

Early Learning Math Curriculum Map

Rationale

SUSD Early Learning Programs provide challenging curriculum to young students through the use of differentiated instruction designed to best meet the academic and affective needs of the students. Early learners benefit from an environment that supports optimal development through active exploration. Learning experiences are designed to be developmentally appropriate and are responsive to the cognitive, creative, and affective development of all students. Outcomes are achieved through addressing standards that maximize social, emotional, and intellectual resiliency.

SUSD Early Learning Goals for Instruction

To provide a foundation that focuses on the emotional, social, language, cognitive and physical development and learning that addresses the whole child. This program provides a framework for all children regardless of background, language and diverse needs. This program is flexible and can be modified up or down to meet, the specific needs of all children.

Unit/Topic: Integrated Math	Quarter:	Time Frame:
Introduce Integrated Math	1st Quarter	9 weeks
Essential Questions:		
EQ.1: Can you match numbers to the quantities they represent?		

EQ.2: Can you find shapes in the environment?

EQ.3: Can you create a simple pattern?

EQ.4: Can you sort by different attributes?

Key Concepts:

Counting and Cardinality

- counting by rote memory (without skipping)
- one-to-one correspondence (identify/create)
- Identify numbers, names, and symbols
- counting to a specific number (1 to 10) using one-to-one correspondence
- comparing numbers and quantities from a large range
- apply one strategy to compare quantities

Operations and Algebraic Thinking

- add/ subtract concrete objects, pictures, and numbers
- recognize and make simple patterns

Measurement and Data

- sort/ classify objects into two groups by 2 attributes
- collects and describes real world data
- measure objects in environment with nonstandard units

Geometry

- identifies and responds to concrete positional words
- names and describes common shapes

Key Vocabulary:

numbers

digits

zero

one

two

three

four

five

six

seven

eight

nine

ten

How many?

pattern

next to

beside

between

in front of

behind

over

on top of

under

tallies

ten frames

greater than

less than

corner

angle

sides

shapes

circle

triangle

square

rectangle

hexagon

octagon

heart

star

rhombus

Priority Standards:	Supporting Standards:
Mathematical Standards: <u>STRAND 1: COUNTING AND CARDINALITY</u> Concept 1: Counts Out Loud The child counts out loud and uses number words in daily conversations. Concept 2: Knows Number Names and Symbols The child identifies numerals and uses number words in daily activities. Concept 3: Compares Numbers and Quantities The child uses number words and counting to identify quantity. Concept 4: Counts to Tell Number of Objects The child applies a range of strategies such as counting or matching to compare sets of objects. <u>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</u> Concept 1: Explores Addition and Subtraction The child combines and separates groups of objects and names how many. Concept 2: Patterning The child recognizes, copies, extends, describes and creates patterns. <u>STRAND 3: MEASUREMENT AND DATA</u> Concept 1: Sorts and Classifies The child sorts and groups objects by a variety of characteristics/attributes. Concept 2: Data Analysis The child collects, organizes, displays, and describes relevant data. Concept 3: Measures	Social And Emotional Standards: <u>STRAND 1: SELF</u> Concept 3: Self-Regulation The child manages the expression of feelings, thoughts, impulses and behaviors. <u>STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS</u> Concept 2: Social Interactions The child displays socially competent behavior. Approaches to Learning Standards: <u>STRAND 1: INITIATIVE AND CURIOSITY</u> Concept 1: Initiative The child demonstrates self-direction while participating in a range of activities and routines. Concept 2: Curiosity The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. <u>STRAND 2: ATTENTIVENESS AND PERSISTENCE</u> Concept 1: Attentiveness The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions. Concept 2: Persistence The child demonstrates the ability to maintain and sustain a challenging task.

The child uses measurement to describe and compare objects in the environment.

STRAND 4: GEOMETRY

Concept 1: Shapes

The child uses and demonstrates an understanding of positional terms.

Concept 2: Spatial Reasoning

The child recognizes names and describes common shapes and their properties.

STRAND 3: CONFIDENCE AND RESILIENCE

Concept 1: Confidence

The child demonstrates self-assurance in a variety of circumstances.

STRAND 4: CREATIVITY

Concept 1: Creativity

The child demonstrates the ability to express their own unique way of seeing the world.

STRAND 5: REASONING AND PROBLEM-SOLVING

Concept 1: Reasoning

The child demonstrates the ability to analyze information and situations in order to form judgments.

Concept 2: Problem-solving

The child demonstrates the ability to seek solutions to problems.

ELA Standards:

STRAND 1: LANGUAGE

Concept 1: Receptive Language Understanding

The child demonstrates understanding of directions, stories, and conversations.

Concept 2: Expressive Language and Communication Skills

The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.

Concept 3: Vocabulary

The child understands and uses increasingly complex vocabulary.

STRAND 2: EMERGENT LITERACY

Concept 1: Concepts of Print

The child knows that print carries messages.

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

Concept 3: Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).

Concept 4: Alphabet Knowledge

The child demonstrates knowledge of the alphabet.

Concept 5: Comprehension and Text Structure

The child shows an interest in books and comprehends books read aloud with increasing text complexity.

STRAND 3: EMERGENT WRITING

Concept 1: Writing Processes and Writing Applications

The child uses writing materials to communicate ideas.

Science Standards:

STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION

Concept 1: Exploration, Observations, and Hypotheses

The child asks questions and makes predictions while exploring and observing in the environment.

Concept 2: Investigation

The child tests predictions through exploration and experimentation.

Concept 3: Analysis and Conclusion

The child forms conclusions about observations and experimentations.

Concept 4: Communication

The child discusses and reflects upon the scientific investigation and its findings.

Social Studies Standards:

STRAND 3: HISTORY AND EVENTS

Concept 1: Understands Time – Past, Present and Future

The child demonstrates an awareness of time and sequence of events in their daily lives.

Physical and Motor Development Standards:

	<u>STRAND 1: PHYSICAL HEALTH AND DEVELOPMENT</u> Concept 1: Gross Motor Development The child moves with balance, control and coordination. Concept 2: Fine Motor Development The child uses fingers, hands and wrists to manipulate tools and materials. Fine Arts: <u>STRAND 1: VISUAL ARTS</u> Concept 1: Improvises and Connects with Visual Arts The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art. <u>STRAND 2: MUSIC</u> Concept 1: Creates and Understands Music, Movement and Dance The child uses a wide variety of instruments, movements, techniques and music to explore and create. <u>STRAND 3: CREATIVE MOVEMENT AND DANCE</u> Concept 1: Creates and Connects with Creative Movement and Dance The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
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Unit/Topic: Integrated Math	Quarter:	Time Frame:
Apply Integrated Math	2nd Quarter	9 weeks
Essential Questions:		

- EQ.1: Can you recognize and describe relationships among/between objects relative to their observable attributes?
 EQ.2: Can you use measurement to make and describe comparisons in the environment?
 EQ.3: Can you gather data about yourself and / or the environment?
 EQ.4 Can you describe the position or location of objects in relation to yourself or other objects?

Key Concepts:

Counting and Cardinality

- counting by rote memory (without skipping) to 20 within daily classroom routines, with multiple materials in multiple settings
- one-to-one correspondence (identify/create) within daily classroom routines, with multiple materials in multiple settings
- Identify and use numbers, names, and symbols with multiple materials in multiple settings
- counting to a specific number (1 to 20) using one-to-one correspondence
- comparing numbers and quantities from a large range with concrete, real life experiences (i.e. - Number Question of the Day)
- apply multiple strategies to compare quantities

Operations and Algebraic Thinking

- add concrete objects, pictures, and numbers (two groups up to 20)
- subtract concrete objects, pictures, and numbers using mathematical symbols
- create addition/ subtraction word problems
- write simple number sentences (with modelling and support)
- recognize, extend and create simple patterns

Measurement and Data

Key Vocabulary:

numbers	tallies	shapes
digits	ten frames	circle
zero	greater than	triangle
one	less than	square
two	plus sign	rectangle
three	minus sign	hexagon
four	equal sign	octagon
five	corner	heart
six		star
seven		rhombus
eight	angle	trapezoid
nine	vertices	pentagon
ten	sides	
How many?		
in all		
difference		
addition		
take away		
subtraction	bar graph	
	tally	
pattern	survey	

• sort/ classify objects into two or more groups by many attributes • collects, organizes, displays and describes real world data (i.e.- surveying students by hair color, creating a tally chart/ graph to display data, and present findings) • measure objects in environment with nonstandard and standard units <u>Geometry</u> • identifies, responds, and demonstrates understanding of simple positional words with objects • names common shapes using multiple attributes and terms (i.e. - corners, angles, vertices) to describe	next to beside between in front of behind over on top of under
Priority Standards:	Supporting Standards:
Mathematical Standards: <u>STRAND 1: COUNTING AND CARDINALITY</u> Concept 1: Counts Out Loud The child counts out loud and uses number words in daily conversations. Concept 2: Knows Number Names and Symbols The child identifies numerals and uses number words in daily activities. Concept 3: Compares Numbers and Quantities The child uses number words and counting to identify quantity. Concept 4: Counts to Tell Number of Objects The child applies a range of strategies such as counting or matching to compare sets of objects. <u>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</u> Concept 1: Explores Addition and Subtraction	Social And Emotional Standards: <u>STRAND 1: SELF</u> Concept 3: Self-Regulation The child manages the expression of feelings, thoughts, impulses and behaviors. <u>STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS</u> Concept 2: Social Skills The child displays socially competent behavior. Approaches to Learning Standards: <u>STRAND 1: INITIATIVE AND CURIOSITY</u> Concept 1: Initiative The child demonstrates self-direction while participating in a range of

The child combines and separates groups of objects and names how many.

Concept 2: Patterning

The child recognizes, copies, extends, describes and creates patterns.

STRAND 3: MEASUREMENT AND DATA

Concept 1: Sorts and Classifies

The child sorts and groups objects by a variety of characteristics/attributes.

Concept 2: Data Analysis

The child collects, organizes, displays, and describes relevant data.

Concept 3: Measures

The child uses measurement to describe and compare objects in the environment.

STRAND 4: GEOMETRY

Concept 1: Shapes

The child uses and demonstrates an understanding of positional terms.

Concept 2: Spatial Reasoning

The child recognizes names and describes common shapes and their properties.

activities and routines.

Concept 2: Curiosity

The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 1: Attentiveness

The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.

Concept 2: Persistence

The child demonstrates the ability to maintain and sustain a challenging task.

STRAND 3: CONFIDENCE AND RESILIENCE

Concept 1: Confidence

The child demonstrates self-assurance in a variety of circumstances.

STRAND 4: CREATIVITY

Concept 1: Creativity

The child demonstrates the ability to express their own unique way of seeing the world.

STRAND 5: REASONING AND PROBLEM-SOLVING

Concept 1: Reasoning

The child demonstrates the ability to analyze information and situations in order to form judgments.

Concept 2: Problem-solving

The child demonstrates the ability to seek solutions to problems.

ELA Standards:

STRAND 1: LANGUAGE

Concept 1: Receptive Language Understanding

The child demonstrates understanding of directions, stories, and

conversations.

Concept 2: Expressive Language and Communication Skills

The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.

Concept 3: Vocabulary

The child understands and uses increasingly complex vocabulary.

STRAND 2: EMERGENT LITERACY

Concept 1: Concepts of Print

The child knows that print carries messages.

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

Concept 3: Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).

Concept 4: Alphabet Knowledge

The child demonstrates knowledge of the alphabet.

Concept 5: Comprehension and Text Structure

The child shows an interest in books and comprehends books read aloud with increasing text complexity.

STRAND 3: EMERGENT WRITING

Concept 1: Writing Processes and Writing Applications

The child uses writing materials to communicate ideas.

Science Standards:

STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION

Concept 1: Exploration, Observations, and Hypotheses

The child asks questions and makes predictions while exploring and observing in the environment.

Concept 2: Investigation

The child tests predictions through exploration and experimentation.

Concept 3: Analysis and Conclusion

The child forms conclusions about observations and experimentations.

Concept 4: Communication

The child discusses and reflects upon the scientific investigation and its findings.

Social Studies Standards:

STRAND 3: HISTORY AND EVENTS

Concept 1: Understands Time – Past, Present and Future

The child demonstrates an awareness of time and sequence of events in their daily lives.

Physical and Motor Development Standards:

STRAND 1: PHYSICAL HEALTH AND DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance, control and coordination.

Concept 2: Fine Motor Development

The child uses fingers, hands and wrists to manipulate tools and materials.

Fine Arts:

STRAND 1: VISUAL ARTS

Concept 1: Improvises and Connects with Visual Arts

The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.

STRAND 2: MUSIC

Concept 1: Creates and Understands Music, Movement and Dance

The child uses a wide variety of instruments, movements, techniques and music to explore and create.

	<u>STRAND 3: CREATIVE MOVEMENT AND DANCE</u> Concept 1: Creates and Connects with Creative Movement and Dance The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
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Unit/Topic: Integrated Math	Quarter:	Time Frame:
Unit 3: Extend Integrated Math	3rd Quarter	9 weeks
Essential Questions: EQ.1: Can you use numbers and counting as means to determine quantity and to solve problems? EQ.2: Can you recognize, copy and create a pattern with several attributes? EQ.3: Can you compare two sets of objects using terms such as more, fewer, or equal?		
Concepts:	Key Vocabulary:	

Counting and Cardinality

- counting by rote memory (without skipping) to 20 or higher within daily classroom routines, with multiple materials in multiple settings
- one-to-one correspondence (identify/create/compare) within daily classroom routines, with multiple materials in multiple settings
- Identify, use and compare numbers, names, and symbols with multiple materials in multiple settings
- counting to a specific number (1-20) using one-to-one correspondence
- comparing numbers and quantities from a large range with concrete, real life experiences (i.e. - Number Question of the Day)
- apply multiple strategies to compare quantities

Operations and Algebraic Thinking

- add concrete objects, pictures, and numbers (two groups up to 20)
- subtract concrete objects, pictures, and numbers using mathematical symbols
- solve addition equations using unknown addends (through sums of 10)
- create addition/ subtraction word problems (from minimal support to independence)
- write simple number sentences (from minimal support to independence)
- recognize, extend and create simple patterns (independently)

Measurement and Data

- sort/ classify objects into two or more groups by many attributes and describe your rule

numbers
digits
zero
one
two
three
four
five
six
seven
eight
nine
ten

tallies
ten frames
greater than
less than

plus sign
minus sign
equal sign

corner
angle
vertices
sides
face

How many?
in all
difference
addition
take away
subtraction

inches
foot
centimeters

pattern

bar graph
tally
survey

next to
beside
between
in front of
behind
over

shapes
circle
triangle
square
rectangle
hexagon
octagon
heart
star
rhombus
trapezoid
pentagon
sphere
hemisphere
cylinder
pyramid
cube
cone

- collects, organizes, displays and describes real world data (i.e.- surveying students by hair color, creating a tally chart/ graph to display data, and present findings) predict - and measure objects in environment with nonstandard and standard units <u>Geometry</u> - identifies, responds, and demonstrates understanding of simple and complex positional words with objects - names common 2d and 3d shapes using multiple attributes and terms (i.e. - corners, angles, vertices) to describe - identify, describe, sort, compare and create common 2d and 3d shapes	on top of under
Priority Standards:	Supporting Standards:
Mathematical Standards: <u>STRAND 1: COUNTING AND CARDINALITY</u> Concept 1: Counts Out Loud The child counts out loud and uses number words in daily conversations. Concept 2: Knows Number Names and Symbols The child identifies numerals and uses number words in daily activities. Concept 3: Compares Numbers and Quantities The child uses number words and counting to identify quantity. Concept 4: Counts to Tell Number of Objects The child applies a range of strategies such as counting or matching to compare sets of objects.	Social And Emotional Standards: <u>STRAND 1: SELF</u> Concept 3: Self-Regulation The child manages the expression of feelings, thoughts, impulses and behaviors. <u>STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS</u> Concept 2: Social Interactions The child displays socially competent behavior. Approaches to Learning Standards: <u>STRAND 1: INITIATIVE AND CURIOSITY</u> Concept 1: Initiative

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

Concept 1: Explores Addition and Subtraction

The child combines and separates groups of objects and names how many.

Concept 2: Patterning

The child recognizes, copies, extends, describes and creates patterns.

STRAND 3: MEASUREMENT AND DATA

Concept 1: Sorts and Classifies

The child sorts and groups objects by a variety of characteristics/attributes.

Concept 2: Data Analysis

The child collects, organizes, displays, and describes relevant data.

Concept 3: Measures

The child uses measurement to describe and compare objects in the environment.

STRAND 4: GEOMETRY

Concept 1: Shapes

The child uses and demonstrates an understanding of positional terms.

Concept 2: Spatial Reasoning

The child recognizes names and describes common shapes and their properties.

The child demonstrates self-direction while participating in a range of activities and routines.

Concept 2: Curiosity

The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 1: Attentiveness

The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.

Concept 2: Persistence

The child demonstrates the ability to maintain and sustain a challenging task.

STRAND 3: CONFIDENCE AND RESILIENCE

Concept 1: Confidence

The child demonstrates self-assurance in a variety of circumstances.

STRAND 4: CREATIVITY

Concept 1: Creativity

The child demonstrates the ability to express their own unique way of seeing the world.

STRAND 5: REASONING AND PROBLEM-SOLVING

Concept 1: Reasoning

The child demonstrates the ability to analyze information and situations in order to form judgments.

Concept 2: Problem-solving

The child demonstrates the ability to seek solutions to problems.

ELA Standards:

STRAND 1: LANGUAGE

Concept 1: Receptive Language Understanding

The child demonstrates understanding of directions, stories, and conversations.

Concept 2: Expressive Language and Communication Skills

The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.

Concept 3: Vocabulary

The child understands and uses increasingly complex vocabulary.

STRAND 2: EMERGENT LITERACY

Concept 1: Concepts of Print

The child knows that print carries messages.

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

Concept 3: Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).

Concept 4: Alphabet Knowledge

The child demonstrates knowledge of the alphabet.

Concept 5: Comprehension and Text Structure

The child shows an interest in books and comprehends books read aloud with increasing text complexity.

STRAND 3: EMERGENT WRITING

Concept 1: Writing Processes and Writing Applications

The child uses writing materials to communicate ideas.

Science Standards:

STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION

Concept 1: Exploration, Observations, and Hypotheses

The child asks questions and makes predictions while exploring and

observing in the environment.

Concept 2: Investigation

The child tests predictions through exploration and experimentation.

Concept 3: Analysis and Conclusion

The child forms conclusions about observations and experimentations.

Concept 4: Communication

The child discusses and reflects upon the scientific investigation and its findings.

Social Studies Standards:

STRAND 3: HISTORY AND EVENTS

Concept 1: Understands Time – Past, Present and Future

The child demonstrates an awareness of time and sequence of events in their daily lives.

Physical and Motor Development Standards:

STRAND 1: PHYSICAL HEALTH AND DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance, control and coordination.

Concept 2: Fine Motor Development

The child uses fingers, hands and wrists to manipulate tools and materials.

Fine Arts Standards:

STRAND 1: VISUAL ARTS

Concept 1: Improvises and Connects with Visual Arts

The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.

STRAND 2: MUSIC

Concept 1: Creates and Understands Music, Movement and Dance

The child uses a wide variety of instruments, movements, techniques and

	music to explore and create. <u>STRAND 3: CREATIVE MOVEMENT AND DANCE</u> Concept 1: Creates and Connects with Creative Movement and Dance The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
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Unit/Topic: Integrated Math	Quarter:	Time Frame:
Unit 4: Enrich Integrated Math	4th Quarter	9 weeks
Essential Questions: EQ.1: Can you collect, organize and display and describe relevant data? EQ.2: Can you measure with standard and non-standard units? EQ.3: Can you describe and identify 3 dimensional shapes? EQ.4: Can you use appropriate vocabulary to describe time and sequence as related to daily routines?		
Key Concepts:	Key Vocabulary:	
<u>Counting and Cardinality</u> counting by rote memory (without skipping) to 20 or higher within daily classroom routines, with multiple materials in multiple settings	numbers digits zero one	tallies ten frames greater than less than shapes circle triangle square

• one-to-one correspondence (identify/create/compare) within daily classroom routines, with multiple materials in multiple settings • Identify, use and compare numbers, names, and symbols with multiple materials in multiple settings • counting to a specific number (1-20) using one-to-one correspondence • comparing numbers and quantities from a large range with concrete, real life experiences (i.e. - Number Question of the Day) • apply multiple strategies to compare quantities	two		rectangle
	three		hexagon
	four	plus sign	octagon
	five	minus sign	heart
	six	equal sign	star
	seven	corner	rhombus
	eight	angle	trapezoid
	nine	vertices	pentagon
	ten	sides	sphere
		face	hemisphere
			cylinder
			pyramid
			cube
			cone
<u>Operations and Algebraic Thinking</u>	How many?	inches	
• add concrete objects, pictures, and numbers (two groups up to 20) • subtract concrete objects, pictures, and numbers using mathematical symbols • solve addition equations using unknown addends (through sums of 10) • create addition/ subtraction word problems (from minimal support to independence) • write simple number sentences (from minimal support to independence) • recognize, extend and create simple patterns (independently)	in all	foot	
	difference	centimeters	
	addition		
	take away		
	subtraction	bar graph	
		tally	
	pattern	survey	
	next to		
	beside		
	between		
	in front of		
	behind		
	over		
	on top of		
	under		
<u>Measurement and Data</u>			
• sort/ classify objects into two or more groups by many attributes and describe your rule • collects, organizes, displays and describes real world data (i.e.- surveying students by hair color, creating a tally chart/ graph to display data, and present findings) • predict and measure objects in environment with nonstandard and standard units			

<u>Geometry</u> - identifies, responds, and demonstrates understanding of simple and complex positional words with objects - names common 2d and 3d shapes using multiple attributes and terms (i.e. - corners, angles, vertices) to describe - identify, describe, sort, compare and create common 2d and 3d shapes	
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STRAND 4: GEOMETRY

Concept 1: Shapes

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The child demonstrates knowledge of the alphabet.

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findings.

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The child uses a wide variety of instruments, movements, techniques and music to explore and create.

STRAND 3: CREATIVE MOVEMENT AND DANCE

Concept 1: Creates and Connects with Creative Movement and Dance

The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.