

# Learning Box Preschool Curriculum Alignment with the Kansas Early Learning Standards

*Learning Box Preschool Foundational Skills 3-5 Years Old*

Up to 48 months= 3.

Up to 60 months= 4.

## **APPROACHES TO LEARNING (ATL)**

### **Engagement and Attention**

ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.

ATL.p3.2: Ignores distractions briefly when engrossed in an activity.

ATL.p3.3: Remembers and follows one or two step directions

ATL.p4.1: Sustains attention to task despite distractions.

ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SE 3.1 Maintains focus*

*AL 2.1 Ability to participate for longer periods of time*

*LL 5.2 Listens for understanding and respond appropriately*

*AL 5.3 Follows directions*

### **Persistence**

ATL.p3.4: Practices an activity many times until successful.

ATL.p4.3: Stays with a task for at least five minutes.

ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.

ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SE 3.4 Initiates learning*

*AL 3.1 Demonstrates a desire to seek out information*

*AL 4.1 Accepts changes and failures*

*SE 3.1 Maintains focus*

*AL 2.1 Ability to participate for longer periods of time*

*LL 5.2 Listens for understanding and respond appropriately*

### **Curiosity and Initiative**

ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).

ATL.p3.6: Initiates play with other children.

ATL.p3.7: Explores, practices, understands social roles through play.

ATL.p4.6: Seeks new and varied experiences and challenges through play.

- ATL.p4.7: Chooses activities to do alone or with others.  
ATL.p4.8: Invites other children to join groups or activities.  
ATL.p4.9: Makes and follows plans for games or activities with other children.

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*SE 2.2 Cooperates*

*SE 3.3 Cooperates within shared space*

*AL 5.1 Initiates social interactions*

*SS 3.1 Understands roles and occupations in society*

*AL 5.3 Follows directions*

*AL 4.3 Freedom to explore ideas with others*

## **Sense of Competence**

- ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.  
ATL.p3.9: Knows self as part of family, culture, spiritual group or community.  
ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.  
ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.  
ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).  
ATL.p4.12: Associates emotions with words and facial expressions.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SE 1.2 Demonstrates confidence*

*SE 4.1 Manages emotions appropriately*

*SE 2.2 Cooperates*

*SS 1.1 Identifies personal and family roles within the home and community*

*SS 1.2 Examines diversity, culture, and traditions*

*LL 5.3 Compares and contrasts*

## **Problem Solving**

- ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.  
ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.  
ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).  
ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.  
ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.  
ATL.p4.15: Understands what is real and what is 'make-believe'.

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*AL 3.2 Asks questions and problem solves*

*AL 3.1 Demonstrates a desire to seek out information*

*SE 2.1 Makes positive social connections*

*AL 5.1 Initiates social interactions*

*AL 5.3 Follows directions*

*SE 2.2 Cooperates*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*AL 4.1 Accepts change and failure*

### *LL 5.3 Compares and contrasts*

#### **Creativity and Flexibility**

ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.

ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.

ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.

ATL.p4.16: Invents new activities through play

ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.

ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).

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*AL 1.1 Uses imagination and creativity to create new ideas or extend understanding*

*AL 3.2 Asks questions and problem solves*

*AL 3.1 Demonstrates a desire to seek out information*

*SE 4.1 Manages emotions appropriately*

*AL 5.3 Follows directions*

*CE 4.1 Participates in dramatic play*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*SE 2.1 Makes positive social connections*

#### **PHYSICAL HEALTH AND DEVELOPMENT (PHD)**

##### **LARGE MOTOR SKILLS**

PHD.p3.1: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).

PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).

PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).

PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).

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*PD 2.1 Displays balance and coordination*

*PD 2.2 Uses locomotor skills*

*CE 2.2 Participates in a variety of body movements*

*PD 3.3 Exhibits hand-eye coordination*

##### **FINE MOTOR SKILLS**

PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).

PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).

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*PD 3.1 Controls small muscle movement*

*PD 3.2 Manipulates varied objects*

*PD 3.3 Exhibits hand-eye coordination*

## **PHYSICAL FITNESS**

PHD.p3.3: Participates in active play exhibiting strength and stamina.

PHD.p4.5: Participates in active play exhibiting strength and stamina.

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*PD 4.1 Actively participates*

*PD 4.2 Builds muscular strength and/or cardiovascular endurance*

## **NUTRITION/HEALTHY EATING**

PHD.p3.4: Eats a variety of foods.

PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.

PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.

PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).

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*PD 1.1 Practices daily-self-care*

*PD 1.3 Makes healthy food choices*

## **PERSONAL HYGIENE**

PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.

PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).

PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).

PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*PD 1.1 Practices daily-self-care*

*SE 1.2 Demonstrates confidence*

*SE 3.5 Accepts responsibility*

## **SAFETY**

PHD.p3.8: Knows common safety rules that have been discussed or taught.

PHD.p3.9: Alerts adults to potentially harmful situations.

PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).

PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).

PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*PD 1.2 Comprehends and applies safety rules*

*SS 3.1 Understands roles and occupations in society*

*AL 5.3 Follows directions*

*AL 5.1 Initiates social interactions*

## **SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**

### **CHARACTER DEVELOPMENT**

SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.

SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.

SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.

SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.

SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.

SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.

SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.

SED.CD.p3.4: Expresses interests, acceptance, affection for others.

SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*AL 2.2 Communicates verbally or through body language*

*SE 2.1 Makes positive social connections*

### **RESPONSIBLE DECISION MAKING & PROBLEM SOLVING:**

SED.R.p3.1: Begin to understand consequences of own actions with adult support.

SED.R.p4.1: Anticipates and usually accepts consequences of own actions.

SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.

SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.

SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines.

SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort.

SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.

SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.

SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.

SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.

SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.

SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.

SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.

SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SE 4.1 Manages emotions appropriately*

*AL 5.3 Follows directions*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*AL 2.2 Communicates verbally or through body language*

*SE 2.1 Makes positive social connections*

*SE 2.2 Cooperates*

*AL 4.3 Freedom to explore ideas with others*

*AL 5.2 Participates in "shared thinking"*

#### **PERSONAL DEVELOPMENT:**

SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.

SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.

SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.

SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.

SED.PD. P3.3: Describes self by using several basic characteristics.

SED.PD.p3.4: States basic personal information (e.g., name and age).

SED.PD.p3.5: Displays awareness of own thoughts and feelings.

SED.PD.p4.3: Describes characteristics of self and others.

SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).

SED.PD.p3.6: Makes known personal needs and desires.

SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.

SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.

SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.

SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.

SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.

SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.

SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SE 4.1 Manages emotions appropriately*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*LL 6.2 Shares stories and/or information*

*SS 5.1 Shows interest in personal and family history*  
*AL 5.3 Follows directions*

**SOCIAL DEVELOPMENT:**

- SED.SD.p3.1: Expresses concern for the needs of others and people in distress.
- SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).
- SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.
- SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.
- SED.SD.p3.3: Compares own characteristics with those of others.
- SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).
- SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.
- SED.SD.p3.4: Follows rules and simple directions (1-2 steps).
- SED.SD.p3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).
- SED.SD.p3.6: Begins to participate in conversational turn taking.
- SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).
- SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.
- SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.
- SED.SD.p4.8: Invites other children to join groups or activities.
  
- SED.SD.p3.7: Shows interest in having a friend.
- SED.SD.p4.9: Develops friendships with one or two preferred peers.
- SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.
- SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).
- SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.
- SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.
- SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SE 4.1 Manages emotions appropriately*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*LL 6.2 Shares stories and/or information*

*SS 5.1 Shows interest in personal and family history*

*AL 3.2 Asks questions and problem solves*

*AL 5.3 Follows directions*

*SS 1.2 Examines diversity, culture, and traditions*

*LL 5.3 Compares and contrasts*

*AL 5.1 Initiates social interactions*

*SE 2.1 Makes positive social connections*

*LL 5.2 Listens for understanding and responds appropriately*

## COMMUNICATIONS AND LITERACY STANDARDS (CL)

### LITERATURE:

CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content.

CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.

CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.

CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.

CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.

CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book.

CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).

CL.L.p3.5: Understands that books have both illustrations and print.

CL.L.p4.4: Asks and answers questions about unknown words in a text.

CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).

CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.

CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.

CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).

CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.

CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.

CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).

CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*LL 2.1 Shows understanding of print concepts*

*LL 4.1 Builds meaning of words*

*LL 5.1 Responds to text*

*LL 5.2 Listens for understanding and responds appropriately*

*LL 5.3 Compares and contrasts*

*LL 5.4 Makes predictions*

*LL 7.2 Participates in reading*

### INFORMATIONAL TEXT (NON-FICTION):

CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.

CL.IT.p3.2: Retells some details of the text using pictures or props as a support.

CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.

CL.IT.p4.2: With prompting and support, retells key details of a text.

CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.

CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.

CL.IT.p3.4: Identifies the front and back cover of a book.

CL.IT.p3.5: Understands that books have both illustrations and print.



CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.  
CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.  
CL.IT.P6: With prompting and support describes the role of an author and an illustrator.  
CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.  
CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).  
CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).  
CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.  
CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.  
CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).  
L.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).  
CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*LL 2.1 Shows understanding of print concepts*

*LL 4.1 Builds meaning of words*

*LL 5.1 Responds to text*

*LL 5.2 Listens for understanding and responds appropriately*

*LL 5.3 Compares and contrasts*

*LL 5.4 Makes predictions*

*LL 7.2 Participates in reading*

**FOUNDATIONAL SKILLS:**

CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.  
CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).  
CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).  
CL.F.p3.1c: Recognizes letters in their name.  
CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.  
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.  
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.  
CL.F.p4.1c: Recognizes that letters are grouped to form words.  
CL.F.p4.1d: Recognizes and names some upper: and lowercase letters in addition to those in first name.  
CL.F.p3.2: Plays with the sounds of language.  
CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).  
CL.F.p3.2b: Distinguishes whether two words rhyme or not.  
CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; / d+ad= dad).  
CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).

CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):  
 CL.F.p4.2a: Recognizes and produces rhyming words.  
 CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f+/i+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).  
 CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d+/og/ = dog).  
 CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words (e.g., cat starts with /c/).  
 CL.F.p3.3: Knows and applies age-appropriate word analysis skills.  
 CL.F.p3.3a: Begins to identify own name in print.  
 CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.  
 CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.  
 CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.  
 CL.F.p4.3b: Identifies own name in print.  
 CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.  
 CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading)

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*LL 1.1 Demonstrates understanding of sounds, rhyme, and patterns in letters and words*

*LL 2.1 Shows understanding of print concepts*

*LL 3.1 Identifies letters and words*

*LL 3.2 Understands that letters and words have meaning*

*LL 8.2 Aware that words and symbols can be written down and read*

*LL 7.2 Participates in reading*

*LL 4.2 Uses age-appropriate grammar*

**WRITING:**

CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.  
 CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.  
 CL.W.p3.2: Uses consistent marks to represent name when writing.  
 CL.W.p3.3: With guidance and support, imitates shapes and strokes.  
 CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).  
 CL.W.p4.2: Recognizably writes a majority of the letters in their name.  
 CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.  
 CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).  
 CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).  
 CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.  
 CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).

CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*CE 3.1 communicates through visual art*

*LL 8.1 Writes letters, words, and name*

*LL 8.2 Aware that words and symbols can be written down and read*

*S 5.1 Explores technology*

*AL 5.2 Participates in "shared thinking"*

*AL 3.2 Asks questions and problem solves*

*LL 6.2 Shares stories and/or information*

## **SPEAKING & LISTENING:**

CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.

CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).

CL.SL.p3.1b: Continues a conversation through three or more exchanges.

CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.

CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.

CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic.

CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.

CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.

CL.SL.p3.4: Able to describe objects and actions depicted in pictures.

CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.

CL.SL.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.

CL.SL.p4.4: Able to tell another person about what they have drawn.

CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*LL 4.2 Uses age-appropriate grammar*

*LL 6.1 Participates in conversations*

*LL 6.2 Shares stories and/or information*

*LL 6.3 Speaks in sentences*

*AL 5.3 Follows directions*

*LL 5.1 Responds to text*

*LL 5.2 Listens for understanding and responds appropriately*

*LL 5.3 Compares and contrasts*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

## LANGUAGE STANDARDS:

CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.

CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).

CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.

CL.LS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

CL.LS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).

CL.LS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CL.LS.p3.1f: Communicates using at least 3-4 word sentences.

CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.

CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.

CL.LS.p4.1a: Prints some upper and lower-case letters (e.g., letters in their name).

CL.LS.p4.1b: Uses frequently occurring nouns and verbs.

CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).

CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CL.LS.p4.1f: Produces complete sentences in shared language activities.

CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.

CL.LS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).

CL.LS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.

CL.LS.p3.4a: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).

CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.

CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)

CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.

CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).

CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*LL 5.2 Listens for understanding and responds appropriately*

*LL 3.1 Identifies words*

*LL 3.2 Understands that letters and words have meaning*

*LL 4.1 Builds meaning of words*

*LL 1.1 Demonstrates understanding of sounds, rhyme, and patterns in letters and words*

*LL 6.1 Participates in conversations*

*LL 6.2 Shares stories and/or information*

*LL 6.3 Speaks in sentences*

## **MATHEMATICS (M)**

### **COUNTING & CARDINALITY:**

M.CC.p3.1: Counts in sequence to 10.

M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.

M.CC.p4.1: Counts in sequence to 30.

M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).

M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).

M.CC.p3.3: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).

M.CC.p3.4: Spontaneously counts for own purposes.

M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).

M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.

M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).

M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).

M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.

M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.

M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.

M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.

M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).

M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend’s names and indicates who has more or less).

M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items).

M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5)

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*M 1.1 Understand and identifies numbers and quantities*  
*M 1.2 Identifies numbers and relationships*  
*M 5.1 Solves mathematical problems*

#### **OPERATIONS & ALGEBRAIC THINKING:**

M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).

M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.

M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).

M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.

M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart).

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*M 1.1 Understand and identifies numbers and quantities*  
*M 2.1 Follows and/or creates simple patterns*  
*M 1.2 Identifies numbers and relationships*  
*S 1.1 Engages in observation and investigation*  
*M 5.1 Solves mathematical problems*

#### **MEASUREMENT & DATA: M.MD.**

M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).

M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).

M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).

M 4.1 Compares and orders

M 4.2 Measures and/or estimates

M.MD.p3.2: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).

M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.

M.MD.p4.4: Collects data by categories to answer simple questions.

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*M 4.1 Compares and orders*  
*M 4.2 Measures and/or estimates*  
*M 2.2 Classifies, sorts, and charts data*  
*S 1.1 Engages in observation and investigation*  
*LL 5.3 Compares and contrasts*

## **GEOMETRY: M.G.**

(Squares, circles, triangles, rectangles)

M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).

M.G.p3.2: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)

M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).

M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.

M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).

M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.

M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

M.G.p4.4: Creates shapes during play by building, drawing, etc.

M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*LL 4.1 Builds meaning of words*

*M 3.1 Identifies shapes*

*M 3.2 Comprehends positions in space*

*S 1.1 Engages in observation and investigation*

## **SCIENCE STANDARDS (S)**

### **MOTION & STABILITY: FORCES & INTERACTIONS**

S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).

S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).

S.p4.2: Recognizes and describes the effect of his/her own actions on objects.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*S 1.1 Engages in observation and investigation*

*S 1.2 Makes predictions and describes outcomes*

*S 4.1 Recognizes physical properties of objects and materials*

*S 5.2 Investigates how things work*

### **ENERGY**

S.p3.2: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).

S.p4.3: Demonstrates an understanding that the sun provides light and warmth.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*S 1.1 Engages in observation and investigation*

*S 1.2 Makes predictions and describes outcomes*

*S 2.2 Identifies characteristics of Earth's environment  
LL 6.2 Shares stories and/or information*

## **FROM MOLECULES TO ORGANISMS: STRUCTURES & PROCESSES**

S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.

S.p3.4: Understands that living things need air, water and food.

S.p4.4: Asks /answers questions about objects, organisms and events in their environments.

S.p4.5: Understands and is able to explain why plants and animals need air, food and water.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*S 1.1 Engages in observation and investigation*

*S 1.2 Makes predictions and describes outcomes*

*AL 3.2 Asks questions and problem solves*

*S 3.1 Understands characteristics of living things*

## **EARTH'S SYSTEMS**

S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow).

S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).

S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).

S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons.

S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*S 1.1 Engages in observation and investigation*

*S 1.2 Makes predictions and describes outcomes*

*S 2.1 Identifies characteristics of Earth's environment*

*SS 4.3 Shows concern for the environment*

*S 3.1 Understands characteristics of living things*

## **EARTH & HUMAN ACTIVITY**

S.p3.7: Comments on an animal's appearance, behavior or habitat.

S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).

S.p3.9: Makes comments about the weather. (e.g., it's cold, it's windy).

S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).

S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).

S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).

S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).



S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*S 1.1 Engages in observation and investigation*

*S 1.2 Makes predictions and describes outcomes*

*S 2.1 Identifies characteristics of Earth's environment*

*SS 3.1 Understands roles and occupations in society*

*SS 4.3 Shows concern for the environment*

*S 3.1 Understands characteristics of living things*

## **SOCIAL STUDIES (SS)**

### **Government**

SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).

SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SS 1.1 Identifies personal and family roles within their home and community*

*SS 2.1 Understands citizenship and responsibility*

*LL 6.2 Shares stories and/or information*

### **Economics**

SS.p3.2: Trades or exchanges materials or objects with others.

SS.p3.3: Discriminates between “yours” and “mine.”

SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited ( e.g., offers to take turns with scissors when only one pair is available).

SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SE 2.2 Cooperates*

*SS 3.2 Understands the role of money in society*

*SE 1.1 Aware of thoughts, needs, and feelings of self and others*

*AL 5.1 Initiates social interactions*

### **Geography**

SS.p3.4: Uses words to indicate direction.

SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).

SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.

SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, here/there).

SS.p4.5: Creates simple “maps” or drawings of familiar places.

SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).

SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).

SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*LL 4.1 Builds meaning of words*

*SS 4.1 Comprehends and compares characteristics of the local area*

*SS 4.2 Develops mapping skills*

*SS 4.3 Shows concern for the environment*

*S 3.1 Understands characteristics of living things*

*S 2.1 Identifies characteristics of Earth's environment*

## **United States World History**

SS.p3.7 Questions why and/or how people are similar or different.

SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., "when I was a baby..." , " or before I moved into my new house...").

SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.

SS.p4.10: Names city and state where he/she lives.

SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*SS 5.2 Shows interest and shares past, current, and future events*

*SS 1.2 Examines diversity, culture, and traditions*

*LL 5.3 Compares and contrasts*

*LL 4.1 Builds meaning of words*

*LL 6.2 Shares stories and/or information*

*SS 4.1 Comprehends and compares characteristics of the local area*

## **CREATIVE ARTS (CA)**

### **CA.p3.1: Physical:**

CA.p3.1a: Explores moving all body parts in isolation.

CA.p3.1b: Explores cross lateral movements.

CA.p4.1: Physical:

CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.

CA.p4.1b: Skips, slides, leaps.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*CE 2.2 Participates in a variety of body movements*

*PD 2.1 Displays balance and coordination*

*PD 2.2 Uses locomotor skills*

*LL 4.1 Builds meaning of words*

### **CA.p3.2: Responding:**

CA.p3.2a: Moves one body part in response to a simple rhythm pattern.

CA.p3.2b: Demonstrates the difference between still and moving.

CA.p3.2c: Moves over, under and around objects.

CA.p4.2: Responding:

CA.p4.2a: Dances to music with varying tempos.

CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.  
CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.  
CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*M 2.1 Follows and/or create simple patterns*

*CE 1.1 Participates and/or enjoys music*

*CE 2.1 Expresses self through dance*

*CE 2.2 Participates in a variety of body movements*

*PD 2.1 Displays balance and coordination*

*PD 2.2 Uses locomotor skills*

*LL 4.1 Builds meaning of words*

**CA.p3.3: Creating:**

CA.p3.3a: Creates high, medium and low shapes.

CA.p3.3b: Explores and creates patterns.

CA.p3.3c: Combines axial and locomotor movements together.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*M 3.1 Identifies shapes*

*M 2.1 Follows and/or creates patterns*

*PD 2.2 Uses locomotor skills*

CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.

CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*AL 1.1 Uses imagination and creativity to create new ideas and extend understanding*

*M 2.1 Follows and/or create simple patterns*

*CE 1.1 Participates and/or enjoys music*

*CE 2.1 Expresses self through dance*

*CE 2.2 Participates in a variety of body movements*

*PD 2.1 Displays balance and coordination*

*PD 2.2 Uses locomotor skills*

**CA.p3.4: Understanding:**

CA.p3.4a: Listens to musical cues and teacher instruction.

CA.p3.4b: Dances with purpose attentive to music and instruction.

CA.p4.4: Understanding:

CA.p4.4a: Able to listen and carry out instruction.

CA.p4.4b: Able to create movement and discovery.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*LL 5.2 Listens for understanding and responds appropriately*

*CE 2.1 Expresses self through dance*

*AL 5.3 Follows directions*

*CE 2.2 Participates in a variety of body movements*

**CA.p3.5: Physical:**

CA.p3.5a: Repeats sound and rhythm patterns.

CA.p3.5b: Sings simple songs.

CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*CE 1.1 Participates and/or enjoys music*  
*M 2.1 Follows and/or create simple patterns*  
*CE 2.2 Participates in a variety of body movements*

**CA.p3.6: Responding:**

CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.

CA.p4.6: Responding:

CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.

CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*PD 2.1 Displays balance and coordination*  
*PD 2.2 Uses locomotor skills*  
*CE 2.2 Participates in a variety of body movements*  
*CE 1.1 Participates and/or enjoys music*

**CA.p3.7: Creating:**

CA.p3.7a: Repeats song patterns and rhythmic movements to music.

CA.p3.7b: Sings 5-8 note scale.

CA.p4.7a: Creates own songs and movements, includes musical instruments.

CA.p4.7b: Vocalizes and uses instruments in more complex music/ songs.

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*LL 1.1 Demonstrates understanding of sounds, rhyme, and patterns in letters and words*  
*CE 1.1 Participates and/or enjoys music*  
*AL 1.1 Uses imagination and creativity to create new ideas or extend understanding*  
*M 2.1 2.1 Follows and /or creates simple patterns*

**CA.p3.8: Understanding:**

CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.

CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.

CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*LL 4.1 Builds meaning of words*  
*M 2.1 Follows and/or creates simple patterns*  
*CE 2.2 Participates in a variety of body movements*  
*LL 1.1 Demonstrates understanding of sounds, rhyme, and patterns in letters and words*  
*CE 1.1 Participates and/or enjoys music*

**CA.p3.9: Physical:**

CA.p3.9a: Recites nursery rhymes and simple songs.

CA.p3.9b: Recalls familiar stories.

CA.p3.9c: Memorizes words in books and stories.

CA.p4.9a: Takes a role in acting out a story.

CA.p4.9b: Creates dialogue specific to a type of character.

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*LL 1.1 Demonstrates understanding of sounds, rhyme, and patterns in letters and words*

*LL 6.2 Shares stories and/or information*  
*CE 1.1 Participates and/or enjoys music*  
*CE 4.1 Participates in dramatic play*  
*LL 4.1 Builds meaning of words*

**CA.p3.10: Responding:**

CA.p3.10a: Identifies feelings - happy, sad, mad, etc.  
CA.p3.10b: Beginning to differentiate between real and pretend.  
CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.  
CA.p3.10d: Beginning to take a role in dramatic play.  
CA.p4.10a: Anticipates story plot and structure of story.  
CA.p4.10b: Assumes roles in dramatic play situations.  
CA.p4.10c: Interacts with others in listening and responding in dramatic role.  
CA.p4.10d: Demonstrates feelings with body and voice

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*SE 1.1 Aware of thoughts, needs, and feelings of self and others*  
*CE 4.1 Participates in dramatic play*  
*CE 1.1 Participates and/or enjoys music*  
*LL 5.3 Compares and contrasts*

**CA.p3.11: Creating:**

CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.  
CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*CE 4.1 Participates in dramatic play*  
*AL 5.3 Follows directions*  
*CE 4.1 Participates in dramatic play*  
*LL 5.2 Listens for instructions and responds appropriately*

**CA.p4.11: Creating:**

CA.p4.11a: Dictates a story.  
CA.p4.11b: Repeats dialogue and movement to tell a story.  
CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue.  
CA.p4.11d: Uses costumes to create character with dialogue.  
CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically.  
CA.p4.11f: Uses props/objects in creative ways to promote and create story.

*Learning Box Preschool Foundational Skills 3-5 Years Old*  
*LL 6.2 Shares stories and/or information*  
*CE 4.1 Participates in dramatic play*  
*PD 2.2 Uses locomotor skills*  
*CE 2.2 Cooperates*

**CA.p3.12: Understanding:**

CA.p3.12a: Creates action and verbalization with costume prompt.  
CA.p3.12b: Creates story with props/manipulatives.  
CA.p4.12a: Retells stories.  
CA.p4.12b: Uses imagination to create dramatic roles.

CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).

CA.p4.12d: Critiques drama experiences and find meaning/moral in story.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*AL 1.1 Uses imagination and creativity to create new ideas and extend understanding*

*CE 4.1 Participates in dramatic play*

*LL 6.2 Shares stories and/or information*

**CA.p3.13: Physical:**

CA.p3.13a: Begins use of scissors.

CA.p3.13b: Explores with natural and recycled objects.

CA.p4.13a: Uses a variety of materials to create art.

CA.p4.13b: Shows skill with scissors.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*PD 3.1 Controls small muscle movement*

*PD 3.2 Manipulates varied objects*

*PD 3.3 Exhibits hand-eye coordination*

*CE 3.1 Communicates through visual art*

**CA.p3.14: Responding:**

CA.p3.14a: Explores more complex art activities.

CA.p3.14b: Mixes two basic shapes - abstract rather than representational.

CA.p4.14: Responding:

CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing.

CA.p4.14b: Drawings suggest real life.

CA.p4.14c: Drawings becoming better defined, more detail.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*CE 3.1 Communicates through visual art*

*AL 1.1 Uses imagination and creativity to create new ideas or extend understanding*

**CA.p3.15: Creating:**

CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.

CA.p3.15b: Works independently.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*CE 3.1 Communicates through visual art*

*SE 1.2 Demonstrates confidence*

*SE 3.5 Accepts responsibility*

**CA.p4.15: Creating:**

CA.p4.15a: Tells stories/works out problems with drawings.

CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*CE 3.1 Communicates through visual art*

*LL 6.2 Shares stories and/or information*

**CA.p3.16: Understanding:**

CA.p3.16a: Mixes colors to create a new color.

CA.p3.16b: Names shapes.

CA.p4.16: Understanding:

CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.

CA.p4.16b: Discusses own artistic creations and those of others.

*Learning Box Preschool Foundational Skills 3-5 Years Old*

*M 3.1 Identifies shapes*

*LL 4.1 Builds meaning of words*

*CE 3.1 Communicates through visual art*

*LL 6.2 Shares stories and/or information*

*Source: Kansas Early Learning Standards-The Kansas Department of Education*