

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: Learning Beyond Paper, Inc.

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:

Learning Beyond Paper is a social-constructivist curriculum. Young children are inherently social beings. As such, learning is most robust when children engage with peers and adults around activities where they are actively engaged. Children construct knowledge bridged upon what they already know, but it is that social, relationship-based connection that acts like glue - cementing understanding and seeking more.

Research Base and Curriculum References can be found on the pages following the alignment.

Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for materials such as books, sensory tables, mud kitchen, building materials, baby dolls, puzzles, open-ended manipulatives, etc. Planned experiences support children in interacting with new and novel materials and participating in new and novel experiences.</p> <p>INF/WK2/ST/Exploring Textures YT/WK6/ST/Counting and Exploring Solid and Liquid Foods PS3/WK15/D2/PD/Sunbutter Sandwiches PK4/WK10/D3/ST/Bubble Blowing Art</p>

<p>AL 1.b. Completes activities with increasingly complex steps.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for materials such as books, sensory tables, mud kitchen, building materials, baby dolls, puzzles, open-ended manipulatives, etc. Planned experiences support children in making plans for classroom activities and following through on their planned intentions. These experiences will grow as children get older and will eventually lead to giving children experiences in setting goals.</p> <p>INF/WK11/LL/Exploring Cloth Books YT/WK4/ST/Sidewalk Paintings PS3/WK28/D3/Cog/Using a Blueprint PK4/WK5/D5/Cog/Making Maps of Drury Lane</p>
<p>AL 1.c. Persists in completing a task with increasing concentration.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for materials such as books, sensory tables, dramatic play areas, building materials, baby dolls, puzzles, open-ended manipulatives, etc. Planned experiences support children in sustaining attention to preferred tasks and eventually working to sustain adequate attention to tasks over an extended period of time.</p> <p>INF/WK43/LL/Peek-a-Boo with Scarves OT/WK24/D1/Ready, Set, Go: Explore the Course PS3/WK41/D1/LL/Letter Search PK4/WK19/D1/ST/Making Lemonade</p>
<p>AL 2.a. Develops a growth mindset.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for materials such as books, sensory tables, dramatic play areas, building materials, baby dolls, puzzles, open-ended manipulatives, etc. Planned experiences support children in sustaining attention to preferred tasks and eventually working to sustain adequate attention to tasks over an extended period of time.</p> <p>INF/WK50/LL/What Hands Can Do OT/WK20/D3/PD/Puzzle Play PS3/WK43/D1/Cog/Snack Math PK4/WK16/D2/ST/Artist Study: Children take pictures of nature</p>
<p>Cognitive Development</p>	

<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p>The LBP Teacher's Guide outlines best practices in STEAM learning. Included in the guide are suggestions for materials and books that support STEAM inquiry and exploration. Planned experiences support children in understanding cause and effect and problem-solving which ultimately build memory skills.</p> <p>INF/WK43/LL/Peek-a-Boo with Scarves OT/WK17/D1/LL/Book: "National Geographic Kids Look and Learn: Look Outside!" PS3/WK2/D2/LL/I'm Thinking of Place... Classroom Environment PK4/WK2/D4/Cog/"Guess Whose Shadow?"</p>
<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces to promote quality interactions during Language and Literacy, Interactive Reading and Dramatic Play experiences. Planned experiences support children in developing symbolic thought through writing and pretend play.</p> <p>INF/WK13/PD/Exploring Blocks OT/WK32/D1/LL/The Napping House PS3/WK9/D4/LL/Listen to the Sounds: Outdoors PK4/W8/D2/Cog/Helping the Helpers in Our School</p>
<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>The LBP Teacher's Guide outlines best practices in STEAM learning. Included in the guide are suggestions for materials and books that support STEAM inquiry and exploration. Planned experiences support children in understanding cause and effect and problem-solving skills which build children's reasoning.</p> <p>INF/WK23/PD/Rolling an OBall YT/Wk35/LL/Book: "Open the Barn Door" PS3/WK2/D4/ST/Investigating Absorption PK4/WK11/D5/ST/Flying Windsocks Outdoors</p>
<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>The LBP Teacher's Guide outlines best practices in STEAM learning. Included in the guide are suggestions for materials and books that support STEAM inquiry and exploration. Planned experiences support children in understanding cause and effect and problem-solving skills which build children's reasoning.</p> <p>INF/WK11/PD/My Feet Can Kick and Feel OT/WK15/D2/PD/Red Light, Green Light PS3/WK16/D5/ST/Ramp Exploration PK4/WK3/D1/ST/Will It Float or Sink?</p>
<p>Creative Development</p>	

<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces to promote choice. Planned experiences support children in understanding their own abilities and eventually communicating their preferences. Specifically, these planned experiences support children in exploring creative arts across genres, identifying art preferences, and justifying those preferences.</p> <p>INF/WK18/MM/Moving to Music with Scarves TOD/WK16/D3/MM/ Paper Plate Beats PS3/WK4/D1/Cog/Marvelous Me and My School Family: Self-Portraits PK4/WK9/D5/PD/Everyone is an Artist</p>
<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces to promote choice. Planned experiences support children in understanding self-concept by providing frequent opportunities for children to understand their abilities and eventually communicate their preferences.</p> <p>INF/WK12/PD/Exploring Movement YT/WK 47/LL//Counting Kisses PS3/WK16/D1/PD/Make Your Own Bottle Instrument PK4/WK15/D3/LL/Venn Diagram: Two Family Celebration Books</p>
<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces to promote quality interactions during Language and Literacy, Interactive Reading and Dramatic Play experiences. Planned experiences support children in developing symbolic thought through writing and pretend play.</p> <p>INF/WK13/PD/Exploring Blocks OT/WK32/D1/LL/The Napping House PS3/WK9/D4/LL/Listen to the Sounds: Outdoors PK4/W8/D2/Cog/Helping the Helpers in Our School</p>
<p>Language and Literacy</p>	

<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in building and enhancing their receptive and expressive language. Planned experiences also support children in learning and using new vocabulary across activity areas.</p> <p>INF/WK3/LL/Diaper Change Dialogue OT/WK17/D4/Book: "Grumpy Bird" by Jeremy Tankard PS3/WK34/D3/PD/Bean Bag Bop PK4/WK1/D1/LL/Good Morning - Picture This!</p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in building and enhancing their receptive and expressive language. Planned experiences also support children in learning and using new vocabulary across activity areas.</p> <p>INF/WK15/LL/Exploring Books About Faces OT/WK25/D1/LL/Story Basket PS3/WK34/D1/LL/Checking in With Your Body PK4/WK5/D2/LL/ Do You Know the Muffin Man?</p>
<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in building and enhancing their receptive and expressive language. Planned experiences also support children in learning and using new vocabulary across activity areas.</p> <p>INF/WK15/LL/Exploring Books About Faces OT/WK25/D1/LL/Story Basket PS3/WK34/D1/LL/Checking in With Your Body PK4/WK5/D2/LL/ Do You Know the Muffin Man?</p>

<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children with appropriately expressing themselves while building relationships with peers during steam, dramatic play, music and movement, shared reading, and motor development activities.</p> <p>INF/WK8/LL/Exploring Words and Faces OT/WK14/D3/MM/ We All Laugh in the Same Language PS3/WK34/D1/LL/Checking in With Your Body PK4/WK2/D2/LL/All About Me: Things I Like</p>
<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for integrating literacy throughout the classroom environment, including suggestions for taking literacy outdoors. Planned experiences support children in developing reading comprehension through read-alouds, journals, finger plays, and interactive reading experiences.</p> <p>INF/WK10/LL/Exploring Colors While Reading a Book OT/WK18/D5/LL/Which Book Should We Read? PS3/WK27/D2IR/Soup Day PK4/Wk25/D4/LL/Space: The Moon Game Poem</p>
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for integrating literacy throughout the classroom environment, including suggestions for taking literacy outdoors. Planned experiences support children in developing early phonological awareness skills through read-alouds, songs, finger-plays, and other activities that have children playing with the sounds of language.</p> <p>PK4/WK33/D2/Syllables: Syllable Blending and Deletion Board Game</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for integrating literacy throughout the classroom environment, including suggestions for taking literacy outdoors. Planned experiences support children in developing early phonological awareness skills through read-alouds, songs, finger-plays, and other activities that have children playing with the sounds of language.</p> <p>PK4/WK46/D1/LL/Fun with Alliteration!</p>

<p>LL 2.c. Develops understanding of rhyme.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for integrating literacy throughout the classroom environment, including suggestions for taking literacy outdoors. Planned experiences support children in developing early phonological awareness skills through read-alouds, songs, finger-plays, and other activities that have children playing with the sounds of language.</p> <p>PS3/WK44/D5/LL/Rhyme Recognition Game PK4/WK16/D4/LL/Hop if it Rhymes!</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for integrating literacy throughout the classroom environment, including suggestions for taking literacy outdoors. Planned experiences support children in developing print concepts through read-alouds, journals,</p> <p>INF/WK36/LL/Exploring Feelings with Books OT/WK26/D2/LL/Reading Buddies PS3/WK25/D3/LL/Part 1: Sign Hunt PK4/WK26//D2IR//Mix It Up!</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for integrating literacy throughout the classroom environment, including suggestions for taking literacy outdoors. Planned experiences support children in developing letter and word recognition through read-alouds, journals, finger plays, and interactive reading experiences.</p> <p>INF/WK27/LL//Storytime with Spot OT/WK19/D4/LL/I Know That One! PS3/WK26/D1/LL/The First Letter in My Name PK4/WK17/D1/LL/Introduce Letter Bb</p>
<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for integrating literacy throughout the classroom environment, including suggestions for taking literacy outdoors. Planned experiences support children in developing foundational reading skills through read-alouds, finger plays, physical development and music & movement experiences.</p> <p>INF/WK29/PD/Let's Move Up & Down OT/WK14/D4/LL/Draw It OT/WK16/D4/LL//Music Is.... PS3/WK25/D4/LL/Part 2: Creating Signs PK4/WK30/D5/LL/Weekly Journal Entry</p>

<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces both indoors and outdoors to promote motor development. Planned experiences support children in developing hand-eye coordination and coordination of the small muscles in the face.</p> <p>INF/WK45/PD/Exploring Cups OT/WK25/D5/PD/ Clothespin Drop - Seated PS3/WK7/D3/PD/What Can You Do with a Glue Stick? PK4/WK13/D3/PD/Noodle Necklaces</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>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. The teacher's guide also suggests that teachers offer mathematical tools. Planned experiences support children in counting in a logical way (during meals) and integrating counting throughout the day (counting books).</p> <p>YT/WK4/LL/Counting 5 Little Monkeys OT/WK15/D2/LL/Book: "Grandma's Tiny House: A Counting Story" PS3/WK14/D4/Cog/Family Towers PK4/WK47/D4/Cog/People Counting</p>
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. The teacher's guide also suggests that teachers offer mathematical tools. Planned experiences support children in counting in a logical way (during meals) and integrating counting throughout the day (counting books).</p> <p>PS3/WK21/D1/Cog/Counting Fruit PK4/WK11/D1/Counting with Pom Poms</p>

<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. The teacher's guide also suggests that teachers offer mathematical tools. Planned experiences support children in counting in a logical way (during meals) and integrating counting throughout the day (counting books).</p> <p>OT/WK41/D5/LL/The Book I Like the Best PS3/WK30/D1/PD/Subitize and Jump PK4/WK17/D4/Cog/How many?</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. The teacher's guide also suggests that teachers offer mathematical tools. Planned experiences support children in counting in a logical way (during meals) and integrating counting throughout the day (counting books).</p> <p>PS3/WK43/D1/Cog/Snack Math PK4/WK10/D1/Cog/Snack Math-Matching Sets with Numerals</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. The teacher's guide also suggests that teachers offer mathematical tools. Planned experiences support children in logically exploring number relationships (during meals) and integrating numeracy throughout the day (counting books).</p> <p>INF/WK19/LL/Counting My "Piggies" YT/WK52/ST/Stacking Blocks PS3/WK15/D1/ST/How Many Can You Stack? PK4/WK15/D1/Cog/Count and Match</p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. Planned experiences support children in logically creating groups and categorizing groups (during meals) and integrating grouping throughout the day (language and literacy and interactive reading).</p> <p>PS3/WK1/D3/Cog/Measure How Tall We Are PK4/WK5/D2/Cog/Using Books for Measurement</p>

<p>MA 3.b. Develops the ability to sort.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. Planned experiences support children in logically creating groups and categorizing groups (during meals) and integrating grouping throughout the day (language and literacy and interactive reading).</p> <p>INF/WK45/PD/Exploring Cups OT/WK12/D4/ST/Which is Heavier? PS3/WK43/D5/ST/Using Loose Parts with Roads and Ramps PK4/WK8/D5/Cog/Which Weighs More?</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. Planned experiences support children in logically creating groups and categorizing groups (during meals) and integrating grouping throughout the day (language and literacy and interactive reading).</p> <p>INF/WK13/PD/Exploring Blocks OT/WK31/D4/ST/Beginning Patterns PS3/WK26/D3/LL/Sorting Game PK4/WK18/D3/Cog/Patterns with Duplos</p>
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for the organization of materials such as by color or size. Planned experiences support children in logically identifying shapes (during meals) and integrating shape identification throughout the day (language and literacy and interactive reading).</p> <p>INF/WK33/ST/Exploring Circles OT/WK5/D2/LL/What's Inside this Magic Bag? PS3/WK18/D4/Cog/Our Class Map: Part 2 Pk4/WK13/D3/Cog/3-D Shape Hunt</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for routine parts of the day that naturally support the practice of spatial relationships. Planned experiences support children in understanding and practicing spatial relationships while singing songs, performing finger plays and music and movement.</p> <p>INF/WK41/ST/Outdoor Explorations OT/WK5/D2/ST/ Shape Sorter PS3/WK19/D2/Cog/Near and Far PK4/WK2/D1/PD/Jump the Snake</p>

Physical Development and Wellness	
PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces both indoors and outdoors to promote motor development. Planned experiences support children in developing balance, coordination, and endurance.</p> <p>INF/WK14/PD/Exploring My Body by Rolling YT/WK27/PD/Beach Balls PS3/WK6/D5/PD/Jumping Over Shapes PK4/WK11/D4/PD/Relay Race</p>
PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces both indoors and outdoors to promote motor development. Planned experiences support children in developing hand-eye coordination and coordination of the small muscles in the face.</p> <p>INF/WK45/PD/Exploring Cups OT/WK25/D5/PD/ Clothespin Drop - Seated PS3/WK7/D3/PD/What Can You Do with a Glue Stick? PK4/WK13/D3/PD/Noodle Necklaces</p>
PW 1.c. Develops oral motor skills.	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces both indoors and outdoors to promote motor development. Planned experiences support children in developing hand-eye coordination and coordination of the small muscles in the face.</p> <p>INF/Wk 32/PD/Snack Time, Yum! OT/Wk20/D3/COG/ Cleaning Teeth with a Brush PS3/WK10/D2/PD/Blowing Bubbles PK4/WK4/D3/PD/Smell the Flower, Blow the Pinwheel</p>

<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces both indoors and outdoors to promote motor development. Planned experiences support children in developing their senses and using those senses to learn about objects/materials.</p> <p>INF/WK44/PD/Exploring Shapes on a Sticky Wall YT/WK25/PD/Polar Bear, Polar Bear, What Do You Hear? PS3/WK4/D5/PD/I Can Combine Water and Sand PK4/Wk25/D1/ST/Ice Exploration</p>
<p>PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well- being.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces both indoors and outdoors to promote motor development. Planned experiences support children in developing their large muscles and small muscles. Control of these muscle groups will support children in gaining body awareness.</p> <p>INF/WK10/PD/Exploring How My Body Moves OT/WK15/D5/PD/Parachute Play PS3/WK1/D1/LEL/Brand New Day PK4/Wk25/D2/PD/Hula Hoop Pass</p>
<p>PW 2.b. Demonstrates personal health and self-care practices with increasing independence.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces to promote quality interactions during meals and snacks. Planned experiences support children in developing self-care habits, understanding the benefits to healthy foods, and understanding the factors that impact wellness.</p> <p>INF/WK15/MM/Exploring Lullabies About Me YT/WK2/ST/Washing Hands PS3/WK6/D2/PD/I Care for Hair PK4/WK1/D1/PD/Tops and Bottoms - Handwashing Song</p>

<p>PW 2.c. Consumes healthy food and develops healthy eating habits.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces to promote quality interactions during meals and snacks. Planned experiences support children in developing self-care habits, understanding the benefits to healthy foods, and understanding the factors that impact wellness.</p> <p>INF/WK26/LL/Mealtime Conversation OT/WK20/D1/PD/Healthy Snacks PS3/WK5/D3/LL/Apple Taste Test PK4/WK28/D1/PD/Build A Snack</p>
<p>PW 2.d. Develops healthy sleep and rest behaviors.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces to promote quality interactions during meals and snacks. Planned experiences support children in developing self-care habits, understanding the benefits to healthy foods, and understanding the factors that impact wellness.</p> <p>INF/WK52/LL/Quiet Stories YT/WK18/M&M/Twinkle Twinkle Little Star OT/WK13/D5/PD/Nap Time Yoga PS3/WK6/D3/PD/When I Feel Tired PK4/WK13/D4/LL/Bedtime Rituals</p>
<p>PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces both indoors and outdoors to promote motor development. Planned experiences support children in developing balance, coordination, and endurance.</p> <p>INF/WK29/PD/Let's Move Up and Down OT/WK16/D1/Kicking a Ball PS3/WK9/D1/PD/Pass the Ball PK4/WK18/D2/PD/Country Music: "Cowboy Dance" by Jack Hartmann</p>

<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for teachers to set up their classroom spaces to promote quality interactions during meals and snacks. Planned experiences support children in developing self-care habits and safe habits including showing awareness of safety hazards and some understanding of how to respond.</p> <p>INF/WK36/PD/Time to Climb OT/WK14/D3/PD/Up the Stairs and Down the Slide PS3/WK1/D1/PD/Hello Playground! PK4/WK7/D5/PD/Tricycle Street Safety</p>
<p>Science</p>	
<p>SC 1.a. Explores and investigates objects and events in the environment.</p>	<p>The LBP Teacher's Guide outlines best practices in STEAM learning. Included in the guide are suggestions for materials and books that support STEAM inquiry and exploration and tips to record those STEAM inquiry results. Planned experiences support children in asking questions and constructing explanations for the questions asked.</p> <p>INF/WK41/ST/Outdoor Explorations OT/WK18/D4/ST/Feely Bag: Rough and Smooth PS3/WK14/D4/ST/What will happen? PK4/WK4/D3/PD/Smell the Flower, Blow the Pinwheel</p>
<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>The LBP Teacher's Guide outlines best practices in STEAM learning. Included in the guide are suggestions for materials and books that support STEAM inquiry and exploration. Planned experiences support children in understanding cause and effect and problem-solving skills which build children's reasoning.</p> <p>INF/WK11/PD/My Feet Can Kick and Feel OT/WK15/D2/PD/Red Light, Green Light PS3/WK16/D5/ST/Ramp Exploration PK4/WK3/D1/ST/Will It Float or Sink?</p>
<p>Social Emotional Development</p>	

<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in creating bonds with their peers and understanding peers' emotions to show care and concern for their peers.</p> <p>INF/WK26/PD/The World Around Me OT/WK14/D1/LL/Book: "The Little Mouse the Red Ripe Strawberry and the Big Hungry Bear" PS3/WK18/D5/PD/ Puddle Jumping PK4/WK52/D1/IR/"Mom, It's My First Day of Kindergarten!" by Hyewon Yum</p>
<p>SE 1.b. Develops understanding of emotions.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for materials such as child-safe mirrors and hand-held mirrors. The teacher's guide also suggests that teachers have a 'safe-place' or calm area designated in their classroom. Planned experiences support children in expressing their emotions through facial expressions, sounds, gestures, and eventually words.</p> <p>INF/WK21/MM/Babbling to Music OT/WK27/D2/LL/"Duck and Goose: Goose Needs a Hug" PS3/WK15/D4/IR/What Do You Think They Were Feeling? PK4/WK18/D3/IR/Author Study: "The Mitten" by Jan Brett</p>
<p>SE 2.a. Begins to manage emotions and actions.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for materials such as child-safe mirrors and hand-held mirrors. The teacher's guide also suggests that teachers have a 'safe place' or calm area designated in their classroom. Planned experiences support children in expressing their emotions and using appropriate strategies to cope with/regulate their strong emotions.</p> <p>INF/WK30/MM/Music for Calming YT/WK19/LL/"Go Dog Go" PS3/WK26/D5/PD/Classical Music Yoga PK4/WK26/D2/IR/Mix It Up!</p>

<p>SE 3.a. Develops empathy toward and understanding of others.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in creating bonds with their peers and understanding peers' emotions to show care and concern for their peers.</p> <p>INF/WK26/PD/The World Around Me OT/WK14/D1/LL/Book: "The Little Mouse the Red Ripe Strawberry and the Big Hungry Bear" PS3/WK18/D5/PD/ Puddle Jumping PK4/WK52/D1/IR/"Mom, It's My First Day of Kindergarten!" by Hyewon Yum</p>
<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in creating bonds with their teachers and supporting them as they build on the adult relationships, eventually seeking out adult support to overcome a difficult task or solve a peer conflict.</p> <p>INF/WK45/MM/Where is Thumbkin YT/WK5/PD/Filling and Emptying with Stars PS3/WK34/D2/LL/Can You Tell Me About It? PS4/WK33/D5/PD/Moon Rock Toss</p>
<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in creating bonds with their peers and working to engage in parallel play, and mutual/cooperative play. Planned experiences also support children in understanding and showing respect for peers' personal space and belongings.</p> <p>INF/WK47/LL/Class Books OT/WK28/D5/PD/Scarf Races PS3/WK41/D1/PD/Bounce the Ball to a Friend PK4/WK27/D2/LL/ Conversation Rules in Action</p>

<p>SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relations with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in creating bonds with their peers and working to engage in parallel play, and mutual/cooperative play. Planned experiences also support children in understanding and showing respect for peers' personal space and belongings.</p> <p>INF/WK31/LL/Snuggle Corner YT/WK33/ST/Sensory Bottles OT/WK7/D4/Ring Around the Rosie PS3/WK35/D2/Cog/Upcycled Robot PK4/WK4/D4/IR/Llama Llama and the Bully Goat</p>
Social Studies	
<p>SS 1.a. Develops awareness of own culture and other characteristics of groups of people.</p>	<p>The LBP Teacher's Guide outlines best practices in establishing relationships with children and their families. The building and strengthening of these relationships are the foundation of this social-constructivist curriculum. Planned experiences support children in developing their identities and understanding their cultures through dramatic play, and interactive reading activities.</p> <p>PS3/WK15/D5/LL/Tabletop Traditions PK4/WK16/D5/LL/Weekly Journal Entry</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for building a classroom community. Planned experiences support children in understanding needs and wants and later identifying needs and wants.</p> <p>PS3/Wk17/D2/IR/A Cool Drink of Water PK4/WK10/D5/IR/"Those Shoes"</p>
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for building a classroom community. Planned experiences support children in identifying and creating classroom rules and understanding common safety rules in their community.</p> <p>PS/WK12/D2/Cog/Graph: Which Flavored Milk is Your Favorite? PK4/WK28/D5/IR//Frogs: Fact or Fiction?</p>

<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>The LBP Teacher's Guide outlines best practices in Environmental Arrangements and Daily Routines. Included in the guide are suggestions for building a classroom community. Planned experiences support children in identifying and creating classroom rules and understanding common safety rules in their community.</p> <p>PS3/WK25/D4/LL/Part 2: Creating Signs PK4/WK27/D2/LL/ Conversation Rules in Action</p>
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