>Listening, Talking and Conversations</td>
<td>Make a self-portrait 3 different ways. Examples could be drawing, painting, collage, etc.</td>
<td></td>
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</tbody>
</table>
Sensory Explorations:
• Visual (sight)
Art Explorations
• Explore and Design with Loose Parts
• Permanent vs. Non-Permanent Art
• Recycling and Resourcefulness
• Beyond Paper and Paint
Outdoor Explorations
• Texture and Color
• Share favorites and least favorites. What is your favorite ice cream, color, story/book, place to go, etc. Then ask what you don’t like, what food don’t you like, what story don’t you like. Could you make drawings to go along with responses and make a little booklet of favorites and/or Not Favorites. Can you have a discussion about the virus. How is everyone in the family feeling about it? Share feelings about it and talk about who are all “the helpers” (a term Mr. Rogers talks about) with the virus.

Math
• Gather a collection of materials for the children to sort. Sort by color. Sort by shape. Sort by texture/feel
• Find a larger picture/image, glue it onto another piece of heavier paper and cut it into interesting pieces to create a puzzle that you can put back together.
• What is the longest line you can draw, what is the shortest, widest (fattest), skinniest, etc.?•

Language & Literacy
• Create a story about a favorite stuffed animal if he/she came to life one day. Share your story with family members or email it to a family/school friend.

Science
• What is something you can do to make a friend smile while you are not together at school? Make them a gift? Send them a smile while you are not together at school?
• What is the longest line you can draw, what is the shortest, widest (fattest), skinniest, etc.?•

The Arts & Materials
Collage
• What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.

Recycled Materials
• Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material.

Fabric
• Use fabric to create interesting spaces indoors or outdoors. Ex. drape a large piece of fabric over two chairs creating a small area for children to go under.
• Fill a small sturdy bin with fabrics for children to explore. Share a variety of textured fabrics with children inviting them to touch and experience the different ways that each might feel on their hands, feet, face, etc. Think about ribbed fabrics, velour, silk-like fabrics, etc.

• Relationships with other children
• Approaches to Learning
• Initiative and Curiosity
• Cognitive and Self-Regulation
• Approaches to Learning
• Reasoning and Problem Solving

Language & Literacy
• receptive Language
• Attending and Understanding
• Language and Communication
• Vocabulary

Science
• Scientific Skills & Method
• Social Studies
• People & the Environment

Physical Development, Health and Safety
• Perceptual, Motor, and Physical Development: Fine Motor

Visual Arts
• Approaches to Learning
• (Creativity)

AZELS
Social Emotional
• Strand 2: Relationships and Social Skills

Approaches to Learning:
• Strand 1: Initiative and Curiosity
• Strand 2: Attention and Persistence
• Strand 4: Creativity
• Strand 5: Reasoning and Problem Solving

Language and Literacy Standard
• Strand 1: Language
• Strand 2: Community

Science Standard
• Strand 1: Inquiry and Application

Social Studies
• Strand 2: Community

Physical Development, Health and Safety
• Strand 1: Physical Health and Development

Fine Arts standard
• Strand 1: Visual Arts

II. Other Classrooms and Others Who Work in the Center or School
• Floor Plan

Book 1

Chapter 2

Color

Language Explorations
• Listening, Talking and Conversations

Sense of Identity, Community and Place
• Can children develop interview questions for parents about their job?

HELLO
Social Emotional
• Relationships with Adults

Social/Emotional Objective 2

A sense of self-worth - ISTE.NETS standards 1, 4, 5

Positive Climate
2b, 17b, 15b

Negative Climate
9a, 19b

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Parents can share about the work they do/the job they have or any volunteer work in or near the community.

Language
- What’s your favorite letter and why? Can you create your favorite letter using different materials found at home? Can you make a letter with your body?
- Write a special note to your child for them to find/receive in the morning when they wake up. Encourage them to write or draw a note back to you or someone in the family. You could even create family mailboxes where anyone in the family can leave a note for a parent, sibling, pet, etc.

Science
- What is something you can do to make a friend smile while you are not together at school? Make them a gift? Send them a message? Create a song especially for them?

The Arts & Materials
Collage
- What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.?
- Can various surfaces for the collages be used such as paper, cardboard, plastic, clay, etc.?
- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard, or wood?
- Can a collage be made using many shades of one color, allowing one to explore the depth and range of color?

Recycled Materials
- Create a space for building with recycled materials in your house. You can use recycled items such as (but not limited to) toilet paper tubes, Kleenex boxes, shoe boxes, sections of PVC pipe.
- Use drawing materials or paint on recycled material, invite each child to create their own new/enhanced materials.
- Challenge parents/children to find a new way to use a recycled item from their home. Choose one recycled material and invite your children to create something special out of it. Then try with a different material.

Relationships with Other Children
Approaches to Learning
- Initiative and Curiosity
- Cognitive and Self-Regulation
- Self-Concept
- Approaches to Learning
- Reasoning and Problem Solving

Language and Literacy
- Receptive Language
- Attending and Understanding
- Language and Communicating
- Vocabulary
- Print Concepts & Conventions
- Writing

Science
- Scientific Skills & Method
- Social Studies
- Sense of Identity and Belonging
- People & the Environment

Physical Development, Health and Safety
- Perceptual, Motor, and Physical Development: Fine Motor
- Fine Arts
- Approaches to Learning (Creativity)

AZELS
Social Emotional
- Strand 2: Relationships and Social Skills

Approaches to Learning:
- Strand 1: Initiative and Curiosity
- Strand 2: Attention and Persistence
- Strand 3: Confidence and Resilience
- Strand 4: Creativity
- Strand 5: Reasoning and Problem Solving

Language and Literacy
- Strand 1: Language
- Strand 2: Emergent Literacy
- Strand 3: Emergent Writing

Science
- Strand 1: Inquiry and Application

Social Studies
- Strand 2: Community

Physical Development, Health and Safety
- Strand 1: Physical Health and Development

A sense of trust
- ISTE.NETS standards
  2, 4, 5

Curiosity - ISTE.NETS standards
  1, 3, 5, 6

Capacity to look and listen carefully – ISTE.NETS standards
  3, 4, 5

Capacity to play – ISTE.NETS standards
  1, 6

Times of solitude - ISTE.NETS standards
  1, 6

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2b Teacher Sensitivity
2a Regard for Student Perspectives
2b, 2a Behavior Management
2b Productivity
2a Concept Development
12, 11

Quality Feedback
14a, 2b Language Modeling
9a, 19b
III. Families

Chapter 10
Collaboration and Moral Communicators

Chapter 7
A Sense of Belonging

Chapter 6
Identity and Learning to Be

Chapter 4
Critical Reflection

Chapter 3
Self

Chapter 2
Matter

Twenty
Book 4
Community

Chapter 12
Family and School Traditions

Chapter 11
Caring

Chapter 8
Imaginative Play

Chapter 7
Cooking Spaces

Chapter 6
Family and School Traditions

Chapter 5
Nurturing, Empathy, and Caring

Chapter 4
Community

Chapter 3
Twenty-First-Century Skills That Matter

Chapter 2
Self-Awareness

Chapter 1
Critical Reflection

Chapter 6
Identity and Learning to Be

Chapter 4
A Sense of Belonging

Chapter 7
Children as Skillful Communicators

Chapter 8:
Building Empathy

Chapter 9:
Collaboration and Moral Development

Chapter 10
Focus and Concentration

Chapter 17
Intelectual Risks

Chapter 19

Language Explorations
- Listening, Talking and Conversations
- Reading
- Print and Writing
- What’s in a Name?

Math Explorations
- Recognizing Numerical Value (Quantifying)
- Number Operations and Algebraic Thinking
- Measurement and Data Analysis
- Geometry & Spatial Awareness
- Spatial Awareness

Sensory Explorations
- Visual (sight)
- Auditory (sound)
- Tactile

Arts Explorations
- Explore and Design with Loose Parts
- Permanent vs. Non-Permanent Art
- Recyclying and Resourcefulness
- Beyond Paper and Paint

Outdoor Explorations
- Texture and Color
- Sound

Science
- Health Science
- Technology Science

Sense of Identity, Community and Place
- What is your favorite thing to do with your family?
- Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.)
- Children have a special celebration or activity when you and your family enjoy.
- Explore where each family member’s name came from.
- Can everybody in the family name one thing that they can do well?
- Can the children make related drawings?
- What is unique or special about your family?
- What is your favorite thing to do with family in your neighborhood?
- Have a dialogue about your family’s favorite place in the community? If everyone does not choose the same place, share why each is special.
- Parents can share about the work they do/the job they have or any volunteer work in or near the community.
- Ask your child what is your favorite place in the house and why? Invite them to create a drawing of that place. Parents can share their favorite place too.
- Create a special or magic place in your house, somewhere you can go to take a break. (This can even be in a small corner.) What can you add to make the place special? Lighting? Fabrics? Pillows? Etc.

Math
- What is a group, and do you belong to any groups? Can we find any groups of things in the house?
- Gather a collection of materials for the children to sort. Sort by color, sort by shape, sort by texture/feel.
- Find a larger picture/image, glue it onto another piece of heavier paper and cut it into interesting pieces to create a puzzle that you can put back together.
- Search for patterns in your house or through the window. Create your own pattern using drawing materials or any other material.

Well-Being
- What was your favorite thing to play when you were a child (parent)? And what is your favorite thing to play (child)? Teach each other how to play it.
- Parents share what is your favorite food and drink. (As a child) What is your favorite food and drink and what do you think you ate when you were a baby?
- What is your favorite meal to eat with your family?
Design Thinking
Chapter 20
Inquisitiveness and Curiosity
Chapter 25
Intellectual and Affective Engagement
Chapter 26
Open-Mindedness and Perspective-Taking
Chapter 27
Altruism and Social Justice
Chapter 29
A Global Perspective

- What makes you happy and what do you think makes your child/children happy?
- Parents tell a story about the day their child was born.
- Invite parent and child to recreate their favorite fruit/vegetables (or food) out of any medium.
- Invite children and parents to invent a game together. Create rules and instructions. Play together as a family. Exchange game ideas with another family over the phone or via email.

Language & Literacy
- Everyone share, what was your favorite childhood book and why was it your favorite? Parents read one of their favorite childhood books or their child’s favorite to the family. Talk about favorite parts of the story. Create a different ending. Act out the story together.
- Everyone in the family can share their favorite nursery rhyme. Can you act out that nursery rhyme? Create a new nursery rhyme together.
- Children can choose an object from the house. Place it on the table. Invite the family to sit at the table. Together make up a story about that object.
- Write a special note to your child for them to find/receive in the morning when they wake up. Encourage them to write or draw a note back to you or someone in the family. You could even create family mailboxes where anyone in the family can leave a note for a parent, sibling, pet, etc.

Science
- What is your favorite animal? Create a drawing of your favorite animal.
- Create a recycle center in your home or garage.
- Go on a plant hunt. Draw your favorite plant in your home or one you see through the window.
- Challenge parents/children to find a new way to use a recycled item from their home. Choose one recycled material and invite your children to create something special out of it. Then try with a different material.
- If you have space and materials, parents/children work together to create a structure that includes ramps, etc.

The Arts & Materials
Collage
- What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.
- Color
  - If you have paint at home…mix your own color. Go through your house to find things that match the color you created.

Language and Literacy
- Strand 1: Language
- Strand 2: Emergent Literacy
- Strand 3: Emergent Writing

Mathematics
- Strand 1: Counting and Cardinality
- Strand 3: Measurement and Data
- Strand 4: Geometry

Science
- Strand 1: Inquiry and Application

Social Studies
- Strand 1: Family
- Strand 2: Community
- Strand 3: History and Events

Physical Development, Health, and Safety
- Strand 1: Physical Health and Development

Fine Art
- Strand 1: Visual Arts
Go on a hunt through your house to find things that are your favorite color. What is the tiny, tiniest item you found of that color? And the largest? Which is the most important/special to you?

**Recycled Materials**
- Create a space for building with recycled materials in your house. You can use recycled items such as (but not limited to) toilet paper tubes, Kleenex boxes, show boxes, sections of PVC pipe.

**Fabric**
- Use fabric to create interesting spaces indoors or outdoors. Ex. drape a large piece of fabric over two chairs creating a small area for children to go under.
- Fill a small sturdy bin with fabrics for children to explore. Share a variety of textured fabrics with children inviting them to touch and experience the different ways that each might feel on their hands, feet, face, etc. Think about ribbed fabrics, velour, silk-like fabrics, etc.
- Play different types of music/sounds, one at a time, and invite children to use the fabric while dancing/moving to the music. Can you dance or move to this music with fabric? It is important to consider where you might have this experience so that there is enough space for children to move around. Scarves or fabrics of similar shapes work well for this.

**Math Explorations**
- Recognizing Numerical Value (Quantifying)
- Number Operations and Algebraic Thinking
- Measurement and Data Analysis
- Geometry & Spatial Awareness
- Spatial Awareness

**Sensory Explorations**
- Visual (sight)
- Auditory (sound)
- Tactile (touch)
- Olfactory (smell)
- Gustatory (taste)
- Vestibular (balance)

**Art Explorations**
- Explore and Design with Loose Parts

**Language Explorations**
- Listening, Talking and Conversations
- Reading
- Print and Writing
- Letters
- What is in a Name?

**Sense of Identity, Community and Place**
- What is your favorite thing to do with family in your neighborhood?
- Have a dialogue about your family’s favorite place in the neighborhood. If everyone does not choose the same place, share why each is special.
- Write a letter to a neighbor or someone in your neighborhood.
- Recreate your favorite place in the neighborhood.
- Can parents and children recreate their favorite place in the neighborhood using materials. Ask your child, what is their favorite place in their home and why is their favorite? Invite them to create a drawing of that favorite place. Parents can share their favorite place also.

**Math**
- What is a group, and do you belong to any groups? Can we find any groups of things in the house?

**Literacy and Language**
- Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. If you have Internet access

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### IV. Neighbors

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</table>
| Chapter 4 | Design | Sense of Identity, Community and Place | Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.)
| Chapter 5 | Symbolic Play | What is your favorite thing to do with family in your neighborhood? |
| Chapter 6 | Transferring | Have a dialogue about your family’s favorite place in the community? If everyone does not choose the same place, share why each is special. |
| Chapter 7 | Connecting/Disconnecting | Sense of Community | Parents can share about the work they do/the job they have or any volunteer work in or near the community. |
| Chapter 8 | Permanent vs. Non-Permanent Art | Artistic Expression | Design a new park for your community. |
| Chapter 9 | Recycling and Resourcefulness | Math Explorations | Counting and Sorting |
| Chapter 10 | Beyond Paper and Paint | Recognizing Numerical Value (Quantifying) |
| Chapter 11 | Intellectual Risks | Number Operations and Algebraic Thinking |
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| Chapter 16 | Collaboration and Moral Development | Texture and Color |
| Chapter 17 | Focus and Concentration | Light and Shadow |
| Chapter 18 | Inquisitiveness and Curiosity | Mud Kitchen/Mud Play |
| Chapter 19 | Creativity and Play | Sound |
| Chapter 20 | Intellectual and Affective Engagement | Water Play |
| Chapter 21 | Open-Mindedness and Perspective-Taking | Fine Play |
| Chapter 22 | Altruism and Social Justice | Fine Art |
| Chapter 23 | A Global Perspective | Language |
| Chapter 24 | Capacity to look and listen carefully: ISTE.NETSS standards 1, 4, 5 |
| Chapter 25 | Sense of Identity and Belonging | Social Emotional |
| Chapter 26 | Relationships with Adults | Social Emotional |
| Chapter 27 | Approaches to Learning: | Physical Development, Health, and Safety |
| Chapter 28 | Fine Art |

### Book 4

| Chapter 1 | Twenty-First-Century Skills That Matter | Language |
| Chapter 2 | Self-Awareness | Listening, Talking and Conversations |
| Chapter 3 | Critical Reflection | Reading |
| Chapter 4 | Identity and Learning to Be | Print and Writing |
| Chapter 5 | A Sense of Belonging | Counting and Sorting |
| Chapter 6 | Children as Skillful Communicators | Recognizing Numerical Value (Quantifying) |
| Chapter 7 | Building Empathy | Number Operations and Algebraic Thinking |
| Chapter 8 | Collaboration and Moral Development | Measurement and Data Analysis |
| Chapter 9 | Focus and Concentration | Geometry & Spatial Awareness |
| Chapter 10 | Inquisitiveness and Curiosity | Science |
| Chapter 11 | Creativity and Play | Science Explorations | Health Science |
| Chapter 12 | Intellectual and Affective Engagement | Outdoor Explorations | Building and Constructing |
| Chapter 13 | Open-Mindedness and Perspective-Taking | Texture and Color |
| Chapter 14 | A Global Perspective | Mud Kitchen/Mud Play |
| Chapter 15 | Building Empathy | Sound |
| Chapter 16 | Collaboration and Moral Development | Water Play |
| Chapter 17 | Focus and Concentration | Fine Play |
| Chapter 18 | Inquisitiveness and Curiosity | Fine Art |
| Chapter 19 | Creativity and Play | Language |
| Chapter 20 | Intellectual and Affective Engagement | Sense of Identity and Belonging |
| Chapter 21 | Open-Mindedness and Perspective-Taking | Relationships with Adults |
| Chapter 22 | Altruism and Social Justice | Approaches to Learning: |
| Chapter 23 | A Global Perspective | Physical Development, Health, and Safety |
| Chapter 24 | Capacity to look and listen carefully: ISTE.NETSS standards 1, 4, 5 |
| Chapter 25 | Sense of Identity and Belonging | Social Emotional |
| Chapter 26 | Relationships with Adults | Social Emotional |
| Chapter 27 | Approaches to Learning: | Physical Development, Health, and Safety |
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### Book 5

| Chapter 1 | Twenty-First-Century Skills That Matter | Language |
| Chapter 2 | Self-Awareness | Listening, Talking and Conversations |
| Chapter 3 | Critical Reflection | Reading |
| Chapter 4 | Identity and Learning to Be | Print and Writing |
| Chapter 5 | A Sense of Belonging | Counting and Sorting |
| Chapter 6 | Children as Skillful Communicators | Recognizing Numerical Value (Quantifying) |
| Chapter 7 | Building Empathy | Number Operations and Algebraic Thinking |
| Chapter 8 | Collaboration and Moral Development | Measurement and Data Analysis |
| Chapter 9 | Focus and Concentration | Geometry & Spatial Awareness |
| Chapter 10 | Inquisitiveness and Curiosity | Science |
| Chapter 11 | Creativity and Play | Science Explorations | Health Science |
| Chapter 12 | Intellectual and Affective Engagement | Outdoor Explorations | Building and Constructing |
| Chapter 13 | Open-Mindedness and Perspective-Taking | Texture and Color |
| Chapter 14 | A Global Perspective | Mud Kitchen/Mud Play |
| Chapter 15 | Building Empathy | Sound |
| Chapter 16 | Collaboration and Moral Development | Water Play |
| Chapter 17 | Focus and Concentration | Fine Play |
| Chapter 18 | Inquisitiveness and Curiosity | Fine Art |
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| Chapter 22 | Altruism and Social Justice | Approaches to Learning: |
| Chapter 23 | A Global Perspective | Physical Development, Health, and Safety |
| Chapter 24 | Capacity to look and listen carefully: ISTE.NETSS standards 1, 4, 5 |
| Chapter 25 | Sense of Identity and Belonging | Social Emotional |
| Chapter 26 | Relationships with Adults | Social Emotional |
| Chapter 27 | Approaches to Learning: | Physical Development, Health, and Safety |
| Chapter 28 | Fine Art |

### Book 6

| Chapter 1 | Twenty-First-Century Skills That Matter | Language |
| Chapter 2 | Self-Awareness | Listening, Talking and Conversations |
| Chapter 3 | Critical Reflection | Reading |
| Chapter 4 | Identity and Learning to Be | Print and Writing |
| Chapter 5 | A Sense of Belonging | Counting and Sorting |
| Chapter 6 | Children as Skillful Communicators | Recognizing Numerical Value (Quantifying) |
| Chapter 7 | Building Empathy | Number Operations and Algebraic Thinking |
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| Chapter 21 | Open-Mindedness and Perspective-Taking | Relationships with Adults |
| Chapter 22 | Altruism and Social Justice | Approaches to Learning: |
| Chapter 23 | A Global Perspective | Physical Development, Health, and Safety |
| Chapter 24 | Capacity to look and listen carefully: ISTE.NETSS standards 1, 4, 5 |
| Chapter 25 | Sense of Identity and Belonging | Social Emotional |
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Sensory Explorations
• Visual (sight)
• Auditory (sound)
• Tactile (touch)
• Olfactory (smell)
• Gustatory (taste)

Art Explorations
• Explore and Design with Loose Parts
• Permanent vs. Non-Permanent Art
• Recycling and Resourcefulness
• Beyond Paper and Paint
• Adding Unique Elements to Interesting Mediums

Science Explorations
• Life Science
• Earth & Space Science
• Health Science
• Technology Science

Recreate your favorite place in the neighborhood.
• Invite parents to share a childhood memory of a building or place.
• Can parents and children recreate their favorite place in the neighborhood using materials? Ask your child, what is their favorite place in their home and why is it their favorite?
• Invite them to create a drawing of that favorite place. Parents can share their favorite place also.
• Invite parents to share a childhood memory of a building or place.

Math
• What is a group, and do you belong to any groups? Can we find any groups of things in the house?

Well-Being
• Can you draw how “this virus going around” makes you feel?

Literacy and Language
• Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. If you have Internet access

Science
• Challenge parents/children to find a new way to use a recycled item from their home. Choose one recycled material and invite your children to create something special out of it. Then try with a different material.
• If you have space and materials, parents/children work together to create a structure that includes ramps, etc.
• Design a birdhouse for the birds in your yard/community. Can you first do a drawing of what the birdhouse should look like? What materials will be needed to make it?

The Arts & Materials
Collage
• What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.
• Can various surfaces for the collages be used such as paper, cardboard, plastic, clay, etc.
• What collage items can make a line, shapes and patterns and adher to a surface of paper, cardboard, or wood?
• Can a collage be made using many shades of one color, allowing one to explore the depth and range of color?

Recycled Materials
• Create a space for building with recycled materials in your house. You can use recycled items such as (but not limited to) toilet paper

Language and Literacy
• Receptive Language
• Attending and Understanding
• Language and Communicating
• Vocabulary
• Print Concepts & Conventions
• Print & Alphabet Knowledge
• Comprehension and Text Structure

Writing
Mathematics
• Measurement
• Geometry & Spatial Sense

Science
• Scientific Skills & Method

Social Studies
• Sense of Identity and Belonging
• People & the Environment
• History & Events

Physical Development, Health, and Safety
• Perceptual, Motor, and Physical Development: Fine Motor

Fine Art
• Approaches to Learning
• Approaches to Learning (Creativity)

AZELS
Social Emotional
• Strand 1: Self-Awareness and Emotional Skills
• Strand 2: Relationships and Social Skills

Approaches to Learning:
• Strand 1: Initiative and Curiosity
• Strand 2: Attention and Persistence
• Strand 3: Confidence and Resilience
• Strand 4: Creativity
• Strand 5: Reasoning and Problem Solving

Language and Literacy
• Strand 1: Language

Math
• Strand 1: Language

Science
• Strand 1: Inquiry and Application

Social Studies
• Strand 1: Family
tubes, Kleenex boxes, show boxes, sections of PVC pipe
• Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material
• Challenge parents/children to find a new way to use a recycled item from their home. Choose one recycled material and invite your children to create something special out of it. Then try with a different material.

• Strand 2: Community
• Strand 3: History and Events
• Physical Development, Health, and Safety
• Strand 1: Physical Health and Development
• Fine Art
• Strand 1: Visual Arts
• Strand 4: Dramatic Play

VI. What People Do - People Who Provide Services to Other People, People Who Make Things or Provide Services to Other People,
VII. How People and Things Move Around

Chapter 1
Loose Parts

Chapter 2
Color

Chapter 3
Texture

Chapter 5
Art

Chapter 6
Design

Chapter 7
Symbolic Play

Chapter 8
Math Explorations
• Counting and Sorting
• Number Operations and Algebraic Thinking
• Measurement and Data Analysis
• Geometry & Spatial Awareness
• Spatial Awareness

Language Explorations
• Listening, Talking and Conversations
• Reading

RSEL/F Social Emotional
• Sense of identity and belonging
• Relationships with adults
• Relationships with other children

Approaches to Learning
• Initiative & Curiosity
• Cognitive & Self-Regulation
• Self-Concept

Language Objectives 11, 12, 13, 14

Math
What is a group, and do you belong to any groups? Can we find any groups of things in the house?

Sense of Identity, Community & Place
What is your favorite thing to do with your family?
Parents can share about the work they do/the job they have or any volunteer work in or near the community.

Fabric
Use fabric to create interesting spaces indoors or outdoors. Ex. drape a large piece of fabric over two chairs creating a small area for children to go under.
Fill a small sturdy bin with fabrics for children to explore. Share a variety of textured fabrics with children inviting them to touch and experience the different ways that each might feel on their hands, feet, face, etc. Think about ribbed fabrics, velour, silk-like fabrics, etc.
Hang fabric ribbons from a large box or cubby to create a special place where very small children can lay or sit and experience the material.
Play different types of music/sounds, one at a time, and invite children to use the fabric while dancing/moving to the music. Can you dance or move to this music with fabric?

It is important to consider where you might have this experience so that there is enough space for children to move around. Scarves or fabrics of similar shapes work well for this.

Produce
• Challenge parents/children to find a new way to use a recycled item from their home. Choose one recycled material and invite your children to create something special out of it. Then try with different material.

Tube, Kleenex boxes, shoe boxes, sections of PVC pipes.

Parents can share about the work they do/the job they have or any volunteer work in or near the community.

ESD – CURRICULUM 8-23-2022
| Movement | Chapter 9  
| Transcending | Chapter 10  
| Connecting/Disconnecting | Chapter 11  
| Construction | Chapter 12  
| Investigation | Book 3  
| Chapter 1  
| Art | Chapter 2  
| Language and Literacy | Chapter 4  
| Engineering | Chapter 5  
| Science and Math | Chapter 6  
| Sensory Exploration | Chapter 12  
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| Chapter 1  
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| Self-Awareness | Chapter 3  
| Critical Reflection | Chapter 4  
| Identity and Learning to Be | Chapter 6  
| A Sense of Belonging | Chapter 7  
| Children as Skillful Communicators | Chapter 8  
| Building Empathy | Chapter 9  
| Collaboration and Moral Development | Chapter 10  
| Focus and Concentration | Chapter 17  
| Intellectual Risks | Chapter 20  
| Inquisitiveness and Curiosity | Chapter 23  
| Humor and Joy | Chapter 24  
| Curiosity and Play | Chapter 25  
| Intellectual and Affective Engagement | Chapter 26  
| Open-Mindedness and Perspective-Taking | Chapter 27  
| Altruism and Social Justice | Chapter 29  

| Sensory Explorations | Chapter 29  
| Visual (sight) | Altruism and Social Justice | Chapter 27  
| Tactile (touch) | Perspective | Chapter 26  
| Proprioceptor (body awareness) | Intellectual and Affective | Chapter 25  

| Science Explorations | Chapter 25  
| Explore and Design with Loose Parts | Curiosity and Play | Chapter 24  
| Permanent vs. Non-Permanent Art | Humor and Joy | Chapter 23  
| Recycling and Resourcefulness | Inquisitiveness and Curiosity | Chapter 22  
| Beyond Paper and Paint | Chapter 21  
| Adding Unique Elements to Interesting Mediums | Science and Math | Chapter 20  
| Building and Constructing | Sensory Exploration | Chapter 19  
| Texture and Color | Language and Literacy | Chapter 18  
| Life Science | Social Studies | Chapter 17  
| Physical Science | History & Events | Chapter 16  
| Earth and Space Science | Environment & Community Studies | Chapter 15  
| Technology Science | Science | Chapter 14  

### Sensory Explorations

- Visual (sight)
- Tactile (touch)
- Proprioceptor (body awareness)

### Science Explorations

- Explore and Design with Loose Parts
- Permanent vs. Non-Permanent Art
- Recycling and Resourcefulness
- Beyond Paper and Paint
- Adding Unique Elements to Interesting Mediums

### Outdoor Explorations

- Building and Constructing
- Texture and Color

### Science

- Life Science
- Physical Science
- Earth and Space Science
- Technology Science

### Clay and Play Dough

- Roll clay into snakes and attach the pieces to make long lines.
- Make balls of clay, large and small. How many small balls can be made? What is the biggest/smallest clay ball you can make?
- Roll clay into spirals both flat and ones that stand up?
- Make indentations in clay, Are there ways to make the clay stand up?

### Objectives 21, 22, 23

- Stated in writing of what you will do
- Capacity to play – ISTE.NETSS standards
- Times of solitude – ISTE.NETSS standards

### ISTE.NETSS standards

- 3, 4, 5

### Concept Development

- 12, 11

### Language Modeling

- 9a

### Quality Feedback

- 1, 6

### Concept Development

- 23

### Capacity to play – ISTE.NETSS standards

- 1, 6

### Times of solitude – ISTE.NETSS standards

- 1, 6
I. A Sense of Place

Spatial Locations/Positions

1. Productive Agency

Chapter 12

Chapter 6

Book 4

Chapter 7

Chapter 8

Engineering

Chapter 4

Art

Chapter 1

Book 3

Chapter 11

Movement

Chapter 7

Design,

Chapter 6

Book 1

Chapter 1

A Global Perspective

2. Symbolic Play

Outdoor Explorations

Math Explorations

Number Operations and Algebraic Thinking

Measurement and Data Analysis

Geometry & Spatial Awareness

Spatial Awareness

Sensory Explorations:

Visual (sight)

Vestibular (balance)

Art Explorations

Explore and Design with Loose Parts

Permanent vs. Non-Permanent Art

Outdoor Explorations

Building and constructing

Language Explorations

Listening, Talking and Conversations

Math

Find a larger picture/image, glue it onto another piece of heavier paper and cut it into interesting pieces to create a puzzle that you can put back together.

Search for patterns in your house or through the window. Create your own pattern using drawing materials or any other material.

Science

If you have space and materials, parents/children work together to create a structure that includes ramps, etc.

The Arts & Materials

Collage

What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.

Can a college be made using many shades of one color, allowing one to explore the depth and range of color?

Fabric

HSELOF

Social Emotional

Objectives 8, 9, 10

Language

Objectives 11, 12, 13, 14

Math

Objectives 21, 22, 23

Sci & Tech Social Studies/Arts

Objectives 24, 26, 29, 30, 31, 32, 33, 35

Social/Emotional

Objective 2

Physical

Objective 7

A sense of self-worth - ISTE.NETSS standards 1, 4, 5

A sense of trust - ISTE.NETSS standards 2, 4, 5

Curiosity - ISTE.NETSS standards 1, 3, 5, 6

Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5

Capacity to play – ISTE.NETSS standards 1, 6

Times of solitude - ISTE.NETSS standards 1, 6

Positive Climate

2b Negative Climate

2b Teacher Sensitivity

2a Regard for Student Perspectives

2b Behavior Management

2b Productivity

2a Concept Development

12, 11 Quality Feedback

7b Language Modeling

Fa
II. The Classroom/Building of the Perspective

Chapter 26

Chapter 23
Design Thinking

Chapter 19
Book 4
Imaginative Play

Chapter 8
Science and Math

Chapter 5
Engineering

Chapter 4
Chapter 2
Art

Chapter 1
Book 3
Connecting/Disconnecting

Language Explorations
- Listening, Talking and Conversations
- Reading

Math Explorations
- Measurement and Data Analysis
- Geometry & Spatial Awareness
- Spatial Awareness

Sensory Explorations:
- Visual (sight)

Art Explorations
- Explore and Design with Loose Parts
- Permanent vs. Non-Permanent Art
- Recycling and Resourcefulness
- Adding Unique Elements to Interesting Mediums

Outdoor Explorations
- Building and constructing
- Texture and Color
- Light and Shadow

Language Modeling 2b
- Capacity to play – ISTE.NETSS standards 3, 4, 6

Social/Emotional
Objective 21, 22, 23

Sci & Tech Social Studies/Arts
Objective 24, 26, 28, 33

A sense of self-worth - ISTE.NETSS standards 1, 4, 5

HSELOF Social Emotional
- Relationships with Adults
- Approaches to Learning
- Initiative and Curiosity
- Cognitive and Self-Regulation
- Self-Concept
- Approaches to Learning
- Reasoning and Problem Solving

Language and Literacy
- Receptive Language
- Attending and Understanding
- Language and Communicating
- Vocabulary

Mathematics
- Measurement
- Geometry & Spatial Sense

Science
- Scientific Skills & Method
- Physical Development, Health and Safety
- Perceptual, Motor, and Physical Development
- Perceptual, Motor, and Physical Development: Fine Motor

AZELS Social Emotional
- Strand 2: Relationships and Social Skills

Approaches to Learning:
- Strand 1: Initiative and Curiosity
- Strand 2: Attention and Persistence
- Strand 3: Confidence and Resilience
- Strand 4: Creativity

Social/Emotional
Objective 8, 9, 10

Cognitive
Objective 11, 12, 13, 14

Math
Objective 21, 22, 23

Positive Climate
2b

Negotive Climate
2b

Teacher Sensitivity
2a

Regard for Student Perspectives
2b, 2a

Behavior Management
2b

Productivity
2a

Concept Development
12, 11

Quality Feedback
2b

Language Modeling
9a

- Use fabric to create interesting spaces indoors or outdoors. Ex. drape a large piece of fabric over two chairs creating a small area for children to go under.

- Recycled Materials
  - Create a space for building with recycled materials in your house. You can use recycled items such as (but not limited to) toilet paper tubes, Kleenex boxes, shoe boxes, sections of PVC pipe.

- Strand 4: Creativity
- Strand 5: Reasoning and Problem Solving

- Language and Literacy Standard
- Strand 1: Language Mathematics
- Strand 2: Operations and Algebraic Thinking
- Strand 3: Measurement and Data
- Strand 4: Geometry

- Science Standard
- Strand 1: Inquiry and Application

- Social Studies
  - Stand 2: Community Fine Arts standard
  - Strand 1: Visual Arts

- Arts & Materials
- Parents/children work together to create a building or place.

- If you have space and materials, your home or one you see through the window.

- Go on a plant hunt. Draw your favorite plant in pencils.

- How many things in your house? For example... What is the longest line you can draw, what is the shortest, widest (fattest), skinniest, etc.? What is a group, and do you belong to any groups? Can we find any groups of things in the house? Fabrics? Pillows?

- What is a group, and do you belong to any groups? Can we find any groups of things in the house?


- Find the most interesting view out a window of your house. Each day draw something interesting that you see out that window.

- What is the tallest, widest (fattest), skinniest, etc.?


- Groups? Can we find any groups of things in the house?

- Each day draw something interesting that you see out that window.

- Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.).

- Invite parents to share a childhood memory of a building or place.

- Ask your child what is your favorite place in the house and why? Invite them to create a drawing of that place. Parents can share their favorite place too.

- Create a special or magical place in your house. Someplace you can go to take a break. This can even be in a small corner. What can you add to make the place special? Lighting? Fabric? Pillow? Etc.

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III. One’s Home or Another’s Home

Design Thinking

Chapter 19

A Sense of Belonging

Chapter 6

Book 4

Community

Chapter 12

Family and School Traditions

Chapter 11

Imaginative Play

Chapter 8

Cooking Spaces

Chapter 7

Engineering

Chapter 4

Art

Chapter 1

Book 3

Construction

Chapter 11

Symbolic Play

Chapter 7

Sensory Explorations

Language Explorations

- Listening, Talking and Conversations
- Reading
- Print and Writing
- Letters

Math Explorations

- Measurement and Data Analysis
- Geometry & Spatial Awareness
- Spatial Awareness

Sensory Explorations

- Auditory (sound)
- Tactile

Art Explorations

- Explore and Design with Loose Parts
- Permanent vs. Non-Permanent Art

Outdoor Explorations

- Building and Constructing
- Texture and Color

• Discuss where shadows come from
• Record sunlight and shadows at different times of the day in a room of your house.
• Notice light and shadows during different weather.
• Search for shadows in your house.
• Discuss how shadows are the same or different than actual objects.
• Make shadows that move and are still. Can shadows dance together? Can shadows chase each other? How do shadows move around the room and over furniture?
• Trace shadows of people or objects.
• Explore with flashlights. Can the beam be put down to the floor, up on the ceiling or up to the wall? Can it race all around the room fast, can it move all around the room very slowly?

Color

- If you have paint at home...mix your own color. Go through your house to find things that match the color you created.

Fabric

- Use fabric to create interesting spaces indoors or outdoors. Ex. Drape a large piece of fabric over two chairs creating a small area for children to go under. Hang fabric ribbons from a large box or cubby to create a special place where very small children can lay or sit and experience the materials.

Sense of Identity, Community and Place

- Can everybody in the family name one thing that they can do well? Can the children make related drawings?
- Ask your child what is your favorite place in the house and why? Invite them to create a drawing of that place. Parents can share their favorite place too.

Math

- Search for patterns in your house or through the window. Create your own pattern using drawing materials or any other material.

Language & Literacy

- Write a special note to your child for them to find/receive in the morning when they wake up. Encourage them to write or draw a note back to you or someone in the family. You could even create family mailboxes where anyone in the family can leave a note for a parent, sibling, pet, etc.

Science

- If you have a pet, draw a picture of your pet. Use a different material you can find at home (paint, another drawing material, play dough, etc.) to recreate the first drawing. If you do not have a pet, is there an animal you can see through a window or in a book? Or is there an animal that you wish you had as a pet?

HSELOF

- Approaches to Learning
- Initiative & Curiosity
- Cognitive & Self-Regulation
- Approaches to Learning
- Reasoning & Problem Solving

Language and Literacy

- Receptive Language
- Attending and Understanding
- Language and Communicating
- Vocabulary
- Print Concepts & Conventions
- Phonological Awareness
- Print & Alphabet Knowledge
- Writing

Mathematics

- Operations and Algebraic Thinking
- Measurement
- Geometry & Spatial Sense

Science

- Scientific Skills & Method
- Social Studies
- Sense of Identity and Belonging
- People & the Environment
- Fine Art

Social/Emotional

Objective 2, 3

Physical

Objective 7

Language

Objective 8.9, 10

Cognitive

Objective 11, 12, 13, 14

Math

Objective 21, 22, 23

Sci & Tech Social Studies/Arts

Objective 24, 26, 28

Social/Emotional

Objective 2, 3

Physical

Objective 7

Language

Objective 8.9, 10

Cognitive

Objective 11, 12, 13, 14

Math

Objective 21, 22, 23

Sci & Tech Social Studies/Arts

Objective 24, 26, 28

ISTE.NETSS

- Critical Thinking
- Content Knowledge
- Communication
- Collaborative Learning
- Creativity
- Career Development
- Career Management

A sense of self-worth - ISTE.NETSS standards 1, 4, 5

A sense of trust - ISTE.NETSS standards 2, 4, 5

Curiosity - ISTE.NETSS standards 1, 3, 5, 6

Capacity to look and listen carefully - ISTE.NETSS standards 3, 4, 5

Capacity to play – ISTE.NETSS standards 1, 6

Times of solitude - ISTE.NETSS standards 1, 6

Positive Climate

Objective 2, 3

Negativity

Objective 2, 3

Teacher Sensitivity

Objective 2, 3, 4

Regard for Student Perspectives

Objective 2, 3

Behavior

Objective 2, 3

Productivity

Objective 2

Concept Development

Objective 2

Quality Feedback

Objective 2

Language Modeling

Objective 2
The Arts & Materials
Clay and Play Dough
• Roll clay into snakes and attach the pieces to make long lines.
• Make balls of clay, large and small. How many small balls can be made?
• What is the biggest/smallest clay ball you can make?
• Roll clay into spirals both flat and ones that curve up.
• Make indentations in clay.
• Are there ways to make the clay stand up?

Fabric
Play different types of music/sounds, one at a time, and invite children to use the fabric while dancing/moving to the music. Can you dance or move to this music with fabric? It is important to consider where you might have this experience so that there is enough space for children to move around. Scarves or fabrics of similar shapes work well for this.

IV. Buildings or Special Places in Your Neighborhood/Community
Book 1
Chapter 2
Colors
Chapter 6
Design
Chapter 9
Transplanting
Book 3
Chapter Art
Chapter 2
Language and Literacy
Chapter 4
Engineering
Chapter 7
Cooking Spaces
Chapter 8
Imaginative Play
Chapter 12
Community
Book 4
Chapter 6
A Sense of Belonging
Chapter 19
Design Thinking
Chapter 24
Curiosity and Play
Chapter 27
Altruism and Social Justice
Chapter 28
Building Sustainability

Language Explorations
• Listening, Talking and Conversations
• Reading
• Print and Writing
• Letters

Math Explorations
• Number Operations and Algebraic Thinking
• Measurement and Data Analysis
• Geometry & Spatial Awareness
• Spatial Awareness

Sensory Explorations
• Visual (sight)
• Auditory (sound)
• Tactile (touch)
• Olfactory (smell)
• Gustatory (taste)
• Vestibular (balance)

Art Explorations
• Explore and Design with Loose Parts
• Permanent vs. Non-Permanent Art
• Recycling and Resourcefulness

Outdoor Explorations
• Building and Constructing
• Texture and Color

Sense of Identity, Community and Place
• What is your favorite thing to do with family in your neighborhood?
• Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.)
• Have a dialogue about your family’s favorite place in the community? If everyone does not choose the same place, share why each is special.
• Parents can share about the work they do/the job they have or any volunteer work in or near the community.
• Recreate your favorite place in the neighborhood.
• Can parents and children recreate their favorite place in the neighborhood using materials. Ask your child, what is their favorite place in their home and why is it their favorite?
• Invite them to create a drawing of that favorite place. Parents can share their favorite place also.
• Invite parents to share a childhood memory of a building or place.

Literacy and Language
Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have internet access

HSELOF
Social Emotional
• Relationships with Adults
• Relationships with other Children
Approaches to Learning
• Initiative and Curiosity
• Cognitive and Self-Regulation
• Self-Concept
• Approaches to Learning
• Reasoning and Problem Solving
Language and Literacy
• Receptive Language
• Language and Communicating
• Vocabulary
Science
• Scientific Skills & Method
Social Studies
• People & the Environment

A sense of self-worth – ISTE.NETSS standards 1, 4, 5
A sense of trust- ISTE.NETSS standards 2, 4, 5
Cognitive
Objective 11, 12, 13, 14

Literacy
Objective 17, 18
Math
Objective 21, 22, 23
Sci & Tech Social Studies/Arts
Objective 24, 28, 30, 31, 32

Social/Emotional
Objective 2

Positive Climate
2b

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### VI. Natural Phenomena

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<tr>
<th>Book 1</th>
<th>Language Explorations</th>
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<tbody>
<tr>
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<td>Listening, Talking and Conversations</td>
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<td>Texture</td>
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<td>Parents and children work together to design a special place using constructive materials (recyclable, blocks, etc.)</td>
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<td>Have a dialogue about your family’s favorite place in the community? If everyone does not choose the same place, share why each is special.</td>
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<td>Invite parents to share a childhood memory of a building or place.</td>
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<tr>
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<td>Auditory (sound)</td>
<td>Find the most interesting view out a window of your house. Each day draw something interesting that you see out that window.</td>
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<td>Investigation</td>
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### Book 3

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<td>Find the most interesting view out a window of your house. Each day draw something interesting that you see out that window.</td>
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### Language Explorations

- Listening, Talking and Conversations
- Math Explorations
- Geometry & Spatial Awareness
- Spatial Awareness
- Sensory Explorations
- Visual (sight)
- Auditory (sound)

### Sense of Identity, Community and Place

- Parents and children work together to design a special place using constructive materials (recyclable, blocks, etc.)
- Have a dialogue about your family’s favorite place in the community? If everyone does not choose the same place, share why each is special.
- Invite parents to share a childhood memory of a building or place.
- Find the most interesting view out a window of your house. Each day draw something interesting that you see out that window.

### Science

- History & Events
- Physical Development, Health, and Safety
- Perceptual, Motor, and Physical Development: Fine Motor
- Fine Art
- Approaches to Learning (Creativity)
- Approaches to Learning

### AZELS

- Social Emotional
- Relationships with Adults
- Relationships with other Children
- Approaches to Learning
- Initiative and Curiosity
- Cognitive and Self-Regulation
- Self-Concept
- Approaches to Learning
- Reasoning and Problem Solving

### Language and Literacy

- Fine Art
- Visual Arts
- Dramatic Play

### Social/Emotional

- Objective 2, 3
- Objective 7
- Objective 8, 9, 10
- Objective 11, 12, 13, 14
- Objective 17, 18

### Positive Climate

- Objective 2b, 3b, 17b
- Objective 2b, 3b
- Objective 2a, 3b
- Objective 2b, 2a
- Objective 3a, 2b
- Objective 3a, 2b
- Objective 12, 11

### Negative Climate

- Objective 2b, 3b
- Objective 2b, 2a
- Objective 3a, 2b

### Teacher Sensitivity

- Objective 2a, 3b
- Objective 2b, 2a
- Objective 3a, 2b

### Regard for Student Perspectives

- Objective 2b, 2a
- Objective 3a, 2b
- Objective 12, 11

### Behavior Management

- Objective 3b, 3a, 2b
- Objective 3a, 2a
- Objective 12, 11

### Productivity

- Objective 3a, 2a
- Objective 3b, 2a
- Objective 12, 11

### Concept Development

- Objective 12, 11
Chapter 5
Science and Math
Book 4
Chapter 3
Critical Reflection
Chapter 6
A Sense of Belonging
Chapter 11
Children as Scientists
Chapter 20
Curiosity and Curiosity
Chapter 24
Inquisitiveness and Curiosity
Chapter 29
A Global Perspective

Explore and Design with Loose Parts
Permanent vs. Non-Permanent Art
Recycling and Resourcefulness
Beyond Paper and Paint
Adding Unique Elements to Interesting Mediums

Outdoor Explorations
Building and Constructing
Texture and Color
Light and Shadow
Sound
Water Play

Science Explorations
Life Science
Physical Science
Earth & Space Science

Challenge parents/children to find a new way to use a recycled item from their home. Choose one recycled material and invite your children to create something special out of it. Then try it with a different material.

The Arts & Materials

Light and Shadow
Record sunlight and shadows at different times of the day in a room of your house.
Notice light and shadows during different weather.

Recycled Materials
Create a space for building with recycled materials in your house. You can use recycled items such as (but not limited to) toilet paper tubes, Kleenex boxes, shoe boxes, sections of PVC pipes.
Challenge parents/children to find a new way to use a recycled item from their home. Choose one recycled material and invite your children to create something special out of it. Then try it with different material.

Receptive Language

Attending and Understanding
Language and Communicating
Vocabulary
Comprehension and Text Structure

Mathematics
Measurement and Data
Geometry & Spatial Sense
Scientific Skills & Method

Social Studies
Sense of Identity and Belonging
People & the Environment
History & Events
Physical Development, Health, and Safety

Fine Arts
Approaches to Learning (Creativity)
Approaches to Learning

AZELS
Social Emotional
Strand 2: Relationships and Social Skills
Approaches to Learning:
Strand 1: Initiative and Curiosity
Strand 2: Attention and Persistence
Strand 3: Confidence and Resilience
Strand 4: Creativity
Strand 5: Reasoning and Problem Solving

Language and Literacy
Strand 1: Language
Strand 2: Emergent Literacy
Mathematics
Strand 3: Measurement and Data
Strand 4: Geometry

Science
Strand 1: Inquiry and Application
Social Studies
Strand 1: Family
Strand 2: Community
Strand 3: History and Events
Physical Development, Health, and Safety

Math
Objective 21, 23
Sci & Tech Social Studies/Arts
Objective 24, 27, 28, 31, 32

Capacity to play – ISTE.NETSS standards
1, 6
Times of solitude – ISTE.NETSS standards
1, 6

Quality Feedback
18c, 2b
Language Modeling
9a, 18c
I. Language & Literacy

Language & Literacy

- Use loose parts to retell/recreate a story (We’re Going On a Bear Hunt, Slick & Stone, or Chicka Chicka Boom Boom).
- Have a conversation with your child (include siblings and/or other families living in the home during mealtime).
- Brainstorm/create your own story inspired by one of your child’s favorite books.
- Act out the story from your wordless book.
- Discuss letters with your child and what they are used for.
- Collect, sort and organize recyclable materials.
- Create a make-believe recipe using your loose parts materials.
- Play I Spy (look for objects in various environments throughout your daily routine. Take turns choosing objects to look for.)

Language & Literacy

- Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access.
- Children can choose an object from the house. Place it on the table. Invite the family to sit at the table. Together make up a story about that object.
- Parents share a story with their children about what they were like when they were younger.
- Have a dialogue about your family’s favorite place in the community? If everyone does not choose the same place, share why each is special.
- Invite parents to share a childhood memory of a building or place.

Sense of Identity, Community & Place

- What is your favorite meal to eat with your family? Invite children and parents to invent a game together. Create rules and instructions. Play together as a family. Exchange game ideas with another family over the phone or via email.

Well-Being

- What is something you can do to make a friend smile while you are not together at school?
- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard or wood?

The Arts & Materials

- Discuss where shadows come from.
- Discuss how shadows are the same or different than actual objects.

Color

- What is something you can do to make a friend smile while you are not together at school?
- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard or wood?

Light & Shadow

- Discuss where shadows come from.
- Discuss how shadows are the same or different than actual objects.

Sound

- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard or wood?

Music

- Discuss where shadows come from.
- Discuss how shadows are the same or different than actual objects.

Movement & Dance

- What is something you can do to make a friend smile while you are not together at school?
- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard or wood?

The Arts & Materials

- Discuss where shadows come from.
- Discuss how shadows are the same or different than actual objects.

Color

- What is something you can do to make a friend smile while you are not together at school?
- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard or wood?

Light & Shadow

- Discuss where shadows come from.
- Discuss how shadows are the same or different than actual objects.

Language Objectives: 8, 9, 10

Literacy Objectives: 15, 16, 17, 18, 19

Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5

Capacity to play – ISTE.NETSS standards 1, 6

Times of solitude – ISTE.NETSS standards 1, 6

Positive Climate – ISTE.NETSS standards 17b, 15b

Quality Feedback – ISTE.NETSS standards 16a, 18c

Language Modeling – ISTE.NETSS standards 9a, 19b, 18c
• Go on a hunt through your house to find things that are your favorite color.
• What is the tiny, tiniest item you found of that color? And the largest? Which is the most important/special to you?

Recycled Materials
• For young children, place items such as keys, seashells, large buttons, etc. in jar, box, or a basket. What kinds of noises do the materials make when they bump into each other or when you run your hands through them? Shake them?

Clay and Play Dough
• Make balls of clay, large and small. How many small balls can be made? What is the biggest/smallest clay ball you can make?
• Are there ways to make the clay stand up?

Fabric
• Invite children to run their fingers and other objects over fabrics to see what sounds they might make. Be intentional in choosing fabrics. Some can create a definite sound.
• Dip small pieces of white or light fabric into liquid watercolor. What happens when you slowly dip it in the paint? What happens if you dip it into another color of paint?

II. Reading
a. Words
b. Books
c. Library
d. Signs
e. Messages/Mail

Book 1
Chapter 1
Loose Parts
Chapter 7
Symbolic Play

Book 2
Chapter 2
Language & Literacy
Chapter 8
Imaginative Play

Book 3
Chapter 26
Open-mindedness and Perspective-Taking

Arts
• Collect, sort and organize recyclable materials.

Language/Literacy
Reading
• Brainstorm/create your own story inspired by one of your child’s favorite books.
• Create a wordless book out of loose parts materials to re-tell your story.
• Act out the story from your wordless book

Identity, Community, & Place
• Parents share a story with their children about what they were when they were younger.
• Create your own superhero. If you could become any superhero, who would you be? What would your powers be? Where would you live? What would you look like? Create a drawing or dress up like him/her.
• Create a special or magical place in your house, somewhere you can go to take a break. (This can be a small corner.) What can you add to make the place special? Lighting? Fabrics? Pillows? Books? Etc.

Well-Being
• Parents tell a story about the day their child was born.

Language & Literacy
• Everyone share, what was your favorite childhood book and why was it your favorite?
Parents read one of their favorite childhood books or their child’s favorite to the family. Talk about favorite parts of the story. Create a different ending. Act out the story together.
• Everyone in the family can share their favorite nursery rhyme. Can you act out that nursery rhyme? Create a new nursery rhyme together.

HSELO:
Language & Literacy
• Receptive Language
Attending and Understanding
• Language and Communicating
• Vocabulary
• Print Concepts & Conventions
• Book Appreciation and Knowledge
• Phonological Awareness
• Print & Alphabet Knowledge
• Comprehension and Text Structure
• Writing

Cognitive Objective 12,13,14
Literacy Objective 17,18

Curiosity: ISTE.NE.TSS standards 1, 3, 5, 6
Capacity to look and listen carefully – ISTE.NE.TSS standards 3, 4, 5
Capacity to play – ISTE.NE.TSS standards 1, 6
Times of solitude - ISTE.NE.TSS standards 1, 6 -
• Create a story about a favorite stuffed animal if he/she came to life one day. Share your story with family members or email it to a family/school friend.
• Children can choose an object from the house. Place it on the table. Invite the family to sit at the table. Together make up a story about that object.

Science
• Create a recycle center in your home or garage.

The Arts & Materials
Fabric
• Use fabric to create interesting spaces indoors or outdoors. Ex. Drape a large piece of fabric over two chairs creating a small area for children to go under.

• Alphabet Knowledge
• Comprehension and Text Structure

Emergent Writing
• Writing Processes and Writing Applications

III. Print/Writing

Book 1
Chapter 5
Art
Chapter 10
Connecting/Disconnecting
Chapter 13
Correlation

Book 3
Chapter 2
Language & Literacy

Book 4
Chapter 1
Twenty-First Century Skills That Matter

Arts
Permanent vs. Non-Permanent Art
• Explore with lines, shapes, and colors using loose parts.

Beyond Paper and Paint
• Explore with playdough/clay, finger paint and loose parts

Adding Unique Elements to Interesting Mediums
• Use a light source to enhance your exploration of loose parts.

Language/Literacy
Print and Writing
• Go on a word hunt around the house.
• Take a walk or drive around your neighborhood and notice the signs.

Math
Recognizing Numerals
• Create Numbers with loose parts

Sensory Visual
• Play I-Spy/look for objects in various environments throughout your daily routine. Take turns choosing objects to look for.

Identity, Community, & Place
• Write a letter to a neighbor or someone in your neighborhood.

Language & Literacy
• What is the longest line you can draw, what is the shortest, widest (fattest), skinniest, Etc.

Math
• Write a special note to your child for them to find/receive in the morning when they wake up. Encourage them to write or draw a note back to you or someone in the family. You could even create family mailboxes where anyone in the family can leave a note for a parent, sibling, pet, etc.

The Arts & Materials
Collage
• What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard, or wood?

Light and Shadow
• Trace shadows of people or objects

Recycled Materials
• Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material.

Clay and Play Dough
• Play Dough Recipe
• Role clay into snakes and attach pieces to make long lines.

Fabric
• Run strips of fabric through Tempera paint on a large canvas or heavy paper/board. Explore how different textures of fabric look when you press them into Tempera paint.

HSELO:
Language & Literacy
• Receptive Language
• Expressive Language and Communication Skills

AZELS
Language
Strand 1
• Receptive Language Understanding
• Expressive Language and Communication Skills

Emergent Literacy
• Vocabularly
• Writing

Positive Climate
• Language Modeling

Capacity to play – ISTE.NETSS standards 1, 6

Times of solitude – ISTE.NETSS standards 1, 6 -
### Arts
**Adding Unique Elements to Interesting Mediums**
- Create shadows indoors or outdoors.

**Beyond Paper and Paint**
- Explore with playdough/clay, finger paint and loose parts.
- Discuss letters with your child and what they are used for.
- Go on a letter hunt in your home.
- Create the Alphabet using loose parts in your home.
- Create your name using loose parts.

**Sensory**
- Play I-Spy (look for objects in various environments throughout your daily routine. Take turns choosing objects to look for.)

### Language & Literacy
**What is your favorite letter and why? Can you create your favorite letter using different materials found in the home? Can you make a letter with your body?**

**Science**
- Challenge parents/children to find a new way to use a recycled item from their home.
- Choose one recycled material and invite your children to create something special out of it. Then try with a different material.

**The Arts & Materials**
- What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard, or wood?

**Light and Shadow**
- Trace shadows of people or objects.

**Color**
- If you have paint at home...mix your own color.
- Go through your house to find things that match the color you created.

#### Recycled Materials
- Create a space for building with recycled materials in your house. You can use recycled items such as (but not limited to) toilet paper tubes, Kleenex, boxes show boxes. Sections of PVC pipe.
- For young children, Place items such as keys, seashells, large buttons, etc. in jar, box or a basket. What kind of noises do the materials make when they bump into each other or when you run your hands through them?
- Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material.
- Challenge parents/children to find a new way to use a recycled item from their home.
- Choose one recycled material and invite your children to create something special out of it. Then try with a different material.

#### Clay and Play Dough
- Play Dough Recipe.
- Roll clay into snakes and attach the pieces to make long lines.
- Make balls of clay, large and small. How many small balls can be made? What is the biggest/smallest clay ball you can make?
- Roll clay into spirals both flat and ones that curve up.
- Are there ways to make the clay stand up?

### Engagement
**Intellectual and Affective**

### Language & Literacy
**Objectives**
- Language Objective 9, 10
- Cognitive Objective 11

### HSELQ:
**Language & Literacy**
- Receptive Language
- Attending and Understanding

**Reading**
- Vocabulary
- Print Concepts & Conventions
- Book Appreciation and Knowledge
- Phonological Awareness
- Print & Alphabet Knowledge

**Writing**
- Emergent Writing

### AZELS
**Language**
- Strand 1:
  - Expressive Language
  - Grammar Skills
  - Vocabulary

**Emergent Literacy**
- Strand 2:
  - Concepts of Print
  - Book Handling Skills
  - Phonological Awareness
  - Alphabet Knowledge
  - Comprehension and Text Structure

**Emergent Writing**
- Strand 3:
  - Writing Processes and Writing Applications
Technology Science
- Notice what tools you use in your day.
- Sensory
  - Visual
  - Have a treasure hunt and create a treasure map.

Well-Being
- Can you draw how “this virus going around” makes you feel?
- What makes you happy and what do you think makes your child/happy?
- Invite children and parents to invent a game together. Create rules and instructions. Play together as a family. Exchange game ideas with another family over the phone or via email.

Language & Literacy
- Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access.

Science
- What is something you can do to make a friend smile while you are not together at school?
- Make a gift? Send them a message? Create a song especially for them?

Math
- What is a group, and do you belong to any groups? Can we find any groups of things in the house?

Well-Being
- Invite children and parents to invent a game together. Create rules and instructions. Play together as a family. Exchange game ideas with another family over the phone or via email.

Science
- Make a paper airplane. Work to fold paper in different ways to see which flies the farthest. Try using different types of paper. Later, imagine that you could take a trip anywhere right now on that airplane…where would you go and what would you do there? Draw a picture of what it would look like there.

The Arts & Materials
- Clay and Play Dough
  - Play Dough Recipe: Ingredients to mix.
II. Operations and Algebraic Thinking – Number Relations and Operations

a. Groups (Sort and Classify)

- Roll clay into snakes and attach the pieces to make long lines.
- Make balls of clay, large and small. How many small balls can be made?
- What is the biggest/smallest clay ball you can make?

b. Patterns, Sequences, Ordering

- What is a group, and do you belong to any groups? Can we find any groups of things in the house?
- Search for patterns in your house or through the window. Create your own pattern using drawing materials or any other material.

III. Measurement and Data

a. Distance
b. Size
c. Weight
d. Length
e. Speed

- What is the longest line you can draw, what is the shortest, widest (fattest), skinniest, etc.?
- Find an object other than a ruler to measure things in your house. For example, how many pencils tall are you?

The Arts & Materials

- Make a paper airplane. Work to fold paper in different ways to see which flies the farthest. Try using different types of paper.Later, imagine that you could take a trip anywhere right now on that airplane...where would you go and what would you do?

HSETOPF Mathematics

- Operations & Algebraic Thinking
  - Child understands addition as adding to and understands subtraction as taking away from.
  - Child understands simple patterns.

Mathematics

- Children as Scientists

- Measurement
  - Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

- Cognitive

- Curiosity

- Curiosity - ISTE.NETSS standards 1, 3, 5, 6
- Capacity to look and listen carefully - ISTE.NETSS standards 3, 4, 5
- Capacity to play - ISTE.NETSS standards 1, 6
- Times of solitude - ISTE.NETSS standards 1, 6
Chapter 6  
Sensory Exploration

IV. Geometry and Spatial Sense  
a. Recognition and Use of Shapes  
b. Exploration of Shapes and Space

Book 1  
Chapter 1  
Loose Parts

Chapter 5  
Art

Chapter 6  
Design

Chapter 7  
Symbolic Play

Chapter 11  
Construction

Chapter 12  
Investigation

Chapter 13  
Correlation

Book 3  
Chapter 1  
Art

Chapter 4  
Engineering

Chapter 5  
Science and Math

Chapter 6  
Sensory Exploration

Book 4  
Chapter 1  
Twenty-First-Century Skills that Matter

Chapter 19  
Design Thinking

V. Data Analysis and Probability  
a. Predicting and Estimating  
b. Representing Data Using Pictures, Objects and Graphs

Book 1  
Chapter 1  
Loose Parts

Chapter 6  
Design

Chapter 7  
Symbolic Play

Chapter 8  
Movement

Chapter 10  
Connecting/Disconnecting

Chapter 11  
Construction

Chapter 12  
Investigation

Chapter 13  
Correlation

Book 3  
Chapter 1  
Loose Parts

Chapter 6  
Design

Chapter 7  
Symbolic Play

Chapter 8  
Movement

Chapter 10  
Connecting/Disconnecting

Chapter 11  
Construction

Chapter 12  
Investigation

Chapter 13  
Correlation

Math & Loose Parts Play  
• Geometry & Spatial Awareness  
• Spatial Awareness

Art  
• Explore & Design with Loose Parts  
• Permanent vs. Non-Permanent Art

Outdoors  
• Building & Constructing

Math  
Find a larger picture/image, glue it onto another piece of heavier paper and cut it into interesting pieces to create a puzzle that you can put back together.

Science  
Make a paper airplane. Work to fold paper in different ways to see which flies the farthest. Try using different types of paper. Later, imagine that you could take a trip anywhere right now on that airplane...where would you go and what would you do there? Draw a picture of what it would look like there.
<table>
<thead>
<tr>
<th>Science</th>
<th>The Senses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book 1</td>
<td>Chapter 2</td>
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<tr>
<td></td>
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<td>Chapter 3</td>
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<td>Texture</td>
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<td>Book 3</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Sounds</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Connecting /Disconnecting</td>
</tr>
<tr>
<td>Chapter 12</td>
<td>Investigation</td>
</tr>
<tr>
<td>Book 4</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
</tr>
<tr>
<td>Book 5</td>
<td>Chapter 5</td>
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<tr>
<td></td>
<td>Science and Math</td>
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<tr>
<td>Book 6</td>
<td>Chapter 6</td>
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<tr>
<td></td>
<td>Sensory Exploration</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>Cooking Spaces</td>
</tr>
<tr>
<td>Book 4</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Children as Scientists</td>
</tr>
<tr>
<td>Book 14</td>
<td>Learning about Risk-Taking Capacity</td>
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<table>
<thead>
<tr>
<th>Sensory Explorations:</th>
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<tbody>
<tr>
<td>• Creating Sensory bin</td>
</tr>
<tr>
<td>• Making a rainbow</td>
</tr>
<tr>
<td>• Create a sound area</td>
</tr>
<tr>
<td>• Create an outdoor obstacle course</td>
</tr>
<tr>
<td>Science Exploration:</td>
</tr>
<tr>
<td>• Observe living things indoors and outdoors</td>
</tr>
<tr>
<td>• Imitating Sounds</td>
</tr>
<tr>
<td>• Classify Living Things</td>
</tr>
<tr>
<td>• Collecting magnets and investigate</td>
</tr>
<tr>
<td>• Exploring and describing day and night</td>
</tr>
<tr>
<td>• Observing and comparing different types of weather</td>
</tr>
<tr>
<td>• Uses senses to describe food</td>
</tr>
<tr>
<td>• Moving and dancing with the family</td>
</tr>
<tr>
<td>• Notice what tools you use in your day</td>
</tr>
<tr>
<td>Art Explorations:</td>
</tr>
<tr>
<td>• Explore and Design with Loose Parts</td>
</tr>
<tr>
<td>Outdoor Explorations:</td>
</tr>
<tr>
<td>• Building and constructing</td>
</tr>
<tr>
<td>• Creating an outdoor Play space</td>
</tr>
<tr>
<td>• Using water in an outdoor space</td>
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<tbody>
<tr>
<td>• What is your favorite animal? Create a drawing of your favorite animal.</td>
</tr>
<tr>
<td>• Go on a plant hunt. Draw your favorite plant in your home or one you see through the window.</td>
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<table>
<thead>
<tr>
<th>Identity, Community &amp; Place</th>
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<tbody>
<tr>
<td>• Create a special or magical place in your house, someplace you can go to take a break. (This can even be in a small corner.) What can you add to make the place special? Lighting? Fabrics? Pillows? etc.</td>
</tr>
<tr>
<td>• Find the most interesting view out a window of your house. Each day draw something interesting that you see out that window.</td>
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<table>
<thead>
<tr>
<th>Math</th>
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<thead>
<tr>
<th>The Arts &amp; Materials</th>
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<tbody>
<tr>
<td>Collage</td>
</tr>
<tr>
<td>• What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.</td>
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<thead>
<tr>
<th>Light &amp; Shadow</th>
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<tbody>
<tr>
<td>• Make shadows that move and are still. Can shadows dance together? Can shadows chase each other? How do shadows move around the room and over furniture?</td>
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<tr>
<td>• Go on a hunt through your house to find things that are your favorite color. What is the tiny,</td>
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<table>
<thead>
<tr>
<th>HSELOF</th>
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<tbody>
<tr>
<td>Scientific reasoning:</td>
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<tr>
<td>• Child observes and describes observable phenomena (objects, materials, organisms, and events).</td>
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<table>
<thead>
<tr>
<th>Approaches to learning</th>
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<tr>
<td>• Strand 1: Exploration, observations, and hypotheses</td>
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<th>AZELS</th>
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<tbody>
<tr>
<td>Scientific Inquiry and Application:</td>
</tr>
<tr>
<td>• Strand 1: Initiative and curiosity</td>
</tr>
<tr>
<td>• Strand 3: Confidence</td>
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<tr>
<th>Objective 7</th>
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<tbody>
<tr>
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<tr>
<td>Social Emotional</td>
</tr>
<tr>
<td>Objectives 8, 9, 10</td>
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<tr>
<td>Language</td>
</tr>
<tr>
<td>Objectives 11, 12, 13, 14</td>
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<tr>
<td>Cognitive</td>
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<tr>
<td>Objectives 33, 34, 36</td>
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<tr>
<td>Art</td>
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<td>Objectives 1, 2, 3</td>
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<table>
<thead>
<tr>
<th>Science &amp; Technology</th>
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<tbody>
<tr>
<td>Objectives 24, 25, 26</td>
</tr>
<tr>
<td>Social Emotional</td>
</tr>
<tr>
<td>Objectives 1, 2, 3</td>
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<tr>
<td>Physical</td>
</tr>
<tr>
<td>Objectives 1, 2, 3</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Objectives 9a</td>
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<tr>
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<tr>
<td>1a, 2b, 3b, Negative Climate</td>
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<tr>
<td>2b, 3a, 1c</td>
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<tr>
<td>Teacher Sensitivity</td>
</tr>
<tr>
<td>1a, 2a, 3b, 1c</td>
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<tr>
<td>Regard for Student Perspectives</td>
</tr>
<tr>
<td>1a, 2b, 2a</td>
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<tr>
<td>Behavior</td>
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<tr>
<td>3b, 3a, 1b, 2b</td>
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<td>Productivity</td>
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<td>3a, 1c, 1b, 1a</td>
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<td>Concept Development</td>
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<td>12, 11</td>
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<tr>
<td>Quality Feedback</td>
</tr>
<tr>
<td>1c, 2b</td>
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<tr>
<td>Language Modeling</td>
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<td>9a</td>
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II. Data Collecting

Book 1
Chapter 10
Connecting/Disconnecting
Chapter 12
Investigation
Chapter 13
Correlation

Book 3
Chapter 4
Engineering
Chapter 5
Science and Math

Book 4
Chapter 11
Children as Scientists
Chapter 12
Productive Agency

Science Exploration:
• Observe living things indoors and outdoors
• Classify Living Things
• Observing and comparing different types of weather
• Collect different types of magnets

Language and Literacy:
• Go on a word hunt around the house
• Take a walk or drive around your neighborhood and notice the signs

Math:
• Together with your child, gather small toys, shells, pebbles or buttons

Outdoors:
• Create a building and construction area in your yard
• Create an environment
• Record sunlight and shadows at different times of the day and in different areas outdoors

Science:
• Create a recycle center in your home or garage.
• Go on a plant hunt. Draw your favorite plant in your home or you see through the window

III. Use of Scientific Tools

Book 1
Chapter 6
Sensory Exploration

Book 3
Chapter 4
Engineering

Science Exploration:
• Observe living things indoors and outdoors
• Observing and comparing different types of weather

Technology Science:
• What is your favorite animal? Create a drawing of your favorite animal.
• Create a recycle center in your home or garage.
• Go on a plant hunt. Draw your favorite plant in your home or you see through the window

Recycled Materials
• For young children. Place items such as keys, seashells, large buttons, etc. in jar, box, or a basket. What kinds of noises do the materials make when they bump into each other or when you run your hands through them? Shake them?

Fabric
• Fill a small sturdy bin with fabrics for children to explore. Share a variety of textured fabrics with children inviting them to touch and experience the different ways that each might feel on their hands, feet, face, etc. Think about ribbed fabrics, velour, silk-like fabrics, etc.
• Create a fabric texture board with your child.
• Invite children to run their fingers and other objects over fabrics to see what sounds they might make. Be intentional in choosing fabrics. Some can create a definite sound.

Science & Technology
Objective 24, 25, 26

Math
Objectives 8, 9, 10

Science Exploration:
• Child engages in scientific talk.
• Child compares and categorizes observable phenomena

Mathematical thinking:
• Operations and algebraic thinking
• Measurement
• Geometry and spatial sense

AIZELS
Scientific Inquiry and Application
• Strand 1: Exploration, Observations, and Hypotheses

Mathematical thinking:
• Strand 2: Operations and algebraic thinking
• Strand 3: Measurement
• Strand 4: Geometry

Science Exploration:
• Observe living things indoors and outdoors
• Observing and comparing different types of weather

Science & Technology
Objective 24, 25, 26

Social Emotional
Objectives 1, 2, 3

A sense of self-worth - ISTE.NETSS standards 1, 4, 5

Positive Climate
1a, 2a, 3b
Negative Climate
2b, 1a, 1c
Teacher Sensitivity
1a, 2a, 3b, 1c
Regard for Student

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<table>
<thead>
<tr>
<th>Chapter 5</th>
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<tbody>
<tr>
<td>Chapter 7</td>
<td>Cooking Spaces</td>
</tr>
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<td>Chapter 11</td>
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<td>Children as Scientists</td>
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<table>
<thead>
<tr>
<th>Art Exploration</th>
<th>Science Exploration</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and Design with Loose Parts</td>
<td>Create a recycle center in your home or garage.</td>
<td>What is the longest line you can draw, what is the shortest, widest (fattest), skinnies etc.</td>
</tr>
<tr>
<td>Permanent VS Non-permanent Art</td>
<td></td>
<td>How many ways can you think of to make shapes with your loose parts?</td>
</tr>
<tr>
<td>Explore with Play-Dough/clay, finger point and loose parts</td>
<td>Choose loose parts that you can use to build a structure</td>
<td>Choose loose parts, to measure different body parts</td>
</tr>
<tr>
<td>Use a light source to enhance your exploration of loose parts</td>
<td></td>
<td>Math:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore different consistencies of mud</td>
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<table>
<thead>
<tr>
<th>Sensory Explorations:</th>
<th>HSELOF Scientific reasoning:</th>
<th>Mathematical Thinking:</th>
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<tbody>
<tr>
<td>Making a rainbow</td>
<td>Child observes and describes observable phenomena (objects, materials, organisms, and events).</td>
<td>Operations and algebraic thinking</td>
</tr>
<tr>
<td>Create a sound area</td>
<td>Child engages in scientific talk.</td>
<td>Measurement</td>
</tr>
<tr>
<td>Make different shaped bubbles together</td>
<td>Child compares and categorizes observable phenomena</td>
<td>Geometry and spatial sense</td>
</tr>
<tr>
<td>Math:</td>
<td>Mathematical Thinking:</td>
<td></td>
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<td>How many ways can you think of to make shapes with your loose parts?</td>
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<tr>
<th>Science and Technology Objective</th>
<th>Social Emotional Objective</th>
<th>Physical Objective</th>
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<tbody>
<tr>
<td>24,25,26</td>
<td>1,2</td>
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<tbody>
<tr>
<td>33,34,36</td>
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<td>8, 9,10</td>
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<tbody>
<tr>
<td>2, 4</td>
<td>8, 9,10</td>
<td>24,25,26</td>
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<tr>
<th>HSEP Objectives</th>
<th>ISTE.NETSS standards</th>
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<tbody>
<tr>
<td>1</td>
<td>1, 3, 4, 5</td>
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<td>3a, 1b, 1c</td>
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<td>6, 7</td>
<td>1a, 2a</td>
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<th>Capacity to play - ISTE.NETSS standards</th>
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<th>Capacity to look and listen carefully - ISTE.NETSS standards</th>
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<th>A sense of self-worth - ISTE.NETSS standards</th>
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<tr>
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<tr>
<td>4, 5</td>
<td>1a, 2a, 3b</td>
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<tr>
<td>6</td>
<td>1a, 2a, 3b</td>
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<td>1a, 2a, 3b</td>
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<tr>
<td>4, 5</td>
<td>1a, 2a, 3b</td>
</tr>
<tr>
<td>6</td>
<td>1a, 2a, 3b</td>
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<tr>
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<th>Teacher Sensitivity</th>
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<td>1a, 2a, 3b, 1c</td>
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<td>5</td>
<td>1a, 2a, 3b, 1c</td>
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Sensory Explorations:  
- Making a rainbow

Science:  
- What is your favorite animal? Create a drawing of your favorite animal.
- Go on a plant hunt. Draw your favorite plant in your home or you see through the window.
- If you have space and materials, parents/children work together to create a structure that includes ramps, etc.

Science Exploration:  
- Observe living things indoors and outdoors.
- Imitating Sounds.
- Classify Living Things.
- Exploring and describing day and night.
- Observing and comparing different types of weather.
- Uses sense to describe food.

The Arts & Materials

Light and Shadow
- Trace shadows of people or objects.
- Discuss where shadows come from.
- Discuss how shadows are the same or different than actual objects.

Color
- Go on a hunt through your house to find things that are your favorite color.
- What is the tiny, finest item you found of that color? And the largest? Which is the most important/special to you.

Art:  
- Use a light source to enhance your exploration of loose parts.

Outdoor Exploration:  
- Create a building and construction area in your yard.
- Record sunlight and shadows at different times of the day and in different areas outdoors.
- Create your own shadows.
- Explore different consistencies of mud.

Math
- Search for patterns in your house or through the window.
- Create your own pattern using drawing materials or any other material.

惩治探索

科学
- If you have space and materials, parents and children work together to create a structure that includes ramps, etc.

科学研究
- 学术探究
  - 学术探究
  - 学术探究
  - 学术探究
  - 学术探究

艺术
- 使用灯光源来增强你的探索。使用松散的部件。

户外探索
- 创建一个建筑和建造区域在你的院子里。
- 记录阳光和阴影在不同时间的白天，在不同的户外区域。
- 创建你自己的阴影。
- 探索不同质地的泥土。

数学
- 在你家或通过窗户搜索图案。
- 创建你自己的图案使用绘画材料或任何其他材料。

V. Nature and the Environment

a. Functions and General Ideas  

VI. Machines and Technology

a. Functions and General Ideas

VI. Machines and Technology

b. Communication

c. Movement

VII. Relationships and Impacts of Science

a. Recycling

b. Food

ESD – CURRICULUM 8-23-2022
• Design a birdhouse for the birds in your yard/community. Can you first do a drawing of what the birdhouse should look like? What materials will be needed to make it?

The Arts and Materials
Collage
• What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc.
• Can a collage be made using many shades of one color, allowing one to explore the depth and range of color?
• What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard or wood?
• Can a collage be made using many shades of one color, allowing one to explore the depth and range of color?

Color
• If you have paint at home...mix your own color.
• Go through your house to find things that match the color you created.
• Go on a hunt through your house to find things that are your favorite color. What is the tiniest item you found of that color? And the largest? Which is the most important/special to you?

Recycled Materials
• Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material.

Clay and Play Dough
• Roll playdough/mud into snakes and attach the pieces to make long lines.

Fabric
• Create a fabric texture board with your child.
• Run strips of fabric through Tempera paint on a large canvas or heavy paper/board. Explore how different textures of fabrics look when you press them into Tempera paint.
• Dip small pieces of white or light fabric into liquid watercolor. What happens when you slowly dip it in the paint? What happens if you dip it into another color of paint?

Strand 2: Relationships and Social Skills
Approaches to Learning
• Stand 1: Initiative and Curiosity
• Stand 2: Attentiveness and Persistence
• Stand 4: Creativity
• Stand 5: Reasoning and Problem Solving

Language and Literacy
• Strand 1: Language
• Strand 2: Operations and Algebraic Thinking
• Strand 3: Measurement and Data
• Strand 4: Geometry
• Strand 2: Community
• Strand 1: Physical Health and Development

Fine Arts
• Strand 1: Visual Arts

Book 3
Chapter 11
Children as Scientist

Language and Literacy
• Use loose parts to retell/create a story (We’re Going On a Bear Hunt, Stick & Stone or Chicka Chicka Boom Boom).

Science
• What is something you can do to make a friend smile while you are not together at school? Make them a gift? Send them a message? Create a song especially for them?

Recycled Materials
• For young children, place items such as keys, seashells, large buttons, etc. in jar, box, or a basket. What kinds of noises do the materials make when they bump each other or when you run your hands through them?

HESELOF
AZELS
Music
Strand 2: Music • Creates and Connects with Musical Concepts and Expressions
Strand 3: Creative Movement and Dance • Creates and

Art
Objective 33,34,36

Cognitive Objectives 11, 12, 13, 14

Capacity to look and listen carefully – ISTE.NETS.S standards 3, 4, 5

Capacity to play – ISTE.NETS.S standards 1, 6

Concept Development
12, 11
### Chapter 11

#### Family and School Traditions

**Science Exploration:**
- **Imitating Sounds**
- **Outdoor**
  - Create an environment
  - Take a nature walk to listen for sounds

**Outdoor**
- **Create an environment**
- **Take a nature walk to listen for sounds**

**Science**
- **Physical Science**
- **Health Science**
- **Tactile**
- **Vestibular**
- **Proprioceptor**

**Shake them?** Design a birdhouse for the birds in your yard/community. Can you first do a drawing of what the birdhouse should look like?

**What materials will be needed to make it?**

**Identity, Community and Place**
- Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.)

**Connects with Creative Movement and Dance Approaches to Learning**
- **Stand 1: Initiative and Curiosity**
- **Stand 2: Attentiveness and Persistence**
- **Stand 4: Creativity**

**Times of solitude - ISTE.NETSS standards 1, 6**

### III. Dance and Movement

**a. Levels and Locomotor Movements (walk, run, leap, hop, jump, skip, gallop, and slide)**

**b. Directionality**

**c. Use of Props for Movement**

**d. Cooperative Movement**

**Book 1**

Chapter 8 Movement
Chapter 9 Transportation
Chapter 10 Connecting and disconnecting

**Book 3**

Chapter 1 Art
Chapter 3 Music
Chapter 8 Imaginative play

**Outdoors Explorations.**
- **Building and Constructing.**
- **Sound**
- **Water Play**

**Science**
- **Physical Science**
- **Health Science**
- **Tactile**
- **Vestibular**
- **Proprioceptor**

**The Arts & Materials**
- Play different types of a music/sounds, one at a time, and invite children to use the fabric while dancing/moving to the music. Can you dance or move to it?

- This music with fabric? It is important to consider where you might have this experience so that there is enough space for children to move around.

- Scarves or fabrics of similar shapes work well for this.

**Science Exploration:**
- **Imitating Sounds**
- **Outdoor**
  - Create an environment
  - Take a nature walk to listen for sounds

**Science**
- **Physical Science**
- **Health Science**
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**HSELO**
- **Perceptual, Motor, and Physical Development: Fine Motor**
- **Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition**

**AZELS**
- **Strand 1: Physical Health And Development**
  - Grass Motor Development.
  - Moves with maturing balance skills.
  - Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).
  - Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness.

- **Fine Motor Development**
  - Uses eye-hand coordination to perform simple tasks.
  - Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions.

- **Strand 2: Music**
  - Responds to different types of music (e.g., rock, classical, jazz, spirituals, reggae, Native American, gospel, bluegrass, lullabies, marches and country music).

**Art Objectives 34 & 35**
- Adding Unique Elements to Interesting Mediums

**Identity, Community & Place**
- Create your own superhero. If you could become any superhero who would you be? What would your powers be? Where would you do this?

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### IV. Drama and Dramatic Play

**a. Symbolic Thought (abstract thinking)**

**b. Planning**

**c. Playing Out Roles**

**Book 1**

Chapter 7 Symbolic Play Action
Chapter 9

**Art**
- **Adding Unique Elements to Interesting Mediums**

**Identity, Community & Place**
- Create your own superhero. If you could become any superhero who would you be? What would your powers be? Where would you do this?

**HSELO**
- **Social Emotional**
  - Sense of identity and belonging

**AZELS**
- **Strand 1: Physical Health And Development**
  - Grass Motor Development.
  - Moves with maturing balance skills.
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**Capacity to play – ISTE.NETSS standards 1, 6**

**Times of solitude - ISTE.NETSS standards 1, 6**

**Regard for Student Perspectives 4**

**Positive Climate 2b, 3b**

**Negative Climate 2b, 3b**

**Teacher Sensitivity**
Transporting Language & Literacy
Chapter 10 Inquiry
Chapter 11 Construction
Chapter 12 Investigation
Book 3 Chapter 1 Art
Language & Literacy
Music Chapter 7 Cooking Spaces
Chapter 8 Imaginative Play
Chapter 9 Nurturing, Empathy, and Caring
Chapter 10 Children’s Identity
Chapter 11 Family and School Traditions
Chapter 12 Community

Outdoor Explorations Science
Building and Constructing Physical Science
Mud Kitchen/Mud Play Language & Literacy
Sound Language & Literacy
Water Play Language & Literacy

Reading Language & Literacy
Listening, Talking and Conversations Language & Literacy
Reading Language & Literacy

Use of Scenarios and Plots Health Science
Investigation Language & Literacy

Social (interacting, negotiating, leading, following) Health Science

i. Academics (math, literacy skills)

h. Problem Posing and Solving Language & Literacy

g. Use of Scenarios and Plots Language & Literacy

vocabulary and the flow of language

e. Extended Time Language & Literacy

d. Use of props Language & Literacy

Chapter 20 The Cycle of Innovation

Chapter 18 Development

Chapter 9 Identity and Learning to Be

Chapter 4 The Arts

Book 4 Community

Chapter 12 Family and School Traditions

Chapter 11 Children’s Identity

Chapter 10 Self-Awareness

Chapter 9 Collaboration and Moral Development

Chapter 8 The Cycle of Innovation

Chapter 11 Children’s Identity

Chapter 7 Music

Chapter 6 Language

Chapter 5 Science

Chapter 4 Health Science

Chapter 3 Social Studies

Chapter 2 Social Studies

Chapter 1 Language & Literacy

live? What would you look like? Create a drawing or dress up like him/her.

What was your favorite thing to play when you were a child (parent)? And what is your favorite thing to play (child)? Teach each other how to play it.

Create a special or magical place in your house, somewhere you can go to take a break. (This can even be in a small corner.) What can you add to make the place special? Lighting? Fabric? Pillows? Etc.

Well-Being

What was your favorite thing to play when you were a child (parent)? And what is your favorite thing to play (child)? Teach each other how to play it.

Invite children and parents to invent a game together. Create rules and instructions. Play together as a family. Exchange game ideas with another family over the phone or via email.

Language & Literacy

Everyone share, what was your favorite childhood book and why was it your favorite? Parents read one of their favorite childhood books or their child’s favorite to the family. Talk about favorite parts of the story. Create a different ending. Act out the story together.

Everyone in the family can share their favorite nursery rhyme. Can you act out that nursery rhyme? Create a new nursery rhyme together.

Create a story about a favorite stuffed animal if he/she came to life one day.

Science

Make a paper airplane. Work to fold paper in different ways to see which flies the farthest. Try using different types of paper. Later, imagine that you could take a trip anywhere right now on that airplane...where would you go and what would you do there? Draw a picture of what it would look like there.

If you have a pet, draw a picture of your pet. Use a different material you can find at home (paint, another drawing material, play dough, etc.) to recreate the first drawing. If you do not have a pet, is there an animal you can see through a window or in a book? Or is there an animal that you wish you had as a pet?

The Arts & Materials

Light and Shadow
### Well-Being

#### Book 1

- Chapter 7
  - Creativity
  - Action-Symbolic Play

#### Book 3

- Daily Living
  - Chapter 8
    - Imaginative Play

#### Book 4

- Chapter 24
  - Curiosity and Play

### Outdoors

- Mud Kitchen/Mud Play
- Water Play

### Language and Literacy

- Listening, Talking and Conversations
- Sensory
  - Vestibular – Create an obstacle course.
  - Proprioceptor - Make different shape bubbles together.

### Science

- Visual
  - Treasure Hunt
- Play I Spy

### Health Science

- Reducing Stress
- Moving & Grooving

### Science

- What was your favorite thing to play when you were a child (parent)?
- Invite children and parents to invent a game together. Create rules and instructions. Play together as a family. Exchange game ideas with another.

### Identity, Community & Place

- Create your own superhero. If you could become any superhero who would you be? What would your powers be? Where would you live? What would you look like? Create a drawing or dress up like him/her.

### Language & Literacy

- Everyone share, what was your favorite childhood book and why was it your favorite? Parents read one of their favorite childhood books or their child’s favorite to the family. Talk about favorite parts of the story. Create a different ending. Act out the story together.

### Science

- Make a paper airplane. Work to fold paper in different ways to see which flies the farthest. Try using different types of paper. Later, imagine that you could take a trip anywhere right now on that airplane...where would you go and what would you do there? Draw a picture of what it would look like there.
- Design a birdhouse for the birds in your yard/community. Can you first do a drawing of what the birdhouse should look like? What materials will be needed to make it?

### The Arts & Materials

- Recycled Materials
  - For young children, place items such as keys, seashells, large buttons, etc. in jar, box or a basket. What kinds of noises do the materials make when they bump each other or when you run your hands through them? Shake them?
Fabric
- Play different types of music/sounds, one at a time, and invite children to use the fabric while dancing/moving to the music. Can you dance or move to this music with fabric? It is important to consider where you might have this experience so that there is enough space for children to move around. Scarves or fabrics of similar shapes work well for this.
- Invite children to use their fingers and other objects over fabrics to see what sounds they might make. Be intentional in choosing fabrics. Some can create a definite sound.

II. Nutrition

Book 1
Chapter 1
Senses

Chapter 7
Symbolic play

Book 3
Chapter 2
Cooking spaces

Chapter 9
Nurturing, Empathy, and Caring

Chapter 11
Family and school traditions.

Book 4
Chapter 14
Learning about Risk-taking

Science
- Health Science

Outdoors Exploration
- Mud kitchen
- Texture and color

Sensory
- Visual
- Tactile
- Olfactory
- Gustatory

Well-Being
- Parents share what is your favorite food now and as a child.
- What is your favorite and what do you think you ate when you were a baby?
- What is your favorite meat to eat with your family?
- Invite parent and child to recreate their favorite fruit/vegetables (or food) out any medium

HSELO
- Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition
- Child expresses a broad range of emotions and recognizes these emotions in self and others
- Child demonstrates flexibility in thinking and behavior.
- Child engages in and maintains positive relationships and interactions with adults.
- Child engages in and maintains positive interactions and relationships with other children.
- Makes predictions and brainstorms solutions based on background knowledge and experiences.

AZELS
Social-Emotional
- Strand 1: Self-Awareness and Emotional Skills
- Strand 2: Relationships and Social Skills
- Strand 5: Reasoning and Problem-Solving

Social-Emotional Objectives
1c, 2a & 2c

Science and Technology Objectives
25 & 27

Social Studies Objectives
29 & 30

Capacity to play – ISTE.NE.TSS standards
1, 6

Negative Climate
1c

Teacher Sensitivity
2a, 1c

Regard for Student Perspectives
2a

Productivity
2a, 1c

Concept Development
1

Quality Feedback
1c

III. Movement (Exercise)

Book 1
Chapter 8
Movement

Chapter 10
Transportation

Chapter 9
Connecting and disconnecting

Book 3
Chapter 1
Art

Chapter 3
Music

Chapter 8
Imaginative play

Outdoors Explorations.
- Building and Constructing.
- Sound
- Water Play

Science
- Physical Science
- Health Science

Sensory
- Tactile
- Vestibular
- Proprioceptor

Well-Being
- What was your favorite thing to play when you were a child (parent)? And what is your favorite thing to play (Child)? Teach each other to play it.

The Arts & Materials
- Play different types of music/sounds, one at a time, and invite children to use the fabric while dancing/moving to the music. Can you dance or move to this music with fabric? It is important to consider where you might have this experience so that there is enough space for children to move around.

HSELO
- Perceptual, Motor, and Physical Development: Fine Motor
- Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition

AZELS
Physical Development
- Strand 1: Physical and Health Development

Physical Objectives
4, 5, 6, 7, 7a & 7b

The Arts
Objectives
34 & 35

Capacity to play – ISTE.NE.TSS standards
1, 6

Times of solitude – ISTE.NE.TSS standards
1, 6

Regard for Student Perspectives
4

ISTE.NETSS standards
1, 6
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<td>Chapter 16</td>
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| Scourves or fabrics of similar shapes work well for this. |
| Language and Literacy |
| Everyone in the family can share their favorite nursery rhyme. Can you act out that nursery rhyme? Create a new nursery rhyme together. |