

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, representation, and making meaning of experiences.

Languages of Learning Curriculum Framework (LOL) Areas of Study & Major Concepts	Loose Parts: Inspiring Play in Young Children Book Series Book 1 "Inspiring Play in Young Children" Book 3 "Inspiring Culturally Sustainable Environments" Book 4 "Inspiring 21 ST Century Learning"	Loose Parts Explorations • Art & Loose Parts Play • Language/Literacy & Loose Parts Play • Math & Loose Parts Play • Outdoors & Loose Parts Play • Science & Loose Parts Play • Sensory & Loose Parts Play	Engaging Learning Experiences for Children and/or Families at Home (Brizzolara & Haigh 2020)	Head Start Early Learning Outcomes Framework and (HSELOF) Arizona Early Learning Standards 2018 (AZELS)	My Teaching Strategies (On-going Assessment)	ISTE.NETSS standards International Society for Technology in Education Standards	CLASS
A Sense of Identity I. Identification a. General Ideas about Names b. Materials and Names c. Connecting to Others and Names d. Letter Search e. Sounds of Names f. Ages, Abilities, and Interests g. Birthdays	Book 1 Chapter 2 Color Chapter 5 Art Chapter 6 Design Chapter 7 Symbolic Play Chapter 10 Connecting/Disconnecting Book 3 Chapter 1 Art Chapter 2 Language and Literacy Chapter 10 Children's Identity Book 4 Chapter 2 Self-Awareness Chapter 4 Identity and Learning to Be Chapter 6 A Sense of Belonging Chapter 20 Inquisitiveness and Curiosity	Language & Literacy Explorations • Listening, Talking and Conversations • Reading • Print and Writing • Letters • What's in a Name? Math Explorations • Counting and Sorting • Recognizing Numerals • Recognizing Numeral Value (Quantifying) • Number Operations and Algebraic Thinking Sensory Explorations: • Visual (sight) • Auditory (sound) Art Exploration • Permanent vs. Non-Permanent Art • Recycling and Resourcefulness • Beyond Paper and Paint • Adding Unique Elements to Interesting Mediums Outdoor Explorations • Texture and Color	Sense of Identity, Community & Place • Have a dialog about where names of family members come from or what names mean. • Explore where each family member's name came from. 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 and Literacy • What is 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?	HSELOF Social Emotional • Sense of identity and belonging • Relationships with Adults • Relationships 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 • Phonological Awareness • Print & Alphabet Knowledge • Writing Mathematics • Counting and Cardinality • Operations and Algebraic Thinking • Measurement • Geometry & Spatial Sense Science • Scientific Skills & Method Social Studies	Social Emotional Objectives 2, 3 Physical Objective 7 Language Objectives 8, 9,10 Cognitive Objectives 11, 12, 14 Literacy Objectives 15, 16, 17, 18, 19 Mathematics Objectives 20, 22, 23 Sci & Tech Social Studies/Arts Objectives 29, 33, 36	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, 3b, 17b, 15b 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 Quality Feedback 16a, 18c, 2b Language Modeling 9a, 19b, 18c

			<p>Make them a gift? Send them a message? Create a song especially for them?</p> <p>The Arts & Materials Collage</p> <ul style="list-style-type: none"> • 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? <p>Clay and Play Dough</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Sense of Identity and Belonging • People & the Environment • History & Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> • Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Arts</p> <ul style="list-style-type: none"> • Approaches to Learning (Creativity) • Approaches to Learning <p>AZELS Social Emotional</p> <ul style="list-style-type: none"> • Strand 1: Self Awareness and Emotional Skills • Strand 2: Relationships and Social Skills <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Strand 1: Initiative and Curiosity • Strand 2: Attentiveness and Persistence • Strand 3: Confidence and Resilience • Strand 4: Creativity • Strand 5: Reasoning and Problem Solving <p>Language & Literacy</p> <ul style="list-style-type: none"> • Strand 1: Language • Strand 2: Emergent Literacy • Strand 3: Emergent Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Strand 1: Counting and Cardinality • Strand 2: Operations and Algebraic Thinking • Strand 3: Measurement and Data • Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> • Strand 1: Inquiry and Application • Strand 2: Community <p>Social Studies</p> <ul style="list-style-type: none"> • Strand 1: Family • Strand 2: Community • Strand 3: History and Events <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> • Strand 1: Physical Health and Development <p>Fine Arts</p> <ul style="list-style-type: none"> • Strand 1: Visual Arts • Strand 4: Dramatic Play 			
<p>II. Visual Features and Unique Appearances a. Self Portraits b. Physical Features</p>	<p>Book 1 Chapter 2 Color Chapter 2</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> • Listening, Talking and Conversations 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> • Make a self-portrait 3 different ways. Examples could be drawing, painting, collage, etc. 	<p>HSELOF Social Emotional</p> <ul style="list-style-type: none"> • Sense of identity and belonging 	<p>Social/Emotional Objective 2 Physical</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p>	<p>Positive Climate 2b, Negative Climate 2b Teacher Sensitivity</p>

<p>c. Clothing and Accessories d. Shoes</p>	<p>Texture Chapter 4 Sound Chapter 5 Art Chapter 6 Design</p> <p>Book 3 Chapter 1 Art Chapter 2 Language and Literacy Chapter 4 Engineering Chapter 10 Children's Identity</p> <p>Book 4 Chapter 2 Self-Awareness Chapter 3 Critical Reflection Chapter 4 Identity and Learning to Be Chapter 6 A Sense of Belonging Chapter 10 Focus and Concentration Chapter 19 Design Thinking Chapter 20 Inquisitiveness and Ambiguity Chapter 23 Humor and Joy</p>	<p>Sensory Explorations:</p> <ul style="list-style-type: none"> • Visual (sight) • Auditory (sound) • Tactile (touch) • Olfactory (smell) • Gustatory (taste) <p>Art Explorations</p> <ul style="list-style-type: none"> • Explore and Design with Loose Parts • Permanent vs. Non-Permanent Art <p>Outdoor Explorations</p> <ul style="list-style-type: none"> • Texture and Color • Sound 	<ul style="list-style-type: none"> • 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. <p>Math</p> <ul style="list-style-type: none"> • 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. <p>The Arts & Materials</p> <p>Collage</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Relationships with Adults <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Initiative and Curiosity • Cognitive and Self-Regulation • Self-Concept • Approaches to Learning • Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Receptive Language Attending and Understanding • Language and Communicating • Vocabulary <p>Science</p> <ul style="list-style-type: none"> • Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> • Sense of Identity and Belonging <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> • Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Arts</p> <ul style="list-style-type: none"> • Approaches to Learning (Creativity) <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> • Strand 1: Self-Awareness and Emotional Skills • Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Strand 1: Initiative and Curiosity • Strand 2: Attentiveness and Persistence • Strand 3: Confidence and Resilience • Strand 4: Creativity • Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Strand 1: Language <p>Science</p> <ul style="list-style-type: none"> • Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> • Strand 1: Family <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> • Strand 1: Physical Health and Development <p>Fine Arts</p> <p>Strand 1: Visual Arts</p>	<p>Objective 7</p> <p>Language Objectives 8, 9, 10</p> <p>Cognitive Objectives 11, 12, 13, 14</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 33</p>	<p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>2a Regard for Student Perspectives 2b, 2a Behavior Management 2b Productivity 2a Concept Development 12, 11 Quality Feedback 2b Language Modeling 9a</p>
<p>III. Location or Special Places a. Where I Live</p>	<p>Book 1 Chapter 5 Art</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> • Listening, Talking and Conversations 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> • What is your favorite thing to do with your family? 	<p>HSELOF Social Emotional</p>	<p>Social/Emotional Objective 2</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p>	<p>Positive Climate 2b Negative Climate</p>

<p>b. Where Other Family and Friends Live c. Favorite Place</p>	<p>Chapter 6 Design Chapter 7 Symbolic Play Chapter 11 Construction</p> <p>Book 3 Chapter 1 Art Chapter 4 Engineering Chapter 7 Cooking Spaces Chapter 8 Imaginative Play Chapter 10 Children's Identity Chapter 11 Family and School Traditions Chapter 12 Community</p> <p>Book 4 Chapter 2 Self-Awareness Chapter 4 Identity and Learning to Be Chapter 6 A Sense of Belonging Chapter 17 Intellectual Risk Chapter 19 Design Thinking Chapter 25 Intellectual and Affective Engagement Chapter 26 Open-Mindedness and Perspective-Taking</p>	<ul style="list-style-type: none"> Print and Writing <p>Math Explorations</p> <ul style="list-style-type: none"> Recognizing Numerals Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> Visual (sight) Tactile <p>Art Explorations</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Beyond Paper and Paint <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and Constructing Texture and Color 	<ul style="list-style-type: none"> 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? Fabrics? Pillows? Etc. <p>Math</p> <ul style="list-style-type: none"> What is a group, and do you belong to any groups? Can we find any groups of things in the house? <p>The Arts & Materials Fabric</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Sense of Identity and Belonging Relationship with Adults Relationship with Other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative & Curiosity Cognitive & Self-Regulation Self-Concept Approaches to Learning Reasoning & Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Print Concepts & Conventions <p>Mathematics</p> <ul style="list-style-type: none"> Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging People & the Environment <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Art</p> <ul style="list-style-type: none"> Approaches to Learning (Creativity) <p>AZELS Social Emotional</p> <ul style="list-style-type: none"> Strand 1: Self-Awareness and Emotional Skills Strand 2: Relationships and Social Skills <p>Approaches to Learning</p> <ul style="list-style-type: none"> Strand 1: Initiative & Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language Strand 2: Emergent Literacy <p>Mathematics</p> <ul style="list-style-type: none"> Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Family 	<p>Physical Objective 7</p> <p>Language Objectives 8, 9 10</p> <p>Cognitive Objectives 11, 12, 14</p> <p>Literacy Objective 19</p> <p>Math Objectives 21, 22, 23</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 28, 29, 30</p>	<p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>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, 19b</p>
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				<ul style="list-style-type: none"> Strand 2: Community Physical Development, Health and Safety Strand 1: Physical Health and Development Fine Art Strand 1: Visual Arts			
IV. Capabilities, Abilities and Potentials a. What I Do Well b. What Others Do Well c. What I Wish I Could Do Well	Book 1 Chapter 5 Art Chapter 6 Design Chapter 9 Transporting Chapter 10 Connecting/Disconnecting Chapter 11 Construction Chapter 13 Correlation Book 3 Chapter 1 Art Chapter 3 Music Chapter 8 Imaginative Play Chapter 12 Community Book 4 Chapter 2 Self-Awareness Chapter 3 Critical Reflection Chapter 4 Identity and Learning to Be Chapter 14 Learning about Risk-Taking Capacities Chapter 15 Physical Risks Chapter 16 Social-Emotional Risks Chapter 17 Intellectual Risks	Language Explorations <ul style="list-style-type: none"> Listening, Talking and Conversations Sensory Explorations <ul style="list-style-type: none"> Visual (sight) Auditory (sound) Tactile (touch) Olfactory (smell) Gustatory (taste) Vestibular (balance) Art Explorations <ul style="list-style-type: none"> Permanent vs. Non-Permanent Art Recycling and Resourcefulness Beyond Paper and Paint Outdoor Explorations <ul style="list-style-type: none"> Texture and Color Light and Shadow Sound 	Sense of Identity, Community and Place <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> What is a group, and do you belong to any groups? Can we find any groups of things in the house? Language & Literacy <ul style="list-style-type: none"> What is 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? 	HSELOF Social Emotional <ul style="list-style-type: none"> Sense of Identity and belonging Relationships with Adults Relationships with other Children Approaches to Learning <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving Language and Literacy <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Mathematics <ul style="list-style-type: none"> Counting and Cardinality Science <ul style="list-style-type: none"> Scientific Skills & Method Social Studies <ul style="list-style-type: none"> Sense of Identity and Belonging People & the Environment Physical Development, Health and Safety <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development Fine Art <ul style="list-style-type: none"> Approaches to Learning (Creativity) Approaches to Learning AZELS Social Emotional <ul style="list-style-type: none"> Strand 1: Self-Awareness and Emotional Skills Strand 2: Relationships and Social Skills Approaches to Learning: <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving 	Social/Emotional Objectives 1, 2 Physical Objectives 5, 6, 7 Language Objectives 8, 9, 10 Cognitive Objectives 11, 12, 13, 14 Literacy Objectives 16, 17, 18 Sci & Tech Social Studies/Arts Objectives 24, 28, 29, 33, 34, 35, 36	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 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

				<p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language <p>Mathematics</p> <ul style="list-style-type: none"> Strand 1: Counting and Cardinality <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Family Strand 2: Community <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development <p>Fine Art</p> <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 2: Music Strand 3: Creative Movement and Dance Strand 4: Dramatic Play 			
<p>V. Ideas/Thoughts/Theories and Feelings/Emotions That One Has</p> <p>a. Feelings and Emotions</p> <p>b. Preferences</p>	<p>Book 1 Chapter 2 Color</p> <p>Chapter 4 Sound</p> <p>Chapter 5 Art</p> <p>Book 3 Chapter 1 Art</p> <p>Chapter 2 Language and Literacy</p> <p>Chapter 3 Music</p> <p>Chapter 9 Nurturing, Empathy and Caring</p> <p>Book 4 Chapter 2 Self-Awareness</p> <p>Chapter 4 Identity and Learning to Be</p> <p>Chapter 6 A Sense of Belonging</p> <p>Chapter 8 Building Empathy</p> <p>Chapter 9 Collaboration and Moral Development</p> <p>Chapter 16 Social-Emotional Risks</p> <p>Chapter 23 Humor and Joy</p> <p>Chapter 25 Intellectual and Affective Engagement</p> <p>Chapter 26 Open-Mindedness and Perspective-Taking</p>	<p>Language</p> <ul style="list-style-type: none"> Reading <p>Art Explorations</p> <ul style="list-style-type: none"> Permanent vs. Non-Permanent Art <p>Science Explorations</p> <ul style="list-style-type: none"> Health Science 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> 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. <p>Well-Being</p> <ul style="list-style-type: none"> Can you draw how "this virus going around" makes you feel? What makes you happy and what do you think makes your child/children happy? <p>Science</p> <ul style="list-style-type: none"> 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? <p>The Arts & Materials</p> <p>Color</p> <ul style="list-style-type: none"> 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 tiny, tiniest item you found of that color? And the largest? Which is the most important/special to you? 	<p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Emotional Functioning Emotional & Behavioral Self-Regulation Relationships with other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Book Appreciation and Knowledge Comprehension and Text Structure <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Art</p> <ul style="list-style-type: none"> Approaches to Learning (Creativity) Approaches to Learning Dramatic Play 	<p>Social/Emotional Objectives 1, 2</p> <p>Physical Objective 7</p> <p>Language Objectives 9, 10</p> <p>Cognitive Objective 11</p> <p>Sci & Tech Social Studies/Arts Objective 33</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 1a, 2b</p> <p>Negative Climate 2b, 1a, 1c</p> <p>Teacher Sensitivity 1a, 2a, 3b, 1c</p> <p>Regard for Student Perspectives 1a, 2b, 2a</p> <p>Behavior Management 1b, 2b</p> <p>Productivity 2a, 1c, 1b, 1a</p> <p>Concept Development 1, 11</p> <p>Quality Feedback 1c, 2b</p> <p>Language Modeling 9a</p>

	<p>Chapter 29 A Global Perspective</p>			<p>AZELS Social Emotional</p> <ul style="list-style-type: none"> Strand 1: Self-Awareness and Emotional Skills Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language Strand 2: Emergent Literacy <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 2: Community <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development <p>Fine Art</p> <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 2: Music Strand 4: Dramatic Play 			
<p>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</p>	<p>Book 1 Chapter 7 Symbolic Play Chapter 12 Investigation</p> <p>Book 3 Chapter 2 Language and Literacy Chapter 8 Imaginative Play Chapter 9 Nurturing, Empathy, and Caring Chapter 10 Children's Identity Chapter 12 Community</p> <p>Book 4 Chapter 2 Self-Awareness Chapter 4 Identity and Learning to Be Chapter 6 A Sense of Belonging Chapter 29 A Global Perspective</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading Print and Writing Letters <p>Sensory Explorations</p> <ul style="list-style-type: none"> Vestibular (balance) <p>Art Explorations</p> <ul style="list-style-type: none"> Permanent vs. Non-Permanent Art <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Light and Shadow <p>Science Explorations</p> <ul style="list-style-type: none"> Health Science 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> Can children develop interview questions for parents about their job? What is your favorite thing to do with your family? Parents share a story with their children about what they were like when they were younger. 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. <p>Well-Being</p> <ul style="list-style-type: none"> 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? <p>Language & Literacy</p> <ul style="list-style-type: none"> Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access. <p>The Arts & Materials Light and Shadow</p>	<p>HSELOF Social Emotional</p> <ul style="list-style-type: none"> Sense of identity and belonging Relationships with Adults Relationships with other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Print Concepts & Conventions Phonological Awareness Print & Alphabet Knowledge Comprehension and Text Structure Writing 	<p>Social/Emotional Objective 2</p> <p>Physical Objective 7</p> <p>Language Objectives 8, 9, 10</p> <p>Cognitive Objectives 11, 12, 13</p> <p>Literacy Objectives 15, 16, 17, 18, 19</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 29, 30, 31</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 2b, 17b, 15b Negative Climate 2b Teacher Sensitivity 2a Regard for Student Perspectives 2b, 2a Behavior Management 2b Productivity 2a Concept Development 12, 11 Quality Feedback 16a, 18c, 2b Quality Feedback 16a, 18c, 2b Language Modeling 9a, 19b, 18c</p>

			<ul style="list-style-type: none"> • 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. 	<p>Science</p> <ul style="list-style-type: none"> • Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> • Sense of Identity and Belonging • People & the Environment <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> • Perceptual, Motor, and Physical Development • Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Arts</p> <ul style="list-style-type: none"> • Approaches to Learning <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> • Strand 1: Self Awareness and Emotional Skills • Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Strand 1: Initiative and Curiosity • Strand 2: Attentiveness and Persistence • Strand 4: Creativity • Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Strand 1: Language • Strand 2: Emergent Literacy • Strand 3: Emergent Writing <p>Science</p> <ul style="list-style-type: none"> • Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> • Strand 1: Family • Strand 2: Community <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> • Strand 1: Perceptual, Motor, and Physical Development <p>Fine Arts</p> <ul style="list-style-type: none"> • Strand 4: Dramatic Play 			
<p>VII. Connections to Others</p> <p>a. Family and Members of the Household</p> <p>b. Play/Peers</p> <p>c. School/Center Staff</p> <p>d. People in the Neighborhood/Community</p>	<p>Book 1 Chapter 7 Symbolic Play</p> <p>Chapter 11 Construction</p> <p>Chapter 12 Investigation</p> <p>Book 3 Chapter 1 Art</p> <p>Chapter 2 Language and Literacy</p> <p>Chapter 4 Engineering</p> <p>Chapter 8</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> • Listening, Talking and Conversations <p>Math Explorations</p> <ul style="list-style-type: none"> • Geometry & Spatial Awareness • Spatial Awareness <p>Art Explorations</p> <ul style="list-style-type: none"> • Explore and Design with Loose Parts • Permanent vs. Non-Permanent Art <p>Outdoor Explorations</p> <ul style="list-style-type: none"> • Building and Constructing 	<p>Sense of Identity, Community & Place</p> <ul style="list-style-type: none"> • 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. 	<p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> • Sense of identity and belonging • Relationships with Adults • Relationships with other children <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Initiative & Curiosity • Cognitive & Self-Regulation • Approaches to Learning • Reasoning & Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Receptive Language • Attending and Understanding 	<p>Social Emotional Objectives 2, 3</p> <p>Physical Objective 7</p> <p>Language Objectives 8, 9, 10</p> <p>Cognitive Objectives 11, 12, 14</p> <p>Math Objectives 21</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p>	<p>Positive Climate 2b, 3b</p> <p>Negative Climate 2b, 3b</p> <p>Teacher Sensitivity 2a, 3b</p> <p>Regard for Student Perspectives 2b, 2a</p> <p>Behavior Management 3b, 3a, 2b</p> <p>Productivity 3a, 2a</p> <p>Concept Development 12, 11</p>

	<p>Imaginative Play Chapter 10 Children's Identity Chapter 11 Family and School Traditions</p> <p>Book 4 Chapter 4 Identity and Learning to Be Chapter 6 A Sense of Belonging Chapter 27 Altruism and Social Justice Chapter 29 A Global Perspective</p>		<p>Language & Literacy</p> <ul style="list-style-type: none"> Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access <p>Science</p> <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Language and Communicating Vocabulary <p>Mathematics</p> <ul style="list-style-type: none"> Operations and Algebraic Thinking Measurement Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging People & the Environment History & Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Arts</p> <ul style="list-style-type: none"> Approaches to Learning <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Strand 1: Self Awareness and Emotional Skills Strand 2: Relationships and Social Skills <p>Approaches to Learning</p> <ul style="list-style-type: none"> Stand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language <p>Mathematics</p> <ul style="list-style-type: none"> Strand 2: Operations and Algebraic Thinking Strand 3: Measurement and Data Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Family Strand 2: Community Strand 3: History and Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development <p>Fine Arts</p> <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 2: Dramatic Play 	<p>Sci & Tech Social Studies/Arts Objectives 24, 30, 31, 32</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Quality Feedback 2b Language Modeling 9a</p>
<p>A Sense of Community 1. Classroom Peers</p>	<p>Book 1 Chapter 2 Color</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations 	<p>Sense of Identity, Community & Place</p> <ul style="list-style-type: none"> Make a self-portrait 3 different ways. Examples could be drawing, painting, collage, etc. 	<p>HSELOF Social Emotional</p>	<p>Social/Emotional Objectives 2, 3</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p>	<p>Positive Climate 2b, 3b Negative Climate</p>

	<p>Chapter 5 Art</p> <p>Chapter 6 Design</p> <p>Book 3</p> <p>Chapter 1 Art</p> <p>Chapter 2 Language & Literacy</p> <p>Chapter 9 Nurturing, Empathy, and Caring</p> <p>Chapter 10 Children's Identity</p> <p>Chapter 11 Family and School Traditions</p> <p>Chapter 12 Community</p> <p>Book 4</p> <p>Chapter 3 Critical Reflection</p> <p>Chapter 6 A Sense of Belonging</p> <p>Chapter 7 Children as Skillful Communicators</p> <p>Chapter 8: Building Empathy</p> <p>Chapter 9: Collaboration and Moral Development</p> <p>Chapter 10 Focus and Concentration</p> <p>Chapter 17 Intellectual Risks</p> <p>Chapter 19 Design Thinking</p> <p>Chapter 20 Inquisitiveness and Curiosity</p> <p>Chapter 24 Curiosity and Play</p> <p>Chapter 25 Intellectual and Affective Engagement</p> <p>Chapter 26 Open-Mindedness and Perspective-Taking</p> <p>Chapter 27 Altruism and Social Justice</p> <p>Chapter 29 A Global Perspective</p>	<p>Sensory Explorations:</p> <ul style="list-style-type: none"> Visual (sight) <p>Art Explorations</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Recycling and Resourcefulness Beyond Paper and Paint <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Texture and Color 	<ul style="list-style-type: none"> 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. <p>Math</p> <ul style="list-style-type: none"> 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.)? <p>Language & Literacy</p> <ul style="list-style-type: none"> 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. <p>Science</p> <ul style="list-style-type: none"> 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? <p>The Arts & Materials</p> <p>Collage</p> <ul style="list-style-type: none"> What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc. <p>Recycled Materials</p> <ul style="list-style-type: none"> Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material. <p>Fabric</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Relationships with other children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Approaches to Learning Reasoning and Problem Solving <p>Language & Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communication Vocabulary <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> People & the Environment <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor <p>Visual Arts</p> <ul style="list-style-type: none"> Approaches to Learning (Creativity) <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy Standard</p> <ul style="list-style-type: none"> Strand 1: Language <p>Science Standard</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Stand 2: Community <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development <p>Fine Arts standard</p> <ul style="list-style-type: none"> Strand 1: Visual Arts 	<p>Physical Objective 7</p> <p>Language Objectives 9, 10</p> <p>Cognitive Objectives 11, 12, 13, 14</p> <p>Literacy Objective 19</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 33</p>	<p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>2b, 3b Teacher Sensitivity 2a, 3b Regard for Student Perspectives 2b, 2a Behavior Management 3b, 3a, 2b Productivity 3a, 2a Concept Development 12, 11 Quality Feedback 2b Language Modeling 9a, 19b</p>
<p>II. Other Classrooms and Others Who Work in the Center or School a. Floor Plan</p>	<p>Book 1</p> <p>Chapter 2 Color</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> Can children develop interview questions for parents about their job? 	<p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Relationships with Adults 	<p>Social/Emotional Objective 2</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p>	<p>Positive Climate 2b, 17b, 15b Negative Climate</p>

<p>b. Interest Areas c. Windows d. Doorways e. Lighting and Shadows f. Colors g. Furniture h. People</p>	<p>Chapter 5 Art Chapter 6 Design Chapter 12 Investigation</p> <p>Book 3 Chapter 1 Art Chapter 2 Language and Literacy Chapter 9 Nurturing, Empathy, and Caring Chapter 10 Children's Identity Chapter 11 Family and School Traditions Chapter 12 Community</p> <p>Book 4 Chapter 1 Twenty-First-Century Skills That Matter Chapter 2 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 19 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</p>	<ul style="list-style-type: none"> • Reading • Print and Writing • Letters <p>Sensory Explorations:</p> <ul style="list-style-type: none"> • Visual (sight) • Auditory (sound) • Olfactory (smell) • Gustatory (taste) <p>Art Explorations</p> <ul style="list-style-type: none"> • Explore and Design with Loose Parts • Permanent vs. Non-Permanent Art • Recycling and Resourcefulness • Beyond Paper and Paint • Adding Unique Elements to Interesting Mediums <p>Outdoor Explorations</p> <ul style="list-style-type: none"> • Building and constructing • Texture and Color • Light and Shadow • Mud Kitchen/Mud Play • Sound <p>Science</p> <ul style="list-style-type: none"> • Health Science • Technology Science 	<ul style="list-style-type: none"> • Parents can share about the work they do/the job they have or any volunteer work in or near the community. <p>Language</p> <ul style="list-style-type: none"> • What is 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. <p>Science</p> <ul style="list-style-type: none"> • 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? <p>The Arts & Materials Collage</p> <ul style="list-style-type: none"> • 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? <p>Recycled Materials</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Relationships with Other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Initiative and Curiosity • Cognitive and Self-Regulation • Self-Concept • Approaches to Learning • Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Receptive Language Attending and Understanding • Language and Communicating • Vocabulary • Print Concepts & Conventions • Writing <p>Science</p> <ul style="list-style-type: none"> • Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> • Sense of Identity and Belonging • People & the Environment <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> • Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Arts</p> <ul style="list-style-type: none"> • Approaches to Learning (Creativity) <p>AZELS Social Emotional</p> <ul style="list-style-type: none"> • Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Strand 1: Initiative and Curiosity • Strand 2: Attentiveness and Persistence • Strand 3: Confidence and Resilience • Strand 4: Creativity • Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Strand 1: Language • Strand 2: Emergent Literacy • Strand 3: Emergent Writing <p>Science</p> <ul style="list-style-type: none"> • Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> • Strand 2: Community <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> • Strand 1: Physical Health and Development 	<p>Physical Objective 7</p> <p>Language Objectives 8, 9, 10</p> <p>Cognitive Objectives 11, 12, 14</p> <p>Literacy Objectives 15, 16, 17,19,</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 28, 29, 30, 33</p>	<p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>2b Teacher Sensitivity 2a Regard for Student Perspectives 2b, 2a Behavior Management 2b Productivity 2a Concept Development 12, 11 Quality Feedback 16a, 2b Language Modeling 9a, 19b</p>
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<p>III. Families</p>	<p>Book 1 Chapter 1 Loose Parts Chapter 5 Art Chapter 6 Design Chapter 7 Symbolic Play Chapter 11 Construction Chapter 12 Community</p> <p>Book 3 Chapter 1 Art Chapter 2 Language and Literacy Chapter 4 Engineering Chapter 7 Cooking Spaces Chapter 8 Imaginative Play Chapter 11 Family and School Traditions Chapter 9 Nurturing, Empathy, and Caring Chapter 11 Family and School Traditions Chapter 12 Community</p> <p>Book 4 Chapter 1 Twenty-First-Century Skills That Matter Chapter 2 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 19</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading Print and Writing What's in a Name? <p>Math Explorations</p> <ul style="list-style-type: none"> Recognizing Numeral Value (Quantifying) Number Operations and Algebraic Thinking) Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> Visual (sight) Auditory (sound) Tactile <p>Art Explorations</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Recycling and Resourcefulness Beyond Paper and Paint <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Texture and Color Sound <p>Science</p> <ul style="list-style-type: none"> Health Science Technology Science 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> 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.) What is a special celebration 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 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. <p>Math</p> <ul style="list-style-type: none"> 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. <p>Well-Being</p> <ul style="list-style-type: none"> 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 now and as a child? What is your favorite food and what do you think you ate when you were a baby? What is your favorite meal to eat with your family? 	<p>Fine Arts</p> <ul style="list-style-type: none"> Strand 1: Visual Arts <p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Sense of Identity and Belonging Relationships with Adults Relationships with Other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative & Curiosity Cognitive & Self-Regulation Self-Concept Approaches to Learning Reasoning & Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Print Concepts & Conventions Phonological Awareness Print & Alphabet Knowledge Writing <p>Mathematics</p> <ul style="list-style-type: none"> Counting and Cardinality Measurement Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging People & the Environment History & Events <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Art</p> <ul style="list-style-type: none"> Approaches to Learning (Creativity) <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Strand 1: Self Awareness and Emotional Skills Strand 2: Relationships and Social Skills <p>Approaches to Learning</p> <ul style="list-style-type: none"> Strand 1: Initiative & Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving 	<p>Social/Emotional Objectives 2, 3</p> <p>Physical Objective 7</p> <p>Language Objective 8,9 10</p> <p>Cognitive Objectives 11, 12, 13, 14</p> <p>Literacy Objectives 16, 17, 19</p> <p>Math Objectives 20, 22</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 29, 30, 32</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 2b, 3b, 17b</p> <p>Negative Climate 2b, 3b</p> <p>Teacher Sensitivity 2a, 3b</p> <p>Regard for Student Perspectives 2b, 2a</p> <p>Behavior Management 3b, 3a, 2b</p> <p>Productivity 3a, 2a</p> <p>Concept Development 12, 11</p> <p>Quality Feedback 16a, 2b</p> <p>Language Modeling 9a, 19b</p>
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	<p>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</p>		<ul style="list-style-type: none"> • 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. <p>Language & Literacy</p> <ul style="list-style-type: none"> • 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. 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. • 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. <p>Science</p> <ul style="list-style-type: none"> • 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. <p>The Arts & Materials</p> <p>Collage</p> <ul style="list-style-type: none"> • What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc. <p>Color</p> <ul style="list-style-type: none"> • If you have paint at home...mix your own color. Go through your house to find things that match the color you created. 	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Strand 1: Language • Strand 2: Emergent Literacy • Strand 3: Emergent Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Strand 1: Counting and Cardinality • Strand 3: Measurement and Data • Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> • Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> • Strand 1: Family • Strand 2: Community • Strand 3: History and Events <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> • Strand 1: Physical Health and Development <p>Fine Art</p> <ul style="list-style-type: none"> • Strand 1: Visual Arts 			
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			<p>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?</p> <p>Recycled Materials</p> <ul style="list-style-type: none"> • 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. <p>Fabric</p> <ul style="list-style-type: none"> • 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. 				
<p>IV. Neighbors</p>	<p>Book 1 Chapter 1 Loose Parts Chapter 2 Color Chapter 3 Texture Chapter 6 Design Chapter 7 Symbolic Play Chapter 9 Transporting Chapter 11 Construction Chapter 12 Investigation</p> <p>Book 3 Chapter Art Chapter 2 Language and Literacy Chapter 4 Engineering Chapter 5 Science and Math Chapter 7 Cooking Spaces Chapter 8</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> • Listening, Talking and Conversations • Reading • Print and Writing • Letters • What is in a Name? <p>Math Explorations</p> <ul style="list-style-type: none"> • Recognizing Numeral Value (Quantifying) • Number Operations and Algebraic Thinking • Measurement and Data Analysis • Geometry & Spatial Awareness • Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> • Visual (sight) • Auditory (sound) • Tactile (touch) • Olfactory (smell) • Gustatory (taste) • Vestibular (balance) <p>Art Explorations</p> <ul style="list-style-type: none"> • Explore and Design with Loose Parts 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> • 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. • 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 it is their favorite? Invite them to create a drawing of that favorite place. Parents can share their favorite place also. <p>Math</p> <ul style="list-style-type: none"> • What is a group, and do you belong to any groups? Can we find any groups of things in the house? <p>Literacy and Language</p> <ul style="list-style-type: none"> • Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. If you have Internet access 	<p>HSELOF Social Emotional</p> <ul style="list-style-type: none"> • Relationships with Adults • Relationships with other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Initiative and Curiosity • Cognitive and Self-Regulation • Self-Concept • Approaches to Learning • Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Receptive Language Attending and Understanding • Language and Communicating • Vocabulary <p>Mathematics</p> <ul style="list-style-type: none"> • Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> • Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> • Sense of Identity and Belonging • People & the Environment • History & Events 	<p>Social/Emotional Objectives 2, 3</p> <p>Physical Objective 7</p> <p>Language Objectives 8, 9, 10</p> <p>Cognitive Objectives 11, 12, 13, 14</p> <p>Literacy Objectives 19</p> <p>Math Objectives 21</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 29, 30, 31, 32, 33</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>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 Quality Feedback 16a, 18c, 2b Language Modeling 9a, 19b</p>

	<p>Imaginative Play Chapter 12 Community</p> <p>Book 4 Chapter 1 Twenty-First-Century Skills That Matter Chapter 2 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 19 Design Thinking Chapter 20 Inquisitiveness and Curiosity 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 A Global Perspective</p>	<ul style="list-style-type: none"> Permanent vs. Non-Permanent Art Recycling and Resourcefulness Beyond Paper and Paint <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and Constructing Texture and Color Light and Shadow Mud Kitchen/Mud Play Sound Water Play <p>Science Explorations</p> <ul style="list-style-type: none"> Health Science 	<p>Science</p> <ul style="list-style-type: none"> 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? 	<p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition <p>Fine Art</p> <ul style="list-style-type: none"> Approaches to Learning (Creativity) Approaches to Learning <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language <p>Mathematics</p> <ul style="list-style-type: none"> Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Family Strand 2: Community Strand 3: History and Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development Strand 3: Safety <p>Fine Art</p> <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 4: Dramatic Play 			
<p>V. People Who Live or Work in the /neighborhood or Even Outside the Neighborhood in Special Stores, Office Buildings, Service Buildings, Restaurants, etc.</p>	<p>Book 1 Chapter 1 Loose Parts Chapter 2 Color Chapter 5 Art Chapter 6 Design Chapter 7 Symbolic Play Chapter 9 Transporting Chapter 10 Connecting/Disconnecting</p>	<p>Language</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading Print and Writing <p>Math Explorations</p> <ul style="list-style-type: none"> Counting and Sorting Recognizing Numeral Value (Quantifying) Number Operations and Algebraic Thinking Measurement and Data Analysis Geometry & Spatial Awareness 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> 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. Parents can share about the work they do/the job they have or any volunteer work in or near the community. Design a new park for your community. 	<p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Sense of Identity and Belonging Relationships with Adults Relationships with other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving 	<p>Social/Emotional Objectives 2, 3</p> <p>Physical Objective 7</p> <p>Language Objectives 8, 9, 10</p> <p>Cognitive Objective 11, 12, 13, 14</p> <p>Literacy Objective 19</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p>	<p>Positive Climate 2b, 3b</p> <p>Negative Climate 2b, 3b</p> <p>Teacher Sensitivity 2a, 3b</p> <p>Regard for Student Perspectives 2b, 2a</p> <p>Behavior Management 3b, 3a, 2b</p> <p>Productivity 3a, 2a</p> <p>Concept Development</p>

	<p>Chapter 11 Construction</p> <p>Chapter 12 Investigation</p> <p>Book 3</p> <p>Chapter 1 Art</p> <p>Chapter 2 Language and Literacy</p> <p>Chapter 4 Engineering</p> <p>Chapter 5 Science and Math</p> <p>Chapter 6 Sensory Exploration</p> <p>Chapter 10 Children's Identity</p> <p>Chapter 12 Community</p> <p>Book 4</p> <p>Chapter 1 Twenty-First-Century Skills That Matter</p> <p>Chapter 2 Self-Awareness</p> <p>Chapter 3 Critical Reflection</p> <p>Chapter 4 Identity and Learning to Be</p> <p>Chapter 6 A Sense of Belonging</p> <p>Chapter 7 Children as Skillful Communicators</p> <p>Chapter 8: Building Empathy</p> <p>Chapter 9: Collaboration and Moral Development</p> <p>Chapter 10 Focus and Concentration</p> <p>Chapter 17 Intellectual Risks</p> <p>Chapter 19 Design Thinking</p> <p>Chapter 20 Inquisitiveness and Curiosity</p> <p>Chapter 25 Intellectual and Affective Engagement</p> <p>Chapter 26 Open-Mindedness and Perspective-Taking</p> <p>Chapter 27 Altruism and Social Justice</p> <p>Chapter 29 A Global Perspective</p>	<p>Sensory Explorations</p> <ul style="list-style-type: none"> • Visual (sight) • Auditory (sound) • Tactile (touch) • Olfactory (smell) • Gustatory (taste) <p>Art Explorations</p> <ul style="list-style-type: none"> • Explore and Design with Loose Parts • Permanent vs. Non-Permanent Art • Recycling and Resourcefulness • Beyond Paper and Paint • Adding Unique Elements to Interesting Mediums <p>Outdoor Explorations</p> <ul style="list-style-type: none"> • Building and Constructing • Texture and Color • Mud Kitchen/Mud Play • Sound <p>Science Explorations</p> <ul style="list-style-type: none"> • Life Science • Earth & Space Science • Health Science • Technology Science 	<ul style="list-style-type: none"> • 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 it is 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. <p>Math</p> <ul style="list-style-type: none"> • What is a group, and do you belong to any groups? Can we find any groups of things in the house? <p>Well-Being</p> <ul style="list-style-type: none"> • Can you draw how "this virus going around" makes you feel? <p>Literacy and Language</p> <ul style="list-style-type: none"> • Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. If you have Internet access <p>Science</p> <ul style="list-style-type: none"> • 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? <p>The Arts & Materials</p> <p>Collage</p> <ul style="list-style-type: none"> • 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? <p>Recycled Materials</p> <ul style="list-style-type: none"> • Create a space for building with recycled materials in your house. You can use recycled items such as (but not limited to) toilet paper 	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Receptive Language • Attending and Understanding • Language and Communicating • Vocabulary • Print Concepts & Conventions • Print & Alphabet Knowledge • Comprehension and Text Structure • Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Measurement • Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> • Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> • Sense of Identity and Belonging • People & the Environment • History & Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> • Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Art</p> <ul style="list-style-type: none"> • Approaches to Learning (Creativity) • Approaches to Learning <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> • Strand 1: Self Awareness and Emotional Skills • Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Strand 1: Initiative and Curiosity • Strand 2: Attentiveness and Persistence • Strand 3: Confidence and Resilience • Strand 4: Creativity • Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Strand 1: Language • Strand 2: Emergent Literacy • Strand 3: Emergent Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Strand 3: Measurement and Data • Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> • Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> • Strand 1: Family 	<p>Math Objectives 21, 22</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 28 30, 32</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>12, 11</p> <p>Quality Feedback 2b</p> <p>Language Modeling 9a, 19b</p>
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			<p>tubes, Kleenex boxes, show boxes, sections of PVC pipe.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Strand 2: Community Strand 3: History and Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development <p>Fine Art</p> <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 4: Dramatic Play 			
<p>VI. What People Do - People Who Provide Services to Other People, People Who Make Things or People Who Entertain</p>	<p>Book 1 Chapter 1 Color Chapter 2 Texture Chapter 4 Sound Chapter 7 Symbolic Play Chapter 8 Movement Chapter 11 Construction Chapter 12 Investigation</p> <p>Book 3 Chapter 1 Art Chapter 2 Language and Literacy Chapter 3 Music Chapter 4 Engineering Chapter 5 Science and Math Chapter 7 Cooking Spaces Chapter 8 Imaginative Play Chapter 10 Children's Identity Chapter 11 Family and School traditions Chapter 12 Community</p> <p>Book 4 Chapter 1 Twenty-First-Century Skills That Matter Chapter 2 Self-Awareness Chapter 3 Critical Reflection Chapter 4 Identity and Learning to Be Chapter 6 A Sense of Belonging Chapter 7</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading Print and Writing <p>Math Explorations</p> <ul style="list-style-type: none"> Counting and Sorting Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> Visual (sight) Auditory (sound) <p>Art Explorations</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Recycling and Resourcefulness Beyond Paper and Paint <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and Constructing Texture and Color Light and Shadow Sound <p>Science Explorations</p> <ul style="list-style-type: none"> Life Science Physical Science Earth & Space Science Health Science Technology Science 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> Can children develop interview questions for parents about their job? 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. Design a new park for your community. Write a letter to a neighbor or someone in your neighborhood. <p>Math</p> <ul style="list-style-type: none"> What is a group, and do you belong to any groups? Can we find any groups of things in the house? <p>Language & Literacy</p> <ul style="list-style-type: none"> 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. Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access. <p>Science</p> <ul style="list-style-type: none"> 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. <p>The Arts & Materials Recycled Materials</p> <ul style="list-style-type: none"> Create a space for building with recycled materials in your house. You can use recycled items such as (but not limited to) toilet paper 	<p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Sense of Identity and Belonging Relationships with Adults Relationships with Other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Print Concepts & Conventions Book Appreciation and Knowledge Print & Alphabet Knowledge Comprehension and Text Structure Writing <p>Mathematics</p> <ul style="list-style-type: none"> Counting and Cardinality Measurement and Data <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging People & the Environment History & Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development Perceptual, Motor, and Physical Development: Fine Motor Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition <p>Fine Arts</p>	<p>Social/Emotional Objectives 2, 3</p> <p>Physical Objectives 6, 7</p> <p>Language Objectives 8, 9, 10</p> <p>Cognitive Objectives 11, 12, 13, 14</p> <p>Literacy Objectives 16, 17, 18, 19</p> <p>Math Objectives 20, 21, 22</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 28, 29, 30, 31, 32, 33</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 2b, 3b, 17b</p> <p>Negative Climate 2b, 3b</p> <p>Teacher Sensitivity 2a, 3b</p> <p>Regard for Student Perspectives 2b, 2a</p> <p>Behavior Management 3b, 3a, 2b</p> <p>Productivity 3a, 2a</p> <p>Concept Development 12, 11</p> <p>Quality Feedback 16a, 18c, 2b</p> <p>Language Modeling 9a, 19b, 18c</p>

	<p>Children as Skillful Communicators Chapter 8: Building Empathy Chapter 9: Collaboration and Moral Development Chapter 10: Focus and Concentration Chapter 17: Intellectual Risks Chapter 19: Design Thinking 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: A Global Perspective</p>		<p>tubes, Kleenex boxes, shoe boxes, sections of PVC pipes.</p> <ul style="list-style-type: none"> Challenge patents/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. <p>Fabric</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Approaches to Learning (Creativity) Approaches to Learning <p>AZELS Social Emotional</p> <ul style="list-style-type: none"> Strand 1: Self Awareness and Emotional Skills Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language Strand 2: Emergent Literacy Strand 3: Emergent Writing <p>Mathematics</p> <ul style="list-style-type: none"> Strand 1: Counting and Cardinality Strand 3: Measurement and Data <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Family Strand 2: Community Strand 3: History and Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development Strand 2: Health Strand 3: Safety <p>Fine Arts</p> <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 2: Music Strand 3: Creative Movement and Dance Strand 4: Dramatic Play 			
<p>VII. How People and Things Move Around</p>	<p>Book 1 Chapter 1: Loose Parts Chapter 2: Color Chapter 3: Texture Chapter 5: Art Chapter 6: Design Chapter 7: Symbolic Play Chapter 8:</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading <p>Math Explorations</p> <ul style="list-style-type: none"> Counting and Sorting Number Operations and Algebraic Thinking Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness 	<p>Sense of Identity, Community & Place</p> <ul style="list-style-type: none"> 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. <p>Math</p> <ul style="list-style-type: none"> What is a group, and do you belong to any groups? Can we find any groups of things in the house? <p>Language & Literacy</p>	<p>HSELOF Social Emotional</p> <ul style="list-style-type: none"> Sense of identity and belonging Relationships with Adults Relationships with other children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative & Curiosity Cognitive & Self-Regulation Self-Concept Approaches to Learning Reasoning & Problem Solving <p>Language and Literacy</p>	<p>Social Emotional Objective 2</p> <p>Physical Objectives 4, 5, 6, 7</p> <p>Language Objectives 8, 9, 10</p> <p>Cognitive Objectives 11, 12, 13, 14</p> <p>Math</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully –</p>	<p>Positive Climate 2b Negative Climate 2b Teacher Sensitivity 2a Regard for Student Perspectives 2b, 2a Behavior Management 2b Productivity 2a</p>

	<p>Movement Chapter 9 Transporting Chapter 10 Connecting/Disconnecting Chapter 11 Construction Chapter 12 Investigation</p> <p>Book 3 Chapter 1 Art Chapter 2 Language and Literacy Chapter 4 Engineering Chapter 5 Science and Math Chapter 6 Sensory Exploration Chapter 12 Community Book 4 Chapter 1 Twenty-First-Century Skills That Matter Chapter 2 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</p>	<p>Sensory Explorations</p> <ul style="list-style-type: none"> • Visual (sight) • Tactile (touch) • Proprioceptor (body awareness) <p>Art Explorations</p> <ul style="list-style-type: none"> • Explore and Design with Loose Parts • Permanent vs. Non-Permanent Art • Recycling and Resourcefulness • Beyond Paper and Paint • Adding Unique Elements to Interesting Mediums <p>Outdoor Explorations</p> <ul style="list-style-type: none"> • Building and Constructing • Texture and Color <p>Science</p> <ul style="list-style-type: none"> • Life Science • Physical Science • Earth and Space Science • Technology Science 	<ul style="list-style-type: none"> • Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access. <p>Science</p> <ul style="list-style-type: none"> • If you have space and materials, parents/children work together to create a structure that includes ramps, etc. • 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. <p>The Arts and Materials Collage</p> <ul style="list-style-type: none"> • What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc. <p>Recycled Materials</p> <ul style="list-style-type: none"> • 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. • Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material. <p>Clay and Play Dough</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Receptive Language • Attending and Understanding • Language and Communicating • Vocabulary • Print Concepts & Conventions • Book Appreciation and Knowledge • Print & Alphabet Knowledge • Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Counting and Cardinality • Operations and Algebraic Thinking • Measurement • Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> • Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> • Sense of Identity and Belonging • People & the Environment • History & Events <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> • Perceptual, Motor, and Physical Development • Perceptual, Motor, and Physical Development: Fine Motor • Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition <p>Fine Arts</p> <ul style="list-style-type: none"> • Approaches to Learning (Creativity) • Approaches to Learning <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> • Strand 1: Self Awareness and Emotional Skills • Strand 2: Relationships and Social Skills <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Stand 1: Initiative and Curiosity • Strand 2: Attentiveness and Persistence • Strand 3: Confidence and Resilience • Strand 4: Creativity • Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> • Strand 1: Language • Strand 2: Emergent Literacy • Strand 3: Emergent Writing <p>Mathematics</p>	<p>Objectives 21, 22, 23</p> <p>Sci & Tech Social Studies/Arts Objectives 24, 27, 28, 29, 30, 31, 32, 33</p>	<p>ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Concept Development 12, 11 Quality Feedback 2b Language Modeling 9a</p>
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	A Global Perspective			<ul style="list-style-type: none"> Strand 1: Counting and Cardinality Strand 2: Operations and Algebraic Thinking Strand 3: Measurement and Data Strand 4: Geometry Science <ul style="list-style-type: none"> Strand 1: Inquiry and Application Social Studies <ul style="list-style-type: none"> Strand 1: Family Strand 2: Community Strand 3: History and Events Physical Development, Health and Safety <ul style="list-style-type: none"> Strand 1: Physical Health and Development Strand 3: Safety Fine Arts <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 4: Dramatic Play 			
A Sense of Place I. Spatial Locations/Positions	Book 1 Chapter 6 Design, Chapter 7 Symbolic Play Chapter 8 Movement Chapter 11 Construction Book 3 Chapter 1 Art Chapter 4 Engineering Chapter 7 Cooking Spaces Book 4 Chapter 6 A Sense of Belonging Chapter 12 Productive Agency	Language Explorations <ul style="list-style-type: none"> Listening, Talking and Conversations Math Explorations <ul style="list-style-type: none"> Number Operations and Algebraic Thinking Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness Sensory Explorations: <ul style="list-style-type: none"> Visual (sight) Vestibular (balance) Art Explorations <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Outdoor Explorations <ul style="list-style-type: none"> Building and constructing 	Identity, Community and Place <ul style="list-style-type: none"> Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.) Design a new park for your community? Recreate your favorite place in the neighborhood. 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. Math <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> If you have space and materials, parents/children work together to create a structure that includes ramps, etc. The Arts & Materials Collage <ul style="list-style-type: none"> 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? Fabric	HSELOF Social Emotional <ul style="list-style-type: none"> Relationships with Adults Approaches to Learning <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving Language & Literacy <ul style="list-style-type: none"> Receptive Language Attending and Understanding Mathematical Thinking <ul style="list-style-type: none"> Operations & Algebraic Thinking Measurement Geometry & Spatial Sense Science <ul style="list-style-type: none"> Scientific Skills & Method Social Studies <ul style="list-style-type: none"> People & the Environment Visual Arts <ul style="list-style-type: none"> Approaches to Learning (Creativity) AZELS Social Emotional <ul style="list-style-type: none"> Strand 2: Relationships and Social Skills Approaches to Learning: <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience 	Social/Emotional Objective 2 Physical Objective 7 Language Objectives 8, 9, 10 Cognitive Objectives 11, 12, 13, 14 Math Objectives 21, 22, 23 Sci & Tech Social Studies/Arts Objectives 24, 26, 29, 30, 31, 32, 33, 35	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, 2a Behavior Management 2b Productivity 2a Concept Development 12, 11 Quality Feedback 2b Language Modeling 9a

			<ul style="list-style-type: none"> 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. <p>Recycled Materials</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy Standard</p> <ul style="list-style-type: none"> Strand 1: Language <p>Mathematics</p> <ul style="list-style-type: none"> Strand 2: Operations and Algebraic Thinking Stand 3: Measurement and Data Strand 4: Geometry <p>Science Standard</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Stand 2: Community <p>Fine Arts standard</p> <ul style="list-style-type: none"> Strand 1: Visual Arts 			
<p>II. The Classroom/Building of the School/Center</p> <p>a. Floor Plan b. Interest Areas c. Windows d. Doorways e. Lighting and Shadows f. Colors g. Furniture h. People</p>	<p>Book 1 Chapter 2 Color Chapter 2 Texture Chapter 5 Art Chapter 6 Design Chapter 7 Symbolic Play Chapter 11 Connecting/Disconnecting</p> <p>Book 3 Chapter 1 Art Chapter 2 Language and Literacy Chapter 4 Engineering Chapter 5 Science and Math Chapter 8 Imaginative Play Book 4 Chapter 19 Design Thinking Chapter 21 Uncertainty and Ambiguity Chapter 23 Humor and Joy Chapter 26 Open-Mindedness and Perspective-Taking</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading <p>Math Explorations</p> <ul style="list-style-type: none"> Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness <p>Sensory Explorations:</p> <ul style="list-style-type: none"> Visual (sight) <p>Art Explorations</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Recycling and Resourcefulness Adding Unique Elements to Interesting Mediums <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and constructing Texture and Color Light and Shadow 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> 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? Fabrics? Pillows? Etc. Find the most interesting view out a window of your house. Each day draw something interesting that you see out that window. <p>Math</p> <ul style="list-style-type: none"> 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. Search for patterns in your house or through the window. Create your own pattern using drawing materials or any other material. 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? <p>Science</p> <ul style="list-style-type: none"> Go on a plant hunt. Draw your favorite plant in your home or one you see through the window. If you have space and materials, parents/children work together to create a structure that includes ramps, etc. <p>The Arts & Materials Light and Shadow</p>	<p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Relationships with Adults <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary <p>Mathematics</p> <ul style="list-style-type: none"> Measurement Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> People & the Environment <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development Perceptual, Motor, and Physical Development: Fine Motor <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity 	<p>Social/Emotional Objective 2</p> <p>Physical Objective 7</p> <p>Language Objective 8, 9, 10</p> <p>Cognitive Objective 11, 12, 13, 14</p> <p>Math Objective 21, 22, 23</p> <p>Sci & Tech Social Studies/Arts Objective 24, 26, 28, 33</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p>	<p>Positive Climate 2b Negative 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</p>

			<ul style="list-style-type: none"> 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? <p>Color</p> <ul style="list-style-type: none"> If you have paint at home...mix your own color. Go through your house to find things that match the color you created. <p>Fabric</p> <ul style="list-style-type: none"> 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. <p>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.</p>	<ul style="list-style-type: none"> Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language <p>Mathematics</p> <ul style="list-style-type: none"> Strand 3: Measurement and Data Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 2: Community <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development 			
III. One's Home or Another's Home	<p>Book 1 Chapter 5 Art Chapter 6 Design Chapter 7 Symbolic Play Chapter 11 Construction</p> <p>Book 3 Chapter 1 Art Chapter 4 Engineering Chapter 7 Cooking Spaces Chapter 8 Imaginative Play Chapter 11 Family and School Traditions Chapter 12 Community</p> <p>Book 4 Chapter 6 A Sense of Belonging Chapter 19 Design Thinking</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading Print and Writing Letters <p>Math Explorations</p> <ul style="list-style-type: none"> Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> Auditory (sound) Tactile <p>Art Explorations</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and Constructing Texture and Color 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> 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. <p>Math</p> <ul style="list-style-type: none"> Search for patterns in your house or through the window. Create your own pattern using drawing materials or any other material. <p>Language & Literacy</p> <ul style="list-style-type: none"> 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. <p>Science</p> <ul style="list-style-type: none"> 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? 	<p>HSELOF Approaches to Learning</p> <ul style="list-style-type: none"> Initiative & Curiosity Cognitive & Self-Regulation Approaches to Learning Reasoning & Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Print Concepts & Conventions Phonological Awareness Print & Alphabet Knowledge Writing <p>Mathematics</p> <ul style="list-style-type: none"> Operations and Algebraic Thinking Measurement Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging People & the Environment <p>Fine Art</p>	<p>Social/Emotional Objective 2, 3</p> <p>Physical Objective 7</p> <p>Language Objective 8,9,10</p> <p>Cognitive Objective 11, 12, 13, 14</p> <p>Math Objective 21, 22, 23</p> <p>Sci & Tech Social Studies/Arts Objective 24, 26, 28</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 2b, 3b</p> <p>Negative Climate 2b, 3b</p> <p>Teacher Sensitivity 2a, 3b</p> <p>Regard for Student Perspectives 2b, 2a</p> <p>Behavior Management 3b, 3a, 2b</p> <p>Productivity 3a, 2a</p> <p>Concept Development 12, 11</p> <p>Quality Feedback 2b</p> <p>Language Modeling 9a</p>

			<p>The Arts & Materials Clay and Play Dough</p> <ul style="list-style-type: none"> 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? <p>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.</p>	<ul style="list-style-type: none"> Approaches to Learning (Creativity) <p>AZELS Approaches to Learning</p> <ul style="list-style-type: none"> Strand 1: Initiative & Curiosity Strand 2: Attentiveness and Persistence Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language Strand 2: Emergent Literacy Strand 3: Emergent Writing <p>Mathematics</p> <ul style="list-style-type: none"> Strand 2: Operations and Algebraic Thinking Strand 3: Measurement and Data Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Family Strand 2: Community <p>Fine Art</p> <ul style="list-style-type: none"> Strand 1: Visual Arts 			
IV. Buildings or Special Places in Your Neighborhood/Community	<p>Book 1 Chapter 2 Color Chapter 6 Design Chapter 9 Transporting</p> <p>Book 3 Chapter Art Chapter 2 Language and Literacy Chapter 4 Engineering Chapter 7 Cooking Spaces Chapter 8 Imaginative Play Chapter 12 Community</p> <p>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</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading Print and Writing Letters <p>Math Explorations</p> <ul style="list-style-type: none"> Number Operations and Algebraic Thinking Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> Visual (sight) Auditory (sound) Tactile (touch) Olfactory (smell) Gustatory (taste) Vestibular (balance) <p>Art Explorations</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Recycling and Resourcefulness <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and Constructing Texture and Color 	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> 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 it is 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. <p>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</p>	<p>HSELOF Social Emotional</p> <ul style="list-style-type: none"> Relationships with Adults Relationships with other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> People & the Environment History & Events <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Art</p> <ul style="list-style-type: none"> Approaches to Learning (Creativity) 	<p>Social/Emotional Objective 2</p> <p>Language Objective 8, 9, 10</p> <p>Cognitive Objective 11, 12, 13, 14</p> <p>Literacy Objective 17, 18</p> <p>Math Objective 21, 22, 23</p> <p>Sci & Tech Social Studies/Arts Objective 24, 28, 30, 31, 32</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p>	<p>Positive Climate 2b, 17b Negative Climate 2b Teacher Sensitivity 2a Regard for Student Perspectives 2b, 2a Behavior Management 2b Productivity 2a Concept Development 12, 11 Quality Feedback 18c, 2b Language Modeling 9a, 18c</p>

	<p>Chapter 29 A Global Perspective</p>	<ul style="list-style-type: none"> Light and Shadow Sound Water Play <p>Science Explorations</p> <ul style="list-style-type: none"> Life Science 		<ul style="list-style-type: none"> Approaches to Learning <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 2: Community Strand 3: History and Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development <p>Fine Art</p> <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 4: Dramatic Play 			
<p>V. Extraordinary Places Made by People</p>	<p>Book 1 Chapter 5 Art Chapter 6 Design Chapter 7 Symbolic Play Chapter 9 Transporting Chapter 11 Construction</p> <p>Book 3 Chapter 1 Art Chapter 2 Language and Literacy Chapter 3 Music Chapter 4 Engineering Chapter 6 Sensory Exploration Chapter 10 Children's Identity Chapter 12 Community</p> <p>Book 4 Chapter 4 Identity and Learning to Be</p>	<p>Language</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading <p>Math Explorations</p> <ul style="list-style-type: none"> Number Operations and Algebraic Thinking Measurement and Data Analysis Geometry & Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> Visual (sight) Auditory (sound) Tactile (touch) <p>Art Explorations</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Adding Unique Elements to Interesting Mediums <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and Constructing Texture and Color Sound <p>Science Explorations</p>	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> 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. Design a new park for your community. Recreate your favorite place in the neighborhood. Invite parents to share a childhood memory of a building or place. <p>Science</p> <ul style="list-style-type: none"> 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? <p>The Arts & Materials 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.</p>	<p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Relationships with Adults Relationships with other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Comprehension and Text Structure <p>Mathematics</p> <ul style="list-style-type: none"> Measurement Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging People & the Environment 	<p>Social/Emotional Objective 2, 3</p> <p>Physical Objective 7</p> <p>Language Objective 8, 9, 10</p> <p>Cognitive Objective 11, 12, 13, 14</p> <p>Literacy Objective 17, 18</p> <p>Math Objective 21, 23</p> <p>Sci & Tech Social Studies/Arts Objective 24, 28 30, 32</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 2b, 3b, 17b</p> <p>Negative Climate 2b, 3b</p> <p>Teacher Sensitivity 2a, 3b</p> <p>Regard for Student Perspectives 2b, 2a</p> <p>Behavior Management 3b, 3a, 2b</p> <p>Productivity 3a, 2a</p> <p>Concept Development 12, 11</p> <p>Quality Feedback 18c, 2b</p> <p>Language Modeling 9a, 18c</p>

	<p>Chapter 6 A sense of Belonging</p> <p>Chapter 19 Design Thinking</p> <p>Chapter 24 Curiosity and Play</p> <p>Chapter 29 A Global Perspective</p>	<ul style="list-style-type: none"> Life Science Physical Science Earth & Space Science 		<ul style="list-style-type: none"> History & Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor <p>Fine Art</p> <ul style="list-style-type: none"> Approaches to Learning (Creativity) Approaches to Learning <p>AZELS</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language Strand 2: Emergent Literacy <p>Mathematics</p> <ul style="list-style-type: none"> Strand 3: Measurement and Data Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Family Strand 2: Community Strand 3: History and Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development <p>Fine Art</p> <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 4: dramatic Play 			
<p>VI. Natural Phenomena</p>	<p>Book 1</p> <p>Chapter 1 Color</p> <p>Chapter 2 Texture</p> <p>Chapter 4 Sound</p> <p>Chapter 8 Movement</p> <p>Chapter 12 Investigation</p> <p>Book 3</p> <p>Chapter 1 Art</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations <p>Math Explorations</p> <ul style="list-style-type: none"> Measurement and Data Analysis Geometry & Spatial Awareness Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> Visual (sight) Auditory (sound) <p>Art Explorations</p>	<p>Sense of Identity, Community and Place</p> <ul style="list-style-type: none"> 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. <p>Science</p>	<p>HSELOF</p> <p>Social Emotional</p> <ul style="list-style-type: none"> Relationships with Adults Relationships with other Children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Cognitive and Self-Regulation Self-Concept Approaches to Learning Reasoning and Problem Solving <p>Language and Literacy</p>	<p>Social/Emotional Objective 2, 3</p> <p>Physical Objective 7</p> <p>Language Objective 8, 9, 10</p> <p>Cognitive Objective 11, 12, 13, 14</p> <p>Literacy Objective 17, 18</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p>	<p>Positive Climate 2b, 3b, 17b</p> <p>Negative Climate 2b, 3b</p> <p>Teacher Sensitivity 2a, 3b</p> <p>Regard for Student Perspectives 2b, 2a Behavior Management 3b, 3a, 2b</p> <p>Productivity 3a, 2a, Concept Development 12, 11</p>

	<p>Chapter 5 Science and Math</p> <p>Book 4 Chapter 3 Critical Reflection</p> <p>Chapter 6 A Sense of Belonging</p> <p>Chapter 11 Children as Scientist</p> <p>Chapter 20 Inquisitiveness and Curiosity</p> <p>Chapter 24 Curiosity and Play</p> <p>Chapter 29 A Global Perspective</p>	<ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Recycling and Resourcefulness Beyond Paper and Paint Adding Unique Elements to Interesting Mediums <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and Constructing Texture and Color Light and Shadow Sound Water Play <p>Science Explorations</p> <ul style="list-style-type: none"> Life Science Physical Science Earth & Space Science 	<ul style="list-style-type: none"> 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. <p>The Arts & Materials Light and Shadow</p> <ul style="list-style-type: none"> Record sunlight and shadows at different times of the day in a room of your house. Notice light and shadows during different weather. <p>Recycled Materials</p> <ul style="list-style-type: none"> 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 with different material. 	<ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary Comprehension and Text Structure <p>Mathematics</p> <ul style="list-style-type: none"> Measurement and Data Geometry & Spatial Sense <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging People & the Environment History & Events <p>Physical Development, Health, and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition <p>Fine Arts</p> <ul style="list-style-type: none"> Approaches to Learning (Creativity) Approaches to Learning <p>AZELS Social Emotional</p> <ul style="list-style-type: none"> Strand 2: Relationships and Social Skills <p>Approaches to Learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 3: Confidence and Resilience Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language Strand 2: Emergent Literacy <p>Mathematics</p> <ul style="list-style-type: none"> Strand 3: Measurement and Data Strand 4: Geometry <p>Science</p> <ul style="list-style-type: none"> Strand 1: Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Family Strand 2: Community Strand 3: History and Events <p>Physical Development, Health, and Safety</p>	<p>Math Objective 21, 23</p> <p>Sci & Tech Social Studies/Arts Objective 24, 27, 28, 31, 32</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Quality Feedback 18c, 2b Language Modeling 9a, 18c</p>
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				<ul style="list-style-type: none"> Strand 1: Physical Health and Development Strand 2: Safety Fine Arts <ul style="list-style-type: none"> Strand 1: Visual Arts Strand 2: Music Strand 3: Creative Movement and Dance Strand 4: Dramatic Play 			
Language & Literacy I. Listening, Talking and Conversations	Book 1 Chapter 7 Listening, Talking, and Conversations Book 3 Chapter 2 Language & Literacy Book 4 Chapter 26 Open mindedness & perspective talking	Language & Literacy <ul style="list-style-type: none"> Use loose parts to retell/recreate a story (We're Going On a Bear Hunt, Stick & 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. Create a wordless book out of loose parts materials to re-tell your story. Act out the story from your wordless book. Discuss letters with your child and what they are used for. Art <ul style="list-style-type: none"> Collect, sort and organize recyclable materials Math <ul style="list-style-type: none"> How many different ways can you think of to make shapes with your loose parts? Sensory <ul style="list-style-type: none"> Play I Spy (look for objects in various environments throughout your daily routine. Take turns choosing objects to look for. 	Language & Literacy <ul style="list-style-type: none"> 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. Sense of Identity, Community & Place <ul style="list-style-type: none"> 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. Parents can share about the work they do/the job they have or any volunteer work in or near the community. 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. Well-Being <ul style="list-style-type: none"> 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. Science <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard or wood? Light & Shadow <ul style="list-style-type: none"> Discuss where shadows come from. Discuss how shadows are the same or different than actual objects. Color	HSELO: Language & Literacy <ul style="list-style-type: none"> 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 AZELS Language Strand 1: <ul style="list-style-type: none"> Receptive Language Understanding Expressive Language and Communication Skills Vocabulary Emergent Literacy Strand 2: <ul style="list-style-type: none"> Concepts of Print Book Handling Skills Phonological Awareness Alphabet Knowledge Comprehension and Text Structure Emergent Writing Strand 3: <ul style="list-style-type: none"> Writing Processes and Writing Applications 	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 17b, 15b Quality Feedback 16a, 18c Language Modeling 9a, 19b, 18c

			<ul style="list-style-type: none"> 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? <p>Recycled Materials</p> <ul style="list-style-type: none"> 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? <p>Clay and Play Dough</p> <ul style="list-style-type: none"> 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? <p>Fabric</p> <ul style="list-style-type: none"> 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? 				
<p>II. Reading</p> <p>a. Words b. Books c. Library d. Signs e. Messages/Mail</p>	<p>Book 1 Chapter 1 Loose Parts Chapter 7 Symbolic Play</p> <p>Book 3 Chapter 2 Language & Literacy Chapter 8 Imaginative Play</p> <p>Book 4 Chapter 26 Open- mindedness and Perspective-Taking</p>	<p>Arts</p> <ul style="list-style-type: none"> Collect, sort and organize recyclable materials. <p>Language/Literacy Reading</p> <ul style="list-style-type: none"> 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 <p>Outdoors Water Play</p> <ul style="list-style-type: none"> Create your own water play area. 	<p>Identity, Community, & Place</p> <ul style="list-style-type: none"> 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. <p>Well-Being</p> <ul style="list-style-type: none"> Parents tell a story about the day their child was born. <p>Language & Literacy</p> <ul style="list-style-type: none"> 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. 	<p>HSELO: Language & Literacy</p> <ul style="list-style-type: none"> 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 <p>AZELS Language Strand 1:</p> <ul style="list-style-type: none"> Receptive Language Understanding Expressive Language and Communication Skills Vocabulary <p>Emergent Literacy Strand 2:</p> <ul style="list-style-type: none"> Concepts of Print Book Handling Skills Phonological Awareness 	<p>Cognitive Objective 12,13,14</p> <p>Literacy Objective 17,18</p>	<p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 17b Concept Development 12, 11 Quality Feedback 18c Language Modeling 19b, 18c</p>

			<ul style="list-style-type: none"> • 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. <p>Science</p> <ul style="list-style-type: none"> • Create a recycle center in your home or garage. <p>The Arts & Materials Fabric</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Alphabet Knowledge • Comprehension and Text Structure <p>Emergent Writing Strand 3:</p> <ul style="list-style-type: none"> • Writing Processes and Writing Applications 			
<p>III. Print/Writing</p>	<p>Book 1 Chapter 5 Art Chapter 10 Connecting/Disconnecting Chapter 13 Correlation</p> <p>Book 3 Chapter 2 Language & Literacy</p> <p>Book 4 Chapter 1 Twenty-First Century Skills That Matter</p>	<p>Arts Permanent vs. Non-Permanent Art</p> <ul style="list-style-type: none"> • Explore with lines, shapes, and colors using loose parts. <p>Beyond Paper and Paint</p> <ul style="list-style-type: none"> • Explore with playdough/clay, finger paint and loose parts <p>Adding Unique Elements to Interesting Mediums</p> <ul style="list-style-type: none"> • Use a light source to enhance your exploration of loose parts. <p>Language/Literacy Print and Writing</p> <ul style="list-style-type: none"> • Go on a word hunt around the house. • Take a walk or drive around your neighborhood and notice the signs. <p>Math Recognizing Numerals</p> <ul style="list-style-type: none"> • Create Numbers with loose parts <p>Sensory Visual</p> <ul style="list-style-type: none"> • Play I-Spy(look for objects in various environments throughout your daily routine. Take turns choosing objects to look for. 	<p>Identify, Community, & Place</p> <ul style="list-style-type: none"> • Write a letter to a neighbor or someone in your neighborhood. <p>Math</p> <ul style="list-style-type: none"> • What is the longest line you can draw, what is the shortest, widest (fattest), skinniest, Etc. <p>Language & Literacy</p> <ul style="list-style-type: none"> • 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. <p>The Arts & Materials Collage</p> <ul style="list-style-type: none"> • What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard, or wood? <p>Light and Shadow</p> <ul style="list-style-type: none"> • Trace shadows of people or objects <p>Recycled Materials</p> <ul style="list-style-type: none"> • Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material. <p>Clay and Play Dough</p> <ul style="list-style-type: none"> • Play Dough Recipe • Role clay into snakes and attach pieces to make long lines. <p>Fabric</p> <ul style="list-style-type: none"> • 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. 	<p>HSELO: Language & Literacy</p> <ul style="list-style-type: none"> • 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 <p>AZELS Language Strand 1:</p> <ul style="list-style-type: none"> • Receptive Language Understanding • Expressive Language and Communication Skills • Vocabulary <p>Emergent Literacy Strand 2:</p> <ul style="list-style-type: none"> • Concepts of Print • Book Handling Skills • Phonological Awareness • Alphabet Knowledge • Comprehension and Text Structure <p>Emergent Writing Strand 3:</p> <ul style="list-style-type: none"> • Writing Processes and Writing Applications 	<p>Literacy Objective 17,19</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 17b Language Modeling 19b</p>

<p>IV. Letters</p>	<p>Book 1 Chapter 1 Loose Parts Chapter 10 Connecting/Disconnecting Chapter 13 Correlation</p> <p>Book 3 Chapter 2 Language & Literacy</p> <p>Book 4 Chapter 25 Intellectual and Affective Engagement</p>	<p>Arts Adding Unique Elements to Interesting Mediums</p> <ul style="list-style-type: none"> • Create shadows indoors or outdoors. <p>Beyond Paper and Paint</p> <ul style="list-style-type: none"> • Explore with playdough/clay, finger paint and loose parts <p>Language/Literacy Letters</p> <ul style="list-style-type: none"> • 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. <p>Sensory Visual</p> <ul style="list-style-type: none"> • Play I-Spy(look for objects in various environments throughout your daily routine. Take turns choosing objects to look for.) 	<p>Language & Literacy</p> <ul style="list-style-type: none"> • 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? <p>Science</p> <ul style="list-style-type: none"> • 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. <p>The Arts & Materials Collage</p> <ul style="list-style-type: none"> • What collage items can make a line, shapes and patterns and adhere to a surface of paper, cardboard, or wood? <p>Light and Shadow</p> <ul style="list-style-type: none"> • Trace shadows of people or objects <p>Color</p> <ul style="list-style-type: none"> • If you have paint at home...mix your own color. Go through your house to find things that match the color you created. <p>Recycled Materials</p> <ul style="list-style-type: none"> • 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. <p>Clay and Play Dough</p> <ul style="list-style-type: none"> • 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? 	<p>HSELO: Language & Literacy</p> <ul style="list-style-type: none"> • 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 <p>AZELS Language Strand 1:</p> <ul style="list-style-type: none"> • Receptive Language Understanding • Expressive Language and Communication Skills • Vocabulary <p>Emergent Literacy Strand 2:</p> <ul style="list-style-type: none"> • Concepts of Print • Book Handling Skills • Phonological Awareness • Alphabet Knowledge • Comprehension and Text Structure <p>Emergent Writing Strand 3:</p> <ul style="list-style-type: none"> • Writing Processes and Writing Applications 	<p>Literacy Objective 16,19</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Language Modeling 19b</p>
<p>V. Functions of Language/Types of Communication</p>	<p>Book 1 Chapter 1 Loose Parts</p>	<p>Science Health Science</p> <ul style="list-style-type: none"> • Choose a snack recipe to make and eat with your child. 	<p>Identify, Community, & Place</p> <ul style="list-style-type: none"> • Can children develop interview questions for parents about their job? • Write a letter to a neighbor or someone in your neighborhood. 	<p>HSELO: Language & Literacy</p> <ul style="list-style-type: none"> • Receptive Language Attending and Understanding 	<p>Language Objective 9, 10</p> <p>Cognitive Objective 11</p>	<p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully –</p>	<p>Concept Development 11 Language Modeling 9a, 19b</p>

	<p>BOOK 3 Chapter 9 Child, Family, Community Chapter 11 Family and School Traditions Chapter 12 Community</p> <p>BOOK 4 Chapter 7 Children as Skillful Communicators Chapter 29 A Global Perspective</p>	<p>Technology Science</p> <ul style="list-style-type: none"> Notice what tools you use in your day. <p>Sensory Visual</p> <ul style="list-style-type: none"> Have a treasure hunt and create a treasure map. 	<p>Well-Being</p> <ul style="list-style-type: none"> Can you draw how "this virus going around" makes you feel? What makes you happy and what do you think makes your child/children 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. <p>Language & Literacy</p> <ul style="list-style-type: none"> Set up a possible conversation between the children/families or community members using Skype, Google Hangout, etc. if you have Internet access. <p>Science</p> <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Language and Communicating Vocabulary Print Concepts & Conventions Book Appreciation and Knowledge Phonological Awareness Print & Alphabet Knowledge Comprehension and Text Structure Writing <p>AZELS Language Strand 1:</p> <ul style="list-style-type: none"> Receptive Language Understanding Expressive Language and Communication Skills Vocabulary <p>Emergent Literacy Strand 2:</p> <ul style="list-style-type: none"> Concepts of Print Book Handling Skills Phonological Awareness Alphabet Knowledge Comprehension and Text Structure <p>Emergent Writing Strand 3:</p> <ul style="list-style-type: none"> Writing Processes and Writing Applications 	<p>Literacy Objective 19</p>	<p>ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	
<p>Mathematics I. Counting & Cardinality a. Counting b. Recognizing Numerals c. Recognizing Numeral Value (Quantifying)</p>	<p>Book 1 Chapter 5 Art Chapter 11 Construction Chapter 13 Correlation</p> <p>Book 3 Chapter 5 Science and Math</p> <p>Book 4 Chapter 1 Twenty-First-Century Skills that Matter</p>	<p>Math</p> <ul style="list-style-type: none"> Counting and Sorting Recognizing Numerals Recognizing Numeral Value (Quantifying) Number Operations and Algebraic Thinking <p>Arts</p> <ul style="list-style-type: none"> Collect/Sort & Organize Loose Parts Beyond Paper & Paint <p>Outdoors</p> <ul style="list-style-type: none"> Building and Constructing <p>Science</p> <ul style="list-style-type: none"> Life Science 	<p>Math</p> <ul style="list-style-type: none"> 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. <p>Well-Being</p> <ul style="list-style-type: none"> 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. <p>Science</p> <ul style="list-style-type: none"> 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. <p>The Arts & Materials Clay and Play Dough</p> <ul style="list-style-type: none"> Play Dough Recipe: Ingredients to mix. 	<p>HSELOF Mathematics Counting and Cardinality</p> <ul style="list-style-type: none"> Child knows number names and the count sequence. Child recognizes the number of objects in a small set. Child understands the relationship between numbers and quantities. Child compares numbers. Child associates a quantity with written numerals up to 5 and begins to write numbers. <p>AZELS Mathematics Strand 1: Counting and Cardinality</p> <ul style="list-style-type: none"> Counts Out Loud Knows Number Names and Symbols Compares Numbers and Quantities Counts to Tell Number of Objects 	<p>Mathematics Objective 20</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p>	

			<ul style="list-style-type: none"> 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? 				
II. Operations and Algebraic Thinking – Number Relations and Operations a. Groups (Sort and Classify) b. Patterns, Sequences, Ordering	Book 1 Chapter 1 Loose Parts Chapter 2 Color Chapter 4 Sound Chapter 5 Art Chapter 6 Design Chapter 13 Correlation Book 3 Chapter 1 Art Chapter 4 Engineering Chapter 5 Science and Math Book 4 Chapter 1 Twenty-First-Century Skills that Matter Chapter 11 Children as Scientists	Math <ul style="list-style-type: none"> Counting and Sorting Recognizing Numerals Recognizing Numeral Value (Quantifying) Number Operations and Algebraic Thinking Art <ul style="list-style-type: none"> Collect/Sort & Organize Loose Parts Recycling & Resourcefulness Beyond Paper & Paint Outdoors <ul style="list-style-type: none"> Building & Constructing Science <ul style="list-style-type: none"> Life Science Sensory <ul style="list-style-type: none"> Sensory Bin 	Math <ul style="list-style-type: none"> 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. Search for patterns in your house or through the window. Create your own pattern using drawing materials or any other material. 	HSELOF Mathematics Operations & Algebraic Thinking <ul style="list-style-type: none"> Child understands addition as adding to and understands subtraction as taking away from. Child understands simple patterns. AZELS Mathematics Strand 2: Operations and Algebraic Thinking <ul style="list-style-type: none"> Explores Addition and Subtraction Patterning 	Mathematics Objectives 20, 23 Cognitive Objectives 13, 23	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 -	
III. Measurement and Data a. Distance b. Size c. Weight d. Length e. Speed	Book 1 Chapter 1 Loose Parts Chapter 4 Sound Chapter 5 Art Chapter 6 Design Chapter 8 Movement Chapter 11 Construction Chapter 12 Investigation Chapter 13 Correlation Book 3 Chapter 3 Music Chapter 4 Engineering Chapter 5 Science and Math	Math & Loose Parts Play <ul style="list-style-type: none"> Counting and Sorting Recognizing Numerals Recognizing Numeral Value (Quantifying) Number Operations and Algebraic Thinking Measurement and Data Analysis Art <ul style="list-style-type: none"> Beyond Paper & Paint Outdoors <ul style="list-style-type: none"> Building & Constructing Water Play Science <ul style="list-style-type: none"> Physical Science 	Math <ul style="list-style-type: none"> 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 Clay and Play Dough <ul style="list-style-type: none"> Play Dough Recipe: Ingredients to mix. 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? Science <ul style="list-style-type: none"> 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 	HSELOF Mathematics Measurement <ul style="list-style-type: none"> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. AZELS Mathematics Strand 3: <ul style="list-style-type: none"> Measurement and Data Sorts and Classifies Data Analysis 	Mathematics Objective 22	Capacity to play – ISTE.NETSS standards 1, 6	

	<p>Chapter 6 Sensory Exploration</p> <p>Book 4 Chapter 1 Twenty-First-Century Skills that Matter Chapter 19 Design Thinking</p>		<p>what would you do there? Draw a picture of what it would look like there.</p>				
<p>IV. Geometry and Spatial Sense a. Recognition and Use of Shapes b. Exploration of Shapes and Space</p>	<p>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</p> <p>Book 3 Chapter 1 Art Chapter 4 Engineering Chapter 5 Science and Math Chapter 6 Sensory Exploration</p> <p>Book 4 Chapter 1 Twenty-First-Century Skills that Matter Chapter 19 Design Thinking</p>	<p>Math & Loose Parts Play</p> <ul style="list-style-type: none"> • Geometry & Spatial Awareness • Spatial Awareness <p>Art</p> <ul style="list-style-type: none"> • Explore & Design with Loose Parts • Permanent vs. Non-Permanent Art <p>Outdoors</p> <ul style="list-style-type: none"> • Building & Constructing 	<p>Math</p> <ul style="list-style-type: none"> • 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. <p>Science</p> <ul style="list-style-type: none"> • 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. 	<p>HSELOF Mathematics Geometry & Spatial Sense</p> <ul style="list-style-type: none"> • Child identifies, describes, compares, and composes shapes. • Child explores the positions of objects in space. <p>AZELS Mathematics Strand 4: Geometry</p> <ul style="list-style-type: none"> • Shapes • Spatial Reasoning 	<p>Mathematics Objectives 21, 22</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p>	
<p>V. Data Analysis and Probability a. Predicting and Estimating b. Representing Data Using Pictures, Objects and Graphs</p>	<p>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</p> <p>Book 3</p>	<p>Math & Loose Parts Play</p> <ul style="list-style-type: none"> • Measurement and Data Analysis <p>Art</p> <ul style="list-style-type: none"> • Explore & Design with Loose Parts <p>Outdoors</p> <ul style="list-style-type: none"> • Building & Constructing • Light & Shadow • Mud Kitchen/Mud Play • Sound • Water Play <p>Science</p> <ul style="list-style-type: none"> • Earth & Space Science 	<p>Science</p> <ul style="list-style-type: none"> • 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. 	<p>HSELOF Measurement</p> <ul style="list-style-type: none"> • Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. • Analyzes and interprets data and summarizes results of investigation. <p>AZELS Mathematics Strand 3:</p> <ul style="list-style-type: none"> • Measurement and Data • Sorts and Classifies • Data Analysis 	<p>Mathematics Objective 22</p> <p>Cognitive Objectives 11, 14</p> <p>Science & Technology Objectives 24, 28</p>	<p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Concept Development 11</p>

	<p>Chapter 1 Art</p> <p>Chapter 4 Engineering</p> <p>Chapter 5 Science and Math</p> <p>Chapter 6 Sensory Exploration</p> <p>Book 4</p> <p>Chapter 1 Twenty-First-Century Skills that Matter</p> <p>Chapter 11 Children as Scientists</p> <p>Chapter 18 The Cycle of Innovation</p> <p>Chapter 19 Design Thinking</p> <p>Chapter 20 Inquisitiveness and Curiosity</p>						
<p>Science I. The Senses</p>	<p>Book 1</p> <p>Chapter 2 Color</p> <p>Chapter 3 Texture</p> <p>Chapter 4 Sounds</p> <p>Chapter 10 Connecting /Disconnecting</p> <p>Chapter 12 Investigation</p> <p>Book 3</p> <p>Chapter 4 Engineering</p> <p>Chapter 5 Science and Math</p> <p>Chapter 6 Sensory Exploration</p> <p>Chapter 7 Cooking Spaces</p> <p>Book 4</p> <p>Chapter 11 Children as Scientists</p> <p>Chapter 14 Learning about Risk-Taking Capacity</p>	<p>Sensory Explorations:</p> <ul style="list-style-type: none"> • Creating Sensory bin • Making a rainbow • Create a sound area • Create an outdoor obstacle course <p>Science Exploration:</p> <ul style="list-style-type: none"> • Observe living things indoors and outdoors • Imitating Sounds • Classify Living Things • Collecting magnets and investigate • Exploring and describing day and night • Observing and comparing different types of weather • Uses senses to describe food • Moving and dancing with the family • Notice what tools you use in your day <p>Art Explorations</p> <ul style="list-style-type: none"> • Explore and Design with Loose Parts <p>Outdoor Explorations</p> <ul style="list-style-type: none"> • Building and constructing • Creating an outdoor Play place • Using water in an outdoor space 	<p>Science</p> <ul style="list-style-type: none"> • 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 one you see through the window. <p>Identity, Community & Place</p> <ul style="list-style-type: none"> • 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. • Find the most interesting view out a window of your house. Each day draw something interesting that you see out that window. <p>Math</p> <ul style="list-style-type: none"> • Gather a collection of materials for the children to sort. Sort by color. Sort by shape. Sort by texture/feel. <p>The Arts & Materials</p> <p>Collage</p> <ul style="list-style-type: none"> • What type of materials can be used to make a collage, plastic, natural items, wood, wire, cloth, string, yarn, recyclables, etc. <p>Light & Shadow</p> <ul style="list-style-type: none"> • 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? <p>Color</p> <ul style="list-style-type: none"> • Go on a hunt through your house to find things that are your favorite color. What is the tiny, 	<p>HSELOF</p> <p>Scientific reasoning: Scientific inquiry</p> <ul style="list-style-type: none"> • Child observes and describes observable phenomena (objects, materials, organisms, and events). <p>Approaches to learning</p> <p>AZELS</p> <p>Scientific Inquiry and Application:</p> <ul style="list-style-type: none"> • Strand 1: Exploration, observations, and Hypotheses <p>Approaches to learning:</p> <ul style="list-style-type: none"> • Strand 1: Initiative and curiosity • Strand 3: Confidence 	<p>Science & Technology Objectives 24,25,26</p> <p>Social Emotional Objectives 1, 2,3</p> <p>Physical Objective 7</p> <p>Language Objectives 8, 9,10</p> <p>Cognitive Objectives 11, 12,13, 14</p> <p>Art Objectives 33,34,36</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6 -</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 1a, 2b, 3b, Negative Climate 2b, 3b, 1a, 1c</p> <p>Teacher Sensitivity 1a, 2a, 3b, 1c</p> <p>Regard for Student Perspectives 1a, 2b, 2a</p> <p>Behavior Management 3b, 3a, 1b, 2b</p> <p>Productivity 3a, 2a, 1c, 1b, 1a</p> <p>Concept Development 12, 1, 11</p> <p>Quality Feedback 1c, 2b</p> <p>Language Modeling 9a</p>

			<p>tinest item you found of that color? And the largest? Which is the most important/special to you?</p> <p>Recycled Materials</p> <ul style="list-style-type: none"> 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? <p>Fabric</p> <ul style="list-style-type: none"> 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. 				
II. Data Collecting	<p>Book 1 Chapter 10 Connecting/ Disconnecting Chapter 12 Investigation Chapter 13 Correlation</p> <p>Book 3 Chapter 4 Engineering Chapter 5 Science and Math</p> <p>Book 4 Chapter 11 Children as Scientists Chapter 12 Productive Agency</p>	<p>Science Exploration:</p> <ul style="list-style-type: none"> Observe living things indoors and outdoors Classify Living Things Observing and comparing different types of weather Collect different types of magnets <p>Language and literacy:</p> <ul style="list-style-type: none"> Go on a word hunt around the house Take a walk or drive around your neighborhood and notice the signs <p>Math:</p> <ul style="list-style-type: none"> Together with your child, gather small toys, shells, pebbles or buttons <p>Outdoors:</p> <ul style="list-style-type: none"> 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 	<p>Science</p> <ul style="list-style-type: none"> 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 <p>Well-Being</p> <ul style="list-style-type: none"> Invite children and parents to invent a game together. Create rules and instructions. Play together as a family. Exchange a game idea with another family over the phone or via e-mail. <p>Language and Literacy</p> <ul style="list-style-type: none"> Set up a conversation between the children/families or community members using skype, Google Hangout 	<p>HSELOF Scientific reasoning:</p> <ul style="list-style-type: none"> Child engages in scientific talk. Child compares and categorizes observable phenomena <p>Mathematical thinking:</p> <ul style="list-style-type: none"> Operations and algebraic thinking Measurement Geometry and spatial sense <p>AZELS Scientific Inquiry and Application</p> <ul style="list-style-type: none"> Strand 1: Exploration, Observations, and Hypotheses <p>Mathematical thinking:</p> <ul style="list-style-type: none"> Strand 2: Operations and algebraic thinking Strand 3: Measurement Strand 4: Geometry 	<p>Science & Technology Objective 24,25,26</p> <p>Language Objectives 8, 9,10</p> <p>Cognitive Objectives 11, 12,13, 14</p> <p>Art Objectives 33,34,36</p> <p>Math Objectives 21,22,23</p>	<p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Concept Development 12, 11 Language Modeling 9a</p>
III. Use of Scientific Tools	<p>Book 1 Chapter 6 Sensory Exploration</p> <p>Book3 Chapter 4 Engineering</p>	<p>Science Exploration:</p> <ul style="list-style-type: none"> Observe living things indoors and outdoors Observing and comparing different types of weather <p>Technology Science:</p>	<p>Science</p> <ul style="list-style-type: none"> 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 	<p>HSELOF Scientific reasoning:</p> <ul style="list-style-type: none"> Scientific inquiry Child observes and describes observable phenomena (objects, materials, organisms, and events). 	<p>Science & Technology Objective 24,25,26</p> <p>Social Emotional Objectives 1, 2,3</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p>	<p>Positive Climate 1a, 2b, 3b Negative Climate 2b, 3b, 1a, 1c Teacher Sensitivity 1a, 2a, 3b, 1c Regard for Student</p>

	<p>Chapter 5 Science and Math</p> <p>Chapter 7 Cooking Spaces</p> <p>Book 4 Chapter 11 Children as Scientists</p>	<ul style="list-style-type: none"> Notice what tools you use in your day <p>Math:</p> <ul style="list-style-type: none"> Use non-standard unit of measurement, items from your loose parts, to measure different body parts <p>Art:</p> <ul style="list-style-type: none"> Create a non-permanent work surface Create a permanent art Use a light source to enhance your exploration of loose parts 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Child engages in scientific talk. Child compares and categorizes observable phenomena <p>Physical development:</p> <ul style="list-style-type: none"> Fine motor <p>AZELS Scientific Inquiry and Application:</p> <ul style="list-style-type: none"> Strand 1: Exploration, Observations, and Hypotheses <p>Approaches to learning:</p> <ul style="list-style-type: none"> Strand 1: Initiative and curiosity Strand 3: Confidence 	<p>Physical Objective 7</p> <p>Language Objectives 8, 9,10</p> <p>Art Objective 33,34,36</p>	<p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Perspectives 1a, 2b, 2a Behavior Management 3b, 3a, 1b, 2b Productivity 3a, 2a, 1c, 1b, 1a Concept Development 1 Quality Feedback 1c, 2b Language Modeling 9a</p>
IV. Exploration and Experimentation	<p>Book 1 Chapter 4 Sounds</p> <p>Chapter 6 Design</p> <p>Book 3 Chapter 4 Engineering</p> <p>Chapter 5 Science and Math</p> <p>Chapter 8 Imaginative Play</p> <p>Book 4 Chapter 11 Children as Scientists</p> <p>Chapter 12 Productive Agency</p> <p>Chapter 17 Intellectual Risk</p>	<p>Art Exploration:</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent VS Non-permanent Art Explore with Play-Dough/clay, finger paint and loose parts Use a light source to enhance your exploration of loose parts Adding unique elements to Interesting materials. <p>Sensory Explorations:</p> <ul style="list-style-type: none"> Making a rainbow Create a sound area Make different shaped bubbles together <p>Math:</p> <ul style="list-style-type: none"> How many ways can you think of to make shapes with your loose parts? Choose loose parts that you can use to build a structure <p>Science Exploration:</p> <ul style="list-style-type: none"> Imitating Sounds Observing and comparing different types of weather Uses senses to describe food <p>Outdoor Exploration:</p> <ul style="list-style-type: none"> Record sunlight and shadows at different times of the day and in different areas outdoors Create your own shadows Explore different consistencies of mud 	<p>Science</p> <ul style="list-style-type: none"> Create a recycle center in your home or garage. <p>Math</p> <ul style="list-style-type: none"> What is the longest line you can draw, what is the shortest, widest (fattest), skinnies etc. Gather a collection of materials for the children to sort. Sort by color, shape, and texture/feel. 	<p>HSELOF Scientific reasoning:</p> <ul style="list-style-type: none"> Scientific inquiry Child observes and describes observable phenomena (objects, materials, organisms, and events). Child engages in scientific talk. Child compares and categorizes observable phenomena <p>Mathematical thinking:</p> <ul style="list-style-type: none"> Operations and algebraic thinking Measurement Geometry and spatial sense <p>AZELS Scientific Inquiry and Application Strand 1: Exploration, Observations, and Hypotheses</p> <p>Mathematical thinking:</p> <ul style="list-style-type: none"> Strand 2: Operations and algebraic thinking Strand 3: Measurement Strand 4: Geometry 	<p>Science and Technology Objective 24,25,26</p> <p>Social Emotional Objectives 1, 2,3</p> <p>Physical Objective 7</p> <p>Language Objectives 8, 9,10</p> <p>Cognitive Objectives 11, 12,13, 14</p> <p>Art Objective 33,34,36</p> <p>Math Objectives 21,22,23</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 1a, 2b, 3b Negative Climate 2b, 3b, 1a, 1c Teacher Sensitivity 1a, 2a, 3b, 1c Regard for Student Perspectives 1a, 2b, 2a Behavior Management 3b, 3a, 1b, 2b Productivity 3a, 2a, 1c, 1b, 1a Concept Development 12, 1, 11 Quality Feedback 1c, 2b Language Modeling 9a</p>

<p>V. Nature and the Environment a. Plant/Tree b. Animals c. People d. Natural Phenomenon e. Forces of Nature f. Geology g. Physical Features</p>	<p>Book 1 Chapter 3 Texture Chapter 4 Sounds Chapter 6 Sensory Exploration</p> <p>Book 3 Chapter 9 Daily Living Chapter 12 Community</p> <p>Book 4 Chapter 11 Children as Scientists Chapter 15 Physical Risks Chapter 27 Building Sustainability</p>	<p>Sensory Explorations:</p> <ul style="list-style-type: none"> Making a rainbow <p>Science Exploration:</p> <ul style="list-style-type: none"> 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 <p>Art:</p> <ul style="list-style-type: none"> Use a light source to enhance your exploration of loose parts <p>Outdoor Exploration:</p> <ul style="list-style-type: none"> 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 	<p>Science</p> <ul style="list-style-type: none"> 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. <p>The Arts & Materials Light and Shadow</p> <ul style="list-style-type: none"> Trace shadows of people or objects Discuss where shadows come from. Discuss how shadows are the same or different than actual objects. <p>Color</p> <ul style="list-style-type: none"> 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 <p>Math</p> <ul style="list-style-type: none"> Search for patterns in your house or through the window. Create your own pattern using drawing materials or any other material 	<p>HSELOF Scientific reasoning:</p> <ul style="list-style-type: none"> Scientific inquiry Child observes and describes observable phenomena (objects, materials, organisms, and events). Child engages in scientific talk. Child compares and categorizes observable phenomena Social Studies People and the environment <p>AZELS Scientific Inquiry and Application</p> <ul style="list-style-type: none"> Strand 1: Exploration, Observations, and Hypotheses <p>Social Studies</p> <ul style="list-style-type: none"> Strand 2: Community 	<p>Science Objective 24,25,26</p> <p>Social Emotional Objectives 1, 2,3</p> <p>Language Objectives 8, 9,10</p> <p>Cognitive Objectives 11, 12,13, 14</p> <p>Art Objective 33,34,36</p> <p>Social Studies Objectives 29,30,31,32</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 1a, 2b, 3b Negative Climate 2b, 3b, 1a, 1c Teacher Sensitivity 1a, 2a, 3b, 1c Regard for Student Perspectives 1a, 2b, 2a Behavior Management 3b, 3a, 1b, 2b Productivity 3a, 2a, 1c, 1b, 1a Concept Development 12, 1, 11 Quality Feedback 1c, 2b Language Modeling 9a</p>
<p>VI. Machines and Technology a. Functions and General Ideas b. Communication c. Movement</p>	<p>Book 1 Chapter 4 Sounds Chapter 6 Design</p> <p>Book 3 Chapter 4 Engineering Chapter 5 Science and Math Chapter 8 Imaginative Play</p> <p>Book 4 Chapters 18, 19 Innovative Thinking Chapter 11 Children as Scientists</p>	<p>Language and Literacy:</p> <ul style="list-style-type: none"> Use loose parts to recreate and retell a favorite story Have a conversation with your child during mealtime <p>Sensory Explorations:</p> <ul style="list-style-type: none"> Create an outdoor obstacle course <p>Science Exploration:</p> <ul style="list-style-type: none"> Imitating Sounds Exploring and describing day and night <p>Technology Science:</p> <ul style="list-style-type: none"> Notice what tools you use in your day <p>Sensory:</p> <ul style="list-style-type: none"> Create an obstacle course Create a hopscotch 	<p>Science</p> <ul style="list-style-type: none"> If you have space and materials, parents and/children work together to create a structure that includes ramps, etc. <p>Identify, Community and Place</p> <ul style="list-style-type: none"> Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.) Design and new park for your community. <p>Fabric</p> <ul style="list-style-type: none"> Invite children to use 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. 	<p>HSELOF Scientific reasoning:</p> <ul style="list-style-type: none"> Scientific inquiry Child observes and describes observable phenomena (objects, materials, organisms, and events). Child engages in scientific talk. Child compares and categorizes observable phenomena <p>AZELS Scientific Inquiry and Application</p> <ul style="list-style-type: none"> Strand 1: Exploration, Observations, and Hypotheses 	<p>Science Objective 24,25,26</p> <p>Social Emotional Objectives 1, 2,3</p> <p>Physical Objective 7</p> <p>Language Objectives 8, 9,10</p> <p>Cognitive Objectives 11, 12,13, 14</p> <p>Art Objective 33,34,36</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 1a, 2b, 3b Negative Climate 2b, 3b, 1a, 1c Teacher Sensitivity 1a, 2a, 3b, 1c Regard for Student Perspectives 1a, 2b, 2a Behavior Management 3b, 3a, 1b, 2b Productivity 3a, 2a, 1c, 1b, 1a Concept Development 12, 1, 11 Quality Feedback 1c, 2b Language Modeling 9a</p>
<p>VII. Relationships and Impacts of Science a. Recycling b. Food</p>	<p>Book 3 Chapter 6 Sensory Exploration Chapter 7</p>	<p>Art:</p> <ul style="list-style-type: none"> Collect and organize recyclable materials 	<p>Science Study</p> <ul style="list-style-type: none"> Create a recycle center in your home or garage. <p>Well-Being</p>	<p>HSELOF Scientific reasoning:</p> <ul style="list-style-type: none"> Scientific inquiry 	<p>Science Objective 24,25,26</p> <p>Social Emotional</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p>	<p>Positive Climate 1a, 2b, 3b Negative Climate 2b, 3b, 1a, 1c</p>

<p>c. Medicine d. Safety</p>	<p>Cooking Spaces Chapter 9 Nurturing, Empathy, and Caring Chapter 12 Community</p> <p>Book 4 Chapter 11 Children as Scientists</p>	<ul style="list-style-type: none"> Create with recyclable materials <p>Sensory Explorations:</p> <ul style="list-style-type: none"> Create a sound area Uses sense to describe food Taste test Cooking and tasting together <p>Health Science:</p> <ul style="list-style-type: none"> Reducing Stress Moving & Grooving 	<ul style="list-style-type: none"> 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. <p>The Arts & Materials Recycled Materials</p> <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Child observes and describes observable phenomena (objects, materials, organisms, and events). Child engages in scientific talk. Child compares and categorizes observable phenomena <p>AZELS Scientific Inquiry and Application</p> <ul style="list-style-type: none"> Strand 1: Exploration, Observations, and Hypotheses 	<p>Objectives 1, 2,3</p> <p>Physical Objective 7</p> <p>Language Objectives 8, 9.10</p> <p>Cognitive Objectives 11, 12,13, 14</p> <p>Art Objective 33,34,36</p>	<p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Teacher Sensitivity 1a, 2a, 3b, 1c</p> <p>Regard for Student Perspectives 1a, 2b, 2a</p> <p>Behavior Management 3b, 3a, 1b, 2b</p> <p>Productivity 3a, 2a, 1c, 1b, 1a</p> <p>Concept Development 12, 1, 11</p> <p>Quality Feedback 1c, 2b</p> <p>Language Modeling 9a</p>
<p>The Arts</p> <p>I. The Visual Arts</p> <p>a. Line b. Shape c. Color d. Design/Form e. Texture f. Analyzing Art</p>	<p>Book 1 Chapter 2 Color Chapter 3 Texture Chapter 5 Art Chapter 6 Design</p> <p>Book 3 Chapter 1 Art Chapter 6 Sensory Exploration</p> <p>Book 4 Chapter 18 The Cycle of Innovation Chapters 19 Design Thinking Chapter 26 Open-Mindedness and Perspective-Taking</p>	<p>Language Explorations</p> <ul style="list-style-type: none"> Listening, Talking and Conversations <p>Math Explorations</p> <ul style="list-style-type: none"> Geometry & Spatial Awareness Spatial Awareness <p>Sensory Explorations</p> <ul style="list-style-type: none"> Visual (sight) Tactile (touch) <p>Art</p> <ul style="list-style-type: none"> Explore and Design with Loose Parts Permanent vs. Non-Permanent Art Recycling and Resourcefulness Beyond Paper and Paint Adding Unique Elements to Interesting Mediums <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Texture and Color Light and Shadow 	<p>Sense of Identity, Community & Place</p> <ul style="list-style-type: none"> Make a self-portrait 3 different ways. Examples could be drawing, painting, collage, etc. Find the most interesting view out a window of your house. Each day draw something interesting that you see out that window. Find interesting objects and surfaces in your house. Using an oil pastel or a crayon and white paper to create rubbings of those surfaces. <p>Math</p> <ul style="list-style-type: none"> 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 <p>Science</p> <ul style="list-style-type: none"> 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? 	<p>HSELOF Social Emotional</p> <ul style="list-style-type: none"> Sense of identity and belonging Relationships with Adults Relationships with other children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative & Curiosity Cognitive & Self-Regulation Approaches to Learning Reasoning & Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Receptive Language Attending and Understanding Language and Communicating Vocabulary <p>Mathematics</p> <ul style="list-style-type: none"> Operations and Algebraic Thinking Measurement Geometry & Spatial Sense <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development <p>Fine Arts</p> <ul style="list-style-type: none"> Approaches to Learning <p>AZELS Social Emotional</p> <ul style="list-style-type: none"> Strand 1: Self Awareness and Emotional Skills 	<p>Social Emotional Objectives 2, 3</p> <p>Physical Objective 7</p> <p>Language Objective 8, 9, 10</p> <p>Cognitive Objective 11, 12, 14</p> <p>Math Objectives 21, 22, 23</p> <p>Sci & Tech Social Studies/Arts Objective 24, 28, 33</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 2b, 3b</p> <p>Negative Climate 2b, 3b</p> <p>Teacher Sensitivity 2a, 3b</p> <p>Regard for Student Perspectives 2b, 2a</p> <p>Behavior Management 3b, 3a, 2b</p> <p>Productivity 3a, 2a</p> <p>Concept Development 12, 11</p> <p>Quality Feedback 2b</p> <p>Language Modeling 9a</p>

			<ul style="list-style-type: none"> 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? <p>The Arts and Materials</p> <p>Collage</p> <ul style="list-style-type: none"> 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? <p>Color</p> <ul style="list-style-type: none"> 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? <p>Recycled Materials</p> <ul style="list-style-type: none"> Use drawing materials or paint on recycled material. Invite each child to create their own new/enhanced material. <p>Clay and Play Dough</p> <ul style="list-style-type: none"> Roll playdough/mud into snakes and attach the pieces to make long lines. <p>Fabric</p> <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Strand 2: Relationships and Social Skills <p>Approaches to Learning</p> <ul style="list-style-type: none"> Stand 1: Initiative and Curiosity Strand 2: Attentiveness and Persistence Strand 4: Creativity Strand 5: Reasoning and Problem Solving <p>Language and Literacy</p> <ul style="list-style-type: none"> Strand 1: Language <p>Mathematics</p> <ul style="list-style-type: none"> Strand 2: Operations and Algebraic Thinking Strand 3: Measurement and Data Strand 4: Geometry <p>Social Studies</p> <ul style="list-style-type: none"> Strand 2: Community <p>Physical Development, Health and Safety</p> <ul style="list-style-type: none"> Strand 1: Physical Health and Development <p>Fine Arts</p> <ul style="list-style-type: none"> Strand 1: Visual Arts 			
<p>II. Music</p> <p>a. Melody (up and down of song)</p> <p>b. Pitch (high and low of sound)</p> <p>c. Rhythm (beat of sound)</p> <p>d. Tempo (pace or speed of song)</p> <p>e. Dynamics (loudness and softness of sound)</p> <p>f. Styles (types of music: classical, country, big band, blues, jazz, Latin, reggae, pop, rock, musicals)</p>	<p>Book 1 Chapter 3 Music</p> <p>Chapter 4 Sound</p> <p>Book 2 Chapter 6 Sensory Exploration</p> <p>Book 4 Chapter 11 Children as Scientist</p> <p>Book 3</p>	<p>Language and Literacy</p> <ul style="list-style-type: none"> Use loose parts to retell/recreate a story (We're Going On a Bear Hunt, Stick & Stone or Chicka Chicka Boom Boom). <p>Language and Literacy</p> <ul style="list-style-type: none"> Create a wordless book out of loose parts materials to re-tell your story. <p>Health Science</p> <ul style="list-style-type: none"> Reducing Stress Moving & Grooving 	<p>Science</p> <ul style="list-style-type: none"> 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? <p>Recycled Materials</p> <ul style="list-style-type: none"> 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? 	<p>HSELOF</p> <p>AZELS Music</p> <p>Strand 2: Music ▪ Creates and Connects with Musical Concepts and Expressions</p> <p>Strand 3: Creative Movement and Dance ▪ Creates and</p>	<p>Cognitive</p> <p>Objectives 11, 12,13, 14</p> <p>Art</p> <p>Objective 33,34,36</p>	<p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p>	<p>Concept Development 12, 11</p>

	Chapter 11 Family and School Traditions	<p>Science Exploration:</p> <ul style="list-style-type: none"> Imitating Sounds <p>Outdoor</p> <ul style="list-style-type: none"> Create an environment Take a nature walk to listen for sounds 	<ul style="list-style-type: none"> 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? <p>Identity, Community and Place</p> <ul style="list-style-type: none"> Parents and children work together to design a special place using constructive materials (recyclables, blocks, etc.) 	<p>Connects with Creative Movement and Dance</p> <p>Approaches to Learning</p> <ul style="list-style-type: none"> 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	<p>Book 1 Chapter 8 Movement Chapter 9 Transportation Chapter 10 Connecting and disconnecting</p> <p>Book 3 Chapter 1 Art Chapter 3 Music Chapter 8 Imaginative play</p> <p>Book 4 Chapter 9 Collaboration and Moral Development Chapter 12 Productive Agency Chapter 15 Physical Risks Chapter 16 Socio- emotional Risk Chapter 17 Intellectual Risks Chapter 19 Design Thinking Chapter 23 Humor and Joy Chapter 24 Curiosity and play</p>	<p>Outdoors Explorations.</p> <ul style="list-style-type: none"> Building and Constructing. Sound Water Play <p>Science</p> <ul style="list-style-type: none"> Physical Science Health Science Tactile Vestibular Proprioceptor 	<p>The Arts & Materials</p> <ul style="list-style-type: none"> 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? 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. 	<p>HSELO</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. <p>AZELS Strand 1: Physical Health And Development</p> <ul style="list-style-type: none"> Gross 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. <p>Fine Motor Development</p> <ul style="list-style-type: none"> Uses eye-hand coordination to perform simple tasks. Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions. <p>Strand 2: Music</p> <ul style="list-style-type: none"> Responds to different types of music (e.g., rock, classical, jazz, spirituals, reggae, Native American, gospel, bluegrass, lullabies, marches and country music). 	<p>Art Objectives 34 & 35</p> <p>Physical Objectives 4, 5, 6, 7a, & 7b</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	Regard for Student Perspectives 4
IV. Drama and Dramatic Play a. Symbolic Thought (abstract thinking) b. Planning c. Playing Out Roles	<p>Book 1 Chapter 7 Symbolic Play Action Chapter 9</p>	<p>Art</p> <ul style="list-style-type: none"> Adding Unique Elements to Interesting Mediums 	<p>Identity, Community & Place</p> <ul style="list-style-type: none"> Create your own superhero. If you could become any superhero who would you be? What would your powers be? Where would you 	<p>HSELOF Social Emotional</p> <ul style="list-style-type: none"> Sense of identity and belonging 	<p>Social-Emotional Objectives 2, 3</p> <p>Language Objectives 9, 10</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p>	<p>Positive Climate 2b, 3b Negative Climate 2b, 3b Teacher Sensitivity</p>

<p>d. Use of props e. Extended Time Frame/Engagement/Attention Span f. Use of Languages (building vocabulary and the flow of language) g. Use of Scenarios and Plots h. Problem Posing and Solving i. Academics (math, literacy skills) j. Emotional (works through issues) k. Social (interacting, negotiating, leading, following)</p>	<p>Transporting Chapter 10 Inquiry Chapter 11 Construction Chapter 12 Investigation</p> <p>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</p> <p>Book 4 Chapter 2 Self-Awareness Chapter 4 Identity and Learning to Be Chapter 9 Collaboration and Moral Development Chapter 18 The Cycle of Innovation Chapter 20 Inquisitiveness and Curiosity Chapter 26 Open-Mindedness and Perspective Taking</p>	<p>Language & Literacy</p> <ul style="list-style-type: none"> Listening, Talking and Conversations Reading <p>Outdoor Explorations</p> <ul style="list-style-type: none"> Building and Constructing Mud Kitchen/Mud Play Sound Water Play <p>Science</p> <ul style="list-style-type: none"> Physical Science <p>Health Science</p> <ul style="list-style-type: none"> Reducing Stress Moving & Grooving 	<p>live? What would you look like? Create a drawing or dress up like him/her.</p> <ul style="list-style-type: none"> 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 it is their favorite? Invite them to create a drawing of that favorite place. Parents can share their favorite place also. 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. <p>Well-Being</p> <ul style="list-style-type: none"> 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. <p>Language & Literacy</p> <ul style="list-style-type: none"> 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. <p>Science</p> <ul style="list-style-type: none"> 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? <p>The Arts & Materials Light and Shadow</p>	<ul style="list-style-type: none"> Relationships with other children <p>Approaches to Learning</p> <ul style="list-style-type: none"> Initiative & Curiosity Cognitive and Self-Regulation <p>Language</p> <ul style="list-style-type: none"> Language and Communicating <p>Science</p> <ul style="list-style-type: none"> Scientific Skills & Method <p>Social Studies</p> <ul style="list-style-type: none"> Sense of Identity and Belonging <p>AZELS Social Emotional</p> <ul style="list-style-type: none"> Strand 1: Self Awareness and Emotional Skills Strand 2: Relationships and Social Skills <p>Approaches to Learning</p> <ul style="list-style-type: none"> Strand 1: Initiative & Curiosity Strand 2: Attentiveness and Persistence Strand 4: Creativity <p>Language</p> <ul style="list-style-type: none"> Strand 1: Expressive Language and Communication Skills <p>Science</p> <ul style="list-style-type: none"> Strand 1: Scientific Inquiry and Application <p>Social Studies</p> <ul style="list-style-type: none"> Strand 1: Understands Family 	<p>Cognitive Objectives 11, 12, 14</p> <p>Literacy Objective 18</p> <p>Science & Technology Objective 28</p> <p>Social Studies Objectives 29, 30</p> <p>The Arts Objectives 35, 36</p>	<p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>2a, 3b Regard for Student Perspectives 2b, 2a Behavior Management 3b, 3a, 2b Productivity 3a, 2a Concept Development 12, 11 Quality Feedback 18c, 2b Language Modeling 9a, 18c</p>
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			<ul style="list-style-type: none"> 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? <p>Fabric</p> <ul style="list-style-type: none"> 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 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. 				
<p>Well-Being I. Play</p>	<p>Book 1 Chapter 7 Creativity Action –Symbolic Play</p> <p>Book 3 Daily living Chapter 8 Imaginative Play</p> <p>Book 4 Chapter 24 Curiosity and Play</p>	<p>Outdoors</p> <ul style="list-style-type: none"> Mud Kitchen/Mud Play Water Play <p>Language and Literacy</p> <ul style="list-style-type: none"> Listening, Talking and Conversations <p>Sensory</p> <ul style="list-style-type: none"> Vestibular – Create an obstacle course. Proprioceptor - Make different shape bubbles together. <p>Science Visual</p> <ul style="list-style-type: none"> Treasure Hunt Play I Spy <p>Health Science</p> <ul style="list-style-type: none"> Reducing Stress Moving & Grooving 	<p>Well- Being</p> <ul style="list-style-type: none"> 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. <p>Identity, Community & Place</p> <ul style="list-style-type: none"> 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. <p>Language & Literacy</p> <ul style="list-style-type: none"> 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. <p>Science</p> <ul style="list-style-type: none"> 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? <p>The Arts & Materials Recycled Materials</p> <ul style="list-style-type: none"> 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? 	<p>HSELOF Approaches to learning</p> <ul style="list-style-type: none"> Creativity Cognition Imitation and symbolic Representation and play <p>AZELS</p> <ul style="list-style-type: none"> Strand 1: Initiative and curiosity Strand 4: Creativity 	<p>Social Emotional Objectives 1, 2</p> <p>Cognitive Objectives 11, 12, 14</p> <p>Art Objective 36</p>	<p>A sense of self-worth- ISTE.NETSS standards 1, 4, 5</p> <p>A sense of trust- ISTE.NETSS standards 2, 4, 5</p> <p>Curiosity- ISTE.NETSS standards 1, 3, 5, 6</p> <p>Capacity to look and listen carefully – ISTE.NETSS standards 3, 4, 5</p> <p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Positive Climate 1a, 2b 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 1c, 2b</p>

			<p>Fabric</p> <ul style="list-style-type: none"> 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 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 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. 				
II. Nutrition	<p>Book 1 Chapter 1 Senses Chapter 7 Symbolic play</p> <p>Book. 3 Chapter 2 Cooking spaces Chapter 9 Nurturing, Empathy, and Caring Chapter 11 Family and school traditions.</p> <p>Book 4 Chapter 14 Learning about Risk-taking</p>	<p>Science</p> <ul style="list-style-type: none"> Health Science <p>Outdoors Exploration</p> <ul style="list-style-type: none"> Mud Kitchen Texture and color <p>Sensory</p> <ul style="list-style-type: none"> Visual Tactile Olfactory Gustatory 	<p>Well-Being</p> <ul style="list-style-type: none"> 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 meal to eat with your family? Invite parent and child to recreate their favorite fruit/vegetables (or food) out any medium 	<p>HSELO</p> <ul style="list-style-type: none"> 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 in positive interactions and relationships with other children. Makes predictions and brainstorms solutions based on background knowledge and experiences. <p>AZELS Social-Emotional</p> <ul style="list-style-type: none"> Strand 1: Self-Awareness and Emotional Skills Strand 2: Relationships and Social Skills Strand 5: Reasoning and Problem-Solving 	<p>Social-Emotional Objectives 1c. 2a & 2c</p> <p>Science and technology Objectives 25 & 27</p> <p>Social Studies Objectives 29 & 30</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p>	<p>Negative Climate 1c Teacher Sensitivity 2a, 1c Regard for Student Perspectives 2a Productivity 2a, 1c Concept Development 1 Quality Feedback 1c</p>
III. Movement (Exercise)	<p>Book 1 Chapter 8 Movement Transportation Chapter 10 Connecting and disconnecting</p> <p>Book 3 Chapter 1 Art Chapter 3 Music Chapter 8 Imaginative play</p>	<p>Outdoors Explorations.</p> <ul style="list-style-type: none"> Building and Constructing. Sound Water Play <p>Science</p> <ul style="list-style-type: none"> Physical Science Health Science <p>Sensory</p> <ul style="list-style-type: none"> Tactile Vestibular Proprioceptor 	<p>Well-Being</p> <ul style="list-style-type: none"> 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. <p>The Arts & Materials</p> <ul style="list-style-type: none"> 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 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. 	<p>HSELO</p> <ul style="list-style-type: none"> Perceptual, Motor, and Physical Development: Fine Motor Perceptual, Motor, and Physical Development: Health, Safety, and Nutrition <p>AZELS Physical Development</p> <ul style="list-style-type: none"> Strand 1: Physical and Health Development 	<p>Physical Objectives 4, 5, 6, 7, 7a & 7b,</p> <p>The Arts Objectives 34 & 35</p>	<p>Capacity to play – ISTE.NETSS standards 1, 6</p> <p>Times of solitude - ISTE.NETSS standards 1, 6 -</p>	<p>Regard for Student Perspectives 4</p>

	<p>Book 4 Chapter 3 Critical Reflection Chapter 9 Collaboration and Moral Development. Chapter 12 Productive Agency Chapter 15 Physical risk Chapter 16 Socio- emotional Risk</p>		<p>Scarves or fabrics of similar shapes work well for this.</p> <p>Language and Literacy</p> <ul style="list-style-type: none"> Everyone in the family can share their favorite nursery rhyme. Can you act out that nursery rhyme? Create a new nursery rhyme together. 				
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