Specialized Training in Early Childhood Education

June 21, 2017

Developed by the Mississippi Department of Education (MDE)
in partnership with
North Mississippi Education Consortium (NMEC)

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Week 1
Monday, June 19
   Jill Dent
   Office of Early Childhood
   Mississippi Department of Education
   Updates from the Office of Early Childhood
   Effectiveness Evaluation Plan

   Joyce Greer
   Office of Early Childhood
   Mississippi Department of Education
   Teaching Strategies

   Candice Taylor
   Office of Early Childhood: Special Education
   Mississippi Department of Education
   Special Education Referral Process

   Stacey Donaldson
   Office of Professional Development
   Mississippi Department of Education
   National Board Certification and the Early Childhood Teacher

Tuesday, June 20
   Susan Neuman
   School of Education
   University of Michigan
   Foundations for Oral Language and Vocabulary Development

Wednesday, June 21
   Nicole Briceno & Alicia Westbrook
   Mississippi Early Childhood Inclusion Center
   University of Southern Mississippi
   Reaching and Teaching All Children in the Inclusive Classroom

   Lydia Boutwell
   Office of Elementary Education and Reading
   Mississippi Department of Education
   Early Learning Standards and Lesson Plans

Thursday, June 22
   Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium

*Brain Development: Grounding Our Practice*

*Read Right from the Start - The Power of Language Part I*

*Equipping the Classroom on a Shoe String Budget*

Bryan Fulton & Natalie Rapp
Kaplan Early Learning Company

*Room Arrangement*

Friday, June 23
Lee Anne Grace Barnes
Oxford School District
*Music/Movement*

Larry Calhoun
Office of Healthy Schools
Mississippi Department of Education
*Move to Learn*

Joyce Greer
*Office of Early Childhood*
*Mississippi Department of Education*
*Scheduling*

*Monica May*
Office of Early Childhood
Mississippi Department of Education
*Pre-K to Kindergarten: Transition Activities and Folders*
Week 2
Monday, June 26
Karen Ponder
Build Initiative
Alliance for Early Success
Community & Family Engagement

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Solar Eclipse: Lesson Planning for the Big Event

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Power of Language Part 2
Parent Conferences and Working with Adults in the Classroom

Tuesday, June 27
Shenikia Robinson
Atlanta Speech School
Read Right from the Start
Building Language through Meaningful Conversations

Wednesday, June 28
Sharon Boudreaux
The Autism Center of North Mississippi
Reducing Common Problem Behaviors in the Classroom

Gail Lindsey
Mississippi State University
Looking at the Classroom Environment: What Does the Research Say?

Thursday, June 29
Laura Dickson
Office of Early Childhood
Mississippi Department of Education
CLASS Overview Training

Friday, June 30
Jill Dent
Office of Early Childhood
Mississippi Department of Education
Early Learning Guidelines and Project Guidance
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Technical Assistance with Projects and On-line Classes*
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Wednesday, June 21, 2017

8:30 – 10:00 Nicole Briceno & Alicia Westbrook
Mississippi Early Childhood Inclusion Center
University of Southern Mississippi
*Reaching and Teaching All Children in the Inclusive Classroom*

10:00 – 10:15 Break

10:30 – 12:00 *Reaching and Teaching All Children in the Inclusive Classroom* continued

12:00 - 1:00 Lunch

1:00 – 3:00 Lydia Boutwell
Office of Elementary Education and Reading
Mississippi Department of Education
*Early Learning Standards and Lesson Plans*

3:00 – 3:15 Break

3:15 -4:15 *Early Learning Standards and Lesson Plans* continued

4:15 - 4:30 Wrap up
Mississippi Early Childhood Inclusion Center

The overarching goal of the Mississippi Early Childhood Inclusion Center (MECIC) is to meet the needs of early childhood educators, families, and young children with special needs by providing high quality early childhood inclusion.

1. Special Needs Credentials
2. Quality Trainings
3. Technical Assistance
4. Screening and Diagnostic Evaluations
5. Family Navigation

MECIC is a division of the Institute for Disability Studies (IDS), Mississippi's University Center for Excellence in Developmental Disabilities (UCEDD) Research, Education, and Service. IDS is housed at The University of Southern Mississippi in Hattiesburg. The mission of IDS is to positively affect the lives of Mississippi citizens with developmental and other disabilities and their families across the life span and to work toward increasing their independence, productivity, and integration into their communities.
AGENDA

Discuss current position and policy statements relevant to early childhood inclusion.

Discuss Universal Design for Learning.

Apply Universal Design for Learning in teacher-student relationships and interactions.

Apply Universal Design for Learning in classroom environment, routines, and curriculum.

EARLY CHILDHOOD INCLUSION

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and positive social relationships and development to reach their full potential.

Inclusion in early childhood programs

Benefits of inclusion

The legal foundation

Challenges to inclusion

Building a culture

State and local recommendations

POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS

The purpose of this policy statement is to focus on the inclusion of children with disabilities in general early childhood programs.

RESEARCH HAS SHOWN...

High quality preschools result in better outcomes for children.

Teachers who provide developmentally appropriate learning opportunities can support all young children to be successful and meet learning standards.

Preschool children are active and self-motivated learners who learn best from hands-on activities with opportunities to acquire knowledge and practice skills in a meaningful context.

Increases in children’s engagement are related to positive outcomes in thinking, reasoning skills, behavior, and interactions with others.

Children with disabilities tend to spend less time engaged with adults, peers, and materials than children without disabilities. When children are actively engaged with their environment, they interact with others more, manipulate materials more, and therefore learn more.

Increasing levels of engagement lowers the amount of aggression and off-task behaviors displayed by children.

Preschool children are active, self-motivated learners who learn best from personalized, hands-on, real-world activities with opportunities to acquire knowledge.
“WHAT DO WE HAVE TO DO TO MODIFY OR ACCOMMODATE OUR PROGRAM FOR A CHILD WITH A DISABILITY?”

“HOW CAN WE DESIGN AND IMPLEMENT A PROGRAM TO MEET THE DIVERSE NEEDS OF ALL CHILDREN?”
UNIVERSAL DESIGN FOR LEARNING (UDL)

- An approach that ensures all children have equal opportunities to learn
- Allows flexible approaches that can be customized for individual needs

MULTIPLE MEANS OF REPRESENTATION:

- Auditory
- Visual
- Tactile
- Taste
- Smell
- Movement
**MULTIPLE MEANS OF ACTION & EXPRESSION:**

<table>
<thead>
<tr>
<th>How do children participate?</th>
<th>How are materials used?</th>
<th>How do children express their understanding?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talking</td>
<td>• Sorting</td>
<td>• Showing</td>
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<tr>
<td>• Doing</td>
<td>• Dumping</td>
<td>• Telling</td>
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<td>• Manipulating</td>
<td>• Coloring</td>
<td>• Demonstrating</td>
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<td>• Writing</td>
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<td>• Observing</td>
<td>• Pretending</td>
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<td></td>
<td>• Connecting</td>
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</tbody>
</table>

**MULTIPLE MEANS OF ENGAGEMENT:**

1. Attention
2. Choice
3. Relevance
4. Vary Demands
5. Vary Challenges
6. Minimize distractions
7. Foster communication and interactions with peers
8. Options for self-regulation
9. Build self-esteem
10. Build relationships
UDL IN ACTION...

HOW TO IMPLEMENT UDL IN YOUR CLASSROOM THIS YEAR
BUILDING THE FOUNDATION

Relationships are the foundation for learning and development.

“The true gifts of life lie in the moment. That is why we call it the present.”

Our goal is for every child to feel love, nurturance, security, responsive interactions, trust, understanding, and caring in our presence.

CREATING RECIPROCAL INTERACTIONS

Shared attention  Engagement  Problem solving
UDL IN ACTION…

TRANSITIONS

- Ensure there are auditory, visual, tactical, and movement aspects to the transition.

Circle Time: Welcome

Tune: "The more we get together"
Something's in my pocket, my pocket, my pocket.
Something's in my pocket, oh what could it be?
Come and join me.
Then everyone will see.
What's in my pocket, oh what could it be?

Tune: "Where is thumbkin?"
Where is _____? (child's name)
Where is _____? (child's name)
Child: Here I am, here I am (child stands)
Come and move your name, Come and move your name
Now sit down

Tune: "If you're happy and you know it"
If you're ready for a story, come sit down.
If you're ready for a story, come sit down.
Let's all gather near, so everyone can hear.
If you're ready for a story, come sit down.
INTERACTIVE GROUP EXPERIENCE

- Plan ways that children can actively participate in all aspects of circle time versus being a passive learner in the experience.
- Think auditory, visual, tactile, and movement learners!

ENVIRONMENT
LEARNING CENTERS

DAP: 3 Core Considerations

1. Knowing about child development & learning.
2. Knowing what is individually appropriate.
3. Knowing what is culturally important.

CLASSROOM CURRICULUM

MECIC ACTIVITY PLAN FORM

NAME OF ACTIVITY

MATERIALS

ACTIVITY DESCRIPTION

ADDRESSING UNIVERSAL DESIGN FOR LEARNING (UDL) FOR ALL CHILDREN

MULTIPLE MEANS OF REPRESENTATION

MULTIPLE MEANS OF ACTION AND EXPRESSION

MULTIPLE MEANS OF ENGAGEMENT

EMERGING LEARNING OPPORTUNITIES FOR INDIVIDUAL CHILDREN

EMBEDDED LEARNING OPPORTUNITIES

Provide instruction during naturally occurring routines and activities.

REFERENCES


REFERENCES


Using the Early Learning Standards in Planning Lessons

Vision
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

©MDE – Board of Education Strategic Plan
State Board of Education Goals
5-Year Strategic Plan for 2016-2020

- All Students Proficient and Showing Growth in All Assessed Areas
- Every Student Graduates High School and is Ready for College and Career
- Every Child Has Access to a High-Quality Early Childhood Program
- Every School Has Effective Teachers and Leaders
- Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- Every School and District is Rated “C” or Higher

Agenda

I. Welcome and Warm-Up
II. Early Learning Standards
   • Purpose
   • Development
   • Organization
   • Integration
III. Activity
IV. Planning Lessons
V. Wrap Up
RF.1.c The child will recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.

– On your own, take 3 minutes to work on the alphabet knowledge sheet.
– Next, collaborate with your group to complete the answers.
– Now, you know your ABC’s!
Purpose of the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children

• Provide standards for what 4-year-old children need to understand and be able to do in order to be ready for Kindergarten
• Provide learning opportunities that address a variety of developmental domains
• Support a play-based classroom environment that promotes development in children
• Ensure that all students are college- and career-ready in mathematics no later than the end of high school

• Ensure that all students are college- and career-ready in English Language Arts no later than the end of high school
Resources

• Previous MDE Early Learning Guidelines
• Mississippi College- and Career-Readiness Standards for:
  – English / Language Arts and Literacy
  – Mathematics
  – History/Social Studies
  – Science
  – Technical Subjects
• Other state Early Learning Standards

Early Learning Standards Development

• Resources Utilized
  o National Association for the Education of Young Children Program Standards
  o Head Start Child Development and Early Learning Framework
  o National Art Standards
Organization of the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*

**Areas:**
- English Language Arts (ELA)
- Mathematics
- Approaches to Learning
- Social and Emotional Development
- Science
- Physical Development
- Creative Expression
- Social Studies
### Organization Within Each Area

- Anchor Standards
- Grade-Specific Standards (Performance Standards)
- Domains
- Strands
- Clusters (found only in Mathematics)

### Organization of the Mississippi Early Learning Teaching Strategies

#### KEY IDEAS AND DETAILS (Four-year-old children)

<table>
<thead>
<tr>
<th>Strand</th>
<th>Performance Standard</th>
<th>Examples Toward Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The child will ...</td>
<td>The child will/may ...</td>
<td>The teacher will/may ...</td>
</tr>
<tr>
<td>KEY IDEAS AND DETAILS</td>
<td>Anchor Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>With prompting and support, ask and/or answer questions with details related to a variety of print materials.</td>
<td>• Answer who, what, when, where, why, or how questions asked by teachers or classmates.</td>
<td>• Ask questions such as, “What is happening on this page?” or “What do you think might happen next?”, while reading a story.</td>
</tr>
<tr>
<td></td>
<td><strong>Performance Standard</strong></td>
<td>• Guess what happens next in a story (make predictions).</td>
<td>• Provide a variety of printed materials for children such as books, newspapers, magazines, and birthday/holiday cards for children to explore.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bring the teacher a book and ask, “What is the title? Or “What does this say?”</td>
<td></td>
</tr>
</tbody>
</table>
• English Language Arts (ELA) and Mathematics Standards were developed to correlate to the *Mississippi College- and Career-Readiness Standards for English / Language Arts and Mathematics*

• Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on *National Standards for Early Childhood Education*

Integration of the *Mississippi Early Learning Standards* and Lesson Planning
• Begin with the end in mind:
  • Pacing Guide
  • Checklist/Report Card
  • Curriculum Suggestions
  • MKAS$_2$

• Development of Themes
  • Weekly Units (sometimes longer)
  • Seasonal or Age-related Themes
  • Children’s Interests and Instructional Needs
A thematic approach works well!

- Plan weekly or longer units.
- A seasonal unit can encompass many domains/standards to be taught.
- Use your assessment data to drive your instruction.
- Combine the domains to ensure integration of all areas of development.
- “Uncover” skills within the theme.

“Uncover” the Standards in your planning and teaching

- Use all 8 overarching areas throughout units/themes
- See how Performance Standards in each content area are compatible
- Develop activities that are a “best fit”
Don’t Forget…

• Approaches to Learning

• Social and Emotional Development

• Physical Development

• Creative Expression
Approaches to Learning Standards

- Play Domain
- Curiosity and Initiative Domain
- Persistence and Attentiveness
- Problem-Solving Skills Domain

Approaches to Learning

Play
- Plan part of the daily schedule for children to explore manipulatives, materials, and activities in learning centers.
- Create opportunities for collaborative projects.
- Refrain from always having enough materials for every child to have ONE at the same time.
- Set expectations for children regarding appropriate turn-taking and making choices.
Approaches to Learning

Curiosity and Initiative

• Require every learning center to be visited at least once each week.
• Make different types of materials, manipulatives, and other items available for children to utilize.
  – Rotate these items based on the theme, season, etc.
• Periodically change the children in small groups, so children have opportunities to interact with every other child.
• Provide opportunities for children to make choices.
• Balance the need for rules and a child’s creativity and imagination.

Persistence and Attentiveness

• Plan engaging, hands-on activities.
• Provide opportunities for activities that require many steps.
• Allow uncompleted activities to be saved for later in the day or another day.
• Facilitate activities to help keep the children engaged.
• Encourage children to assist each other in accomplishing tasks.
Problem-Solving Skills

• Encourage and be responsive to questions that children ask.
• Use scaffolding, critical thinking skills, and other strategies for children to arrive at their own solutions instead of always providing the answer or solution.
• Encourage children to think about alternate solutions to a problem even if the one they chose worked well.
• Assist children in making connections between the new knowledge they are learning, their prior experiences, and knowledge they already had.

Assessment

Planning Assessments
Using the Early Learning Standards
Planning of Assessments

- Use the *Early Learning Standards* as you plan assessments.

Consider:

- **What?** Performance standard, activity/instruction, and assessment should all align
- **When?** Determine frequency at the beginning of the year (beginning, mid-year, end of year, by 9 week periods, daily, etc.)
- **How?** Informal vs. Formal

Using the Early Learning Standards to Plan Lessons
In your group, choose two content areas:
- English/Language Arts
- Mathematics
- Science
- Social Studies

Using the Early Learning Standards and Teaching Strategies pages:
- Select a children's book as the foundation for your activities
- locate OR create strategies for two activities for learning centers, small groups, OR whole group
- "Uncover" Performance Standards from the two content areas in your children's book
- Develop activities and plan materials needed
• Keep in mind:
  ➢ Include Standards from the Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression content areas
  ➢ How will you DIFFERENTIATE your activities and materials for ALL learners?
  ➢ How will you ASSESS the activities?

3-2-1 Note to Self!

• 3-2-1 Note to Self!
• On the slip, write:
  – 3 things you learned and can use
  – 2 things you will share with other teachers
  – 1 thing (or more!) you will try as you are planning for your students

• Keep this to remember and share!
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Mastery</th>
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<td>The child will/may ...</td>
<td>The teacher will/may ...</td>
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<tr>
<td>8. With prompting and support, explore the purpose of the informational text as it relates to self.</td>
<td>• Act out roles of community helpers after reading informational texts on the same topic. Talk about how he/she does some of these same roles at home or school (e.g., helping parents cook, taking care of pets). • Share information about their family when reading books about families of different cultures or with different cultural customs.</td>
<td>• Provide informational texts about community helpers in dramatic play to give children ideas for playing out roles. • Read informational text about a community helper and then invite that community helper to visit the class or take a field trip to where the community helper works.</td>
</tr>
<tr>
<td>9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.</td>
<td>• Answer questions about how two pictures are the same and/or different. • Draw spiders of different sizes, colors, and shapes in his/her science journal after reading books about spiders.</td>
<td>• Ask how pictures are the same and/or different in a text.</td>
</tr>
<tr>
<td>10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).</td>
<td>• Say “I wonder” or “I see” to talk about a text. • Create visual art or act out a story after hearing a text. Retell a series of past events found in informational text.</td>
<td>• Ask the children what they liked or wondered about the story in the beginning and at the end. • Provide materials and encourage children to create visual artwork of the story. • Explain to children that informational texts are found in other areas of our lives besides reading, such as social studies, science, etc.</td>
</tr>
</tbody>
</table>

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

**READING STANDARDS: FOUNDATIONAL SKILLS**

**PRINT CONCEPTS**

1. With prompting and support, demonstrate understanding of conventions of print. | • See below. | • See below. |
<table>
<thead>
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</tr>
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</table>
| a. Recognize an association between spoken and written words. | • After creating a picture, ask teacher to write his/her story.  
• Pretend to “write” notes and stories. Dictate a story while a teacher writes the words. | • Point out that printed words provide information (e.g., charts, recipes, journals, labels, etc.) through daily experiences.  
• Provide a writing center and/or opportunities for writing.  
• Write down a child’s dictation. |
| b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. | • View videos or interactive technology that joins music, rhythm, color, etc. to the teaching of letters.  
• Identify the letters of the alphabet with manipulatives, including capital and lower-case letters.  
• Create letters with different materials (e.g., pipe cleaners, play dough). | • Provide a variety of media that teaches letters.  
• Provide manipulative materials with letters of the alphabet.  
Create space in centers where children can create letters with paint, sand, toothpicks, and/or by gluing small items onto large written letters.  
• Read alphabet books or books about letters, such as *Chicka Chicka Boom Boom*. |
| c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. | • Name the upper- and lower-case letters of the alphabet with manipulatives.  
• Name the letters in his/her own name.  
• Identify belongings of others by the name written on them.  
• Write his/her own name beginning with an upper-case letter.  
• Participate in games matching upper-case to lower-case letters. | • Make a variety of materials available for letter recognition and formation in the classroom.  
• Label items using children’s names throughout the classroom (e.g., names on cubbies, artwork, and writing center).  
• Encourage children to write their names on their work. |
<p>| d. Differentiate letters from numbers. | • When given letters and numbers, separate the letters from the numbers. | • Read books, such as <em>Chicka Chicka Boom Boom</em> and <em>Chicka Chicka, 123</em>, and talk about the distinctions between the two books. |</p>
<table>
<thead>
<tr>
<th>GEOMETRY DOMAIN (GE)</th>
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<tbody>
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</tr>
<tr>
<td><em>The teacher will/may</em> ...</td>
</tr>
<tr>
<td>Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</td>
</tr>
<tr>
<td>1. With guidance and support, correctly name shapes.</td>
</tr>
<tr>
<td>• Verbally name shapes.</td>
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<tr>
<td>• Say, “I am sitting on a rectangle.”</td>
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<tr>
<td>• Name the shapes while putting together a shape puzzle.</td>
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<td>• Hold up the proper shape when reaching the point in the shape song where the name of a shape is stated/sung.</td>
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<tr>
<td>• Provide shape puzzles and other geometric manipulatives, such as pattern blocks and geoboards. Comment on children’s actions, supplying the shape word or asking the child the shape word, while children are using the materials.</td>
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<tr>
<td>• Read books about shapes, like <em>Shapes, Shapes, Shapes</em>.</td>
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<tr>
<td>• Provide shape manipulatives, such as wooden pattern blocks in the classroom.</td>
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<tr>
<td>• Name the shapes of objects or signs around the school building or center.</td>
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<tr>
<td>2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.</td>
</tr>
<tr>
<td>• Point to a shape in the environment when the teacher asks, &quot;Can you find a square?&quot;.</td>
</tr>
<tr>
<td>• Name shapes of ordinary objects in the environment (note that classroom door is a rectangle).</td>
</tr>
<tr>
<td>• Correctly identify a scalene triangle (all three sides are different lengths) as a triangle.</td>
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<tr>
<td>• Give children play dough and shape cutters. Comment on the “shape cookies” they may be making.</td>
</tr>
<tr>
<td>• Read books about shapes, such as <em>The Shape of Me and Other Stuff</em>.</td>
</tr>
<tr>
<td>• Take the children on a shape hunt.</td>
</tr>
<tr>
<td>• Discuss the attributes of each shape (e.g., number of sides, number of corners, and length of sides).</td>
</tr>
<tr>
<td>• Have children pick a shape out of a feel bag and identify it without looking at it, but by feeling and talking about the number of sides (if it has sides), the length of the sides, and number of corners.</td>
</tr>
<tr>
<td>Performance Standard</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td><strong>The child will</strong> ...</td>
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</tr>
</tbody>
</table>

### Analyze, compare, create, and compose shapes.

**3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.**

- Sort 2-D and 3-D shapes into separate groups.
- Match similar 2-D and 3-D shapes.

**Teaching Strategies**

- Provide wooden pattern blocks, paper, pencils, and crayons in a center or guided activity.
- Provide 2-D and 3-D shape manipulatives in a center or guided activity. Ask children about similarities and differences they see while using the manipulatives.
- Engage children in activities using 2-D and 3-D manipulatives.
- Help children identify the ‘face’ of a cube and how many there are.

**4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, and pattern blocks).**

- Use play dough and shape cookie cutters to create shapes.
- Use pipe cleaners to create shapes.
- Draw and/or cut shapes using available materials.

**Teaching Strategies**

- Provide modeling materials (play dough and clay) to make 3-D shapes.
- Provide a variety of art materials and have children create shapes.
- Engage children in activities to create shapes, such as using geoboards to make various triangles, squares, or rectangles.

**5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).**

- Use wooden pattern blocks to create common objects like cars, boats, or other objects.
- Use paper cut into various shapes to create a shape person or animal.
- Use unit blocks to create structures.
- Use rectangular blocks in the dramatic play area to represent objects (like a cell phone).

**Teaching Strategies**

- Provide activities using a variety of shape materials (e.g., pipe cleaners, word sticks) to create objects.
- Provide opportunities to engage in creating shapes using nontraditional materials (e.g., shoe boxes, paper towel tubes, and plastic containers).
- Post pictures of everyday objects in the environment.
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples Of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop awareness of observable properties of objects and materials.</strong></td>
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</tbody>
</table>
| 1. Manipulate and explore a wide variety of objects and materials. | • Explore collections of familiar and natural objects, such as rocks, shells, water, seeds, etc.  
• Compare rocks and say, “This rock is smooth and this one is shiny.”  
• Bring an item for a classroom collection (e.g., rocks, leaves). | • Provide a variety of collections of natural objects (e.g., shells, rocks, seeds) to examine and compare. Discuss their properties with the children.  
• Provide ice for the water table. Lead children in discussion on what occurs to the ice cubes.  
• Allow the children to choose a familiar object as a group, and make a classroom collection with items brought from home or found on a class nature walk. |
| 2. Describe and compare objects and materials by observable properties | • Describe differences between wet sand and dry sand.  
• Use a balance scale to experiment with weights of familiar objects.  
• Make play dough and identify the texture of the ingredients.  
• Group objects by color, size, shape, weight, texture, and temperature. | • Provide play opportunities in wet and dry sand. Encourage children to describe and compare the two types of sand.  
• With small groups of children, collect small objects around the classroom. Model weighing and comparing the objects using a balance scale.  
• Provide ingredients and guidance for making play dough. Compare the texture with other materials the children may have already used (e.g., clay, pebbles, wet sand, etc.).  
• Ask children questions about objects and then using the words they used to describe the objects, prompt the children to group the objects by description. |
| 3. Identify position and movement of people and objects | • Collect small, familiar, classroom objects and identify which objects sink (go under the water) and float (stay above the water) in the water table. | • Discuss and compare which items sink and which items float in the water table, using positional words, such as synonyms for sink and float. |
### Performance Standard

**The child will ...**

### Examples Of Mastery

**The child will/may ...**

### Teaching Strategies

**The teacher will/may ...**

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples Of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>Move puppets to various positions, such as behind, or in front of, the curtain when beginning or ending a puppet show.</td>
<td>Encourage children to position puppets according to positions in action songs and finger plays.</td>
</tr>
<tr>
<td></td>
<td>Move through a maze following directions for positional words: over, under, in, and out.</td>
<td>Plan an outdoor maze with opportunities for children to move in different positions.</td>
</tr>
<tr>
<td></td>
<td>Identify objects as being over, under, inside, or outside another object, such as a box.</td>
<td></td>
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</tbody>
</table>

4. Explore what happens to objects in relation to other forces.

| The child will ...   | Roll objects down ramps with various inclines in the block center. | Model building ramps in the block center. Provide objects that can roll. Observe and discuss the speed. |
|                      | Use play fishing poles with magnets to catch "fish." | Provide children with fishing poles and magnetic fish. Ask how they are able to catch the fish. |

### LIFE SCIENCE DOMAIN (LS)

**Acquire scientific knowledge related to life science.**

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

| The child will ... | Sort animals by their primary environment (e.g., land, water, air). | Provide plastic animals and containers labeled for land, water, and air. |
|                    | Group friends by hair color. | Assist children in grouping by hair color. Provide a designated area for each group. |
|                    | Identify parts of plants (e.g., flower, leaves, and stem). | Provide opportunities to investigate characteristics of plants, by having children care for safe, live plants in the classroom. |

2. Describe plant, animal, and human life cycles.

<p>| The child will ... | Keep a pictorial log of plant growth. | Provide seeds, soil, and cups for planting. Photograph growth and display as a timeline for children. |
|                    | Retell the life cycle of a plant or animal from a book. | Read books about plant growth, such as <em>The Carrot Seed</em> and <em>The Hungry Caterpillar</em>. |</p>
<table>
<thead>
<tr>
<th>OUR WORLD DOMAIN (OW)</th>
</tr>
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<tbody>
<tr>
<td><strong>Performance Standard</strong></td>
</tr>
<tr>
<td><em>The child will</em> ...</td>
</tr>
<tr>
<td><strong>Examples Of Mastery</strong></td>
</tr>
<tr>
<td><em>The child will/may</em> ...</td>
</tr>
<tr>
<td><strong>Teaching Strategies</strong></td>
</tr>
<tr>
<td><em>The teacher will/may</em> ...</td>
</tr>
<tr>
<td><strong>Understand the importance of people, resources, and the environment.</strong></td>
</tr>
</tbody>
</table>

1. Treat classroom materials and the belongings of others with care.
   - Use classroom materials appropriately.
   - Return materials to proper storage areas most of the time.
   - Help others with clean up-tasks.
   - Model how to use materials appropriately and to care for the classroom by keeping it clean and tidy.
   - Model the proper storage of classroom materials.
   - Label shelving/storage areas with pictures and words so that children know where to return belongings.
   - Compliment children who treat classroom items with care.
   - Create safe places where children can put their work until they are finished.

2. With prompting and support, identify location and some physical features familiar places in the environment.
   - Use some directional language to identify areas of the classroom (e.g., next to, on top of, below, etc.).
   - Build a familiar street with blocks, naming some of the buildings.
   - Draw a simple map of the classroom with teacher guidance.
   - Use icons or symbols, or labels posted in the classroom to locate where items belong.
   - Use directional language throughout the day.
   - Provide experiences outside the classroom to note geographic features and landmarks, and then model drawing a map of the area just explored.
   - Clearly identify areas of the classroom using symbols, icons, and words.
   - Place maps or aerial photos on centers for children’s use during play.

3. With prompting and support, use money in pretend play to demonstrate an understanding of the role money plays in the environment.
   - In dramatic play, “purchase” items with play money.
   - Retell a story about money or buying and selling using flannel board pieces.
   - Play store or restaurant, and say “I want to buy a pizza.”
   - Arrange dramatic play area as a grocery store and as a restaurant with appropriate monetary props.
   - Read books that focus on money, like *Caps for Sale*.
   - Assist children with writing price tags for their items for sale during play.
<table>
<thead>
<tr>
<th>Performance Standard</th>
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<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The child will ...</strong></td>
<td><strong>The child will/may ...</strong></td>
<td><strong>The teacher will/may ...</strong></td>
</tr>
</tbody>
</table>
| 4. Use a variety of technology tools, either real or pretend, that affect daily life interactions and activities. | • Operate cassette player or CD/MP3 player at the listening center.  
• Use a telephone, cash register, and computer during play.  
• Begin to appropriately use a mouse to operate the computer.  
• Use a tablet (e.g., iPad) to take pictures of friends.  
• Participate in use of interactive white board during circle time. | • Model use of technology during play activities.  
• Make available a variety of technology props in various areas of the classroom.  
• In small groups, provide appropriate time for computer learning (model information searches); use developmentally appropriate software.  
• Design daily circle time to include the use of various types of technology. |
| 5. Demonstrate an understanding of the role that people play in caring for the environment. | • Engage in activities to keep the classroom/community clean, such as throwing garbage in the trash can.  
• Use environmental language (recycle, clean-up, reuse).  
• Engage in classroom/school recycling program (e.g., place paper scraps in the blue recycling bin). | • Set up recycling bins for the classroom.  
• Read books about caring for the environment.  
• Organize a family “Green Up/Clean Up” day; invite community leaders to help.  
• Adopt some plants for your classroom.  
• Discuss the importance of taking care of plants and animals.  
• Demonstrate turning water off while brushing teeth. |

**HISTORY AND EVENTS DOMAIN (HE)**

Understand events that happened in the past.

| 1. With prompting and support, describe a simple series of familiar events. | • Tell what may occur in a simple event, such as playtime, including what center he/she will go to and what he/she will do there.  
• Talk about what happened over the weekend.  
• Tell a new classmate that first we wash our hands, then we sit at the table for snacks. | • Use time-related vocabulary throughout the school day, such as “today,” “this morning,” “next,” “yesterday,” “last week,” etc.  
• Provide books that focus on past, present, and future events.  
• Provide newspapers on current events. |
The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist

Child’s Name: ___________________________ Teacher’s Name: ___________________________

School/Center Name: ___________________________________________ School Year: ______

College and Career Readiness Standards for English Language Arts

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<th>Competencies and Objectives</th>
<th>Observations</th>
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<tbody>
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<td></td>
<td>Fall</td>
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</table>

**READING STANDARDS FOR LITERATURE**

**KEY IDEAS AND DETAIL**

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.

2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.

3. With prompting and support, identify some characters, settings, and/or major events in a story.

**CRAFT AND STRUCTURE**

4. Exhibit curiosity and interest in learning words in print.
   a. Develop new vocabulary from stories.
   b. Identify environmental print.

5. With prompting and support, interact with common types of texts.

6. With prompting and support, identify the role of the author and illustrator.

**INTEGRATION OF KNOWLEDGE AND IDEAS**

7. With prompting and support, make connections among self, illustrations, and the story.

8. No developmentally appropriate standard.

9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

10. Actively engage in a variety of shared reading experiences (e.g. small group, whole group, with a peer or teacher) with purpose and understanding through extension activities.

**READING STANDARDS FOR INFORMATIONAL TEXT**

**KEY IDEAS AND DETAIL**

1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.

2. With prompting and support, identify the main topic/idea and retell some details using diverse media.

3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g. art, dramatic play, creative writing, and conversation).
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<thead>
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<th>Observations</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td><strong>CRAFT AND STRUCTURE</strong></td>
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<tr>
<td>4. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.</td>
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<tr>
<td>5. With prompting and support, identify the main topic/idea and retell some details using diverse media.</td>
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<tr>
<td>6. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g. art, dramatic play, creative writing, and conversation).</td>
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<tr>
<td><strong>INTEGRATION OF KNOWLEDGE AND IDEAS</strong></td>
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<tr>
<td>7. With prompting and support, make connections between self and text and/or information and text</td>
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<td>8. With prompting and support, explore the purpose of the informational text as it relates to self.</td>
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<td>9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.</td>
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<tr>
<td><strong>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</strong></td>
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<tr>
<td>10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g. experiments, observations, topic studies, conversations, illustrated journals).</td>
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<tr>
<td><strong>READING STANDARDS: FOUNDATIONAL SKILLS</strong></td>
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<tr>
<td><strong>PRINT CONCEPTS</strong></td>
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</tr>
<tr>
<td>1. With prompting and support, demonstrate understanding of conventions of print.</td>
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<tr>
<td>a. Recognize an association between spoken and written words.</td>
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<tr>
<td>b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</td>
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<tr>
<td>c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</td>
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<tr>
<td>d. Differentiate letters from numbers.</td>
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<tr>
<td>e. Recognize words as a unit of print and understand that letters are grouped to form words.</td>
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<tr>
<td>f. Understand that print moves from left to right, top to bottom, and page by page.</td>
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<tr>
<td>g. Understand that words are separated by spaces in print.</td>
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<tr>
<td><strong>PHONOLOGICAL AWARENESS</strong></td>
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<tr>
<td>2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.</td>
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<tr>
<td>a. Engage in language play.</td>
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<tr>
<td>b. Explore and recognize rhyming words.</td>
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<tr>
<td>c. Demonstrate awareness of the relationship between sounds and letters.</td>
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<tr>
<td>d. Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.</td>
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<tr>
<td>e. With prompting and support, isolate and pronounce initial sounds in words.</td>
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<tr>
<td>f. Demonstrate an awareness of ending sounds in words.</td>
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<tr>
<td>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</td>
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</tr>
<tr>
<td>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</td>
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<tr>
<td>b. Recognize own name, environmental print, and some common high-frequency sight words.</td>
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<tr>
<td><strong>FLUENCY</strong></td>
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<tr>
<td>4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</td>
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</tbody>
</table>
## Competencies and Objectives

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</td>
</tr>
<tr>
<td>a. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to express an opinion.</td>
</tr>
<tr>
<td>b. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) and describe own writing.</td>
</tr>
<tr>
<td>c. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to tell about events or stories.</td>
</tr>
<tr>
<td>2. No developmentally appropriate standard.</td>
</tr>
<tr>
<td>3. No developmentally appropriate standard.</td>
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</tbody>
</table>

### Production and Distribution of Writing

| 4. No developmentally appropriate standard. |
| 5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers. |
| 6. With prompting and support, use a variety of tools (e.g. digital media, art materials) to share in the creation and publication of creative writing. |

### Research to Build and Present Knowledge

| 7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g. explore a number of books by a favorite author on the same topic) and express opinions about them. |
| 8. With prompting and support, recall information from experiences to answer questions. |
| 9. No developmentally appropriate standard. |

### Range of Writing

| 10. No developmentally appropriate standard. |

## Speaking and Listening Standards

### Comprehension and Collaboration

| 1. With guidance and support, participate in small-group as well as large group shared conversations about pre-kindergarten topics and texts with peers and adults. |
| a. Engage in voluntary conversations (e.g. turn-taking, listening attentively, being aware of others' feelings). |
| b. Engage in extended conversations. |
| 2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details. |
| 3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood. |

### Presentation of Knowledge and Ideas

| 4. With prompting and support, describe familiar people, places, things, and events. |
| 5. With prompting and support, add drawings or other visual displays to descriptions. |
| 6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly. |

## Language Standards

### Conventions of Standard English

| 1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking. |
| a. Use frequently occurring nouns and verbs. |
| b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes). |
## Competencies and Objectives

<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>c.</strong> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
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<tr>
<td><strong>d.</strong> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).</td>
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<tr>
<td><strong>e.</strong> Produce and expand complete sentences in shared language activities.</td>
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</tbody>
</table>

2. With prompting and support, demonstrate awareness of the conventions of standard English.

<table>
<thead>
<tr>
<th>Observations</th>
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<tbody>
<tr>
<td>Fall Winter Spring</td>
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</table>

a. Write first name, capitalizing the first letter.

b. Attempt to write a letter or letters to represent a word.

c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.

### Knowledge of Language

3. No developmentally appropriate standard.

### Vocabulary Acquisition and Use

4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.

<table>
<thead>
<tr>
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<tr>
<td>Fall Winter Spring</td>
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</tbody>
</table>

a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).

5. With guidance and support, explore word relationships and word meanings.

<table>
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</table>

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).

c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).

d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).

6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

<table>
<thead>
<tr>
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<tr>
<td>Fall Winter Spring</td>
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</table>
# College and Career Readiness Standards for Mathematics

<table>
<thead>
<tr>
<th>Code 1= Needs Development</th>
<th>2= Developing as Expected</th>
<th>3= Advanced Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies and Objectives</td>
<td>Observations</td>
<td>Fall</td>
</tr>
</tbody>
</table>

## COUNTING AND CARDINALITY DOMAIN

### KNOW NUMBER NAMES AND THE COUNT SEQUENCE
1. With prompting and support, recite numbers 1 to 30 in the correct order.
2. With prompting and support, recognize, name, and attempt writing numerals 0-10.

### COUNT TO TELL THE NUMBER OF OBJECTS
3. With guidance and support, understand the relationship between numerals and quantities.
   - a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
   - b. Match quantities and numerals 0-5.
4. Count many kinds of concrete objects and actions up to 10, using one to one correspondence; and, with guidance and support, count up to 7 things in a scattered design.
   - a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

## COMPARE NUMBERS
5. Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.

## OPERATIONS AND ALGEBRAIC THINKING DOMAIN

### UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM
1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials

## MEASUREMENT AND DATA DOMAIN

### DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES
1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).
   - a. Use nonstandard units of measurement.
   - b. Explore standard tools of measurement.

### CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

## GEOMETRY DOMAIN

### EXPLORE, IDENTIFY, AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES)
1. With guidance and support, correctly name shapes.
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.
<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
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<tbody>
<tr>
<td><strong>ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES</strong></td>
<td>Fall</td>
</tr>
<tr>
<td>4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).</td>
<td></td>
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<tr>
<td>5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).</td>
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</tbody>
</table>
## College and Career Readiness Standards for Approaches to Learning

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<tr>
<th>Competencies and Objectives</th>
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<td>Fall</td>
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<tr>
<td><strong>PLAY DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ENGAGE IN PLAY</strong></td>
<td></td>
</tr>
<tr>
<td>1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.</td>
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</tr>
<tr>
<td>2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</td>
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<tr>
<td>3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).</td>
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<tr>
<td>4. Demonstrate active engagement in play.</td>
<td></td>
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<tr>
<td><strong>CURIOSITY AND INITIATIVE DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DEMONSTRATE CURIOSITY AND INITIATIVE</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.</td>
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<tr>
<td>2. Ask questions to seek new information.</td>
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<tr>
<td>3. Make independent choices.</td>
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<tr>
<td><strong>PERSISTENCE AND ATTENTIVENESS DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DEMONSTRATE PERSISTENCE AND ATTENTIVENESS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Follow through to complete a task or activity.</td>
<td></td>
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<tr>
<td>2. Demonstrate the ability to remain engaged in an activity or experience.</td>
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<tr>
<td>3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).</td>
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<tr>
<td><strong>PROBLEM-SOLVING SKILLS DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DEMONSTRATE PROBLEM-SOLVING SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Identify a problem or ask a question.</td>
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<tr>
<td>2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).</td>
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<tr>
<td>3. Apply prior learning and experiences to build new knowledge.</td>
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</tbody>
</table>
# College and Career Readiness Standards for Social and Emotional Development

**Code 1: Needs Development**

**Code 2: Developing as Expected**

**Code 3: Advanced Development**

## Competencies and Objectives

### Observations

<table>
<thead>
<tr>
<th>SOCIAL DEVELOPMENT DOMAIN</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
</table>

### BUILD AND MAINTAIN RELATIONSHIPS WITH OTHERS

1. Interact appropriately with familiar adults.
   - a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.
   - b. Engage with a variety of familiar adults for a specific purpose.

2. Interact appropriately with other children.
   - a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
   - b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
   - c. Ask permission to use items or materials of others.
   - d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).

3. Express empathy and care for others.
   - a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).
   - b. Offer and accept encouraging and courteous words to demonstrate kindness.
   - c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).

### WORK PRODUCTIVELY TOWARD COMMON GOAL AND ACTIVITIES

4. Participate successfully as a member of a group.
   - a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
   - b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
   - c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

5. Join ongoing activities in acceptable ways.
   - a. Express to others a desire to play (e.g., say, “I want to play.”).
   - b. Lead and follow.
   - c. Move into group with ease.

6. Resolve conflict with others.
   - a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).
   - b. With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).
**Competencies and Objectives**

<table>
<thead>
<tr>
<th>Observations</th>
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<tbody>
<tr>
<td>Fall</td>
</tr>
</tbody>
</table>

## EMOTIONAL DEVELOPMENT DOMAIN

### DEMONSTRATE AWARENESS OF SELF AND CAPABILITIES

1. Demonstrate trust in self.
   - Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can…”, “I will…”, “I did…”).
   - Identify own emotions (e.g., say, “I feel…”) and express pride in accomplishments (e.g., “I did it!”).

2. Develop personal preferences.
   - Express independence, interest, and curiosity (e.g., say, “I can…”, “I choose…” “I want…”).
   - Select and complete tasks (e.g., finish a puzzle or drawing).

3. Show flexibility, inventiveness, and interest in solving problems.
   - Make alternative choices (e.g., move to another area when a center is full).
   - Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).

4. Know personal information.
   - Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
   - Refer to self by first and last name.
   - Know parents'/guardians' names.

### RECOGNIZE AND ADAPT EXPRESSIONS, BEHAVIORS, AND ACTIONS

5. Show impulse control with body and actions.
   - Control own body in space (e.g., move safely through room without harm to self or others).
   - Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
   - Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).

6. Manage emotions.
   - With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
   - With prompting and support, recognize emotions (e.g., “I am really mad.”).
   - With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).
   - With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).

7. Follow procedures and routines with teacher support.
   - Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).
   - Use materials with care and safety (e.g., use scissors to cut paper).
   - Take turns sharing information with others (e.g., interact during group time).

8. Demonstrate flexibility in adapting to different environments.
   - Adjust behavior in different settings (e.g., at the library, playground, lunchroom).
   - Follow rules (e.g., use outside voice, use inside voice) in different settings.
### College and Career Readiness Standards for Science

<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
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<td></td>
<td>Fall</td>
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</table>

#### SCIENTIFIC METHOD AND INQUIRY DOMAIN

**Engage in Simple Investigations**
1. Make observations, make predictions, and ask questions about natural occurrences or events.
2. Describe, compare, sort and classify, and order objects.
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).
4. Explore materials, objects, and events and notice cause and effect.
5. Describe and communicate observations, results, and ideas.
6. Work collaboratively with others.

**Use the Five Senses to Explore and Investigate the Environment**
7. Name and identify the body parts associated with the use of each of the five senses.
8. Describe similarities and differences in the environment using the five senses.

#### PHYSICAL SCIENCE DOMAIN

**Develop Awareness of Observable Properties of Objects and Materials**
1. Manipulate and explore a wide variety of objects and materials.
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

#### LIFE SCIENCE DOMAIN

**Acquire Scientific Knowledge Related to Life Science**
1. Name, describe, and distinguish plants, animals, and people by observable characteristics.
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.
4. Compare and contrast characteristics of living and nonliving things.

#### EARTH SCIENCE DOMAIN

**Apply Scientific Knowledge Related to Earth Science and Space**
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).
2. Identify characteristics of the clouds, sun, moon, and stars.
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).

#### TECHNOLOGY DOMAIN

**Identify and Explore a Variety of Technology Tools**
1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
2. Use technology tools to gather and/or communicate information.
3. With prompting and support, invent and construct simple objects or structures using technology tools.
### Competencies and Objectives

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<th>GROSS MOTOR SKILLS DOMAIN</th>
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<tr>
<td><strong>DEMONSTRATE UNDERSTANDING OF GROSS MOTOR CONCEPTS AS THEY APPLY TO THE LEARNING, DEVELOPMENT, AND PERFORMANCE OF PHYSICAL ACTIVITIES</strong></td>
<td>Fall</td>
</tr>
<tr>
<td>1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).</td>
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<tr>
<td>2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).</td>
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</table>

**DEMONSTRATE COMPETENCY IN GROSS MOTOR SKILLS AND MOVEMENT PATTERNS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES**

| 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet). | | | |
| 4. Use various types of equipment (e.g., playground equipment, tricycles, slides). | | | |
| 5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping). | | | |

<table>
<thead>
<tr>
<th>FINE MOTOR SKILLS DOMAIN</th>
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<tbody>
<tr>
<td><strong>DEMONSTRATE COMPETENCY IN FINE MOTOR SKILLS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES</strong></td>
<td>Fall</td>
</tr>
<tr>
<td>1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).</td>
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</table>

**DEMONSTRATE UNDERSTANDING OF EMERGING (DEVELOPING) FINE MOTOR SKILLS AS THEY APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITIES**

| 2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects). | | | |
| 3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper). | | | |

**PARTICIPATE IN FINE MOTOR ACTIVITY FOR SELF-EXPRESSION AND/OR SOCIAL INTERACTION**

| 4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). | | | |
| 5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play). | | | |

**DEMONSTRATE EMERGING (DEVELOPING) COMPETENCY IN SELF-HELP SKILLS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES**

| 6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self). | | | |

<table>
<thead>
<tr>
<th>SELF-CARE, HEALTH, AND SAFETY SKILLS</th>
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<tr>
<td><strong>DEMONSTRATE AN AWARENESS AND PRACTICE OF SAFETY RULES</strong></td>
<td>Fall</td>
</tr>
<tr>
<td>1. With prompting and support, identify safety rules (e.g., classroom, home, community).</td>
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<tr>
<td>2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</td>
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<tr>
<td>3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</td>
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</table>

**DEMONSTRATE AN EMERGING (DEVELOPING) USE OF STANDARD HEALTH PRACTICES**

| 4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene). | | | |
| 5. With prompting and support, participate in a variety of physical activities. | | | |
| 6. With prompting and support, identify nutritious foods. | | | |
## College and Career Readiness Standards for Creative Expression

<table>
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<th>Competencies and Objectives</th>
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<tr>
<td><strong>MUSIC DOMAIN</strong></td>
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</tr>
<tr>
<td><strong>PARTICIPATE IN MUSIC-RELATED ACTIVITIES</strong></td>
<td></td>
</tr>
<tr>
<td>1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.</td>
<td></td>
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<tr>
<td>2. Sing a variety of short songs.</td>
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<tr>
<td>3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).</td>
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<tr>
<td>4. With prompting and support, identify fast and slow tempos and simple elements of music.</td>
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<tr>
<td>5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.</td>
<td></td>
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</table>

| **DANCE AND MOVEMENT DOMAIN**                                                               |      |        |        |
| **DEMONSTRATE UNDERSTANDING THROUGH THE USE OF MOVEMENT**                                  |      |        |        |
| 1. Create simple movements (e.g., twirl, turn around, skip, shake).                          |      |        |        |
| 2. Respond rhythmically to different types of music (e.g., fast, slow).                    |      |        |        |

| **THEATRE AND DRAMATIC PLAY DOMAIN**                                                        |      |        |        |
| **ENGAGE IN SPONTANEOUS DRAMATIC PLAY THROUGHOUT THE DAY IN A VARIETY OF CENTERS**           |      |        |        |
| 1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.             |      |        |        |
| 2. Use available materials as either realistic or symbolic props.                           |      |        |        |
| 3. Make up new roles from experiences and/or familiar stories.                              |      |        |        |
| 4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.        |      |        |        |

<p>| <strong>VISUAL ARTS DOMAIN</strong>                                                                     |      |        |        |
| <strong>CREATE VISUAL ART</strong>                                                                      |      |        |        |
| 1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools. |      |        |        |
| 2. Create artwork that reflects an idea, theme, or story.                                   |      |        |        |
| 3. Describe own art work.                                                                  |      |        |        |</p>
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<thead>
<tr>
<th>Competencies and Objectives</th>
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<td><strong>FAMILY AND COMMUNITY DOMAIN</strong></td>
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<tr>
<td><strong>UNDERSTAND SELF IN RELATION TO THE FAMILY AND THE COMMUNITY</strong></td>
<td></td>
</tr>
<tr>
<td>1. Identify self as a member of a family, the learning community, and local community.</td>
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<tr>
<td>2. With prompting and support, identify similarities and differences in people.</td>
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<tr>
<td>3. With prompting and support, describe some family traditions.</td>
<td></td>
</tr>
<tr>
<td>4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.</td>
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</tr>
<tr>
<td><strong>UNDERSTAND THE CONCEPT OF INDIVIDUAL RIGHTS AND RESPONSIBILITIES</strong></td>
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<tr>
<td>5. With prompting and support, demonstrate responsible behavior related to daily routines.</td>
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<tr>
<td>6. With prompting and support, explain some rules in the home and in the classroom.</td>
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</tr>
<tr>
<td>a. Identify some rules for different settings.</td>
<td></td>
</tr>
<tr>
<td>b. Identify appropriate choices to promote positive interactions.</td>
<td></td>
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<tr>
<td>7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).</td>
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<tr>
<td>8. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).</td>
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<tr>
<td>9. With prompting and support, describe a simple sequence of familiar events.</td>
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<tr>
<td><strong>OUR WORLD DOMAIN</strong></td>
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</tr>
<tr>
<td><strong>UNDERSTAND THE IMPORTANCE OF PEOPLE, RESOURCES, AND THE ENVIRONMENT</strong></td>
<td></td>
</tr>
<tr>
<td>1. Treat classroom materials and the belongings of others with care.</td>
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<tr>
<td>2. With prompting and support, identify location and some physical features of familiar places in the environment.</td>
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<tr>
<td>3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).</td>
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<tr>
<td>4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.</td>
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<tr>
<td>5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).</td>
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<tr>
<td><strong>HISTORY AND EVENTS DOMAIN</strong></td>
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</tr>
<tr>
<td><strong>UNDERSTAND EVENTS THAT HAPPENED IN THE PAST</strong></td>
<td></td>
</tr>
<tr>
<td>1. With prompting and support, describe a simple series of familiar events.</td>
<td></td>
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<tr>
<td>2. Recognize events that happened in the past.</td>
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</tr>
</tbody>
</table>
JUST FOR FUN
ALPHABET

Know your alphabet? Use ONE letter to answer each item.

1. Vegetable
2. Drink
3. Body of water
4. Part of the head
5. Bird
6. Insect
7. Female sheep
8. Actor’s signal
9. Exclamation
10. Question

Now use TWO letters to answer each item.

1. Chilly
2. Too much
3. Rot
4. Not hard
5. Vacant
6. Jealousy
7. Composition
8. Indian tent
9. Vine
JUST FOR FUN
ALPHABET

Know your alphabet? Use ONE letter to answer each item.

1. Vegetable  P
2. Drink  T
3. Body of water  C
4. Part of the head  I
5. Bird  J
6. Insect  B
7. Female sheep  U
8. Actor's signal  Q
9. Exclamation  O
10. Question  V

Now use TWO letters to answer each item.

1. Chilly  IC
2. Too much  XS
3. Rot  DK
4. Not hard  EZ
5. Vacant  MT
6. Jealousy  NV
7. Composition  SA
8. Indian tent  TP
9. Vine  IV