

## 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:** Buttercups

**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])

<b>Standard</b>	<b>Curriculum Alignment</b>
<b>Approaches to Learning</b>	
AL 1.a. Engages in new and unfamiliar experiences and activities.	AL1.1, AL3.1, AL2.2 Oct 14, Orange Treasure Box, p. 50 Jan 3, Wheels or No Wheels, p. 11 May 18, How Big?, p. 28 June 8, Meadow Sink and Float, p. 47  Sept 21, Apple Touch Board, p. 28 Dec 20, Puzzles, p. 59 Mar 2, Pop-up Fun, p. 11 June 7, Cut and Tear, p. 46  Sept 7, Hedgehog Fun, p. 13 Feb 23, Bathroom Scale, p. 63 Mar 10, Upside Down Explorations, p. 17 June 20, Basket Food Toss, p. 60

<p>AL 1.b. Completes activities with increasingly complex steps.</p>	<p>L1.1, L2.1, M4.1          Sept 2, Busy Fingers, p. 11          Dec 9, Hat and The Hedgehog, p. 47          May 9, Baby Animal Find, p. 16          June 6, Little Caterpillar, p. 45</p> <p>Sept 14, Picture Schedule, p. 18          Jan 5, Buses, p. 13          Mar 27, Thunderstorms, p. 33          July 6, My Burger, p. 12</p> <p>Oct 24, Sorting Spiders and Snakes, p. 61          Feb 21, Fruit Puzzles, p. 61          Apr 5, Egg Scoop, p. 45          Aug 7, Boot Match, p. 44</p>
<p>AL 1.c. Persists in completing a task with increasing concentration.</p>	<p>AL1.1, AL3.1          Oct 14, Orange Treasure Box, p. 50          Jan 3, Wheels or No Wheels, p. 11          May 18, How Big?, p. 28          June 8, Meadow Sink and Float, p. 47</p> <p>Sept 21, Apple Touch Board, p. 28          Dec 20, Puzzles, p. 59          Mar 2, Pop-up Fun, p. 11          June 7, Cut and Tear, p. 46</p>
<p>AL 2.a. Develops a growth mindset.</p>	<p>AL1.1, SE1.3          Oct 14, Orange Treasure Box, p. 50          Jan 3, Wheels or No Wheels, p. 11          May 18, How Big?, p. 28          June 8, Meadow Sink and Float, p. 47</p> <p>Nov 25, Looking for a Helper, p. 32          Jan 10, My Feet Can Pedal, p. 16          May 22, I Help Sweep, p. 30          July 18, Name Ball, p. 25</p>
<p><b>Cognitive Development</b></p>	
<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p>AL4.1          Sept 16, Hello and Goodbye Pictures, Part 2, p. 20          Dec 30, Happy New Year!, p. 67          Mar 1, Silly Fun, p. 10          July 31, Super Sports Review, p. 34</p>

<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>AL2.1, AL4.1, CA4.2  Nov 2, Blanket Bounce, p. 11  Jan 12, Making Tracks, p. 18  Mar 16, Silly Sock Show, p. 21  Aug 3, Sheep and Goats, p. 42</p> <p>Sept 16, Hello and Goodbye Pictures, Part 2, p. 20  Dec 30, Happy New Year!, p. 67  Mar 1, Silly Fun, p. 10  July 31, Super Sports Review, p. 34</p> <p>Sept 26, Cooking Pot Play, p. 31  Feb 2, Telephone Prop, Part 2, p. 43  May 16, Acting Big, p. 26  Aug 25, Pretend Camping, p. 63</p>
<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>SC1.2, AL2.3  Sept 8, Playdough Series: Pinching, p. 14  Dec 27, Jingle Bells Magnets, p. 64  May 31, Body Trace, p. 36  Aug 24, Spray Bottle Fun, p. 62</p> <p>Sept 7, Hedgehog Fun, p. 13  Feb 21, Eating Healthy Foods, p. 61  May, I'm Growing Table Toys Exploration Station, p. 24  Aug 3, What Sticks?, p. 42</p>
<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>AL2.2, AL2.3  Sept 7, Hedgehog Fun, p. 13  Feb 23, Bathroom Scale, p. 63  Mar 10, Upside Down Explorations, p. 17  June 20, Basket Food Toss, p. 60</p> <p>Sept 7, Hedgehog Fun, p. 13  Feb 21, Eating Healthy Foods, p. 61  May, I'm Growing Table Toys Exploration Station, p. 24  Aug 3, What Sticks?, p. 42</p>
<p><b>Creative Development</b></p>	

<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>CA1.1          Oct 24, Snake Squiggles, p. 61          Dec 29, Freestyle Fireworks, Part 1, p. 66          Mar 27, Stormy Pictures, p. 33          June 13, Peace Rock Painting, p. 50</p>
<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>CA2.1          Oct 19, Little Black Spider, p. 58          Jan 11, Transportation Song, p. 17          May, I'm Growing Music Exploration Station, p. 24          Aug 17, Let's Go Swinging, p. 57</p>
<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>CA3.1, CA4.1, CA4.2          Oct 19, Little Black Spider, p. 58          Feb 16, Sparkly Clean Tooth Puppet, Part 2, p. 58          May 18, Once I Was a Baby, p. 28          June 1, A Home for Everyone, p. 42</p> <p>Nov 10, Bedtime for Friends, p. 17          Feb 2, Telephone Prop, Part 2, p. 43          Apr 27, Bird Feelings, p. 66          July 14, Let's Cook!, p. 18</p> <p>Sept 26, Cooking Pot Play, p. 31          Feb 2, Telephone Prop, Part 2, p. 43          May 16, Acting Big, p. 26          Aug 25, Pretend Camping, p. 63</p>
<p><b>Language and Literacy</b></p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>L1.1          Sept 2, Busy Fingers, p. 11          Dec 9, Hat and The Hedgehog, p. 47          May 9, Baby Animal Find, p. 16          June 6, Little Caterpillar, p. 45</p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>L2.1, L2.2          Sept 14, Picture Schedule, p. 18          Jan 5, Buses, p. 13          Mar 27, Thunderstorms, p. 33          July 6, My Burger, p. 12</p> <p>Sept 1, House and Families, p. 10          Dec 7, My Hat Book, Part 2, p. 45          Mar 20, Wet and Dry, p. 28          June 12, Introducing the Letter U, p. 49</p>

<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>L2.1, L2.2, L2.3          Sept 14, Picture Schedule, p. 18          Jan 5, Buses, p. 13          Mar 27, Thunderstorms, p. 33          July 6, My Burger, p. 12</p> <p>Sept 1, House and Families, p. 10          Dec 7, My Hat Book, Part 2, p. 45          Mar 20, Wet and Dry, p. 28          June 12, Introducing the Letter U, p. 49</p> <p>Jan 11, Riding Safely in Car Seats, p. 17          May 1, Puppies, p. 10          July 13, Introducing the Letter W, p. 17</p>
<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>L1.1, L2.1          Sept 2, Busy Fingers, p. 11          Dec 9, Hat and The Hedgehog, p. 47          May 9, Baby Animal Find, p. 16          June 6, Little Caterpillar, p. 45</p> <p>Sept 14, Picture Schedule, p. 18          Jan 5, Buses, p. 13          Mar 27, Thunderstorms, p. 33          July 6, My Burger, p. 12</p>
<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>L3.1, L3.2          Sept 2, Busy Fingers, p. 11          Dec 22, The Last Marshmallow, p. 61          Apr 17, Friendly Fliers, p. 58          June 19, Farm Stand, p. 59</p> <p>Nov 1, Pajamas, p. 10          Feb 7, Mail Trucks and Carriers, p. 46          Apr 10, Spring Flowers, p. 48          July 18, Baseball, p. 25</p>



<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>L1.1, L2.1, L2.2, L2.3, L3.3,  Sept 2, Busy Fingers, p. 11  Dec 9, Hat and The Hedgehog, p. 47  May 9, Baby Animal Find, p. 16  June 6, Little Caterpillar, p. 45</p> <p>Sept 14, Picture Schedule, p. 18  Jan 5, Buses, p. 13  Mar 27, Thunderstorms, p. 33  July 6, My Burger, p. 12</p> <p>Sept 1, House and Families, p. 10  Dec 7, My Hat Book, Part 2, p. 45  Mar 20, Wet and Dry, p. 28  June 12, Introducing the Letter U, p. 49</p> <p>Jan 11, Riding Safely in Car Seats, p. 17  May 1, Puppies, p. 10  July 13, Introducing the Letter W, p. 17</p> <p>Nov 10, Nighttime Animals, p. 17  Jan 24, Frosty the Snowman, p. 31  May 4, Tiger and Cubs, p. 13  Aug 8, Cowboy/Cowgirl Way, p. 45</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>L2.1, L3.3  Sept 14, Picture Schedule, p. 18  Jan 5, Buses, p. 13  Mar 27, Thunderstorms, p. 33  July 6, My Burger, p. 12</p> <p>Nov 10, Nighttime Animals, p. 17  Jan 24, Frosty the Snowman, p. 31  May 4, Tiger and Cubs, p. 13  Aug 8, Cowboy/Cowgirl Way, p. 45</p>

<p>LL 2.c. Develops understanding of rhyme.</p>	<p>L1.1, L2.1, L3.3          Sept 2, Busy Fingers, p. 11          Dec 9, Hat and The Hedgehog, p. 47          May 9, Baby Animal Find, p. 16          June 6, Little Caterpillar, p. 45</p> <p>Sept 14, Picture Schedule, p. 18          Jan 5, Buses, p. 13          Mar 27, Thunderstorms, p. 33          July 6, My Burger, p. 12</p> <p>Nov 10, Nighttime Animals, p. 17          Jan 24, Frosty the Snowman, p. 31          May 4, Tiger and Cubs, p. 13          Aug 8, Cowboy/Cowgirl Way, p. 45</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>L3.1, L3.2          Sept 2, Busy Fingers, p. 11          Dec 22, The Last Marshmallow, p. 61          Apr 17, Friendly Fliers, p. 58          June 19, Farm Stand, p. 59</p> <p>Nov 1, Pajamas, p. 10          Feb 7, Mail Trucks and Carriers, p. 46          Apr 10, Spring Flowers, p. 48          July 18, Baseball, p. 25</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>L3.4          Oct 12, Safety Signs, p. 48          Feb 27, Introducing the Letter J, p. 65          Mar 20, Wet and Dry, p. 28          July 20, Introducing the Letter X, p. 27</p>

<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>L3.1, L3.4, L4.1          Sept 2, Busy Fingers, p. 11          Dec 22, The Last Marshmallow, p. 61          Apr 17, Friendly Fliers, p. 58          June 19, Farm Stand, p. 59</p> <p>Oct 12, Safety Signs, p. 48          Feb 27, Introducing the Letter J, p. 65          Mar 20, Wet and Dry, p. 28          July 20, Introducing the Letter X, p. 27</p> <p>Nov 22, Sharing Food, p. 30          Jan 18, Snow Writing, p. 27          Apr 13, Introducing the Letter O, p. 51          June 2, Garden Stencil Tracing and Spraying, p. 43</p>
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>L4.1, PD3.1, PD3.3          Nov 22, Sharing Food, p. 30          Jan 18, Snow Writing, p. 27          Apr 13, Introducing the Letter O, p. 51          June 2, Garden Stencil Tracing and Spraying, p. 43</p> <p>Sept 8, Playdough Series: Pinching, p. 14          Dec 12, Starry Blocks, p. 48          May 31, Big Building, p. 36          July 3, Flag Toast, p. 10</p> <p>Oct 24, Snake Squiggles, p. 61          Jan 18, Snow Dough, p. 27          February 8, Thank a Mail Carrier, p. 47          May 11, Sunshine Mother's Day Card, Part 1, p.18</p>
<p><b>Mathematics</b></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 21, Two Little Snakes, p. 60          Dec 22, The Last Marshmallow, p. 61          Mar 6, Five Little Monkeys, p. 13          Aug 9, Big and Little Boots, p. 46</p>
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>M1.1          Oct 21, Two Little Snakes, p. 60          Dec 22, The Last Marshmallow, p. 61          Mar 6, Five Little Monkeys, p. 13          Aug 9, Big and Little Boots, p. 46</p>

<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>M1.1          Oct 21, Two Little Snakes, p. 60          Dec 22, The Last Marshmallow, p. 61          Mar 6, Five Little Monkeys, p. 13          Aug 9, Big and Little Boots, p. 46</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>M1.1(2)          Feb 1, Talking on the Telephone, page 42: children might be interested in using the toy phone to call home, identifying and pressing the number buttons.          Feb 2, Telephone Prop, Part 2, page 43. Children receive a phone pattern, complete with numerals. They notice and may identify the numerals as they color.          Feb 23, Bathroom Scale, page 63. Children learn about bathroom scales and notice the numerals on the scale, possibly identifying them.          Feb 24, Scales, page 64. The provider draws children's attention to the numbers on the scales in discussing which items weigh more. Children may identify numerals on the scale.          May 18, How Big? Page 28. Children use child safe tape measures and flexible rulers to pretend to measure toys. They may notice and identify numerals on the measuring tools.          May Discovery Station for I'm Growing, page 23. Children use child safe tape measures and flexible rulers to pretend to measure toys. They may notice and identify numerals on the measuring tools.          May 19, I Am This Tall, Part 2, page 29. Children are measured and explore child safe tape measures to experiment with measuring height. The provider is prompted to point out numerals on the measuring tape and the child may identify them.          May 26, Little and Big Star Search, page 34. Children review the star shape and put stars in order from smallest to largest, noticing that the stars are numbered 1-5 (1 on the smallest, 5 on the largest). Children may identify numerals 1-5 in this activity.          June 22, Watermelon Seed Counting, page 62. Older toddlers who are showing number recognition place the numbers 0-6 on the watermelon cards showing those numbers of seeds after counting.</p>

<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>M1.1          Oct 21, Two Little Snakes, p. 60          Dec 22, The Last Marshmallow, p. 61          Mar 6, Five Little Monkeys, p. 13          Aug 9, Big and Little Boots, p. 46</p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>M3.1          Sept 30, Fruit Tasting Favorites, p. 35          Feb 13, Heart Sort, p. 55          Apr 4, Playdough Series: Stacking, p. 44          Aug 28, Pack it Up, p. 64</p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>M4.1, M4.2          Oct 24, Sorting Spiders and Snakes, p. 61          Feb 21, Fruit Puzzles, p. 61          Apr 5, Egg Scoop, p. 45          Aug 7, Boot Match, p. 44           Sept 19, Leaves, p. 26          Feb 10, Small, Medium, and Large, p. 49          July 10, Icy Treat Stick Sort, p. 14</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>M4.1          Nov, Sweet Dreams Discovery Station, p. 8          Feb 21, Fruit Puzzles, p. 61          April 5, Egg Scoop, p. 45          June 5, Drumming Series: Simple Pattern, p. 44</p>
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>M2.1          Nov 2, Star Shape and Color Brown, p. 11          Dec 20, Tray of Cookies, Part 2, p. 59          Apr 24, Hot Air Balloon Shapes, p. 63          June 27, Shape and Color Find, p. 65</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>M2.2          Nov 2, Busy Board, p. 11          Dec 9, Hat and The Hedgehog, p. 47          May 19, Big and Little Bounces, p. 29          Aug 16, High and Low Song, p. 56</p>
<p><b>Physical Development and Wellness</b></p>	

<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>PD2.1, PD2.3  Nov 30, Football Fun, p. 35  Jan 27, Let's Go Skating, p. 34  Apr 7, Through the Rabbit Hole, p. 47  Aug 9, Toddler Rodeo, p. 46</p> <p>Sept 22, Sliding Fruits, p. 29  Dec 13, Hats Obstacle Course, p. 49  Mar 28, Easy Balance Beam, p. 34  Aug 10, Farm Animal Moves and Sounds, p. 47</p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>PD3.1, PD3.2  Sept 8, Playdough Series: Pinching, p. 14  Dec 12, Starry Blocks, p. 48  May 31, Big Building, p. 36  July 3, Flag Toast, p. 10</p> <p>Nov 2, Busy Board, p. 11  Feb 2, Love That Playdough, p. 43  Mar 24, Rainbow Smoothie, p. 32  July 19, Toppling Bottles, p. 26</p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>PD3.2  October 27, Orange Punch, p. 64  Feb 10, Strawberry Hearts, p. 49  Mar 24, Rainbow Smoothie, p. 32  August 21, Bubble Fun, p. 59</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>PD2.2, PD3.1, AL1.1  Oct 19, Spider Toss, p. 58  Feb 9, Foot Kiss Pose, p. 48  May 30, Big and Little Targets, p. 35  June 28, Floor Coloring, p. 66</p> <p>Sept 8, Playdough Series: Pinching, p. 14  Dec 12, Starry Blocks, p. 48  May 31, Big Building, p. 36  July 3, Flag Toast, p. 10</p> <p>Oct 14, Orange Treasure Box, p. 50  Jan 3, Wheels or No Wheels, p. 11  May 18, How Big?, p. 28  June 8, Meadow Sink and Float, p. 47</p>

PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.	SE1.1 Oct 18, Wiggly Wonders Body Parts, p. 57 Mar 15, I Looked into the Mirror, p. 20 Apr 17, Fly on Me, p. 58 August 3, Sheep and Goat Parts, p. 42
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	PD4.2 Nov 3, I Feel Sleepy, p. 12 Feb 10, Strawberry Hearts, p. 49 Mar 13, Granola Bites, p. 18 July 18, Easy Baseball Snack, p. 25
PW 2.c. Consumes healthy food and develops healthy eating habits.	PD1.2, PD4.2 Sept 15, Smile Snack, p. 19 Feb 21, Yogurt and Bananas, p. 61 Mar 24, Rainbow Smoothie, p. 32 June 9, Frog Song Snacks, p. 48  Nov 3, I Feel Sleepy, p. 12 Feb 10, Strawberry Hearts, p. 49 Mar 13, Granola Bites, p. 18 July 18, Easy Baseball Snack, p. 25
PW 2.d. Develops healthy sleep and rest behaviors.	PD4.2 Nov, Sign Language for Sweet Dreams, p. 6 Nov 3, I Feel Sleepy, p. 12 Nov 9, Slumber Party, p. 16 Nov, Feeling Sleepy, p. 7
PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	PD1.1 Nov 10, Moon Toe Yoga Pose, p. 17 Feb 14, Dance and Flop, p. 56 May 9, Baby Animal Moves, p. 16 June 2, Meadow Walk, p. 43
PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	PD4.1 Oct 12, I Feel Safe, p. 48 Dec 14, Turn Taking, p. 50 May 1, Puppies, p. 10 July 26, Riding Time, p. 31
<b>Science</b>	
SC 1.a. Explores and investigates objects and events in the environment.	SC1.1 Oct 28, Explore a Pumpkin, p. 65 Dec 2, Scrape Art, p. 42 Mar 10, Upside Down Explorations, p. 17 June 6, Planting a Meadow, p. 45

<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>SC1.2, AL2.2          Sept 8, Playdough Series: Pinching, p. 14          Dec 27, Jingle Bells Magnets, p. 64          May 31, Body Trace, p. 36          Aug 24, Spray Bottle Fun, p. 62</p> <p>Sept 7, Hedgehog Fun, p. 13          Feb 23, Bathroom Scale, p. 63          Mar 10, Upside Down Explorations, p. 17          June 20, Basket Food Toss, p. 60</p>
<b>Social Emotional Development</b>	
<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>SE1.1          Oct 18, Wiggly Wonders Body Parts, p. 57          Dec 19, Who Took the Cookie?, p. 58          Mar 15, I Looked into the Mirror, p. 20          Aug 2, Pony Rides, p. 41</p>
<p>SE 1.b. Develops understanding of emotions.</p>	<p>SE3.2          Sept 13, Today I Feel..., p. 17          Jan 19, Lost Mittens, p. 28          May 5, Sharing, p. 14          Aug 30, Blue Clouds Rest Song, p. 66</p>
<p>SE 2.a. Begins to manage emotions and actions.</p>	<p>SE4.1          Sept 23, Orchard Tree Lullaby, p. 30          Jan 24, I'm a Little Snowman, p. 31          Mar 3, Drumming Series: Loud and Quiet, p. 12          Aug 29, Ring Around the Rosie, p. 65</p>
<p>SE 3.a. Develops empathy toward and understanding of others.</p>	<p>SE3.1          Nov 3, I Feel Sleepy, p. 12          Jan 27, Let's Go Sledding, p. 34          Mar 13, Shape Hugs, p. 18          Aug 18, Tub of Toys, p. 58</p>
<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p>SE2.1          Sept 20, From Me to You, p. 27          Dec 23, Ginger Baby Boo!, p. 62          May 26, Sharing Positive Words, p. 34          June 27, Shape and Color Find, p. 65</p>
<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p>SE2.2          Oct 20, Giant Snake, p. 59          Feb 10, Musical Hearts, p. 49          Apr 11, Dilly Dilly Dancing, p. 49          Aug 10, Yee-Haw!, p. 47</p>



<p>SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>	<p>SE3.2          Sept 13, Today I Feel..., p. 17          Jan 19, Lost Mittens, p. 28          May 5, Sharing, p. 14          Aug 30, Blue Clouds Rest Song, p. 66</p>
<p><b>Social Studies</b></p>	
<p>SS 1.a. Develops awareness of own culture and other characteristics of groups of people.</p>	<p>SE1.1, SE2.1, SS3.2          Oct 18, Wiggly Wonders Body Parts, p. 57          Dec 19, Who Took the Cookie?, p. 58          Mar 15, I Looked into the Mirror, p. 20          Aug 2, Pony Rides, p. 41</p> <p>Sept 20, From Me to You, p. 27          Dec 23, Ginger Baby Boo!, p. 62          May 26, Sharing Positive Words, p. 34          June 27, Shape and Color Find, p. 65</p> <p>Sept 2, Family Pictures, p. 11          Feb 13, Love Poster, p. 55          Mar 15, I Looked into the Mirror, p. 20          June 30, Name Letter Spray, p. 68</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>SE3.2, SE1.3, SS4.2          Sept 13, Today I Feel..., p. 17          Jan 19, Lost Mittens, p. 28          May 5, Sharing, p. 14          Aug 30, Blue Clouds Rest Song, p. 66</p> <p>Nov 25, Looking for a Helper, p. 32          Jan 10, My Feet Can Pedal, p. 16          May 22, I Help Sweep, p. 30          July 18, Name Ball, p. 25</p> <p>Oct 3, Emergency Responders, p. 41          Jan 6, Driving Fire Trucks, p. 14          Apr 18, Imaginary Flight, p. 59          June, To Market, To Market Pretend Play Exploration Station, p. 57</p>

<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>SE2.1, SS1.1, SS4.1          Sept 20, From Me to You, p. 27          Dec 23, Ginger Baby Boo!, p. 62          May 26, Sharing Positive Words, p. 34          June 27, Shape and Color Find, p. 65</p> <p>Sept 14, Picture Schedule, p. 18          Feb 20, Healthy Rest, p. 60          May 23, Helper Chart, p. 31          June 20, Grocery Store Visit, p. 60</p> <p>Sept 23, Orchard Tree Lullaby, p. 30          Dec 20, Festive Painting Tools, p. 59          May 23, Helper Chart, p. 31          Aug 7, Helping Water the Garden, p. 44</p>
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>AL1.1, SE1.3, SS4.1          Oct 14, Orange Treasure Box, p. 50          Jan 3, Wheels or No Wheels, p. 11          May 18, How Big?, p. 28          June 8, Meadow Sink and Float, p. 47</p> <p>Nov 25, Looking for a Helper, p. 32          Jan 10, My Feet Can Pedal, p. 16          May 22, I Help Sweep, p. 30          July 18, Name Ball, p. 25</p> <p>Sept 23, Orchard Tree Lullaby, p. 30          Dec 20, Festive Painting Tools, p. 59          May 23, Helper Chart, p. 31          Aug 7, Helping Water the Garden, p. 44</p>