

Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: Fireflies

Type of Curriculum: Infant Toddler Preschool Family Child Care

Content includes all domains? Yes No

If No, select specific domains included in the curriculum:

- Approaches to Learning Cognitive Development Creative Development Language and Literacy Mathematics
- Physical Development and Wellness Science Social and Emotional Development
- Social Studies

Describe the research base of the curriculum including references:

While the members of the Curriculum Design and Development Committee at FunShine Express® originate from a wide range of backgrounds, we all work together to create a curriculum that is aligned with our interpretation of classic child development and learning theories that have been widely accepted by the field of early childhood.

Before Learning Is Possible – Maslow

The work of Abraham Maslow describes specific needs of all people. He organized these needs into a hierarchy usually depicted as a pyramid showing how our needs are layered and build upon each other. He pointed out that children must have their basic needs met before growth and learning are possible. Children need to have adequate food, clothing, shelter, sleep, feel safe, and be connected to another human being in order to learn. You, the teacher, make sure the necessary physical needs are met and we provide the plan of activities and opportunities for you to help children continue to grow and learn.

Piaget and Cognitive Development

Jean Piaget identified four stages of cognitive development. The Buttercups® Curriculum is geared to children ages 6 months to 36 months. This age group is reflected in Piaget's first stage Sensorimotor. The Fireflies® Curriculum, for 3-5 year olds, plans for children moving out of the Sensorimotor stage into the Preoperational Thought stage of development. Children in these two stages of development are still receiving information through their senses and by physical movement around their environment. As they move into Preoperational Thought, they can remember things and activities they have seen and done. However, they do not have the speech and language to always express it or express their thoughts with the correct sounds, words or word tenses. They need to manipulate objects and at best learn through actions on or about themselves, then in abstract two-dimensional (paper) examples. This is a rich, foundational time period for learning basic concepts, vocabulary, becoming independent in some self-help skills, and communicating in general. Our curriculums provide opportunities for children to connect with materials and ideas. Our activities allow the teacher to help children understand, practice, and enjoy learning through

new experiences.

Children may have similar birthdates, but may not be necessarily at the same level of development. Throughout the Curriculum Guide, providers will find that many activities offer suggestions for adjusting the level of difficulty to meet each child at their stage of cognition. It is important to remember that there will always be a range of understanding and an opportunity to extend learning. In addition, lengths of free play provide opportunities for children to explore learning centers and practice newly introduced concepts. Activities may be repeated or become part of your centers or general environment to allow children to be successful and transfer new skills or ideas into everyday practice.

An important principle of Piaget's findings is that children need hands-on experience with their environment in order to form concepts of the world and how it works. Providers are encouraged to acknowledge children's ideas and support them nonjudgementally, so as not to stifle the natural way in which children learn and think. Infants begin by receiving information through reflexive movements. As they begin to be able to control their head, arms, legs, and finger movements they become more intentional about what they touch, hear, see, and taste. At about one year they begin to realize things don't disappear just because they are out of sight. As this skill increases and refines (at about 18 months) children can search for something that is hidden out of sight. After 18 months, they begin remembering things, events, and put these experiences into groups or categories. At this age we see children using objects in play to represent other things and getting involved in dramatic play. And of course, the explosion of vocabulary begins!

Our curriculums include opportunities to expand vocabulary, present concepts in playful games and activities, and encourage the individuality and creativity of each child. Through many experiences that are related to themes, the curriculums build and expand on the skill level of the children in your care. Activities in the curriculum include games of memory, classification, physical, natural and earth science, measurement, one-to one correspondence, and problem solving. Visual-spatial skills, estimation, observing, comparing and predicting are all processes that are promoted. Teachers are encouraged to extend activities, repeat them, and help children transfer these skills from your programs to home.

Vygotsky and Learning Potential

Lev Vygotsky taught the early childhood community that children's potential for learning is maximized through interacting with peers and adults. That is, they can learn more by interacting with others than they can alone. The curriculums offer open-ended questions and suggested dialogue to encourage children's thinking and social interaction. Our curriculums provide many opportunities for children to think about why? How? What if? And, what might come next? The teacher is a model to children for prediction and problem solving. The schedule, activities, and materials included allow the teacher to help children make the connections from experiences to understanding concepts. There are activities that are teacher directed/led, others that children can interact with other children, and then opportunities for children to choose the activity in extended play. The teacher is encouraged to be a leader, an observer, and a participant in activities with children.

Vygotsky encouraged adults to understand that children have a zone (Zone of Proximal Development) - a range of development that is an ever-changing target. With each new skill or concept there is a progression of not understanding, being made aware of, practice, and

then accomplishment. Our curriculums advocate that the adult must allow for all these levels of learning with multiple children of multiple age ranges. The curriculums strive for the use of many open-ended materials that can help bring about the greatest variety of opportunities for the children in your care. Activities are designed to allow the teacher/caregiver to be intentional about what connection is being made, i.e. the concept, vocabulary, or process. The adult (caregiver/teacher/parent) is directed to guide the child through a process that will help the child be successful and learn what he/she could not have understood on his/her own.

Erikson's Stages of Development

Erik Erikson developed an approach to psychosocial development which divided the area into eight stages that span from infancy to adulthood. He identified an important event that must be conquered in each stage before progression to the next stage could occur. Birth to two-year-olds move through a stage of Trust vs. Mistrust. The most important element to offer during this time is consistency. Children must feel safe. Undue stress compromises learning and moving forward with social/emotional development. Adults must provide a routine that allows young children to be able to rely on the fact that someone will tend to their needs and be available to interact with them.

Two- to four-year-olds are typically involved with Autonomy vs. Shame or Doubt. This is when independence begins though physical movement around the environment and exploring continues through the senses. Children want to be able to do things for themselves, but often lack the skill to complete the task. Familiar examples are dressing, toileting, pouring, and other self - help skills. If children fail to gain confidence, they doubt their abilities. Opportunities for practicing skills with gentle guidance and positive reinforcement by adults are key. As children feel they have some self - control they will move forward to the next stage.

Four-to seven-year-olds are represented by the stage of Initiative vs. Guilt. This is when children construct their own ideas and want to make decisions. They want to please the adults in their environments at home, childcare, and community situations.

Teachers/caregivers/parents should encourage children's creativity and problem solving. Adults need to constantly supply vocabulary, opportunities for reasoning, practice of skills, and gently accept and guide children's efforts.

Our curriculums offer guidance for providers to support children's needs in each stage. Children are also challenged to do as much as they are able to by themselves (with minimal assistance). With support and encouragement, children can very often do more than they thought they could. Such an atmosphere helps children learn independence and feel confident and in control.

Brain Development and Current Research

We know from extensive brain research in the last ten years that our first years are the most important years for brain development. Through new technology of brain imaging researchers have proven that experience builds brain pathways and connections. Children need to interact with real objects to build memory. They need repeated experiences to build successful skill levels. Children, even young infants, need to be given problem solving opportunities to use their cognitive skills.

Children need time, too, for involvement, to create their own ideas, explore, and get deeply

involved in play. Children learn more when they are not stressed or not overly stimulated. Stimulation can occur via light, sound, smell, activity, etc. The curriculums include many hands-on activities. They promote using additional materials from your specific location that speak to all the senses and encourage taking time to enjoy each stage of development of each child. The individual topics and themes bring new experiences and target age-appropriate concepts.

An Ongoing Process

We have produced high quality curriculum products since 1995. The members of the Curriculum Design and Development Committee at FunShine Express® are careful to maintain our education and training in order to provide the most up-to-date and appropriate material each month that align with evidence - based best practices. We attend regional and national conferences, participate in local trainings, and do continual reading and research to learn about new trends and research related to how children learn and grow. Although many of our themes follow a three-year rotation, each monthly program is rewritten and reworked to allow for updates and changes made necessary by national trends and new research.

Resources:

Erikson, E. H. (1994). *Identity and the life cycle*. WW Norton.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.

Piaget, Jean, 1896-1980. (1952). *The origins of intelligence in children*. New York International Universities Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner & E. Souberman., Eds.) (A. R. Luria, M. Lopez-Morillas & M. Cole [with J. V. Wertsch], Trans.) Cambridge, Mass.: Harvard University Press. (Original manuscripts [ca. 1930-1934])

Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	AL1.1 Sep. 27, Nature Color Transfer, p. 63 Jan. 11, Straw Glider, Part 2, p. 31 Apr. 24, Paper Copter, p. 57 Jun. 8, Let It Rain, p. 25
AL 1.b. Completes activities with increasingly complex steps.	L1.1, AL4.1 Nov. 2, Ten in the Bed LCM p. 12 Jan. 20, I Like the Snow Actions, p. 54 Mar. 3, One-Minute Drawing, p. 15 Jul. 24, Wins and Losses, p. 54 Sep. 30, Where’s the Worm?, p. 72 Dec. 8, Hats for Professions, p. 24 Mar. 7, I’ve Got a Joke for You, p. 21 Aug. 18, Positive Character Traits LCM, p. 51

AL 1.c. Persists in completing a task with increasing concentration.	AL3.1 Oct. 21, Playdough Snakes, p. 53 Feb. 17, Physical Activity and Stretching, p. 48 Apr. 19, Clouds, p. 48 Jul. 24, Wins and Losses, p. 54
AL 2.a. Develops a growth mindset.	SE1.3 Oct. 4, Safety Rules, p. 11 Theme 2 Dramatic Play Station, p. 3 Apr. 21, Eco Kids, p. 55 Aug. 18, Positive Character Traits LCM, p. 51
Cognitive Development	
CO 1.a. Develops the ability to recall information about objects, people, and past experiences.	AL4.1 Sep. 30, Where's the Worm?, p. 72 Dec. 8, Hats for Professions, p. 24 Mar. 7, I've Got a Joke for You, p. 21 Aug. 18, Positive Character Traits LCM, p. 51
CO 2.a. Demonstrates increasing ability to think symbolically.	SS2.1, CA4.1 Oct. 5, Safety Signs LCM, p. 15 Jan. 6, Special Place Map, p. 20 Mar. 30, Weather Forecasting & Meteorology, p. 76 Jun. 16, Marvelous Meadows Theme Review, p. 42 Sep. 28, Fruit Market, p. 65 Theme 2 Dramatic Play Station, p. 33 Mar. 20, Spring Garden, p. 53 Jun. 27, Grocery Store, p. 68
CO 3.a. Uses increasingly complex strategies to solve problems.	AL2.3 Nov Theme 1 Blocks Exploration Station, p. 6 Jan. 11, Straw Glider, Part 2, p. 31 Mar. 10, Block Play Different Ways, p. 31 Jun. 27, Grocery Store, p. 68
CO 4.a. Develops ability to be flexible in own thinking and behavior.	SE4.1 Oct. 4, Safety Rules, p. 11 Jan. 25, Family Game Day, p. 64 Apr. 19, Clouds, p. 48 Jul. 24, Wins and Losses, p. 54
Creative Development	

<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>CA1.1 Oct. 20, Worms in the Dirt, p. 51 January Theme 2 Art Exploration Station, p. 41 Mar. 15, Self-Portrait, Part 2, p. 46 Jun. 2, Trees and Shrubs, p. 12</p>
<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>CA2.1, CA2.2, CA3.1 Nov. 2, Ten in the Bed LCM, p. 12 Feb. 3, Boom Chicka Boom, p. 13 May 15, If You're Happy and You Know It, p. 42 Jul. 21, Riding My Bike, p. 49</p> <p>Nov. 30, Drumming Patterns, p. 72 Aug. 23, Musical Glasses, p. 59</p> <p>Nov. 21, Turkey Facts, p. 53 Jan. 20, I Like the Snow Actions, p. 54 May 8, Character Corner, p. 24</p>
<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>CA4.1, CA4.2 Sep. 28, Fruit Market, p. 65 Theme 2 Dramatic Play Station, p. 33 Mar. 20, Spring Garden, p. 53 Jun. 27, Grocery Store, p. 68</p>
<p>Language and Literacy</p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>L1.1 Nov. 2, Ten in the Bed LCM p. 12 Jan. 20, I Like the Snow Actions, p. 54 Mar. 3, One-Minute Drawing, p. 15 Jul. 24, Wins and Losses, p. 54</p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>L2.2 Sep. 28, Plant Life Cycles, p. 64 Dec. 26, Holiday Mystery Sack, p. 65 Mar. 3, One-Minute Drawing, p. 15 Jun. 7, Emotions Check, p. 21</p>
<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>L2.3 Sep. 28, Plant Life Cycles, p. 64 Dec. 26, Holiday Mystery Sack, p. 65 Mar. 3, One-Minute Drawing, p. 15 Jun. 7, Emotions Check, p. 21</p>
<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>L2.1 Sep. 28, Plant Life Cycles, p. 64 Dec. 26, Holiday Mystery Sack, p. 6 Mar. 3, One-Minute Drawing, p. 15 Jun. 7, Emotions Check, p. 21</p>

<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>L3.2 Sep. 8, How to Read, p. 19 Dec. 29, Winter Scavenger Hunt, p. 72 Apr. 10, Showing Good Sportsmanship Char Counts Story, p. 24 Aug. 3, Predictions and Reading, p. 13</p>
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>L3.3 Nov 8, Storytime: Rhyming Stories, p. 22 Nov 28, Daily Basics: Sorting Pennies and Quarters/Breaking Words into Syllables, p. 67 Feb. 9, Word Sound Games, p. 26 Apr. 19, Storytime: Syllables and Theme Words, p.47</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>L3.3 Nov 8, Storytime: Rhyming Stories, p. 22 Nov 28, Daily Basics: Sorting Pennies and Quarters/Breaking Words into Syllables, p. 67 Feb. 9, Word Sound Games, p. 26 Challenge children to find items in the room that have the same beginning sound (e.g., block/blanket, fan/fish, pencil/paints.) Apr. 19, Storytime: Syllables and Theme Words, p.47</p>
<p>LL 2.c. Develops understanding of rhyme.</p>	<p>L3.3 Nov 8, Storytime: Rhyming Stories, p. 22 Feb. 9, Word Sound Games, p. 26 Mar. 3, Discuss/Do: Rhyming, p. 15 Mar. 3, Body Part Rhymes, p. 16</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>L3.1 Sep. 8, How to Read, p. 19 Dec. 29, Winter Scavenger Hunt, p. 72 Apr. 10, Showing Good Sportsmanship Char Counts Story, p. 24 Aug. 3, Predictions and Reading, p. 13</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>L3.4 Nov. 17, Food Package Search, p. 47 Dec. 29, Winter Scavenger Hunt, p. 72 Apr. 11, Blooming Literacy, p. 26 Aug. 22, Backyard ABCs</p>

<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>L4.1, L3.4 Sep. 15, Storytime Vocabulary Journal, p. 34 Continue to provide a variety of writing opportunities for different purposes to promote written communication. Jan. 23, Air Writing, p. 57 Apr. 14, Spring Has Sprung Theme Review, p. 35 Jul. 6, Writing Strips, p. 15</p> <p>Nov. 17, Food Package Search, p. 47 Dec. 29, Winter Scavenger Hunt, p. 72 Apr. 11, Blooming Literacy, p. 26 Aug. 22, Backyard ABCs</p>
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>L4.1 Sep. 15, Storytime Vocabulary Journal, p. 34 Jan. 23, Air Writing, p. 57 Apr. 14, Spring Has Sprung Theme Review, p. 35 Jul. 6, Writing Strips, p. 15</p>
<p>Mathematics</p>	
<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>M1.1 Oct. 11, Fire Ladder, p. 27 Feb. 2, Heart Shape Manipulatives, p. 11 May 18, 20 Poms, p. 51 Jul. 27, Tennis Ball Number Path, p. 63</p>
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>M1.1 Oct. 11, Fire Ladder, p. 27 Feb. 2, Heart Shape Manipulatives, p. 11 May 18, 20 Poms, p. 51 Jul. 27, Tennis Ball Number Path, p. 63</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>M1.1 Sep. 12, Pips Concept Cube, p. 27 Feb. 2, Heart Shape Manipulatives, p. 11 May 18, 20 Poms, p. 51 Jul. 27, Tennis Ball Number Path, p. 63</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>M1.1 Nov. 1, Number Seven Math Activity Mat, p. 9 Jan. 3, Number Eleven Math Activity Mat, p. 12 Mar. 15, Number Sixteen Math Activity Mat, p. 39 May 10, Number 20 Math Activity Mat, p. 30</p>

<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>M1.2, M1.1 Oct. 20, Number Five Math Activity Mat, p. 32 Dec. 21, Luna’s Math Problem, p. 54 May 18, 20 Poms, p. 51 Jul. 27, Tennis Ball Number Path, p. 63</p> <p>Oct. 11, Fire Ladder, p. 27 Feb. 2, Heart Shape Manipulatives, p. 11 May 18, 20 Poms, p. 51 Jul. 27, Tennis Ball Number Path, p. 63</p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>M3.1 Sep. 27, Weighing Fruits, p. 62 January Theme 1 Blocks Exploration Station, p. 7 May 19, I’m THIS Tall, p. 55 Jul. 31, Measure the Distance, p. 68</p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>M4.1, M4.2 Oct. 18, Orange and Black Patterning, p. 44 Jan. 24, Winter Sticker Pattern Strips, p. 61 May 17, Graphing Squares, p. 49 Aug. 24, Pattern and Flip, p. 61 Aug. 29, Shape Dominoes, p. 71 Matching shapes (which requires sorting by attribute) during domino game.</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>M4.1 Oct. 18, Orange and Black Patterning, p. 44 Jan. 24, Winter Sticker Pattern Strips, p. 61 May 17, Graphing Squares, p. 49 Aug. 24, Pattern and Flip, p. 61</p>
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>M2.1 Nov. 22, Rectangle Straw Shapes, p. 55 Feb. 2, Heart Shape Manipulatives, p. 11 Mar. 8, Size in Many Languages, p. 23 Aug. 29, Shape Dominoes, p. 71</p>

<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>M2.2 Sep. 30, Where's the Worm?, p. 72 Jan. 6, Special Place Map, p. 20 Jan 6, Math in a Picture, page 21 Mar. 10, Block Play Different Ways, p. 31 Challenge them to build while their bodies are positioned in various ways! Building in different positions will help children strengthen various muscles in their trunk, neck, arms, and shoulders. Jul. 27, Tennis Ball Number Path, p. 63</p>
<p>Physical Development and Wellness</p>	
<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>PD2.1, PD2.2, PD2.3 Nov. 23, Thankful for Our Bodies, p. 58 Feb. 17, Physical Activity and Stretching, p. 48 Apr. 19, Clouds, p. 48 Jul. 14, One-Two Hop, p. 31 Jan. 23, Air Writing, p. 57 Mar. 10, Block Play Different Ways, p. 31 Jul. 31, Measure the Distance, p. 68 Feb. 17, Physical Activity and Stretching, p. 48</p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>PD3.1, PD3.2, PD3.3 Sep. 22, Fall Leaf Weaving, p. 54 Dec. 15, Tie-Dye Fabric Fun, Part 1, p. 40 May 17, Graphing Squares, p. 49 Jun. 2, Trees and Shrubs, p. 12 Aug. 25, Paper Playground, p. 66 Jun. 2, Trees and Shrubs, p. 12</p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>PD3.2, L2.1 Oct. 25, Movements: Blowing in the Wind, p. 58 Jan. 11, Straw Glider, Part 2, p. 31 Mar. 15, Playdough Maze, p. 40 Apr. 28, Floating Bubbles, p. 70 Sep. 28, Plant Life Cycles, p. 64 Dec. 26, Holiday Mystery Sack, p. 6 Mar. 3, One-Minute Drawing, p. 15 Jun. 7, Emotions Check, p. 21</p>

PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.	PD2.1 Nov. 23, Thankful for Our Bodies, p. 58 Feb. 17, Physical Activity and Stretching, p. 48 Apr. 19, Clouds, p. 48 Jul. 14, One-Two Hop, p. 31
PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.	SE1.1 Sep. 14 & 15, My Body, Parts 1 and 2, pp. 33 & 35 Oct. 14, Body Cues, p. 35 Feb. 23, Inside the Body, p. 60 Mar. 3, Body Part Rhymes, p. 16
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	PD4.2 Nov. 3, Pajamas and Comfort Items, p. 14 Feb. 24, What's in a Sneeze or Cough?, p. 63 May 3, Peanut-Free Puppy Chow, p. 16 Jul. 28, Sporty Dramatic Play, p. 65
PW 2.c. Consumes healthy food and develops healthy eating habits.	PD1.2 Nov. 22, Making Quill Soup, p. 55 Feb. 20, Nutrition, p. 51 May 3, Peanut-Free Puppy Chow, p. 16 Jul. 19, Energetic Foods and Drink, p. 44
PW 2.d. Develops healthy sleep and rest behaviors.	PD4.2 Oct. 14, Body Cues, p. 35 Nov. 3, Pajamas and Comfort Items, p. 14 May 19, Guide to Growing Classroom Book, p. 55 May 19, Discuss/Do: The Importance of Sleep, p. 55
PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	PD1.1 Nov. 23, Thankful for Our Bodies, p. 58 Feb. 17, Physical Activity and Stretching, p. 48 May 18, Card Fitness Challenge, p. 52 Jul. 14, One-Two Hop, p. 31
PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	PD4.1 Sep. 9, Preschool Rules LCM, p. 24 Feb. 24, What's in a Sneeze or Cough?, p. 63 Mar. 27, Spring Storms, p. 67 Jul. 28, Sports Rules, p. 47
Science	

<p>SC 1.a. Explores and investigates objects and events in the environment.</p>	<p>SC1.1, SC2.1 Sep. 27, Nature Color Transfer, p. 63 Dec. 26, Holiday Mystery Sack, p. 65 Apr. 24, Paper Copter, p. 57 Jun. 2, Trees and Shrubs, p. 12</p> <p>Dec. 26, Holiday Mystery Sack, p. 65 Aug. 24, Playground Merry-Go-Rounds, p. 62</p>
<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>AL2.2, SC1.1, SC2.1 Nov Theme 1 Blocks Exploration Station, p. 6 Jan. 11, Straw Glider, Part 2, p. 31 Apr. 14, Yes or No, p. 35 Jun. 8, Let It Rain, p. 25</p> <p>Sep. 27, Nature Color Transfer, p. 63 Dec. 26, Holiday Mystery Sack, p. 65 Apr. 24, Paper Copter, p. 57 Jun. 2, Trees and Shrubs, p. 12</p> <p>Dec. 26, Holiday Mystery Sack, p. 65 Aug. 24, Playground Merry-Go-Rounds, p. 62</p>
<p>Social Emotional Development</p>	
<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>SE1.1, SE3.1 Oct. 11, Contact Information, p. 26 Jan. 12, N Is for Nickname, p. 32 Ask children to share their nicknames or the nickname of a family member or friend. Do they like their nicknames? Think of a fun nickname for each child. Observe: Are the children aware of what a nickname is? What nicknames do they associate with themselves? Who calls them by their nicknames? Ask children what they are comfortable being called.</p> <p>Mar. 3, One-Minute Drawing, p. 15 Jun. 7, Emotions Check, p. 21</p> <p>Sep. 7, Grandparent Gift: I Love You, p. 18 Dec. 5, Feelings of Others, Part 1, p. 16 Mar. 10, Emotions Concept Cube, p. 30 Jun. 7, Emotions Check, p. 21</p>

SE 1.b. Develops understanding of emotions.	SE3.2 Oct. 14, Body Cues, p. 35 Dec. 5, Feelings of Others, Part 1, p. 16 Mar. 10, Emotions Concept Cube, p. 30 Jun. 7, Emotions Check, p. 21
SE 2.a. Begins to manage emotions and actions.	SE4.1 Oct. 4, Safety Rules, p. 11 Jan. 25, Family Game Day, p. 64 Apr. 19, Clouds, p. 48 Jul. 24, Wins and Losses, p. 54
SE 3.a. Develops empathy toward and understanding of others.	SE3.1 Sep. 7, Grandparent Gift: I Love You, p. 18 Dec. 5, Feelings of Others, Part 1, p. 16 Mar. 10, Emotions Concept Cube, p. 30 Jun. 7, Emotions Check, p. 21
SE 4.a. Develops secure, trusting relationships with adults.	SE2.1 Nov. 28, Family Potluck, p. 65 Jan. 25, Family Game Day, p. 64 Apr. 19, Clouds, p. 48 Jun. 16, Dad's Day!, p. 42
SE 4.b. Develops socially competent behaviors with peers.	SE2.2 Sep. 28, Fruit Market, p. 65 Jan. 25, Family Game Day, p. 64 Mar. 20, Spring Garden, p. 53 Jun. 27, Grocery Store, p. 68
SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.	SE2.2 Sep. 28, Fruit Market, p. 65 Taking turns being customer/seller, encourage children to switch roles. Observe: How do the children interact with each other? Opportunities for conflict resolution. Jan. 25, Family Game Day, p. 64 Mar. 20, Spring Garden, p. 53 Jun. 27, Grocery Store, p. 68
Social Studies	

<p>SS 1.a. Develops awareness of own culture and other characteristics of groups of people.</p>	<p>SS3.1, SE1.1 Sep. 7, Grandparent Gift: I Love You, p. 18 Dec. 22, Sights, Sounds, & Scents of Season, p. 58 Encourage children to share their personal experiences with holidays to help show that people celebrate in different ways.</p> <p>Apr. 6, Symbols of Spring, p. 17 Jun. 19, Local Food Market, p. 49</p> <p>Oct. 11, Contact Information, p. 26 Jan. 12, N Is for Nickname, p. 32 Mar. 3, One-Minute Drawing, p. 15 Jun. 7, Emotions Check, p. 21</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>SS4.2 Sep. 28, Fruit Market, p. 65 Dec. 14, Online Shopping, p. 36 May 30, Career Play, p. 74 Jun. 26, Prices, p. 64</p>
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>SS3.2, SS4.1 Sep. 7, Grandparent Gift: I Love You, p. 18 Dec. 26, Holiday Get-Togethers, p. 64 Apr. 6, Symbols of Spring, p. 17 Jun. 19, Local Food Market, p. 49</p> <p>Sep. 9, Preschool Rules LCM, p. 24 Jan. 25, Family Game Day, p. 64 Apr. 10, Showing Good Sportsmanship Char Counts Story, p. 24 Jun. 26, Prices, p. 64</p>
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>SC4.2 Oct. 26, Repurposed Art, p. 63 Feb. 15, Clever Cardboard Uses, p. 43 Apr. 21, Eco Kids, p. 55 Jun. 2, Trees and Shrubs, p. 12</p>