

Explore & Learn aligned to Maryland Early Learning Standards



**Explore & Learn
aligned to Maryland Standards**

Maryland Standards	Alignment to <i>Explore & Learn</i>
SE.RA. Relationships With Adults	
SE.RA.2. Develops close relationships with familiar adults who provide consistent care.	
<p>Communicates about emotional connection and attachment to caregiving adults. Turns to caregiving adults for protection, comfort, and getting needs met.</p>	<p>Explore and Learn includes daily Social Development lessons that include a focus skill and a simple word or phrase. Social stories, videos and role-playing reinforce the skills and phrases with real-life relatable scenarios. Through these experiences, students develop secure, trusting relationships with adults. For example, on page 11 of Unit 8 (School) in the <i>Where Do I Grow and Learn?</i> teacher’s guide, students brainstorm what they know about the adults who work at their school. Students are shown prepared photos of school staff to become more familiar with trusted adults at school and what they do. Students then create drawings for assigned school staff and if possible, deliver the drawings to the staff members to build community and connection.</p> <p>Examples include: Who Am I?: 98, 101, 160 Where Do I Grow and Learn?: 111 Where Do We Live?: 22, 23, 34, What Lives on Earth?: 108</p>
SE.RC. Relationships With Children	
SE.RC.1. Initiates and engages in interactions with other children.	
<p>Initiates and maintains extended interactions with other children, or engages in prosocial behaviors, with or without support from an adult.</p>	<p>Explore and Learn includes daily Social Development lessons. Through these lessons, students develop socially competent behaviors with peers. Students are often tasked with working with partners and small groups on class activities to enforce these skills. For example, on page 124 of Unit 6 (Friends) in the <i>Who Cares</i></p>

	<p>for Me? teacher’s guide, students look at the “Feeling Angry” social story. The teacher role-plays a scenario in which they pretend to get angry. Students discuss what they notice as the teacher models self-talk. Students work with a partner to role-play the scenario and reflect on what they can do when they feel angry, as well as how to support a friend who is feeling angry. Practicing these types of skills in whole group scenarios help students interact positively with other children.</p> <p>Examples include:</p> <p>Who Am I?: 22, 27, 30, 34, 38, 40, 53, 68, 70, 75, 117, 124, 126 How Does My Body Work?: 22, 23, 29, 34, 42, 48, 53, 57, 58, 63, 69, 76, 102, 114, 120, 121, 133, 138, 143, 150, 156, Who Cares for Me?: 76, 109, 124, 125, 131, 134, 137, 164, 166 Where Do I Grow and Learn?: 28, 34, 46, 64, 76, 110, 116, 122, 128, 134, 140, 151, 152, 158, 164 Where Do We Live?: 22, 34, 40, 52, 64, 70, 76, 108, 120, 126, 138, 144, 156, 162 How Do We Build and Explore?: : 22, 34, 112, 118, 124, 130, 142, 148, 160 What Lives on Earth?: 22, 28, 34, 70, 76, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162 What Affects Our Planet?: 22, 28, 51, 76, 108, 156</p>
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SE.RC. Relationships With Children

SE.RC.2. Develops relationships with peers through interactions over time.

<p>Demonstrates preference for playing with peers they identify as friends. Friendships are more reciprocal and consistent.</p>	<p>Explore and Learn includes daily Social Development lessons that help students understand the concept of friendship. Social stories, videos and role-playing reinforce the skills by showing students how to have consistent and reciprocal friendships.</p> <p>Examples include:</p> <p>Who Am I?: 22, 27, 30, 34, 38, 40, 53, 68, 70, 75, 117, 124, 126 How Does My Body Work?: 22, 23, 29, 34, 42, 48, 53, 57, 58, 63, 69, 76, 102, 114, 120, 121, 133, 138, 143, 150, 156, Who Cares for Me?: 76, 109, 124, 125, 131, 134, 137, 164, 166 Where Do I Grow and Learn? 28, 34, 46, 64, 76, 110, 116, 122, 128, 134, 140, 151, 152, 158, 164 Where Do We</p>
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	<p>Live? 22, 34, 40, 52, 64, 70, 76, 108, 120, 126, 138, 144, 156, 162 How Do We Build and Explore?: 22, 34, 112, 118, 124, 130, 142, 148, 160 What Lives on Earth?: 22, 28, 34, 70, 76, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162 What Affects Our Planet?: 22, 28, 51, 76, 108, 156</p>
SE.RC. Relationships With Children	
SE.RC.3. Engages in play with other children.	
<p>Engages with peers in simple, cooperative play, such as complex make-believe play, games, and other extended play with a common goal.</p>	<p>Explore and Learn lessons are centered on the idea of playful learning, where students are guided in learning through exploration and collaboration. Explore and Learn provides daily opportunities for students to develop the ability to express new ideas through imaginative and inventive play. Additionally, the pacing plan outlined in the <i>Management Guide</i> suggests an hour of free play guided by students interests during full day instruction.</p> <p>Examples include:</p> <p>Who Am I?: 13, 21, 34, 39, 45, 62, 95, 112, 116, 127, 134, 135, 140, 144, 153, 159 How Does My Body Work?: 13, 21, 24, 34, 66, 68, 77, 93, 114, 144 Who Cares for Me?: 13, 41, 53, 54, 64, 72, 103, 132, 142, 144, 149, 150, 155, 156, 161, 162, 167, 168 Where Do I Grow and Learn?: 13, 17, 27, 30, 48, 69, 76, 77, 101, 112, 124, 139, 141, 159, 160 Where Do We Live?: 13, 29, 39, 63, 69, 75, 99, 107, 122, 125, 131, 137, 143, 146, 157 How Do We Build and Explore?: : 17, 23, 29, 34, 36, 39, 41, 57, 60, 63, 66, 75, 103, 109, 111, 112, 117, 120, 124, 135, 149, 156 What Lives on Earth?: 13, 21, 27, 39, 45, 51, 53, 63, 69, 99, 103, 108, 113, 125, 131, 137, 143, 148, 149, 155, 161 What Affects Our Planet?: 13, 27, 29, 39, 45, 51, 56, 57, 66, 72, 75, 99, 113, 125, 131, 133, 137, 139, 143, 149, 151, 155</p>
SE.EF. Emotional Functioning	
SE.EF.1. Develops an understanding of one's own emotions.	
<p>Uses words or gestures to identify some of their own basic and complex emotions, including happiness,</p>	<p>In the daily Social Development lessons, students are introduced to range of emotions. Students are taught to identify, express, discuss,</p>

<p>sadness, anger, pride, and embarrassment.</p>	<p>and reflect on emotions. For example, in Unit 2 (My Feelings) in the <i>Who Am I?</i> teacher's guide, students create a book titled <i>My Feelings</i>. Students learn the words <i>excited</i>, <i>frustrated</i>, <i>angry</i>, <i>cheerful</i>, and <i>proud</i>. Students match the emotions with photographs and reflect on the feelings throughout the unit.</p> <p>Examples include: Who Am I?: 28, 34, 46, 64, 75, 95, 98, 101, 104, 105, 106, 108, 110, 111, 112, 116, 117, 118, 120, 124, 129, 132, 135, 136, 138, 142, 145, 156 How Does My Body Work?: 22, 28, 34, 40, 64, 102, 108, 114, 126, 144, 148, 154, 156 Who Cares for Me?: 22, 28, 34, 56, 64, 112, 118, 124, 130, 136, 154 Where Do I Grow and Learn?: 34 Where Do We Live?: 28, 34, 46, 48, 114, 120 How Do We Build and Explore?: 23, 34, 40, 118, 124, 129, 130, 136, 153, 154 What Lives on Earth?: 108, 114, 120, 126, 132, 138, 144, 150, 156, 162 What Affects Our Planet?: 22, 28, 34, 40, 46, 52, 58, 64, 108, 114, 120, 126, 132</p>
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SE.EF. Emotional Functioning

SE.EF.2. Develops an understanding of the emotions of others.

<p>Uses words or gestures to describe some emotions in others. Identifies the causes of others' emotions occasionally.</p>	<p>Explore and Learn includes daily Social Development lessons that include a focus skill and a simple word or phrase. Social stories, videos and role-playing reinforce the skills and phrases with real-life relatable scenarios. Through these rich experiences students develop their understanding of emotions and begin to identify emotions in others.</p> <p>Examples include: Who Am I?: 28, 34, 46, 64, 75, 95, 98, 101, 104, 105, 106, 108, 110, 111, 112, 116, 117, 118, 120, 124, 129, 132, 135, 136, 138, 142, 145, 156 How Does My Body Work?: 22, 28, 34, 40, 64, 102, 108, 114, 126, 144, 148, 154, 156 Who Cares for Me?: 22, 28, 34, 56, 64, 112, 118, 124, 130, 136, 154 Where Do I Grow and Learn?: 34 Where Do We Live?: 28, 34, 46, 48, 114, 120 How Do We Build and</p>
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	<p>Explore?: 23, 34, 40, 118, 124, 129, 130, 136, 153, 154 What Lives on Earth?: 108, 114, 120, 126, 132, 138, 144, 150, 156, 162 What Affects Our Planet?: 22, 28, 34, 40, 46, 52, 58, 64, 108, 114, 120, 126, 132</p>
<p>SE.EF. Emotional Functioning</p>	
<p>SE.EF.3. Responds with care and concern toward others.</p>	
<p>Shows concern for others and tries to help others with an increased range of more complex actions.</p>	<p>Explore and Learn includes daily Social Development lessons that include a focus skill and a simple word or phrase. Through these experiences, students develop the ability to recognize the emotions of peers and respond with empathy and compassion.</p> <p>Examples include:</p> <p>Who Am I?: 46, 108, 124, 126, 135 How Does My Body Work?: 28, 40, 102, 108, 114, 156 Who Cares for Me?: 22, 28, 34, 40, 56, 118, 124, 154 Where Do I Grow and Learn?: 34, 46, 64, 116, 122 Where Do We Live?: 28, 34, 70, 114, 120, 132 How Do We Build and Explore?: 22, 23, 40, 118, 124, 130, 154 What Lives on Earth?: 34, 40, 46, 119, 120 What Affects Our Planet?: 114, 120, 150, 156</p>
<p>SE.SR. Emotional Self-Regulation</p>	
<p>SE.SR.1. Develops the ability to manage own emotions and their expression.</p>	
<p>Manages some emotions or distress with less adult support. Relies on support from familiar adults to cope with intense distress or strong emotions.</p>	<p>In the daily Social Development lessons, students are introduced to a range of emotions. Through these lessons, students are taught skills for identifying and managing emotions.</p> <p>Examples include:</p> <p>Who Am I?: 28, 34, 46, 64, 75, 95, 98, 101, 104, 105, 106, 108, 110, 111, 112, 116, 117, 118, 120, 124, 129, 132, 135, 136, 138, 142, 145, 156 How Does My Body Work?: 22, 28, 34, 40, 64, 102, 108, 114, 126, 144, 148, 154, 156 Who Cares for Me?: 22, 28, 34, 56, 64, 112, 118, 124, 130, 136, 154 Where Do I Grow and Learn?: 34 Where Do We Live?: 28, 34, 46, 48, 114, 120 How Do We Build and Explore?: 23, 34, 40, 118, 124, 129, 130, 136, 153, 154 What Lives on Earth?: 108, 114, 120, 126, 132, 138, 144, 150, 156, 162 What Affects</p>

	Our Planet?: 22, 28, 34, 40, 46, 52, 58, 64, 108, 114, 120, 126, 132
SE.IB. Sense of Identity and Belonging	
SE.IB.1. Develops an understanding of self in relation to others.	
Describes themselves and their family using multiple characteristics, including physical features, behaviors, and preferences.	<p>Explore and Learn includes daily Social Development lessons that include a focus skill and a simple word or phrase. Through these experiences, students develop and expand their understanding of oneself as a unique individual to describe themselves and others.</p> <p>Examples include:</p> <p>Who Am I?: 21, 22, 24, 29, 32, 35, 38, 41, 42, 46, 47, 50, 62, 71, 98, 108, 124, 126, 135, 156 How Does My Body Work?: 28, 40, 102, 108, 114, 156 Who Cares for Me?: 22, 23, 28, 34, 40, 41, 56, 113, 118, 119, 124, 154 Where Do I Grow and Learn?: 29, 34, 46, 64, 116, 122, 127 Where Do We Live? 28, 34, 48, 70, 114, 120, 132 What Affects Our Planet?: 21, 22, 28, 34, 45, 69, 108, 114, 120, 126, 138, 144, 149, 150, 156 How Do We Build and Explore?: 22, 23, 40, 118, 124, 130, 154 What Lives on Earth?: 34, 40, 46, 119, 120</p>
SE.IB. Sense of Identity and Belonging	
SE.IB.2. Expresses comfort and a sense of belonging with their family and other familiar people.	
Communicates a sense of belonging to a family or other familiar groups through words or other forms of expression.	<p>Explore and Learn includes daily Social Development lessons that include a focus skill and a simple word or phrase. Through these experiences, students develop and expand their understanding of oneself as a unique individual to communicate a sense of belonging. In working on these skills, students have opportunities to express positive feelings about themselves and what they can do. For example, on page 41 of Unit 1 (Myself) in the <i>Who Am I?</i> teacher’s guide, students review the word <i>special</i> with a vocabulary concept card. The teacher says, “Special means unique or different from others. You are all special because there is only one you. Today you will think about what makes you, you! You will share what makes you special.” Students look at themselves in mirrors and share what makes them special with a</p>

	<p>partner. They think about the unique ways they look and the unique things they can do as they celebrate themselves.</p> <p>Examples include: Who Am I?: 21, 22, 24, 29, 32, 35, 38, 41, 42, 47, 50, 62, 71, 98, 108, 156 Who Cares for Me?: 23, 41, 113, 119 Where Do I Grow and Learn? 29, 127 Where Do We Live? 28, 34, 48, 114, 120, What Affects Our Planet?: 21, 22, 28, 34, 45, 69, 108, 114, 120, 126, 138, 144, 149</p>
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ATL.IC. Initiative and Curiosity

ATL.IC.1. Shows initiative in interactions, routines, play, and other experiences.

<p>Regularly starts and continues some activities, play, and routines independently. Shows enjoyment and interest in engaging in new activities.</p>	<p>Explore and Learn provides daily opportunities for students to participate in activities, play, and routines independently. Additionally, the pacing plan outlined in the <i>Management Guide</i> suggests an hour of free play guided by students interests during full day instruction.</p> <p>Examples include: Who Am I?: 13, 21, 34, 39, 45, 62, 95, 112, 116, 127, 134, 135, 140, 144, 153, 159 How Does My Body Work?: 13, 21, 24, 34, 66, 68, 77, 93, 114, 144 Who Cares for Me?: 13, 41, 53, 54, 64, 72, 103, 132, 142, 144, 149, 150, 155, 156, 161, 162, 167, 168 Where Do I Grow and Learn?: 13, 17, 27, 30, 48, 69, 76, 77, 101, 112, 124, 139, 141, 159, 160 Where Do We Live?: 13, 29, 39, 63, 69, 75, 99, 107, 122, 125, 131, 137, 143, 146, 157 How Do We Build and Explore?: 17, 23, 29, 34, 36, 39, 41, 57, 60, 63, 66, 75, 103, 109, 111, 112, 117, 120, 124, 135, 149, 156 What Lives on Earth?: 13, 21, 27, 39, 45, 51, 53, 63, 69, 99, 103, 108, 113, 125, 131, 137, 143, 148, 149, 155, 161 What Affects Our Planet?: 13, 27, 29, 39, 45, 51, 56, 57, 66, 72, 75, 99, 113, 125, 131, 133, 137, 139, 143, 149, 151, 155</p>
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ATL.IC. Initiative and Curiosity

ATL.IC.2. Shows curiosity and interest when engaging with new objects, people, and experiences.

<p>Pursues detailed information about new people, objects, and events. Approaches new experiences with</p>	<p>Explore and Learn is comprised of eight Big Ideas, each centered around an essential question to promote inquiry and curiosity. Each</p>
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<p>interest, sometimes taking risks to try out new ideas.</p>	<p>Big Idea is broken into two thematic units, which allows students to explore and discover the answers to essential questions. Throughout these experiences, students will be encouraged to be curious and engage in new and different experiences.</p> <p>Examples include: Who Am I?: 16, 17, 53, 106, 130, 139, 147 How Does My Body Work?: 29, 41, 47, 53, 59, 65, 103, 109, 127, 152 Who Cares for Me?: 17, 24, 72, 107, 113, 120, 137, 143, 48, 30, 51 Where Do I Grow and Learn?: 16, 23, 41, 47, 52, 59, 71, 76, 114, 123, 135, 141, 165 Where Do We Live?: 22, 26, 29, 41, 42, 50, 53, 103, 105, 109, 115, 118, 120, 121, 140, 151 How Do We Build and Explore?: 19, 26, 36, 47, 60, 71, 109, 119, 131, 143, 155 What Lives on Earth?: 23, 29, 30, 35, 41, 42, 48, 53, 59, 66, 102, 103, 109, 116, 122, 152 What Affects Our Planet?: 16, 17, 24, 29, 36, 41, 47, 53, 102, 103, 109, 115, 127, 133, 139, 158</p>
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ATL.IC. Initiative and Curiosity

ATL.IC.3. Shows engagement and interest in play.

<p>Engages in more complex play with peers. Pretend play is more elaborate and may include both real and fantasy elements. Physical play and constructive play may include rules, joint planning, and extended engagement.</p>	<p>Explore and Learn provides daily opportunities for students to develop the ability to express new ideas through complex imaginative and inventive play. Additionally, the pacing plan outlined in the <i>Management Guide</i> suggests an hour of free play guided by students interests during full day instruction.</p> <p>Examples include: Who Am I?: 13, 21, 34, 39, 45, 62, 95, 112, 116, 127, 134, 135, 140, 144, 153, 159 How Does My Body Work?: 13, 21, 24, 34, 66, 68, 77, 93, 114, 144 Who Cares for Me?: 13, 41, 53, 54, 64, 72, 103, 132, 142, 144, 149, 150, 155, 156, 161, 162, 167, 168 Where Do I Grow and Learn?: 13, 17, 27, 30, 48, 69, 76, 77, 101, 112, 124, 139, 141, 159, 160 Where Do We Live?: 13, 29, 39, 63, 69, 75, 99, 107, 122, 125, 131, 137, 143, 146, 157 How Do We Build and Explore?: : 17, 23, 29, 34, 36, 39, 41, 57, 60, 63, 66, 75, 103, 109, 111, 112, 117, 120, 124,</p>
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	135, 149, 156 What Lives on Earth?: 13, 21, 27, 39, 45, 51, 53, 63, 69, 99, 103, 108, 113, 125, 131, 137, 143, 148, 149, 155, 161 What Affects Our Planet?: 13, 27, 29, 39, 45, 51, 56, 57, 66, 72, 75, 99, 113, 125, 131, 133, 137, 139, 143, 149, 151, 155
ATL.EF. Executive Functioning	
ATL.EF.1. Develops the ability to persist in actions and behaviors.	
Persists on tasks, trying multiple strategies over a sustained period to achieve a goal, sometimes with adult support.	<p>Each Explore and Learn unit includes opportunities for students to sustain attention and persist at learning activities. For example, on page 21 of Unit 9 (Our Community) in the <i>Where Do We Live?</i> teacher's guide, students are tasked with playing a memory game with a set of <i>Our Community Rhyming Picture Cards</i>. Students flip over two cards and determine if the words rhyme. Students are asked to maintain focus, persist, and attend to the task until all cards have been matched. These type of engaging, hands-on activities encourage students to maintain focus and persist at learning activities.</p> <p>Examples include: Who Am I?: 39, 57, 63, 109, 111, 133, How Does My Body Work?: 40, 51, 59, 138, 139 Who Cares for Me?: 29, 65, 69, 111, 117, 119, 124, 148 Where Do I Grow and Learn?: 22, 35, 39, 57, 65, 68, 75, 110, 115, 117, 148, 158 Where Do We Live?: 16, 21, 39, 45, 48, 70, 76, 102, 115, 134, 144, 164 How Do We Build and Explore?: 17, 29, 45, 51, 59, 138, 147, 149, 160 What Lives on Earth?: 27, 39, 45, 51, 69, 107, 109, 113, 115, 128, 145 What Affects Our Planet?: 22, 28, 39, 45, 57, 107, 113, 122, 138, 144, 149</p>
ATL.EF. Executive Functioning	
ATL.EF.3. Develops the ability to manage impulses and reactions (inhibitory control)*.	
More consistently and independently manages impulsive behaviors by pausing before reacting.	<p>Explore and Learn includes daily Social Development lessons that include a focus skill and a simple word or phrase. Social stories, videos and role-playing reinforce the skills and phrases with real-life relatable scenarios. Through these rich experiences students</p>

	<p>develop their understanding of emotions and begin learning how to manage emotions.</p> <p>Examples include:</p> <p>Who Am I?: 28, 34, 46, 64, 75, 95, 98, 101, 104, 105, 106, 108, 110, 111, 112, 116, 117, 118, 120, 124, 129, 132, 135, 136, 138, 142, 145, 156 How Does My Body Work?: 22, 28, 34, 40, 64, 102, 108, 114, 126, 144, 148, 154, 156 Who Cares for Me?: 22, 28, 34, 56, 64, 112, 118, 124, 130, 136, 154 Where Do I Grow and Learn?: 34 Where Do We Live?: 28, 34, 46, 48, 114, 120 How Do We Build and Explore?: 23, 34, 40, 118, 124, 129, 130, 136, 153, 154 What Lives on Earth?: 108, 114, 120, 126, 132, 138, 144, 150, 156, 162 What Affects Our Planet?: 22, 28, 34, 40, 46, 52, 58, 64, 108, 114, 120, 126, 132</p>
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ATL.EF. Executive Functioning

ATL.EF.4. Develops the ability to maintain attention and focus (sustained attention).

<p>Focuses on an activity, intently, for an extended period of time, despite distractions, with adult support.</p>	<p>Each Explore and Learn unit includes opportunities for students to sustain attention and persist at learning activities. Each unit contains engaging, hands-on activities that encourage students to maintain focus and persist at learning activities.</p> <p>Examples include:</p> <p>Who Am I?: 39, 57, 63, 109, 111, 133, How Does My Body Work?: 40, 51, 59, 138, 139 Who Cares for Me?: 29, 65, 69, 111, 117, 119, 124, 148 Where Do I Grow and Learn?: 22, 35, 39, 57, 65, 68, 75, 110, 115, 117, 148, 158 Where Do We Live?: 16, 21, 39, 45, 48, 70, 76, 102, 115, 134, 144, 164 How Do We Build and Explore?: 17, 29, 45, 51, 59, 138, 147, 149, 160 What Lives on Earth?: 27, 39, 45, 51, 69, 107, 109, 113, 115, 128, 145 What Affects Our Planet?: 22, 28, 39, 45, 57, 107, 113, 122, 138, 144, 149</p>
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L.LU. Listening and Understanding

L.LU.1. Attends and responds to others and develops the ability to engage in joint attention with another person.

<p>Attends to what others say while interacting with them for an extended period of time, showing understanding by responding with words, phrases, or sentences over several back-and-forth exchanges or by doing a series of actions related to the conversation.</p>	<p>Each Explore and Learn provides opportunities for students to engage in back-and-forth communication. The <i>Management Guide</i> includes guidance for establishing a turn and talk routine with preschool students to enhance peer discussions. For example, on page 22 of Unit 7 (Home) in the <i>Where Do I Grow and Learn?</i> teacher’s guide, students practice asking and answering questions with a partner. Students discuss the words <i>yes</i> and <i>no</i> before discussing a series of questions about their homes. Students respond by participating in conversations about the questions with a partner or small group. Volunteers continue the activity by asking the whole group additional questions. Teachers provide support in helping students phrase questions to develop their communication skills. These types of activities give students opportunities to practice communication skills with partners and small groups.</p> <p>Examples include:</p> <p>Who Am I?: 23, 30, 35, 40, 54, 56, 58, 59, 70, 76, 77, 101, 112, 117, 118, 124, 135, 136, 144, 156 How Does My Body Work?: 19, 23, 29, 34, 36, 39, 56, 59, 74, 76, 109, 110, 138, 142, 151, 156, 164 Who Cares for Me?: 19, 29, 35, 36, 50, 52, 56, 64, 74, 77, 109, 125, 129, 138, 146, 152, 155, 164 Where Do I Grow and Learn?: 19, 22, 23, 28, 29, 34, 35, 36, 40, 52, 56, 59, 64, 70, 74, 107, 108, 110, 122, 116, 128, 150, 162 Where Do We Live?: 19, 48, 50, 54, 59, 60, 62, 65, 66, 71, 74, 105, 107, 112, 114, 120, 127, 133, 149, 152, 157, 160, 162 How Do We Build and Explore?: 19, 20, 22, 32, 38, 42, 52, 58, 74, 109, 112, 116, 124, 146, 154, 158, 164, 166, 167 What Lives on Earth?: 19, 30, 36, 41, 52, 54, 56, 62, 66, 68, 74, 105, 108, 120, 130, 140, 160, 164 What Affects Our Planet?: 19, 53, 74, 77, 105, 121, 126, 142, 152, 160</p>
<p>L.LU. Listening and Understanding</p>	
<p>L.LU.2. Understands and follows directions.</p>	
<p>Follows directions with several parts, even if some of the steps refer to</p>	<p>Each Explore and Learn unit offers numerous opportunities for students to follow directions</p>

<p>something that isn't in the immediate environment.</p>	<p>and complete activities with increasingly complex steps.</p> <p>Examples include:</p> <p>Who Am I?: 29, 33, 21, 27, 103, 110, 134, 139, How Does My Body Work?: 34, 58, 63, 70, 133, 143, 155, 156 Who Cares for Me?: 34, 45, 51, 47, 58, 63, 113, 118, 144, 156 Where Do I Grow and Learn?: 34, 36, 46, 66, 77, 109, 117, 133, 146 Where Do We Live?: 30, 40, 47, 59, 69, 110, 126, 138 Building Things: 23, 27, 75, 120, 138, 143, 144 What Lives on Earth?: 22, 47, 57, 65, 106, 117, 122, 137, 143 What Affects Our Planet?: 27, 39, 52, 57, 58, 134, 138, 143, 144, 150</p>
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L.CS. Communicating and Speaking

L.CS.1. Uses increasingly complex grammar to communicate.

<p>Uses more complex grammatical structures, such as sentences with multiple connected clauses, speaking about the past and future, and using contractions (for example, I'm, don't).</p>	<p>Each Explore and Learn unit provides frequent opportunities for students to learn and begin to apply rules of language. For example, on page 155 of Unit 10 (Our Country) in the <i>Where Do we Live?</i> teacher's guide, students dissect a sentence and begin to understand that sentences are made of whole words. Students clap for each word in a sentence as they look for whole words. Students also learn a variety of instructional routines to introduce them to rules for using language. Students become familiar with the <i>Introduce Vocabulary</i>, <i>Blending</i>, <i>Segmenting</i>, <i>Teach Other Languages</i>, <i>Teach American Sign Language</i>, and <i>Teach Letters and Sounds</i> routines to learn a variety of language skills.</p> <p>Other activities which align with LDC-6:</p> <p>Who Am I?: 6, 32, 33, 37, 41, 44, 75, 98, 126, 132, 139, 145 How Does My Body Work?: 16, 22, 32, 33, 36, 39, 44, 46, 56, 58, 74, 101, 113, 118, 120, 124, 136, 154 Who Cares for Me?: 16, 32, 33, 39, 69, 75, 77, 122, 134 Where Do I Grow and Learn?: 16, 32, 40, 44, 52, 57, 62, 110, 120, 132 Where Do We Live?: 16, 32, 44, 56, 69, 74, 75, 102, 134, 142, 155 How Do We Build and Explore?: 19, 32, 44, 45, 50, 62, 64, 74, 111, 116, 122, 134, 154, 158, 164 What Lives on Earth?: 16, 26, 44, 46, 70, 75, 102,</p>
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	118, 150, 154 What Affects Our Planet?: 16, 21, 27, 33, 45, 56, 75, 102, 112, 136, 143, 149, 154
L.CS. Communicating and Speaking	
L.CS.2. Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.	
Uses sentences combining three or more words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages during this period.)	Each Explore and Learn unit provides frequent opportunities for students to speak in sentences with more than five words. Examples include: Who Am I?: 6, 32, 33, 37, 41, 44, 75, 98, 126, 132, 139, 145 How Does My Body Work?: 16, 22, 32, 33, 36, 39, 44, 46, 56, 58, 74, 101, 113, 118, 120, 124, 136, 154 Who Cares for Me?: 16, 32, 33, 39, 69, 75, 77, 122, 134 Where Do I Grow and Learn?: 16, 32, 40, 44, 52, 57, 62, 110, 120, 132 Where Do We Live?: 16, 32, 44, 56, 69, 74, 75, 102, 134, 142, 155 How Do We Build and Explore?: 19, 32, 44, 45, 50, 62, 64, 74, 111, 116, 122, 134, 154, 158, 164 What Lives on Earth?: 16, 26, 44, 46, 70, 75, 102, 118, 150, 154 What Affects Our Planet?: 16, 21, 27, 33, 45, 56, 75, 102, 112, 136, 143, 149, 154
L.CS. Communicating and Speaking	
L.CS.4. Learns to engage in conversation.	
Initiates, continues, or extends conversations with others, using meaningful and appropriate responses and questions.	Each Explore and Learn unit provides frequent opportunities for students to match language to various contexts and communicate with peers and adults with increasing complexity. Examples include: Who Am I?: 16, 19, 26, 27, 35, 41, 50, 54, 56, 60, 66, 78, 98, 101, 108, 110, 114, 132, 135, 144, 154 How Does My Body Work?: 16, 19, 26, 32, 53, 62, 64, 74, 106, 112, 127, 130, 136, 142, 154 Who Cares for Me?: 32, 44, 56, 62, 106, 116, 122, 134, 140, 146, 152, 164 Where Do I Grow and Learn?: 16, 19, 32, 35, 44, 62, 74, 114, 120 Where Do We Live?: 27, 44, 50, 56, 62, 74, 112, 118, 136, 142, 148, 160 How Do We Build and Explore?: 44, 50, 52, 53, 56, 58, 62, 64, 65, 74, 116, 125, 131, 152, 164, 167 What Lives on Earth?: 16, 26, 28, 32, 47, 59,

	74, 112, 127, 128, 133, 136, 139, 142, 143, 144, 160 22, What Affects Our Planet?: 50, 66, 74, 118, 121, 136, 139, 151, 157, 160, 163
L.VO. Vocabulary	
L.VO.1. Understands an increasing number and variety of words heard in familiar environments, play, and routines.	
Understands vocabulary words describing familiar actions, ideas, and emotions, as well as words used to categorize objects (such as fruits or animals).	<p>Explore and Learn includes 96 double-sided Vocabulary Concept Cards. Each unit contains six cards with domain-specific vocabulary words that correspond with the theme of each unit. These cards, used in tandem with the <i>Introduce Vocabulary</i> routine (card 6) develop and expand students understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area.</p> <p>Examples include: Who Am I?: 16, 26, 27, 35, 41, 54, 56, 60, 66, 77, 98, 101, 108, 110, 114, 132, 135, 144, 154 How Does My Body Work?: 16, 19, 26, 32, 52, 53, 57, 59, 62, 64, 65, 70, 99, 102, 103, 109, 116, 122, 136, 146 Who Cares for Me?: 16, 19, 24, 26, 27, 30, 33, 62, 106, 109, 116, 122, 123, 125, 129, 137, 139, 159 Where Do I Grow and Learn?: 16, 19, 23, 32, 35, 48, 66, 71, 107, 110, 111, 112, 114, 117, 118, 145 Where Do We Live?: 16, 19, 22, 24, 26, 27, 30, 39, 42, 50, 53, 63, 74, 105, 106, 112, 114, 115, 118, 121, 130, 133, 136, 140, 142, 148 How Do We Build and Explore?: 16, 19, 24, 26, 39, 44, 47, 50, 51, 52, 53, 58, 59, 60, 62, 64, 65, 106, 109, 114, 116, 120, 125, 131, 132, 144 What Lives on Earth?: 16, 23, 28, 35, 41, 42, 48, 59, 71, 77, 116, 121, 124, 127, 128, 139, 145, 149, 155, 161 What Affects Our Planet?: 16, 19, 26, 35, 41, 47, 48, 53, 109, 110, 115, 124, 133, 139, 145, 149, 151, 161, 163</p>
L.VO. Vocabulary	
L.VO.2. Uses an increasing number and variety of words when communicating with others.	
Speaks or signs in multi-word phrases or sentences, using nouns, verbs, and adjectives.	Each Explore and Learn unit provides frequent opportunities for students to learn and begin to apply rules of language. Students become familiar with the <i>Introduce Vocabulary, Blending, Segmenting, Teach Other Languages, Teach</i>

	<p><i>American Sign Language, and Teach Letters and Sounds</i> routines to learn a variety of language skills.</p> <p>Examples include:</p> <p>Who Am I?: 6, 32, 33, 37, 41, 44, 75, 98, 126, 132, 139, 145 How Does My Body Work?: 16, 22, 32, 33, 36, 39, 44, 46, 56, 58, 74, 101, 113, 118, 120, 124, 136, 154 Who Cares for Me?: 16, 32, 33, 39, 69, 75, 77, 122, 134 Where Do I Grow and Learn?: 16, 32, 40, 44, 52, 57, 62, 110, 120, 132 Where Do We Live?: 16, 32, 44, 56, 69, 74, 75, 102, 134, 142, 155 How Do We Build and Explore?: 19, 32, 44, 45, 50, 62, 64, 74, 111, 116, 122, 134, 154, 158, 164 What Lives on Earth?: 16, 26, 44, 46, 70, 75, 102, 118, 150, 154 What Affects Our Planet?: 16, 21, 27, 33, 45, 56, 75, 102, 112, 136, 143, 149, 154</p>
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L.VO. Vocabulary

L.VO.3. Uses an increasing number of words to describe people and objects in the environment.

<p>Uses an increasingly wide variety of words to describe, with greater specificity, different characteristics of people or objects (for example, tall, long, hard, soft, fast, slow).</p>	<p>Explore and Learn is comprised of eight Big Ideas, each centered around an essential question to promote inquiry. Each Big Idea is broken into two thematic units, which allows students to explore and discover the answers to essential questions. Throughout these experiences, students will have opportunities to use an increasingly wide variety of words to describe the world around them.</p> <p>Examples include:</p> <p>Who Am I?: 23, 30, 35, 40, 54, 56, 58, 59, 70, 76, 77, 101, 112, 117, 118, 124, 135, 136, 144, 156 How Does My Body Work?: 19, 23, 29, 34, 36, 39, 56, 59, 74, 76, 109, 110, 122, 138, 142, 151, 156, 164 Who Cares for Me?: 19, 29, 35, 36, 50, 52, 56, 64, 74, 77, 109, 125, 129, 138, 146, 152, 155, 164 Where Do I Grow and Learn?: 19, 22, 23, 28, 29, 34, 35, 36, 40, 52, 56, 59, 64, 70, 74, 107, 108, 110, 122, 116, 128, 150, 162 Where Do We Live?: 19, 48, 50, 54, 59, 60, 62, 65, 66, 71, 74, 105, 107, 112, 114, 120, 127, 133, 149, 152, 157, 160, 162 How Do We Build and Explore?: 19, 20, 22, 32, 38, 42,</p>
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	52, 58, 74, 109, 112, 116, 124, 146, 154, 158, 164, 166, 167 What Lives on Earth?: 19, 30, 36, 41, 52, 54, 56, 62, 66, 68, 74, 105, 108, 120, 130, 140, 160, 164 What Affects Our Planet?: 19, 53, 74, 77, 105, 121, 126, 142, 152, 160
L.EL. Early Literacy	
L.EL.1. Interacts with books, developing an understanding of book-handling behaviors and print conventions.	
Demonstrates an understanding of basic print conventions and book handling behaviors, such as looking at the title of a book, orienting a book, and turning the pages in a single direction.	Each Explore and Learn unit includes thematic read aloud lessons that focus on developing students' knowledge of print conventions. Examples include: Who Am I?: 19, 21, 26, 33, 68, 103, 109, 120 How Does My Body Work?: 26, 32, 33, 38, 39, 50, 68, 101, 118, 130, 140 Who Cares for Me?: 38, 50, 69, 75, 128 Where Do I Grow and Learn?: 32, 38, 50, 57, 69, 75, 114, 126, 138, 150 Where Do We Live?: 38, 44, 124, 130, 155 How Do We Build and Explore?: 26, 32, 44, 50, 56, 111, 128, 134, 140, 146 What Lives on Earth?: 38, 50, 69, 75, 124, 136 What Affects Our Planet?: 21, 26, 27, 33, 38, 50, 124, 136, 143, 149
L.EL. Early Literacy	
L.EL.2. Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.	
Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers.	Explore and Learn includes several poems and songs to provide students with ample opportunities to learn and repeat the text. Examples include: Who Am I?: 27, 39, 57, 69, 115, 145 How Does My Body Work?: 45, 51, 57, 75, 113 Who Cares for Me?: 45, 51, 111 Where Do I Grow and Learn? 21, 104, 109, 127 Where Do We Live?: 21, 27, 131 How Do We Build and Explore?: 69, 75, 153, 165 What Lives on Earth?: 107, 113, 119 What Affects Our Planet?: 107, 113
L.EL. Early Literacy	
L.EL.3. Understands meaning communicated through stories, pictures, and informational books.	
Retells, reenacts, or draws events from a story. Names, describes, plays, or creates art to demonstrate	Each Explore and Learn unit includes thematic read aloud lessons. Each unit includes stories and informational texts, paired with teacher-

<p>something learned in an informational text.</p>	<p>choice read-alouds, to provide opportunities for students to retell the story.</p> <p>Examples include: Who Am I?: 26, 50, 56, 108, 138 How Does My Body Work?: 26, 32, 38, 50, 56, 62, 118, 130, 136, 142, 148 Who Cares for Me?: 26, 38, 44, 56, 68, 122, 128, 134, 140, 146, 152 Where Do I Grow and Learn?: 26, 32, 44, 50, 56, 62, 138, 144, 150 Where Do We Live?: 26, 27, 44, 50, 56, 62, 112, 118, 130, 136, 142, 148 How Do We Build and Explore?: 26, 32, 44, 50, 56, 62, 116, 122, 146, 152 What Lives on Earth?: 26, 44, 50, 56, 62, 112, 124, 130, 142, 148 What Affects Our Planet?: 26, 44, 50, 62, 130, 142, 148</p>
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L.EL. Early Literacy

L.EL.6. Develops an understanding of the sounds that make up words (phonological awareness).

<p>Recognizes similarities in the sounds of words, such as noticing rhyming sounds or matching words that have the same first sound, with adult support.</p>	<p>Explore and Learn includes phonological awareness lessons that are based on a systematic scope and sequence that spirals throughout all units to provide intentional activities to develop children’s awareness of syllables in spoken words. Students are first introduced to blending and segmenting compound words, before progressing to syllables and phonemes.</p> <p>Examples include: Who Am I?: 127, 157 How Does My Body Work?: 21, 27, 38, 63, 69, 107, 131, 137, 143 Who Cares for Me?: 21, 27, 57, 63, 129, 135, 141, 147 Where Do I Grow and Learn?: 69, 75, 133, 139, 145, 151 Where Do We Live?: 33, 39, 51, 57 How Do We Build and Explore?: 21, 27, 33, 39, 45, 117, 123, 129 What Lives on Earth?: 63, 125, 131 What Affects Our Planet?: 75, 119, 125, 131, 137</p>
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L.EL. Early Literacy

L.EL.7. Draws or writes marks with increasing control.

<p>Produces or copies lines or approximations of letters or characters. Their letters or characters</p>	<p>Explore and Learn units include daily lessons that support children in writing letters and letter-like shapes using an increasingly sophisticated</p>
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<p>may not be recognizable (for example, may appear as squiggles). With adult support, the child uses a modified three- or four finger grasp near the tip of the writing tool and uses forearm movements.</p>	<p>grasp. The <i>Pencil Grasp</i> routine (card 11), <i>Sky Writing</i> routine (card 12), and the <i>Fine Motor Development, Handwriting Sequence</i> outlined in the <i>Management Guide</i>, help children engage in intentional writing activities that are aligned to each unit's big ideas. For example, on page 35 of Unit 13 (Animals) in the <i>Who Am I?</i> teacher's guide, students following the <i>Sky Writing</i> routine (card 12) and the <i>Pencil Grasp</i> routine (card 11) to practice writing the letter "a". Students then transfer this skill to the <i>Student Activity Book</i> and practice writing the letter on paper.</p> <p>Examples include:</p> <p>Who Am I?: 35, 41, 46, 64, 65, 68, 71, 77, 98, 123, 128, 129, 136, 144, 147, 153, 159, 160</p> <p>How Does My Body Work?: 16, 41, 46, 52, 64, 65, 77, 93, 104, 121, 127, 140, 145, 157</p> <p>Who Cares for Me?: 16, 17, 24, 30, 35, 41, 47, 64, 71, 77, 106, 131, 137, 144, 148, 155, 161, 167</p> <p>Where Do I Grow and Learn?: 13, 16, 24, 30, 35, 46, 59, 104, 105, 110, 111, 123, 126, 134, 148, 152, 153, 160</p> <p>Where Do We Live?: 17, 41, 46, 47, 54, 60, 65, 71, 77, 102, 109, 115, 121, 127, 132, 151, 157</p> <p>How Do We Build and Explore?: : 35, 41, 46, 58, 64, 71, 72, 78, 103, 106, 107, 113, 114, 126, 131, 136, 138, 168</p> <p>What Lives on Earth?: 23, 35, 41, 48, 54, 65, 71, 77, 102, 127, 128, 133, 145, 132, 150, 157, 163</p> <p>What Affects Our Planet?: 16, 35, 40, 47, 62, 64, 71, 77, 110, 116, 120, 127, 133, 139, 145, 148, 151, 156, 164</p>
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L.EL. Early Literacy

L.EL.8. Makes marks or scribbles on paper with the intention to convey meaning.

<p>Uses drawings and early attempts at writing alphabet letters along with an explanation to convey meaning, demonstrating an understanding of the difference between the drawings and letters.</p>	<p>Explore and Learn develops children's understanding that writing conveys meaning through whole-group writing, shared writing opportunities, and completion of pages in each unit's <i>Student Activity Book</i>. The <i>KWL Chart</i> routine (card 3), <i>Interactive Writing</i> routine (card 4), and <i>Writing with Sentence Frames</i> routine (card 5) are woven throughout each unit to provide students with meaningful experiences to develop their written communication skills. For example, on page 102 of Unit 10 (Our Country) in the <i>Where Do We Live?</i> teacher's guide,</p>
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	<p>students follow the <i>Interactive Writing</i> routine (card 4) to come up with sentences to match photographs in the <i>My Beautiful Country</i> book. After students contribute sentences, the class chorally reads the pages. Writing activities are intentionally planned in each unit to give students opportunities to write as a group, with a partner, and individually.</p> <p>Examples include:</p> <p>Who Am I?: 38, 47, 68, 71, 101, 123, 126, 130, 142, 144, 153, 156, 160 How Does My Body Work?: 16, 17, 19, 41, 44, 46, 64, 68, 93, 99 Who Cares for Me?: 16, 17, 19, 24, 36, 106, 132, 138 Where Do I Grow and Learn?: 16, 19, 59, 70, 71, 74, 104, 107, 116, 123, 129, 147, 160, 162 Where Do We Live?: 16, 19, 29, 44, 46, 50, 60, 62, 77, 102, 105, 109, 121, 127, 133, 142, 145, 157, 163 How Do We Build and Explore?: : 16, 19, 29, 35, 36, 50, 53, 56, 60, 62, 74, 76, 106, 109, 112, 125, 149, 164, 167 What Lives on Earth?: 16, 19, 30, 35, 36, 47, 52, 54, 58, 64, 66, 105, 108, 115, 140, 144, 150, 163 What Affects Our Planet?: 16, 19, 22, 30, 35, 58, 62, 64, 65, 102, 105, 136, 138, 144, 148, 150, 160</p>
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C.GCD. General Cognitive Development

C.GCD.1. Develops the ability to store, recall, and share information about people, objects, and previous experiences.

<p>Communicates about past experiences. Uses time-related vocabulary (for example, before, yesterday, morning) when trying to describe when things happen.</p>	<p>Explore and Learn provides numerous activities in which students develop an understanding of changes within a sequence of events to establish a sense of order and time.</p> <p>Examples include:</p> <p>Who Am I?: 16, 17, 23, 29, 35, 47, 48, 56, 62, 68 How Does My Body Work?: 145 Who Cares for Me?: 29, 137 Where Do I Grow and Learn?: 129</p>
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C.GCD. General Cognitive Development

C.GCD.3. Observes people and imitates their behaviors, sounds, or words.

<p>Imitates complex actions and behaviors involving multiple steps to solve problems and achieve goals.</p>	<p>Each Explore and Learn unit contains multiple opportunities for students to use increasingly complex strategies to solve problems.</p>
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	<p>Examples include:</p> <p>Who Am I?: 62, 95, 111, 117, 134, 144 How Does My Body Work?: 34, 46, 59, 108, 114, 124, 144 Who Cares for Me?: 34, 125, 142, 148, 154, 160, 166, Where Do I Grow and Learn?: 17, 64, 65, 77, 101, 110, 132, 141, 148 Where Do We Live?: 29, 34, 40, 46, 52, 58, 59, 64, 66, 70, 75, 76, 156, 162 How Do We Build and Explore?: 17, 23, 29, 34, 35, 36, 60, 66, 143, 149 What Lives on Earth?: 40, 46, 54, 56, 66, 72, 78, 108, 120 What Affects Our Planet?: 22, 28, 52, 58, 64, 70, 76, 108, 114, 120, 124, 126, 132, 150, 156, 162</p>
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C.MT. Mathematics

C.MT.1. Develops a sense of numbers and demonstrates some basic knowledge of counting.

<p>Recites the number list to ten with increasing accuracy. Shows an emerging understanding that numbers represent “how many,” and uses one-to-one correspondence to count small sets.</p>	<p>The Mathematics block in each Explore and Learn unit follows a systematic scope and sequence that spirals back through concepts throughout the year. The <i>Verbal Counting</i> routine (card 10) is included throughout the first week of each unit to teach numbers and quantities. For example, on page 104 of Unit 2 (My Feelings) in the <i>Who Am I?</i> teacher’s guide, students show an understanding of numbers and quantities by following the <i>Subitizing</i> routine (card 9) to count a set of manipulatives. As a class, students discuss counting strategies and ensure that each object is only counted once before students independently explore counting manipulatives.</p> <p>Examples include:</p> <p>Who Am I?: 28, 33, 34, 40, 46, 51, 104, 110, 116, 122, 134, 140, 146, 152, 158 How Does My Body Work?: 22, 28, 40, 54, 69, 76, 102, 108, 114, 120, 126 Who Cares for Me?: 21, 22, 28, 34, 40, 45, 46, 69, 75, 112, 118, 124, 136 Where Do I Grow and Learn?: 28, 34, 40, 46, 110, 122, 128, 134 Where Do We Live?: 19, 22, 28, 34, 38, 40, 69, 106, 120, 121, 126, 132, 155, 156, 162 How Do We Build and Explore?: : 22, 28, 34, 40, 46, 76, 112, 124, 136 What Lives on Earth?: 28, 40, 108, 114, 132 What Affects</p>
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	Our Planet?: 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 108, 114, 120, 126, 132
C.MT. Mathematics	
C.MT.2. Develops spatial understanding and explores how objects and their own bodies move and fit in space.	
Demonstrates increased understanding of spatial vocabulary to describe the relative position of objects and people in space (for example, above, below, next to, behind). Follows spatial directions involving their own body.	<p>Explore and Learn includes a daily physical development lesson that focuses on movement and motor skill practice. These lessons encourage students to follow spatial directions with their bodies and become familiar with words that describe the positions of objects and people.</p> <p>Examples include:</p> <p>Who Am I?: 21, 27, 33, 39, 45, 51, 57, 63, 69, 103, 109, 115, 121, 132, 133, 139, 145, 157</p> <p>How Does My Body Work?: 21, 24, 27, 36, 39, 45, 50, 51, 57, 60, 63, 68, 75, 101, 107, 113, 119, 155</p> <p>Who Cares for Me?: 21, 27, 39, 45, 51, 57, 69, 75, 111, 117, 129, 147, 153, 159, 165</p> <p>Where Do I Grow and Learn?: 21, 27, 39, 45, 51, 57, 63, 69, 75, 109, 115, 127, 133, 139, 145, 157, 163</p> <p>Where Do We Live? 21, 27, 39, 45, 51, 63, 69, 75, 107, 113, 131, 137, 143, 149, 155</p> <p>How Do We Build and Explore?: 21, 27, 39, 45, 51, 63, 69, 75, 111, 117, 129, 135, 141, 165</p> <p>What Lives on Earth?: 21, 27, 39, 45, 51, 63, 107, 113, 119, 125, 131, 137, 143, 149, 155, 161</p> <p>What Affects Our Planet?: 21, 39, 45, 51, 63, 69, 75, 107, 125, 131, 143, 149, 155, 161</p>
C.MT. Mathematics	
C.MT.3. Identifies and recognizes a few basic shapes.	
Recognizes, matches, and names simple shapes varying in size (for example, circles, squares, triangles).	<p>Each Explore and Learn unit engages students in exploring shapes and their attributes across multiple learning blocks. Students develop their understanding of shapes during morning meeting, creative explorations, music and movement, fine motor development, physical development, as well as, during the mathematics block. These cross-curricular experiences support children in their ability to recognize shapes of different sizes and orientations.</p> <p>Examples include:</p> <p>Who Am I?: 32, 33, 36, 56, 58, 60, 62, 101, 114, 129, 144, 148</p> <p>How Does My Body Work?:</p>

	17, 19, 24, 32, 45, 56, 62, 72, 78, 97, 99, 106, 112, 116, 125, 132, 136, 138, 140, 144, 150, 156 Who Cares for Me?: 19, 32, 52, 53, 58, 62, 64, 70, 72, 76, 109, 122, 126, 150, 152 Where Do I Grow and Learn?: 19, 32, 56, 60, 62, 78, 105, 107, 120, 136, 140, 146, 163 Where Do We Live?: 19, 32, 36, 62, 105, 118, 140, 146, 148 How Do We Build and Explore?: : 16, 19, 23, 29, 32, 36, 45, 54, 62, 69, 72, 78, 109, 122, 126, 143 What Lives on Earth?: 19, 52, 58, 64, 70, 76, 105, 118, 122, 148, 158, 164 What Affects Our Planet?: 19, 30, 32, 62, 105, 118, 122, 148
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C.MT. Mathematics

C.MT.4. Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.

Sorts objects into two or more groups based on one property such as shape, color, size, or their function with increasing accuracy. Notices and creates simple patterns.	Each Explore and Learn unit engages students in exploring shapes and their attributes across multiple learning blocks. Students develop their understanding of shapes during morning meeting, creative explorations, music and movement, fine motor development, physical development, as well as, during the mathematics block. These cross-curricular experiences support children in their ability to analyze, compare, and sort two- and three-dimensional shapes using some attributes. Examples include: Who Am I?: 32, 33, 36, 56, 58, 60, 62, 101, 114, 129, 144, 148 How Does My Body Work?: 17, 19, 24, 32, 45, 56, 62, 72, 78, 97, 99, 106, 112, 116, 125, 132, 136, 138, 140, 144, 150, 156 Who Cares for Me?: 19, 32, 52, 53, 58, 62, 64, 70, 72, 76, 109, 122, 126, 150, 152 Where Do I Grow and Learn?: 19, 32, 56, 60, 62, 78, 105, 107, 120, 136, 140, 146, 163 Where Do We Live?: 19, 32, 36, 62, 105, 118, 140, 146, 148 How Do We Build and Explore?: : 16, 19, 23, 29, 32, 36, 45, 54, 62, 69, 72, 78, 109, 122, 126, 143 What Lives on Earth?: 19, 52, 58, 64, 70, 76, 105, 118, 122, 148, 158, 164 What Affects Our Planet?: 19, 30, 32, 62, 105, 118, 122, 148
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C.MT. Mathematics

C.MT.5. Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.

Understands and uses words to describe differences in size, length, or weight of objects (for example, bigger, longer, heavier). With adult support, compares and orders objects by size or length.

The Mathematics block in each **Explore and Learn** unit follows a systematic scope and sequence that spirals back through concepts throughout the year. Students develop their knowledge of measurement by identifying measurable attributes.

Examples include:
How Do We Build and Explore?: 52, 58, 64, 70, 76

The Mathematics block in each **Explore and Learn** helps students develop their ability to measure object attributes using a variety of standard and nonstandard tools.

Examples include:
Who Am I?: 58, 71 **How Does My Body Work?:** 52, 58, 64, 70, 102 **Where Do I Grow and Learn?:** 52, 58, 64, 70, 76 **How Do We Build and Explore?:** : 52, 58, 64, 70, 76 **What Lives on Earth?:** 46, 99, 120, 126

C.STE. Science, Technology and Engineering

C.STE.1. Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.

Asks simple questions, makes predictions, and engages in sustained explorations and investigations of objects and events. Explains or describes observations.

Explore and Learn provides frequent opportunities for students to ask a question, gather information, and make predictions. During the daily Science block, students learn to observe, ask questions, make predictions, and develop generalizations in hands-on science activities. For example, on page 103 of Unit 4 (My Feelings) in the *How Does My Body Work?* teacher’s guide, students gather in a circle and are shown a mystery box. The teacher discusses the word *hypotheses* and how scientists develop hypotheses in their work. The box is passed around and students touch the mystery item inside. Students work to share their observations and use the information to make a hypothesis about the object.

Examples include:

	<p>Who Am I?: 141, 147 How Does My Body Work?: 103, 109, 127 Who Cares for Me?: 161 Where Do I Grow and Learn?: 64, 141 How Do We Build and Explore?: 29, 36, 41, 143, 149, 155 What Lives on Earth?: 122, 128 What Affects Our Planet?: 41, 109, 127, 133</p>
<p>C.STE. Science, Technology and Engineering</p>	
<p>C.STE.3. Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.</p>	
<p>Describes the needs of living things and how living things (plants and animals) change over time, the properties of materials and objects, and how the weather and objects in the sky (sun, moon, stars, and clouds) appear to move and change.</p>	<p>Explore and Learn includes frequent opportunities for students to distinguish between living and non-living things and ask questions about living things. Explore and Learn also includes multiple lessons that provide students with the opportunity to identify common needs of living things.</p> <p>Examples include: Who Am I?: 53, 65, 71, 77, 147 Where Do We Live?: 29, 35, 139 How Do We Build and Explore?: 47, 167 What Lives on Earth?: 19, 23, 24, 26, 30, 35, 39, 41, 42, 45, 47, 48, 50, 51, 53, 54, 59, 60, 66, 71, 72, 74, 75, 77, 78, 112, 145 How Does My Body Work?: 103, 109, 115, 121, 127</p> <p>Explore and Learn includes lessons that support students in understanding that plants and animals grow and change.</p> <p>Examples include: Who Am I?: 53, 58, 77, 126 What Lives on Earth?: 23, 29, 48, 68, 74, 109, 115, 122, 125, 127, 134, 155, 160</p> <p>Explore and Learn includes lessons that support students in using appropriate vocabulary to discuss climate and changes in the weather.</p> <p>Examples include: What Affects Our Planet?: 109, 110, 112, 115, 118, 121, 133, 139, 145, 151, 157, 160, 163</p>
<p>C.STE. Science, Technology and Engineering</p>	
<p>C.STE.4. Takes action, uses tools, and carries out solutions to achieve goals or solve problems.</p>	

<p>With adult support, designs and tests solutions for solving a problem or reaching a goal using a sequence of multiple steps and a variety of tools. Collaborates with peers and adults to plan and carry out solutions.</p>	<p>Explore and Learn provides frequent opportunities for students to plan and conduct investigations. Explore and Learn also provides multiple engaging opportunities for students to collect information through drawing, writing and recording data.</p> <p>Examples include: Who Am I?: 74, 141, 147 How Does My Body Work?: 54, 70, 76, 103, 109, 127 Who Cares for Me?: 161 Where Do I Grow and Learn?: 23, 64, 141 How Do We Build and Explore?: 29, 36, 41, 143, 149, 155 What Lives on Earth?: 122, 128, 160, 162 What Affects Our Planet?: 41, 109, 127, 133, 162 Where Do We Live?: 130, 156, 160, 162</p>
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C.A. Arts

C.A.1. Demonstrates interest in and increasing capacity to create visual art.

<p>Creates drawings and paintings using controlled lines and three-dimensional forms using a variety of materials. Demonstrates the ability to create a few basic representations of objects, people, or scenes.</p>	<p>Explore and Learn includes daily opportunities for children to create and explore theme and content-based projects and activities during the Creative Explorations block. These opportunities support students in expressing their ideas and feelings through multimodal visual art.</p> <p>Examples include: Who Am I?: 13, 29, 35, 42, 48, 66, 95, 106, 112, 118, 130, 136, 142, 154, 160 How Does My Body Work?: 13, 24, 30, 42, 48, 54, 66, 72, 78, 122, 128, 134, 139, 146, 152, 158 Who Cares for Me?: 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 114, 120, 126, 132, 138, 144, 150, 156, 162, 168, Where Do I Grow and Learn?: 24, 30, 36, 42, 54, 60, 66, 72, 105, 112, 118, 130, 136, 142, 148, 154, 160, 166 Where Do We Live?: 13, 24, 30, 36, 42, 48, 54, 66, 72, 78, 110, 116, 122, 128, 134, 140, 152, 158 How Do We Build and Explore?: 30, 36, 42, 48, 54, 60, 66, 72, 78, 114, 120, 126, 132, 138, 150, 168 What Lives on Earth?: 24, 30, 36, 42, 48, 54, 60, 72, 78, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164 What Affects Our Planet?: 24, 30, 36, 42, 48, 54, 60, 72, 78, 110, 122, 128, 134, 140, 146, 152, 158, 164</p>
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C.A. Arts

C.A.2. Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.

Demonstrates increased vocal and physical control when exploring and responding to rhythm, tempo (speed), and dynamics (loudness). Produce simple rhythms and short tunes using objects, instruments, or voices.

Explore and Learn incorporates daily Music and Movement lessons to engage children in chanting, singing, movement and rhythm activities. Students express themselves creatively through music and dance supported by the *Teach a New Song* routine (card 17).

Examples include:

Who Am I?: 24, 30, 32, 42, 45, 48, 54, 60, 66, 72, 78, 106, 112, 118, 121, 124, 148, 160 **How Does My Body Work?:** 24, 30, 33, 36, 42, 48, 60, 66, 72, 78, 104, 107, 116, 122, 128, 134, 140, 152, 158 **Who Cares for Me?:** 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 114, 120, 126, 132, 138, 144, 150, 162, 168 **Where Do I Grow and Learn?:** 24, 30, 36, 42, 54, 60, 72, 112, 118, 124, 130, 136, 142, 148, 154, 166 **Where Do We Live?** 24, 30, 36, 42, 48, 54, 66, 72, 78, 110, 116, 122, 134, 140, 146, 152, 158 **How Do We Build and Explore?:** 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 114, 120, 126, 132, 138, 150, 156, 162 **What Lives on Earth?:** 24, 30, 36, 39, 42, 60, 66, 72, 78, 110, 116, 122, 125, 128, 134, 137, 140, 146, 152, 155, 158, 164 **What Affects Our Planet?:** 24, 30, 36, 54, 60, 68, 72, 74, 78, 107, 116, 122, 128, 134, 140, 146, 148, 152, 158, 164

C.A. Arts

C.A.3. Develops the ability to engage in role-play.

Engages in role-play*, acting out characters or scenes by themselves or with others using a few simple gestures, expressions, and props to convey emotions or characteristics.

Explore and Learn lessons are centered on the idea of playful learning, where students are guided in learning through exploration and collaboration. **Explore and Learn** provides daily opportunities for students to use imagination in dramatic play.

Examples include:

Who Am I?: 13, 21, 34, 39, 45, 62, 95, 112, 116, 127, 134, 135, 140, 144, 153, 159 **How Does My Body Work?:** 13, 21, 24, 34, 66, 68, 77, 93, 114, 144 **Who Cares for Me?:** 13, 41, 53, 54, 64, 72, 103, 132, 142, 144, 149, 150, 155, 156, 161, 162, 167, 168 **Where Do I Grow and Learn?:** 13, 17, 27, 30, 48, 69, 76, 77, 101,

	112, 124, 139, 141, 159, 160 Where Do We Live? 13, 29, 39, 63, 69, 75, 99, 107, 122, 125, 131, 137, 143, 146, 157 How Do We Build and Explore?: 17, 23, 29, 34, 36, 39, 41, 57, 60, 63, 66, 75, 103, 109, 111, 112, 117, 120, 124, 135, 149, 156 What Lives on Earth?: 13, 21, 27, 39, 45, 51, 53, 63, 69, 99, 103, 108, 113, 125, 131, 137, 143, 148, 149, 155, 161 What Affects Our Planet?: 13, 27, 29, 39, 45, 51, 56, 57, 66, 72, 75, 99, 113, 125, 131, 133, 137, 139, 143, 149, 151, 155
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P.PS. Perception and Sensory Integration

P.PS.1. Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.

Integrates information across all the senses and uses perceptual information about objects and their own body in space to problem-solve and accomplish increasingly complex behaviors.	<p>Explore and Learn is comprised of eight Big Ideas, each centered around an essential question to promote inquiry. Each Big Idea is broken into two thematic units, which allows students to explore and discover the answers to essential questions. Throughout these experiences, students will have opportunities to construct knowledge of the world around them. Specifically, students learn about how to use their senses to explore the world during Unit 4 (My Five Senses) in the <i>How Does My Body Work?</i> teacher’s guide. On page 122, students learn the word <i>touch</i> and learn to describe how things feel, such as <i>soft, sticky, prickly, etc.</i> Students explore a variety of materials and describe how they feel while constructing an art project.</p> <p>Other activities which align with CD-1: Who Am I?: 23, 30, 35, 40, 54, 56, 58, 59, 70, 76, 77, 101, 112, 117, 118, 124, 135, 136, 144, 156 How Does My Body Work?: 19, 23, 29, 34, 36, 39, 56, 59, 74, 76, 109, 110, 122, 138, 142, 151, 156, 164 Who Cares for Me?: 19, 29, 35, 36, 50, 52, 56, 64, 74, 77, 109, 125, 129, 138, 146, 152, 155, 164 Where Do I Grow and Learn?: 19, 22, 23, 28, 29, 34, 35, 36, 40, 52, 56, 59, 64, 70, 74, 107, 108, 110, 122, 116, 128, 150, 162 Where Do We Live?: 19, 48, 50, 54, 59, 60, 62, 65, 66, 71, 74, 105, 107, 112, 114, 120, 127, 133, 149, 152, 157, 160, 162 How Do</p>
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	<p>We Build and Explore?: 19, 20, 22, 32, 38, 42, 52, 58, 74, 109, 112, 116, 124, 146, 154, 158, 164, 166, 167 What Lives on Earth?: 19, 30, 36, 41, 52, 54, 56, 62, 66, 68, 74, 105, 108, 120, 130, 140, 160, 164 What Affects Our Planet?: 19, 53, 74, 77, 105, 121, 126, 142, 152, 160</p>
<p>P.GM. Gross Motor</p>	
<p>P.GM.1. Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).</p>	
<p>Moves with ease and has greater balance and coordination of large muscles to accomplish complex movements.</p>	<p>Explore and Learn includes lessons throughout all develop motor control and balance for a range of physical activities.</p> <p>Examples include: Who Am I?: 63, 157 How Does My Body Work?: 39, 45, 57, 101, 131, 149, 165 Who Cares for Me?: 21, 45, 57, 75, 111, 123, 135, 141, 153 Where Do I Grow and Learn?: 45, 51, 69, 109, 127, 133, 139, 151 Where Do We Live?: 39, 63, 69, 107, 131, 137, 155 How Do We Build and Explore?: 27, 45, 51, 63, 75, 141, 147 What Lives on Earth?: 27, 33, 39, 45, 51, 63, 107, 113, 119, 125, 131, 155 What Affects Our Planet?: 45, 51, 63, 69, 125, 131, 149, 155, 161</p>
<p>P.GM. Gross Motor</p>	
<p>P.GM.2. Use large muscles and whole-body movements to explore their environment and interact with others.</p>	
<p>Coordinates a variety of complex whole-body movements as part of play and interactions with others (for example, dancing) and in navigating more challenging environments.</p>	<p>Explore and Learn includes lessons throughout all units that develop motor manipulative skills for physical activities. For example, on page 27 of Unit 11 (Building Things) in the <i>How Do We Build and Explore?</i> teacher’s guide, students practice two-foot hops along a path. When students reach the end, they stack one block on a tower. As time allows, students hop along the path on one foot, tiptoe along the path, or balance on one foot as they stack the blocks. Physical development activities are included in each day of the unit to develop large muscle control and the ability to move through their environment in a variety of ways.</p> <p>Examples include: Who Am I?: 63, 157 How Does My Body Work?: 39, 45, 57, 101, 131, 149, 165 Who</p>

	<p>Cares for Me?: 21, 45, 57, 75, 111, 123, 135, 141, 153 Where Do I Grow and Learn?: 45, 51, 69, 109, 127, 133, 139, 151 Where Do We Live?: 39, 63, 69, 107, 131, 137, 155 How Do We Build and Explore?: 27, 45, 51, 63, 75, 141, 147 What Lives on Earth?: 27, 33, 39, 45, 51, 63, 107, 113, 119, 125, 131, 155 What Affects Our Planet?: 45, 51, 63, 69, 125, 131, 149, 155, 161</p>
<p>P.FM. Fine Motor</p>	
<p>P.FM.1. Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.</p>	
<p>Demonstrates highly precise, refined, and coordinated use of fingers to accomplish everyday activities.</p>	<p>Each Explore and Learn unit includes daily fine motor lessons that focus on developing hand and eye movements to carry out tasks. Cross-curricular themes enrich the lessons and support children in developing control of fundamental fine motor skills, including eye-hand coordination. For example, on page 29 of Unit 11 (Building Things) in the <i>How Do We Build and Explore?</i> teacher’s guide, students practice building shapes with beads and pipe cleaners. The teacher models how to string beads onto the pipe cleaner and manipulate it into different shapes. If time allows, students can take off the beads and restring them to make new shapes. These types of activities help students develop small muscle control and hand-eye coordination to manipulate objects.</p> <p>Examples include:</p> <p>Who Am I?: 23, 29, 35, 41, 53, 54, 59, 65, 71, 77, 105, 109, 111, 117, 130, 135, 147, 151, 153, 159 How Does My Body Work?: 16, 17, 21, 23, 24, 29, 35, 41, 47, 53, 59, 63, 65, 71, 77, 96, 103, 109, 131, 139, 143 Who Cares for Me?: 17, 23, 27, 29, 33, 51, 53, 59, 63, 75, 107, 111, 113, 119, 122, 123, 124, 143, 149, 159 Where Do I Grow and Learn?: 33, 51, 121, 128, 142, 145 Where Do We Live?: 17, 23, 29, 41, 47, 53, 57, 59, 65, 71, 77, 103, 109, 113, 121, 127, 133, 164 How Do We Build and Explore?: 16, 17, 21, 23, 27, 29, 33, 53, 54, 57, 59, 107, 113, 119, 123, 132, 138, 143, 144, 147, 149, 159 What Lives on Earth?: 16, 33, 34, 57, 75, 107, 149,</p>

	161 What Affects Our Planet?: 27, 33, 57, 63, 113, 119, 122, 128, 137, 143, 146
P.RH. Daily Routines, Health & Nutrition	
P.RH.2. Shows an interest in healthy eating habits and nutritious food.	
Eats a variety of foods and demonstrates understanding that eating different types of food will help their body grow and be healthy.	<p>Explore and Learn includes lessons that support children in developing healthy eating habits. For example, on page 48 of Unit 3 (<i>My Body</i>) in the <i>How Does My Body Work?</i> teacher’s guide, students learn that foods contain vitamins and minerals to help them grow and stay strong. Students share their favorite foods. The class discusses which foods give them long-lasting energy and which foods give them short bursts of energy. The class discusses how to create a balanced meal before students complete an activity titled <i>My Favorite Plate</i>. These conversations help students develop healthy eating habits by understanding the benefits to a variety of food choices.</p> <p>Examples include: How Does My Body Work?: 23, 48, 54</p>