

***Building Language for Literacy* © 2000 by Scholastic
correlated to
Early Childhood Education Program Expectations: Standards of Quality
New Jersey Department of Education**

SCHOOL AND HOME PARTNERSHIPS

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>Successful school/home collaborations establish relationships and engage families and school staff in reciprocal, ongoing communication and interaction to encourage appropriate and effective learning opportunities for students. Successful collaboration requires a well-defined plan for incorporating a wide range of parent involvement and educational opportunities.</p> <p>Trust is key to building collaborative and interactive relationships between teachers and parents. These relationships allow teachers and parents to share ideas and learn from one another. In addition, sensitivity to the cultural background of each child ensures successful school/home collaboration. Preschool programs should identify staff and volunteers who are capable of communicating with parents and caregivers in their primary language.</p>	<p>The carefully designed Parent Involvement component of <i>Building Language for Literacy</i> includes easy-to-do, inexpensive activities for each unit that families can use at home. These activities range from going on a family shopping trip after preparing a list of things needed, sorting coupons, etc., to making a paper-plate farm animal puppet to having a child demonstrate a finger play learned that day in school. Each Parent Involvement Unit presents in lay terms a “what helps children’s learning” feature as part of its Family Letter. Three work pages (one each named for Nina, Leo, and Reggie, familiar characters to the children) are also part of each unit and reinforce daily classroom activities. In addition, the Parent Involvement program includes volunteer request and field trip announcement forms to help teachers keep parents involved and informed about classroom activities throughout the year.</p>

CLASSROOM ENVIRONMENT

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>The early childhood environment is an important part of the foundation for creating an atmosphere of imagination and individuality that allows young children to learn and grow at a comfortable and continuous pace. It is imperative that children have multiple opportunities to explore a variety of learning centers and are encouraged to choose learning experiences from all domains of development. In addition, children should be able to view the world around them at their own eye level. Manipulatives, print and other materials within the classroom should represent the distinctiveness of all children, including those with special needs or limited English. The environment should accommodate planned and unplanned movement experiences both indoors and outdoors. Equipment of the appropriate size and weight should be used. The total environment should ensure welcoming, safe, healthy, clean, warm and stimulating areas to promote creative thinking while enabling the exploratory process to continue.</p>	<p><i>Building Language for Literacy</i> includes a wealth of active and quiet activities to provide a busy, well-organized, pleasant classroom environment. In addition to Song and Poem Time and Story Time, the classroom organization features Choice Time learning centers to promote independent exploration and provide opportunities for functional and expressive language and literacy development. The centers utilize a variety of manipulatives, writing tools, and other materials to stimulate problem solving, dramatic play, independent group action, and exploration in the areas of math, science, art and writing, and more. A special feature of <i>Building Language for Literacy</i> is the Transition Time section, which provides ideas for various "special" times during the day such as Morning Separation, Lining Up, Time to Eat, Dressing, etc.. These activities are connected to the basic concepts being explored and help integrate these special times into the classroom activities.</p>

ASSESSMENT

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>Assessment is the process of observing, recording, and documenting the work children do and how they do it. The purpose of assessment is to help teachers determine appropriate classroom activities for each child. Assessment should be ongoing, authentic (extracted from the actual activities in which children are engaging) and cumulative.</p> <p>Group administered achievement tests are inappropriate tools for assessing young children's development. Such tests are ineffective because they do not provide information on how these children learn and how they might apply their learning to real life situations.</p> <p>If individual developmental screening tools are administered, their purpose should be to provide teachers with current information about each child. Developmental screenings should be viewed as one component in a classroom evaluation process that incorporates a variety of developmentally appropriate assessment practices. All assessment practices must be sensitive to each child's special needs, home language, learning style and developmental stage.</p>	<p>The Assessment feature for <i>Building Language for Literacy</i> reflects progress toward both learning and developmental goals. A systematic plan for collecting and then using assessment information is tightly integrated with classroom curriculum planning. Documentation is done in four areas (based on the program's four foundational goals): Oral Language, Phonological Awareness, Letter Knowledge, and Print Knowledge. Observation assessments (children observed working individually or in group activities) and individual assessments (with children in a one-to-one situation) are both conducted. The Assessment program includes specific follow-up activities for each of the four areas should such additional work be necessary. Parent progress reports are also a main feature of the program.</p>

SOCIAL/EMOTIONAL DEVELOPMENT

Expectation 1: All children will develop self-confidence and self-esteem

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
1.1 Engage in play to explore relationships with peers.	Home Store Restaurant Firehouse Farm Aquarium	pp. 56, 57, 59, 68, 69, 73 pp. 56, 57, 63, 68, 69, 71, 72, 82 pp. 57, 58, 62, 68, 69 pp. 56, 63, 65, 66, 67, 72 pp. 56, 57, 62, 64, 65, 68 pp. 56, 57, 68, 69
1.2 Display family photographs, view photos and drawings and hear tape recordings of other children and their families.	Home	pp. 17, 23, 27, 47, 51, 61, 83
1.3 Experience community and cultural resources, on-site and/or off-site.	Store Restaurant Firehouse Farm Aquarium	pp. 16-21, 22-23, 26-27, 35-36, 39, 45, 47, 49, 56-57, 60, 61, 64, 65, 68, 70 pp. 35, 41, 43, 47, 51, 57, 58, 66, 68, 69, 82 pp. 17, 25, 27, 35, 36, 37, 39, 42, 43, 45, 56, 65, 85 pp. 35, 43, 56, 57, 61, 64, 65, 66, 68, 72 pp. 27, 35, 47, 49, 56, 68, 69, 79
1.4 Feel good about self as the child gains confidence with the world.	Store Restaurant Firehouse Farm Aquarium	pp. 39, 45, 49, 69, 71 p. 17 pp. 17, 19, 27, 73 pp. 47, 49, 65 pp. 41, 43
1.5 Build a sense of community with teachers, cooks, custodians, bus drivers, parents, etc.	Home Store Restaurant Firehouse Farm Aquarium	pp. 19, 49, 51, 61 pp. 17, 35, 47, 56, 57, 60, 86 pp. 36, 41, 45, 47, 51, 57, 58 pp. 21, 27, 35, 37, 39, 45, 56 p. 35 p. 35

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Expectation 2: All children will develop relationships with peers through play, including conflict resolution skills and sensitivity to the feelings, interests, and needs of others.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Set own limits.	
2.2 Use mistakes as learning opportunities.	
2.3 Evaluate the problem rather than rely on a teacher-imposed solution.	<i>Home</i> pp. 66, 68, 69, 70 <i>Store</i> pp. 43, 61, 64, 65, 68, 69, 70 <i>Restaurant</i> pp. 62, 63, 64, 66, 67, 68 <i>Firehouse</i> pp. 61, 62, 65, 66, 67, 70, 71 <i>Farm</i> pp. 58, 60, 61, 64 <i>Aquarium</i> pp. 57, 61, 62, 66, 68, 70
2.4 Identify and express feelings and frustrations.	
2.5 Develop group rules cooperatively.	
2.6 Cooperate in small groups.	<i>Home</i> pp. 39, 56, 57, 59, 68, 69, 72, 73, 81, 82 <i>Store</i> pp. 25, 56, 57, 63, 68, 69, 72, 79 <i>Restaurant</i> pp. 19, 57, 58, 59, 62, 64, 67, 68, 82 <i>Firehouse</i> pp. 23, 56, 60, 62, 65, 66, 67, 81 <i>Farm</i> pp. 19, 56, 57, 58, 64, 65, 68 <i>Aquarium</i> pp. 41, 56, 68, 78, 80
2.7 Take turns.	<i>Home</i> pp. 23, 64, 65, 67, 80, 83, 85, 86

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	Store pp. 39, 49, 63 Restaurant pp. 23, 24, 59, 64, 72, 79, 80, 84 Farm pp. 62, 73 Aquarium pp. 19, 50, 79
2.8 Play simple games in small groups.	Home pp. 17, 19, 27, 42, 67, 85, 86 Store pp. 41, 79, 83 Restaurant pp. 35, 45, 50 Farm pp. 41, 45, 50, 72 Aquarium pp. 50, 80, 84
2.9 Show pleasure in having and being with friends.	
2.10 Become self-disciplined, self-guided and/or self-directed.	

Expectation 3: All children will demonstrate affection and appropriate physical contact.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.1 Learn to give, share and receive affection.	
3.2 Experience stories, songs and poems that will reinforce cooperation and helpfulness between and among classmates.	<p><i>Home</i> pp. 34-39, 40-43 <i>Store</i> pp. 38-41, 45-46, 48-51 <i>Restaurant</i> pp. 34-37 <i>Firehouse</i> pp. 16-19, 22-23, 24-25, 26-27, 34-37, 44-47, 48-51 <i>Farm</i> pp. 38-41 <i>Aquarium</i> pp. 34-37, 38-41, 42-45</p>
3.3 Look at photos and other illustrations in the classroom that illustrate people working cooperatively.	<p><i>Home</i> pp. 34-39, 40-43 <i>Store</i> pp. 38-41, 45-46, 48-51 <i>Restaurant</i> pp. 34-37 <i>Firehouse</i> pp. 34-37 <i>Aquarium</i> pp. 34-37, 38-41</p>
3.4 Know the difference between good touch and bad touch.	

Expectation 4: All children will demonstrate positive behavior.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
4.1 Talk about problematic behavior.	
4.2 Talk about a variety of solutions to conflict.	
4.3 Select alternate activities to prevent conflict.	
4.4 Talk about feelings as they relate to conflict.	

Expectation 5: All children will develop resilience to stressful situations.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
5.1 Practice problem solving with other children independent of the teacher (e.g., through negotiation or other acceptable methods of drawing on experiences from modeled behavior, conversation, or through varied media, including books and audio tapes).	<p>Home pp. 66, 68, 69, 70</p> <p>Store pp. 43, 61, 64, 65, 68, 69, 70</p> <p>Restaurant pp. 62, 63, 64, 66, 67, 68</p> <p>Firehouse pp. 61, 62, 65, 66, 67, 70, 71</p> <p>Farm pp. 58, 60, 61, 64</p> <p>Aquarium pp. 57, 61, 62, 66, 68, 70</p>
5.2 Engage in activities to release stress (e.g., clay, water play, etc).	<p>Home pp. 50, 65, 70, 71</p> <p>Store p. 70</p> <p>Restaurant pp. 70, 71</p> <p>Firehouse pp. 70, 71</p> <p>Farm pp. 68, 69</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Aquarium</i> pp. 59, 62, 70
5.3 Feel comfortable in sharing feelings with adults and feel safe to release anger, fear, and frustration.	
5.4 Participate in songs, finger plays, games and stories to ease transitions.	<i>Home</i> p. 86 <i>Store</i> pp. 78, 86 <i>Restaurant</i> pp. 78, 86 <i>Firehouse</i> pp. 78, 86 <i>Farm</i> pp. 78, 86 <i>Aquarium</i> pp. 78, 86

Expectation 6: All children will develop a beginning interest in self-help skills.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
6.1 Dress, eat, prepare for naps or quiet time, clean up, wash hands, set tables, etc.	<i>Home</i> pp. 81, 82, 83, 84 <i>Store</i> pp. 79, 80, 83, 84 <i>Restaurant</i> pp. 80, 82, 83, 84 <i>Firehouse</i> pp. 80, 81, 82, 84 <i>Farm</i> pp. 80, 81, 82, 84 <i>Aquarium</i> pp. 80, 81, 82, 83

Expectation 7: All children will be able to express their feelings.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
7.1 Share with responsive, patient, supportive adults.	<i>Home</i> pp. 23, 27, 37, 43, 45, 49, 56, 66, 68, 69, 72, 78 <i>Store</i> pp. 21, 23, 45, 49, 65, 68 <i>Restaurants</i> pp. 17, 19, 43, 47, 63 <i>Firehouse</i> pp. 17, 21, 27, 35, 45, 56, 57, 58, 59, 70 <i>Farm</i> pp. 23, 35 <i>Aquarium</i> pp. 17, 23, 27, 70

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
7.2 Listen to stories to identify emotions and express feelings.	<p>Home pp. 34-35, 44-45 Store pp. 34-35, 38-39, 44-45, 48-49 Restaurant pp. 34-35, 38-39 Firehouse pp. 34-35, 38-39, 44-45 Farm pp. 38-39 Aquarium pp. 38-39, 42-43</p>
7.3 Have meaningful conversations and express feelings with responsive adults.	
7.4 Interpret and represent experiences through drawing, writing, art, creative movement, pretend play, puppetry movement, music, stories and conversation.	<p>Home pp. 17, 19, 21, 27, 29, 35, 39, 41, 47, 51, 52, 57, 59, 60, 61, 64, 65, 67, 68, 69, 70, 71, 72, 73 Store pp. 18, 21, 23, 25, 37, 41, 42, 43, 46, 49, 51, 56, 57, 58, 59, 60, 63, 64, 65, 68, 69, 70, 71, 72, 73 Restaurant pp. 17, 19, 21, 23, 24, 27, 29, 37, 39, 41, 43, 45, 47, 48, 49, 51, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73 Firehouse pp. 17, 18, 21, 22, 23, 27, 29, 36, 37, 39, 41, 42, 43, 45, 46, 47, 51, 56, 57, 58, 59, 60, 61, 62, 63, 65, 66, 67, 70, 71, 72, 73 Farm pp. 17, 19, 21, 22, 24, 27, 29, 35, 36, 37, 39, 41, 43, 47, 51, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 68, 69, 72, 73 Aquarium pp. 17, 26, 23, 25, 27, 28, 35, 37, 39, 41, 43, 45, 51, 56, 57, 58, 59, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
7.5 Make choices.	<p><i>Home</i> pp. 66, 80, 86</p> <p><i>Store</i> pp. 23, 47, 59, 60, 70, 71, 82, 86</p> <p><i>Restaurant</i> pp. 23, 29, 35, 65, 66</p> <p><i>Firehouse</i> pp. 58, 62, 71, 72</p> <p><i>Farm</i> pp. 48, 58, 59, 63</p> <p><i>Aquarium</i> pp. 51, 62, 72</p>
7.6 Explore with a wide variety of materials and activities.	<p><i>Home</i> pp. 35, 39, 41, 43, 45, 47, 49, 51</p> <p><i>Store</i> pp. 35, 37, 39, 43, 45, 47, 49, 51</p> <p><i>Restaurant</i> pp. 35, 37, 39, 41, 43, 45, 47, 51</p> <p><i>Firehouse</i> pp. 35, 37, 39, 43, 45, 47, 49, 51</p> <p><i>Farm</i> pp. 35, 37, 39, 41, 43, 47, 49, 51</p> <p><i>Aquarium</i> pp. 35, 37, 39, 41, 43, 45, 47, 51</p>
7.7 Develop child-initiated activities.	

Expectation 8: All children will develop social skills that are appropriate to the age.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
8.1 Interact with peers to experiment with understanding the feelings of others.	
8.2 Predict reactions.	<p><i>Home</i> pp. 47, 64, 70</p> <p><i>Store</i> pp. 46, 51</p> <p><i>Restaurant</i> p. 40</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Firehouse</i> pp. 46, 50 <i>Farm</i> pp. 40, 50 <i>Aquarium</i> pp. 40, 44
8.3 Cooperate and take turns.	<i>Home</i> pp. 23, 64, 65, 67, 80, 83, 85, 86 <i>Store</i> pp. 39, 49, 63 <i>Restaurants</i> pp. 23, 24, 59, 64, 72, 79, 80, 84 <i>Farm</i> pp. 62, 73 <i>Aquarium</i> pp. 19, 50, 79
8.4 Negotiate.	
8.5 Articulate preferences and accept compromises.	
8.6 Empathize.	
8.7 Explore.	<i>Home</i> pp. 35, 39, 41, 43, 45, 47, 49, 51 <i>Store</i> pp. 35, 37, 39, 43, 45, 47, 49, 51 <i>Restaurant</i> pp. 35, 37, 39, 41, 43, 45, 47, 51 <i>Firehouse</i> pp. 35, 37, 39, 43, 45, 47, 49, 51 <i>Farm</i> pp. 35, 37, 39, 41, 43, 47, 49, 51 <i>Aquarium</i> pp. 35, 37, 39, 41, 43, 45, 47, 51
8.8 Offer positive attention to others.	

CREATIVE ARTS

Expectation 1: All children will develop an appreciation for music and visual self-expression.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic												
1.1 Listen to and experience a variety of music media (e.g., singing, finger plays, instruments, classical and reggae).	<table> <tr> <td><i>Home</i></td> <td>pp. 17, 19, 21, 39, 73, 81, 83, 84</td> </tr> <tr> <td><i>Store</i></td> <td>pp. 17, 21, 23, 25, 37, 43, 73</td> </tr> <tr> <td><i>Restaurant</i></td> <td>pp. 17, 19, 21, 29, 35, 73</td> </tr> <tr> <td><i>Firehouse</i></td> <td>pp. 17, 18, 21, 23, 37, 73, 80, 82</td> </tr> <tr> <td><i>Farm</i></td> <td>pp. 17, 19, 21, 37, 39, 72, 79, 80, 81, 84</td> </tr> <tr> <td><i>Aquarium</i></td> <td>pp. 17, 21, 23, 37, 39, 45, 47, 73, 81, 82, 83, 86</td> </tr> </table>	<i>Home</i>	pp. 17, 19, 21, 39, 73, 81, 83, 84	<i>Store</i>	pp. 17, 21, 23, 25, 37, 43, 73	<i>Restaurant</i>	pp. 17, 19, 21, 29, 35, 73	<i>Firehouse</i>	pp. 17, 18, 21, 23, 37, 73, 80, 82	<i>Farm</i>	pp. 17, 19, 21, 37, 39, 72, 79, 80, 81, 84	<i>Aquarium</i>	pp. 17, 21, 23, 37, 39, 45, 47, 73, 81, 82, 83, 86
<i>Home</i>	pp. 17, 19, 21, 39, 73, 81, 83, 84												
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<i>Restaurant</i>	pp. 17, 19, 21, 29, 35, 73												
<i>Firehouse</i>	pp. 17, 18, 21, 23, 37, 73, 80, 82												
<i>Farm</i>	pp. 17, 19, 21, 37, 39, 72, 79, 80, 81, 84												
<i>Aquarium</i>	pp. 17, 21, 23, 37, 39, 45, 47, 73, 81, 82, 83, 86												
1.2 Experience and perform dances and rhythmic activities that develop gross motor skills (e.g., marching, dancing, skipping, jumping and tiptoe).	<table> <tr> <td><i>Home</i></td> <td>pp. 19, 21, 67</td> </tr> <tr> <td><i>Store</i></td> <td>pp. 17, 25, 43</td> </tr> <tr> <td><i>Restaurant</i></td> <td>pp. 17, 21, 43</td> </tr> <tr> <td><i>Firehouse</i></td> <td>pp. 18, 23</td> </tr> <tr> <td><i>Aquarium</i></td> <td>pp. 17, 37, 45, 83, 84</td> </tr> </table>	<i>Home</i>	pp. 19, 21, 67	<i>Store</i>	pp. 17, 25, 43	<i>Restaurant</i>	pp. 17, 21, 43	<i>Firehouse</i>	pp. 18, 23	<i>Aquarium</i>	pp. 17, 37, 45, 83, 84		
<i>Home</i>	pp. 19, 21, 67												
<i>Store</i>	pp. 17, 25, 43												
<i>Restaurant</i>	pp. 17, 21, 43												
<i>Firehouse</i>	pp. 18, 23												
<i>Aquarium</i>	pp. 17, 37, 45, 83, 84												
1.3 View performances of dance, music, and drama by their peers and other outside cultural groups.													
1.4 Visit institutions or have groups from institutions visit to share art, music and theater works.													

Expectation 2: All children will be able to express themselves through dramatic play.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
2.1 Participate in imaginative play activities (e.g., dramatic play area and using props in learning centers).	Home Store Restaurant Firehouse Farm Aquarium	pp. 56, 57, 68, 69, 70, 71, 72 pp. 56, 57, 68, 69, 70, 71, 72 pp. 57, 58, 59, 68, 67, 69, 70, 71 pp. 56, 57, 65, 66, 67, 70, 71, 72 pp. 56, 57, 64, 65, 67, 68, 69, 73 pp. 56, 57, 68, 69, 70, 71, 72
2.2 Discover dramatic play through story telling, puppetry, and other language development activities.	Home Store Restaurant Firehouse Farm Aquarium	pp. 19, 21, 23, 27, 42, 43, 47, 51, 57, 68, 69, 70, 71, 72 pp. 25, 42, 51, 57, 68, 70, 72 pp. 17, 19, 21, 41, 50, 57, 58, 68, 71 pp. 17, 23, 27, 47, 51, 56, 57, 58, 60, 66, 67, 72 pp. 17, 23, 27, 51, 56, 57, 64, 72 pp. 17, 25, 29, 41, 50, 56, 68, 70, 71, 72
2.3 Problem solve through role-play using critical and imaginative thinking skills.	Home Store Restaurants Firehouse Farm Aquarium	pp. 68, 69 pp. 68, 69 pp. 68, 69 pp. 65, 66, 67, 72 pp. 64, 65 pp. 68, 69, 72
2.4 Imitate actions and sounds.	Home Store Restaurant Firehouse	pp. 17, 21, 27, 41, 43, 47, 51, 56, 57, 68, 69, 71, 72 pp. 23, 25, 42, 45, 51, 56, 57, 68, 69, 72 pp. 17, 19, 21, 23, 41, 43, 45, 47, 49, 57, 58, 59, 68, 69, 71 pp. 17, 23, 25, 27, 29, 42, 47, 56, 57

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Farm</i> pp. 17, 19, 21, 23, 27, 35, 39, 41, 56, 57 <i>Aquarium</i> pp. 17, 27, 29, 35, 41, 45, 56, 57, 62, 73
2.5 Pretend through role-playing.	<i>Home</i> pp. 56, 57, 68, 69, 70, 71, 72 <i>Store</i> pp. 56, 57, 68, 69, 70, 71, 72 <i>Restaurant</i> pp. 57, 58, 59, 68, 69, 70, 71 <i>Firehouse</i> pp. 56, 57, 65, 66, 67, 70, 71, 72 <i>Farm</i> pp. 56, 57, 64, 65, 67, 68, 69, 73 <i>Aquarium</i> pp. 56, 57, 68, 69, 70, 71, 72
2.6 View performances of their peers and other outside cultural groups.	

Expectation 3: All children will explore through their tactile and visual senses the use and application of art materials.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
3.1 Use art materials (e.g., paper, glue, paint, clay, scraps, buttons and beautiful junk).	Home Store Restaurant Firehouse Farm Aquarium	pp. 39, 43, 47, 51, 59, 60, 61, 65, 78 pp. 37, 43, 47, 51, 58, 59, 70 pp. 37, 51, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70 pp. 37, 47, 51, 58, 59, 62, 63, 70, 71, 73 pp. 37, 41, 47, 51, 58, 59, 63, 65, 68, 69 pp. 37, 41, 45, 51, 56, 58, 59, 63, 66, 67, 68, 69
3.2 Work independently with confidence to create an art project.	Home Store Restaurant Firehouse Farm Aquarium	pp. 43, 47, 51, 61 pp. 37, 43, 47, 58, 70 pp. 37, 45, 51, 62, 66, 67 pp. 37, 51, 62, 70 pp. 41, 47, 51, 58, 59, 69 pp. 41, 45, 51, 58, 59, 66, 67, 69
3.3 Observe materials and artistic works and describe those observations.		
3.4 Independently explore objects, materials and areas in the classroom.	Home Store Restaurant Firehouse Farm Aquarium	pp. 43, 47, 51, 59, 64, 65, 66, 70 pp. 43, 47, 51, 60, 61, 64, 70 pp. 41, 45, 51, 64, 65, 66, 70, 71 pp. 43, 47, 51, 60, 61, 70, 71 pp. 41, 47, 51, 59, 60, 61, 67, 69 pp. 41, 45, 51, 58, 59, 61, 62, 63, 70
3.5 Participate in small group activities that stimulate curiosity through hands-on and verbally expressive experiences.	Home Store Restaurant Firehouse Farm Aquarium	pp. 43, 47, 51, 64, 65, 66, 70 pp. 43, 47, 51, 60, 61, 64, 65, 72 pp. 41, 51, 57, 64, 65, 66, 67, 71 pp. 43, 47, 51, 60, 61, 67, 70, 71 pp. 41, 47, 58, 59, 60, 61, 67, 68, 69 pp. 41, 45, 51, 58, 59, 61, 62, 63, 70

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3.6 Use various art forms (e.g., dance, theater, music and visual arts) as a vehicle for creative expression and representation.	<p><i>Home</i> pp. 17, 19, 21</p> <p><i>Store</i> pp. 17, 21, 23, 25, 37, 43, 73</p> <p><i>Restaurant</i> pp. 17, 19, 21, 62, 66</p> <p><i>Firehouse</i> pp. 17, 21, 23, 37, 70, 71</p> <p><i>Farm</i> pp. 17, 19, 21, 37, 47, 58, 59, 68, 69</p> <p><i>Aquarium</i> pp. 17, 21, 23, 37, 41, 45, 58, 59, 66, 67, 69, 71</p>

HEALTH, SAFETY AND PHYSICAL EDUCATION

Expectation 1: All children will develop hygiene and nutritional skills.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Select healthy foods.	
1.2 Understand how to keep germs from spreading.	
1.3 Practice hand washing and toileting skills.	<i>Home</i> p. 81 <i>Store</i> p. 79 <i>Restaurants</i> p. 80 <i>Firehouse</i> p. 80 <i>Farm</i> p. 80 <i>Aquarium</i> p. 80
1.4 Practice dressing self.	<i>Home</i> p. 84 <i>Store</i> p. 84 <i>Restaurant</i> p. 84 <i>Firehouse</i> p. 84 <i>Farm</i> p. 84 <i>Aquarium</i> p. 83
1.5 Practice using utensils at meals to serve self and others.	
1.6 Practice cleaning up after eating and playing.	<i>Home</i> p. 82 <i>Store</i> p. 80 <i>Restaurant</i> p. 82 <i>Firehouse</i> p. 81 <i>Farm</i> p. 81

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	<i>Aquarium</i> p. 81
1.7 Practice brushing teeth and oral hygiene.	

Expectation 2: All children will develop the ability to make personal decisions and appropriate choices during group play that promote cooperation and socialization skills.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Solve problems and cooperate in group activities and games.	<i>Home</i> pp. 39, 56, 57, 59, 68, 69, 72, 73, 81, 82 <i>Store</i> pp. 25, 56, 57, 63, 68, 69, 72, 79 <i>Restaurant</i> pp. 19, 57, 58, 59, 62, 64, 67, 68, 82 <i>Firehouse</i> pp. 23, 56, 60, 62, 65, 66, 67, 81 <i>Farm</i> pp. 19, 56, 57, 58, 64, 65, 68 <i>Aquarium</i> pp. 41, 56, 68, 78, 80
2.2 Show respect for the needs of others and make friends.	
2.3 Begin to control one's own impulses.	
2.4 Take initiative in group activities.	
2.5 Help other members in group play situations.	
2.6 Experience sharing and taking turns.	<i>Home</i> pp. 23, 64, 65, 67, 80, 83, 85, 86 <i>Store</i> pp. 39, 49, 63 <i>Restaurant</i> pp. 23, 24, 59, 64, 72, 79, 80, 84 <i>Farm</i> pp. 62, 73 <i>Aquarium</i> pp. 19, 50, 79

Expectation 3: All children will identify potentially harmful objects, substances, and activities and respond appropriately.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.1 Recognize harmful substances and hazard symbols.	
3.2 Communicate information about harmful substances or activities to an adult.	
3.3 Respond appropriately to emergency situations (i.e., participate in fire drills).	Firehouse pp. 27, 35, 37, 56
3.4 Develop the knowledge to stay away from strangers.	
3.5 Tell a trusted adult about frightening experiences.	
3.6 Practice pedestrian and traffic skills (i.e., cross the street at a crosswalk with an adult).	

Expectation 4: All children will develop coordination, balance and strength through gross motor activities.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
4.1 Engage in large motor activities such as climbing stairs (alternating feet), marching, hopping, running and jumping.	Home pp. 19, 21, 67 Store pp. 17, 25, 43 Restaurant pp. 17, 21, 43 Firehouse pp. 18, 23 Aquarium pp. 17, 37, 45, 83, 84

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
4.2 Engage in free movement activities (e.g., using scarves, music, etc).	
4.3 Develop creative movement using dance.	
4.4 Engage in manipulative skill activities using balls, scarves, feathers and beanbags (e.g., bouncing, kicking, throwing, catching and rolling).	
4.5 Participate in group games, exercises and other physical activities.	
4.6 Use outdoor gross motor equipment safely and appropriately.	
4.7 Engage in adaptive physical activities as appropriate.	

Expectation 5: All children will develop coordination in fine motor activities:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
5.1 Practice eye-hand coordination through the use of writing materials, paint brushes, scissors, puzzles, play dough, sewing, lacing, etc.	Home pp. 43, 47, 51, 59, 61, 65 Store pp. 37, 43, 47, 51, 58, 59, 63, 70 Restaurant pp. 37, 45, 51, 62, 66, 63, 70 Firehouse pp. 37, 43, 47, 51, 58, 59, 62, 63, 70, 71 Farm pp. 37, 41, 47, 51, 58, 59, 68, 69 Aquarium pp. 37, 41, 45, 51, 58, 59, 66, 67, 71
5.2 Use hands and fingers to act out finger plays and songs.	Home p. 21

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Farm</i> p. 19
5.3 Complete simple puzzles.	
5.4 Fold and tear paper.	

LANGUAGE ARTS LITERACY

Expectation 1: Children will engage in active-listening activities in a variety of situations.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Understand and follow oral directions.	<p>Home pp. 17, 39, 51, 67, 81, 82 Store pp. 23, 29, 79, 80, 85 Restaurant pp. 17, 48, 57, 79, 80, 82, 83, 85 Firehouse pp. 43, 60, 78, 80, 84 Farm pp. 58, 60, 81, 82, 83 Aquarium pp. 57, 80, 82, 83, 84</p>
1.2 Demonstrate that a response is expected when a question is asked.	<p>Home pp. 17, 19, 21, 24, 27, 29, 35, 41, 46, 49, 57, 62, 64, 65, 67, 68, 70, 72, 73, 76 Store pp. 17, 21, 23, 25, 27, 29, 35, 36, 39, 42, 45, 57, 58, 59, 61, 65, 69, 70, 72, 73, 78, 84, 86 Restaurant pp. 17, 19, 24, 27, 29, 35, 39, 40, 45, 49, 63, 64, 65, 66, 67, 69, 70, 71, 72, 78, 81, 84, 86 Firehouse pp. 17, 21, 23, 25, 27, 29, 35, 36, 37, 39, 43, 45, 49, 50, 51, 57, 58, 59, 60, 62, 63, 65, 67, 68, 70, 71, 72, 73 Farm pp. 19, 21, 23, 29, 35, 36, 37, 39, 43, 45, 49, 57, 59, 61, 62, 63, 65, 67, 70, 72 Aquarium pp. 19, 21, 25, 27, 29, 35, 39, 43, 49, 57, 58, 59, 61, 63, 65, 68, 70, 71, 73, 80</p>
1.3 Listen to stories, rhymes, poems, music and songs in various languages.	<p>Home pp. 16-17, 18-19, 20-21, 22-23, 26-27, 28-29, 35, 36, 41, 42, 45, 49, 72, 83 Store pp. 16-19, 20-21, 22-23, 24-25, 26-27, 28-29, 35, 36, 40, 41, 45, 46, 72, 73, 82 Restaurant pp. 16-17, 18-19, 20, 21, 22-24, 26-27, 28-29, 35, 36, 37, 39, 42, 46, 47, 72, 73, 82 Firehouse pp. 16-18, 20-21, 22-23, 24-25, 26-27, 35-37, 38-</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
	Farm Aquarium	42, 44-47, 48-51, 72, 73, 82, 84 pp. 16-17, 18-19, 20-21, 22-23, 25, 26-27, 28-29, 35, 37, 39, 42-47, 48, 82, 85 pp. 16-19, 20-21, 22-23, 24-25, 26-27, 28-29, 35, 36, 39, 40, 41, 43, 44, 47, 48, 49, 72, 73, 81, 82, 86
1.4 Identify sounds in the environment.	Home Store Restaurant Firehouse Farm Aquarium	pp. 41, 47, 56, 64, 83 p. 43 pp. 29, 48, 83 pp. 29, 43, 56, 61 pp. 17, 21, 50, 78 pp. 23, 37, 41, 57, 82
1.5 Participate in activities and stories that have repetitive patterns, rhymes and refrains.	Home Store Restaurant Firehouse Farm Aquarium	pp. 21, 24, 25, 27, 36, 38, 41, 42, 45, 46, 47, 50, 51, 73, 84, 85, 86 pp. 18, 21, 25, 35, 36, 37, 39, 40, 41, 46, 50, 51, 78, 82, 83, 85 pp. 17, 19, 21, 25, 27, 35, 36, 37, 39, 40, 43, 44, 80 pp. 18, 21, 23, 25, 29, 36, 37, 39, 40, 41, 42, 46, 50, 61, 78, 80, 82, 84, 86 pp. 19, 21, 24, 25, 27, 36, 37, 40, 50, 51, 56, 72, 78, 79, 80, 81, 84, 86 pp. 18, 23, 25, 29, 36, 37, 39, 47, 57, 73, 82, 83
1.6 Sequence story events.	Home	pp. 47, 50, 51, 69, 72

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<p>Store pp. 19, 42, 47, 50, 51, 73, 86</p> <p>Restaurant pp. 19, 37, 45, 48, 50, 72</p> <p>Firehouse pp. 19, 47, 50, 51, 58, 62, 72</p> <p>Farm pp. 37, 41</p> <p>Aquarium pp. 50, 68, 72</p>
1.7 Listen for various purposes.	<p>Home pp. 16, 17, 18, 19, 20, 21, 22-23, 26-27, 28-29, 35, 36, 41, 42, 45, 49, 65, 72, 73, 83, 85</p> <p>Store pp. 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 35, 36, 37, 39, 40, 41, 45, 46, 47, 49, 66, 69, 72, 73, 82</p> <p>Restaurant pp. 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 35, 36, 37, 39, 42, 46, 47, 57, 58, 60, 70, 71, 72, 73, 82, 84, 85, 86</p> <p>Firehouse pp. 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 59, 61, 68</p> <p>Farm pp. 16-17, 18, 19, 20, 21, 22-23, 25, 26, 27, 35, 37, 39, 40-47, 48, 56, 57, 58, 70, 78, 79, 81, 82, 83, 85</p> <p>Aquarium pp. 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 35, 36, 37, 39, 40, 41, 43, 44, 47, 48, 49, 56, 58, 59, 61, 62, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 80, 81, 82, 84, 86</p>
1.8 Attach meaning to tone and volume.	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.9 Hear language modeled by different adults.	<i>Throughout the Phase I program, adults continually model language for the students. Each book provides many opportunities for such modeling.</i>

Expectation 2: Children will engage in activities that offer the opportunity to speak for a variety of purposes relating to real experiences and different audiences.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>2.1 Communicate in the child’s home language, English and/or sign language.</p>	<p>Home pp. 17, 19, 21, 25, 27, 29, 39, 43, 47, 51, 61, 65, 67, 69, 71, 73</p> <p>Store pp. 19, 21, 23, 25, 27, 29, 37, 43, 47, 51, 57, 59, 61, 65, 69, 71, 73</p> <p>Restaurant pp. 17, 19, 21, 25, 27, 29, 37, 41, 45, 51, 59, 63, 65, 67, 69, 71, 73</p> <p>Firehouse pp. 19, 21, 23, 25, 27, 29, 37, 43, 47, 51, 57, 59, 61, 63, 67, 71, 73</p> <p>Farm pp. 17, 19, 21, 25, 27, 29, 37, 41, 47, 51, 57, 59, 61, 63, 65, 69, 73</p> <p>Aquarium pp. 19, 21, 23, 25, 27, 29, 37, 41, 45, 51, 57, 59, 63, 67, 69, 71, 73</p>
<p>2.2 Use verbal and non-verbal language.</p>	<p>Home pp. 16, 18, 19, 20, 21, 23, 26, 28, 29, 35, 43, 45, 47, 49, 51, 56, 57, 59, 61, 62, 64, 65, 66, 68, 69, 70, 71, 72, 78, 80, 81</p> <p>Store pp. 17, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 35, 37, 39, 41, 45, 46, 47, 49, 51, 56, 57, 59, 60, 61,</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
	Restaurant	63, 68, 69, 70, 71, 72, 78, 86 pp. 16, 17, 18, 19, 20, 21, 23, 26, 27, 28, 35, 36, 39, 40, 41, 43, 44, 45, 47, 63, 64, 67, 68, 69, 70, 71, 81, 86
	Firehouse	pp. 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 35, 36, 37, 42, 43, 45, 49, 50, 56, 59, 60, 61, 62, 63, 64, 65, 66, 67, 70, 73
	Farm	pp. 16, 18, 20, 21, 23, 26, 28, 29, 35, 37, 39, 43, 49, 56, 60, 61, 62, 64, 65, 68, 69, 70, 72, 80, 82, 84, 86
	Aquarium	pp. 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 35, 37, 40, 41, 43, 47, 56, 58, 59, 61, 62, 64, 65, 66, 67, 68, 69, 70, 71, 73, 80, 84
2.3 Use words to describe previous experiences and relate them to new experiences or ideas.	Home Store	pp. 16, 17, 35, 41, 43, 45, 68, 84 pp. 17, 23, 36, 39, 45, 49, 50, 58, 59, 60, 61, 64, 67, 70
	Restaurant	pp. 19, 35, 39, 47, 86
	Firehouse	pp. 17, 19, 35, 37, 39, 45, 49, 58, 59, 67
	Farm	pp. 35, 43, 86
	Aquarium	pp. 17, 21, 29, 39, 47, 70
2.4 Ask questions to obtain information.	Home Store	p. 49 p. 61
2.5 Use language to express relationships, make connections, describe similarities and differences.	Home	pp. 16, 18, 19, 20, 23, 26, 27, 28, 29, 43, 45, 47, 49, 51, 56, 57, 59, 61, 62, 64, 65, 66, 68, 69, 70, 71, 72, 78, 80, 81
	Store	pp. 17, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 35, 37, 39, 41, 45, 46, 47, 49, 51, 56, 57, 59, 60, 61, 63, 68, 69, 70, 71, 72, 78, 79, 86
	Restaurant	pp. 16, 17, 18, 19, 20, 21, 23, 26, 27, 28, 35, 36, 39, 40, 41, 43, 44, 45, 47, 63, 64, 67, 68, 69, 70, 71, 81, 86
	Firehouse	pp. 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 35, 36, 37, 39, 42, 43, 45, 49, 50, 56, 59, 60, 61, 62, 63, 64, 65, 66, 67, 70, 73, 79
	Farm	pp. 16, 17, 20, 21, 23, 26, 28, 29, 35, 37, 39, 40,

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
	Aquarium	43, 49, 56, 60, 61, 62, 64, 65, 68, 69, 70, 72, 80, 82, 84, 86 pp. 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 35, 37, 40, 41, 43, 47, 56, 58, 59, 61, 62, 64, 65, 66, 67, 68, 69, 70, 71, 73, 80, 83, 84, 85
2.6 Use language that comes from literacy experiences.	Home Store Restaurant Firehouse Farm Aquarium	pp. 17, 19, 21, 23, 24, 42, 49 pp. 40, 49 pp. 17, 19, 21, 23, 24, 27, 29, 35, 39, 40, 43, 47, 48, 73, 82 pp. 50, 73 pp. 17, 19, 21, 23, 35, 37, 40, 72, 79, 80, 81, 82 pp. 35, 40, 43, 44, 48, 79, 81
2.7 Listen and respond appropriately in group interactions.	Home Store Restaurant Firehouse Farm Aquarium	pp. 16, 18, 19, 20, 23, 26, 28, 29, 35, 45, 49, 51, 56, 57, 59, 61, 64, 65, 68, 69, 72, 78 pp. 17, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 35, 36, 37, 42, 45, 46, 47, 49, 51, 56, 57, 58, 59, 60, 61, 68, 69, 70, 71, 72, 86 pp. 16, 17, 18, 19, 20, 21, 26, 27, 28, 29, 35, 39, 41, 43, 44, 47, 58, 59, 60, 62, 63, 64, 65, 66, 67, 69, 70, 71, 81, 84, 86 pp. 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 35, 36, 37, 39, 41, 42, 43, 45, 49, 50, 59, 60, 61, 62, 63, 65, 66, 67, 70, 72, 73 pp. 16, 17, 18, 20, 21, 23, 26, 27, 28, 29, 35, 36, 37, 39, 43, 45, 49, 56, 57, 59, 60, 61, 62, 64, 65, 68, 69, 70, 72, 80, 82, 86 pp. 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 35, 37, 39, 43, 47, 56, 57, 58, 59, 61, 62, 64, 65, 66, 68, 69, 71, 73, 80

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>2.8 Participate in singing, finger playing, chanting, reciting and retelling stories.</p>	<p>Home pp. 17, 19, 21, 35, 41, 42, 45, 47, 50, 51, 69, 72, 73, 81, 83, 84, 87</p> <p>Store pp. 16, 17, 18, 19, 20, 21, 22, 23, 27, 37, 39, 42, 47, 49, 50, 51, 72, 73, 79, 82, 86</p> <p>Restaurant pp. 17, 19, 21, 23, 25, 35, 37, 39, 43, 45, 48, 50, 57, 72, 80</p> <p>Firehouse pp. 16, 17, 18, 19, 20, 21, 22, 23, 27, 29, 35, 37, 39, 41, 47, 50, 51, 56, 57, 58, 62, 72, 80, 84, 86</p> <p>Farm pp. 16, 17, 18, 19, 20, 21, 25, 27, 29, 37, 39, 41, 43, 51, 56, 57, 61, 72, 73, 78, 79, 80, 81, 84, 86</p> <p>Aquarium pp. 16, 17, 18, 19, 20, 21, 22, 23, 25, 27, 29, 39, 40, 47, 50, 68, 70, 71, 72, 81, 83, 86</p>
<p>2.9 Use language in dramatic play.</p>	<p>Home pp. 69, 72, 73, 83</p> <p>Store pp. 19, 27, 42, 43, 45, 47, 51, 56, 57, 69, 70, 71, 72, 78, 79, 84, 85</p> <p>Restaurant pp. 21, 23, 47, 58, 72, 78, 83</p> <p>Firehouse pp. 17, 21, 23, 25, 27, 29, 37, 41, 46, 47, 56, 57, 59, 63, 68, 69, 72, 78, 81, 82, 84, 85</p> <p>Farm pp. 17, 19, 25, 27, 29, 41, 50, 51, 57, 62, 64, 67, 72, 73, 78, 80, 82, 85</p> <p>Aquarium pp. 17, 19, 21, 25, 27, 35, 37, 40, 41, 45, 50, 56, 57, 58, 59, 68, 72, 73, 80, 81, 82, 83, 84</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
2.10 Use language for various purposes (e.g., making requests and expressing feelings).	Home Store Restaurant Firehouse Farm Aquarium	pp. 19, 23 pp. 23, 79, 80 pp. 29, 43, 47 pp. 27, 45, 49, 56, 57, 70 pp. 29, 69, 79 pp. 39, 66, 69, 84
2.11 Use language to express meaningful experiences.	Home Store Restaurant Firehouse Farm Aquarium	pp. 16, 17, 35, 41, 43, 45, 68, 84 pp. 17, 23, 36, 39, 45, 49, 50, 58, 59, 60, 61, 64, 67, 70 pp. 19, 35, 39, 47, 86 pp. 17, 19, 35, 37, 39, 45, 49, 58, 59, 67 pp. 35, 43, 86 pp. 17, 21, 29, 39, 47, 70
2.12 Use language to discuss planned activities.	Home Store Restaurant Firehouse Farm Aquarium	pp. 39, 43, 47, 56, 61, 64, 65, 66, 67, 68, 69, 70, 71, 72 pp. 37, 43, 47, 51, 56, 57, 58, 59, 60, 61, 64, 65, 68, 69, 70 pp. 37, 41, 45, 51, 59, 62, 64, 65, 66, 67, 68, 69, 71 pp. 37, 42, 46, 47, 51, 57, 58, 61, 62, 66, 67, 70, 72 pp. 37, 47, 58, 59, 60, 61, 62, 64, 65, 67, 68 pp. 41, 45, 57, 58, 61, 62, 66, 67, 68, 69, 70, 72
2.13 Imitate sounds.	Home Store Restaurant Firehouse Farm Aquarium	pp. 41, 47, 56, 64 pp. 25, 29 pp. 17, 19, 39, 47, 49 pp. 23, 29, 56, 61 pp. 21, 27, 56 pp. 29, 57, 67

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.14 Use puppets, props or other toys to tell or retell stories.	<i>Store</i> p. 50

Expectation 3: Children will engage in activities that promote the acquisition of emergent reading skills.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.1 Develop an awareness of print.	<i>Home</i> pp. 17, 21, 25, 37, 39, 41, 46, 50, 65 <i>Store</i> pp. 39, 69, 71, 82, 86 <i>Restaurant</i> pp. 21, 40, 45, 48, 68, 72, 78, 79, 80 <i>Firehouse</i> pp. 21, 25, 37, 40, 56, 86 <i>Farm</i> pp. 19, 24, 25, 29, 37, 39, 40, 43, 46, 51, 86 <i>Aquarium</i> pp. 21, 27, 40, 44, 47, 48, 51, 58, 70, 78, 81, 84, 86
3.2 See print in local environment.	<i>Home</i> pp. 25, 62 <i>Store</i> pp. 25, 65, 80, 83, 84 <i>Restaurant</i> pp. 63, 68, 69 <i>Aquarium</i> pp. 45, 63, 79, 81, 85
3.3 Experience different text forms that are used for different functions of print (e.g., grocery list, menu, store sign, telephone book, newspaper, and magazine) and a variety of fonts and letter formations.	<i>Home</i> pp. 65, 66, 68 <i>Store</i> pp. 36, 58, 72 <i>Restaurants</i> pp. 45, 51, 57, 58, 62, 63, 69 <i>Firehouse</i> pp. 36, 42, 56, 58, 59, 63 <i>Farm</i> p. 67 <i>Aquarium</i> pp. 41, 45, 47, 58, 68
3.4 Practice knowledge of book handling.	<i>Home</i> pp. 25, 56 <i>Store</i> pp. 23, 47, 50, 56, 78 <i>Restaurant</i> pp. 37, 39, 41, 72 <i>Firehouse</i> pp. 35, 49, 72 <i>Farm</i> pp. 41, 63 <i>Aquarium</i> pp. 40, 41, 51

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
3.5 Recognize own name in a variety of contexts.	<i>Home</i> <i>Store</i> <i>Restaurant</i> <i>Firehouse</i> <i>Farm</i> <i>Aquarium</i>	pp. 47, 49, 60, 70, 80, 85 pp. 29, 60, 70 pp. 62, 70, 78, 79 pp. 35, 47, 56, 59, 71, 78 pp. 37, 78, 79, 80, 81, 82 pp. 41, 78, 79, 80, 81
3.6 Predict what will happen in a story.	<i>Home</i> <i>Store</i> <i>Restaurant</i> <i>Firehouse</i> <i>Farm</i> <i>Aquarium</i>	pp. 36, 41, 47, 65, 66, 70 pp. 36, 40, 43, 45, 46, 47, 49, 51, 61 pp. 40, 80 pp. 40, 45, 46, 50 p. 29 pp. 40, 44, 48, 49
3.7 Experience various stages of reading-like behavior (e.g., pretend to read, label objects in books and read one's own writing).	<i>Home</i> <i>Store</i> <i>Restaurant</i> <i>Firehouse</i> <i>Farm</i> <i>Aquarium</i>	pp. 17, 29, 39, 43, 47, 51, 59, 60, 61, 70, 82 pp. 21, 27, 36, 37, 51, 59, 60, 70, 83, 84 pp. 36, 37, 41, 45, 51, 58, 63, 78, 79 pp. 21, 27, 37, 43, 47, 51, 58, 59, 71, 73 pp. 17, 19, 29, 36, 37, 40, 41, 47, 51, 58, 60, 79 pp. 21, 22, 25, 27, 29, 36, 37, 41, 45, 51, 58, 63, 69, 70, 72, 78
3.8 Comment on characters in books.	<i>Home</i> <i>Store</i> <i>Restaurant</i> <i>Firehouse</i> <i>Farm</i> <i>Aquarium</i>	pp. 35, 36, 37, 41, 45, 49 pp. 35, 36, 37, 39, 42, 45, 49, 50, 51 pp. 35, 36, 39, 40, 43, 44, 47, 49 pp. 35, 36, 37, 39, 45, 46, 47, 49, 50, 51 pp. 35, 36, 37, 39, 49, 50 pp. 35, 36, 37, 39, 40, 41, 43, 44, 45, 47, 48
3.9 Recognize specific books by cover.	<i>Home</i> <i>Store</i> <i>Restaurant</i>	pp. 35, 41, 45, 49 pp. 35, 49 pp. 35, 39, 43, 47

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<p><i>Firehouse</i> pp. 35, 45, 49 <i>Farm</i> pp. 35, 39, 43, 49 <i>Aquarium</i> pp. 35, 39, 43</p>
3.10 Experience read aloud activities.	<p><i>Home</i> pp. 23, 27, 29, 35, 41, 45, 49 <i>Store</i> pp. 25, 27, 29, 35, 39, 45, 49 <i>Restaurant</i> pp. 23, 27, 29, 35, 39, 43, 47 <i>Firehouse</i> pp. 25, 27, 29, 35, 39, 43, 49 <i>Farm</i> pp. 23, 27, 29, 35, 39, 43, 49 <i>Aquarium</i> pp. 25, 27, 29, 35, 39, 43, 47</p>
3.11 Recognize that letters form words that are used for reading.	<p><i>Home</i> pp. 16, 18, 20, 22, 26, 28, 35, 37, 39, 41, 42, 45, 46, 82 <i>Store</i> pp. 16, 17, 20, 22, 24, 26, 28, 35, 36, 45, 50, 79 <i>Restaurant</i> pp. 16, 18, 20, 22, 23, 27, 28, 35, 36, 39, 40, 43, 44, 47, 57, 59, 62, 78, 80, 84 <i>Firehouse</i> pp. 19, 20, 22, 24, 26, 28, 45, 46, 49, 50, 73 <i>Farm</i> pp. 16, 17, 18, 20, 22, 23, 28, 35, 36, 39, 40, 43, 44, 45, 49, 56, 58, 60, 65, 86 <i>Aquarium</i> pp. 16, 17, 20, 22, 24, 26, 28, 36, 40, 41, 44</p>
3.12 Recognize that it is the print that is read in stories.	<p><i>Home</i> pp. 17, 21, 25, 46, 50 <i>Store</i> pp. 39, 73 <i>Restaurant</i> pp. 21, 40, 48, 72, 79 <i>Firehouse</i> pp. 21, 25, 40 <i>Farm</i> pp. 19, 25, 29, 39, 43, 46, 51 <i>Aquarium</i> pp. 27, 40, 44, 78, 84, 86</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.13 Experience books and writing (literacy props) in all learning centers (e.g., empty food and household containers, traffic signs and symbols).	<p><i>Home</i> pp. 56, 64, 65, 66, 67, 70, 71, 72 <i>Store</i> pp. 56, 58, 59, 60, 61, 68, 71, 72 <i>Restaurant</i> pp. 58, 59, 62, 63, 66, 68, 69, 72 <i>Firehouse</i> pp. 56, 58, 59, 62, 63, 71, 72 <i>Farm</i> pp. 58, 60, 61, 62, 63, 64, 72, 73 <i>Aquarium</i> pp. 56, 57, 58, 63, 66, 72, 73</p>
3.14 View child-generated print and displays at eye level that are age appropriate.	<p><i>Home</i> pp. 17, 24, 27, 37, 78, 80, 82 <i>Store</i> pp. 17, 18, 21, 36, 37, 41, 47, 78, 79, 84 <i>Restaurant</i> pp. 21, 35, 45, 51, 57, 63, 72, 79, 80 <i>Firehouse</i> pp. 21, 27, 39, 50, 59, 79, 85 <i>Farm</i> pp. 17, 24, 29, 37, 39, 40, 43, 44, 47, 49, 58, 59, 62, 72, 79 <i>Aquarium</i> pp. 17, 21, 23, 25, 39, 40, 41, 43, 47, 48, 58, 71, 79</p>
3.15 View labels on objects throughout the classroom.	<p><i>Home</i> pp. 39, 60, 61, 68, 78, 80 <i>Store</i> pp. 60, 65, 71, 78, 83, 84 <i>Restaurant</i> p. 37 <i>Firehouse</i> pp. 47, 63, 65 <i>Farm</i> pp. 37, 61, 67 <i>Aquarium</i> pp. 63, 79</p>
3.16 Experience cozy, comfortable reading areas with a variety of printed materials (e.g., books, magazines, newspapers, catalogs, circulars, letters and other mail items).	
3.17 Observe adults reading high quality literature.	<p><i>Home</i> pp. 23, 27, 29, 35, 41, 45, 49 <i>Store</i> pp. 23, 27, 29, 35, 39, 45, 49 <i>Restaurant</i> pp. 23, 27, 29, 35, 39, 43, 47</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<p><i>Firehouse</i> pp. 23, 27, 29, 35, 39, 43, 49 <i>Farm</i> pp. 23, 27, 29, 35, 39, 43, 49 <i>Aquarium</i> pp. 23, 27, 29, 35, 39, 43, 47</p>
<p>3.18 Experience books and materials that reflect the child’s own and others’ identity, home language, culture and interests.</p>	<p><i>Home</i> pp. 35, 45, 49 <i>Store</i> pp. 35, 39 <i>Restaurant</i> pp. 35, 47 <i>Firehouse</i> pp. 35, 39, 43 <i>Farm</i> pp. 35, 49 <i>Aquarium</i> pp. 35, 49, 47</p>

Expectation 4: Children will engage in activities that promote the acquisition of emergent writing skills.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
4.1 Experiment with a variety of writing activities (e.g., drawing, scribbling, letter-like forms, using invented spelling and conventional letterforms).	Home Store	pp. 24, 25, 27, 37, 43, 45, 47, 51, 59, 60, 61 pp. 19, 21, 25, 27, 36, 37, 47, 51, 59, 65, 68, 69, 78, 86
	Restaurant	pp. 27, 29, 35, 37, 40, 43, 45, 51, 59, 63, 68, 69, 73, 86
	Firehouse	pp. 19, 25, 27, 36, 37, 39, 43, 45, 47, 51, 58, 59, 65, 68, 71, 72, 86
	Farm	pp. 24, 27, 29, 36, 40, 41, 44, 46, 47, 51, 58, 60, 62, 63, 64, 65
	Aquarium	pp. 18, 21, 23, 25, 27, 36, 39, 40, 41, 45, 47, 51, 67, 69, 70, 72, 78, 81, 86
4.2 Experiment with a variety of writing tools (e.g., pencils, crayons, chalk, markers, rubber stamps and computers) and surfaces (e.g., paper, cardboard, chalkboard, wood and concrete).	Home Store	pp. 43, 45, 47, 51, 59, 60, 61, 70 pp. 19, 21, 25, 27, 37, 47, 51, 59, 65, 68, 69, 86
	Restaurant	pp. 27, 37, 45, 51, 59, 63, 68, 69, 73, 86
	Firehouse	pp. 25, 27, 37, 43, 47, 51, 58, 59, 65, 68, 71, 72, 86
	Farm	pp. 27, 41, 47, 51, 58, 60, 62, 63
	Aquarium	pp. 21, 23, 25, 27, 39, 41, 45, 67, 69, 70, 72, 78, 86
4.3 Write (scribble) messages as part of playful activity.		
4.4 Ask adults to write.		
4.5 Observe adults writing for a variety of purposes (e.g., lists, dictated stories and charts).	Home Store	pp. 24, 27, 29, 35, 37, 39, 43, 45, 49, 80, 81, 82 pp. 17, 27, 29, 35, 37, 39, 41, 45, 47, 49, 79, 83
	Restaurant	pp. 21, 29, 35, 39, 45, 51, 63, 79, 80
	Firehouse	pp. 27, 36, 37, 39, 43, 45, 49, 50, 79, 85
	Farm	pp. 24, 27, 29, 36, 39, 40, 41, 43, 44, 49, 50, 62, 79

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	Aquarium pp. 18, 21, 23, 25, 27, 29, 36, 37, 39, 40, 41, 47, 63, 67, 70, 78, 79, 81

Expectation 5: Children will engage in activities that offer the opportunity to view, comprehend and use non-textual visual information.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
5.1 View age appropriate books or videos, alone or in a small group.	Home pp. 35, 41, 45, 49, 52, 72 Store pp. 35, 39, 45, 49, 52, 72 Restaurant pp. 35, 39, 43, 47, 52, 72 Firehouse pp. 35, 39, 43, 49, 52, 72 Farm pp. 35, 39, 43, 49, 52, 72 Aquarium pp. 35, 39, 43, 47, 52, 72
5.2 Follow a story on audio tape or CD.	
5.3 View logos, street signs and symbols in the environment (e.g., pictorial, print and traffic signs).	Firehouse pp. 38-39, 56, 65
5.4 View icons on computer screens, when available.	
5.5 Use age appropriate and interactive software programs, when available.	
5.6 Discuss pictures in favorite children’s books and talk about what is happening.	Home pp. 35, 41, 45, 49, 72 Store pp. 35, 39, 45, 49, 72 Restaurant pp. 35, 39, 43, 47, 72 Firehouse pp. 35, 39, 43, 49, 72 Farm pp. 35, 39, 43, 49, 72 Aquarium pp. 35, 39, 43, 47, 72

MATHEMATICS

Expectation 1: All children will experience mathematical problem solving through hands on activities.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Look for and give clues.	<p><i>Home</i> pp. 41, 47, 66 <i>Store</i> pp. 35, 46, 51, 58, 61, 63, 64 <i>Restaurant</i> pp. 51, 62 <i>Firehouse</i> p. 62 <i>Farm</i> p. 62 <i>Aquarium</i> pp. 48, 51, 66, 80</p>
1.2 Make predictions.	<p><i>Home</i> pp. 41, 47, 64, 66 <i>Store</i> pp. 45, 61, 63, 72 <i>Restaurant</i> pp. 39, 51, 62 <i>Firehouse</i> pp. 62 <i>Farm</i> pp. 40 <i>Aquarium</i> pp. 43, 67</p>
1.3 See spatial relationships in terms of shape and size (i.e., putting puzzles together).	<p><i>Aquarium</i> p. 78</p>
1.4 Fit one ordered set of objects into another (i.e., match cup with saucer).	<p><i>Restaurant</i> p. 80</p>

Expectation 2: All children will communicate mathematically through emergent writing, spoken communication, manipulatives and visual forms of expression.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Explain how he/she built something (i.e., a block structure).	<p><i>Home</i> p. 68 <i>Store</i> p. 68 <i>Restaurant</i> p. 68 <i>Firehouse</i> pp. 65, 66, 67 <i>Farm</i> p. 64 <i>Aquarium</i> p. 68</p>

Expectation 3: All children will connect mathematical ideas to real life situations.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.1 Set the table (i.e., five plates for five people).	<p><i>Restaurant</i> p. 80 <i>Farm</i> p. 80 <i>Aquarium</i> p. 80</p>
3.2 Play grocery store to develop a sense of money.	<p><i>Store</i> pp. 65, 72, 79</p>
3.3 Begin to attach meaning to visual and verbal representations of numbers (i.e., count on fingers).	<p><i>Home</i> p. 82 <i>Store</i> pp. 49, 65 <i>Restaurant</i> pp. 39, 40, 45 <i>Firehouse</i> pp. 24, 25, 37, 79, 80</p>

Expectation 4: All children will explore numeration.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
4.1 Understand and use concepts of first and last.	<p><i>Home</i> pp. 27, 45, 47 <i>Restaurant</i> p. 40 <i>Firehouse</i> pp. 29, 39, 47, 58, 62</p>
4.2 Show number sense (i.e., show me five beads).	<p><i>Home</i> pp. 66, 67 <i>Store</i> pp. 40, 46, 49, 50, 65, 80 <i>Restaurant</i> pp. 39, 40, 41, 45, 66, 67 <i>Firehouse</i> pp. 62, 79 <i>Farm</i> pp. 40, 51, 62, 63, 80 <i>Aquarium</i> pp. 43, 66, 67, 72, 79</p>
4.3 Experience 1:1 correspondence through integrated daily school routine (i.e., five cups for five children at the snack table).	<p><i>Store</i> p. 80 <i>Firehouse</i> p. 80 <i>Aquarium</i> p. 79</p>

Expectation 5: All children will develop knowledge of spatial sense and geometric shapes.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
5.1 Explore shapes using models and pictures.	Home Store Restaurant Firehouse Farm Aquarium	pp. 47, 59, 61 pp. 58, 64, 65, 70 pp. 63, 65, 70, 71, 80 pp. 47, 67, 69, 71, 78, 81 pp. 59, 65 pp. 36, 61
5.2 Understand and use positional words (e.g., down, next to and behind).	Home Aquarium	pp. 68, 69 p. 21
5.3 Explore the classification of objects based on one attribute.	Home Store Restaurant Firehouse Farm Aquarium	pp. 37, 39, 42, 47, 64, 66 pp. 41, 47, 64, 65, 81 pp. 29, 37, 63, 65 p. 37 pp. 40, 44, 49, 62, 67, 70 pp. 36, 37, 48, 61, 63
5.4 Match objects.	Store Restaurant Firehouse	pp. 29, 37, 47 p. 68 p. 25
5.5 Sort objects by size, color and shape.	Home Store Restaurant Firehouse	pp. 37, 42, 66 pp. 29, 41, 47, 64 pp. 29, 37, 65, 66 p. 37

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Farm</i> pp. 40, 62 <i>Aquarium</i> pp. 61, 63
5.6 Explore parts of a whole (i.e., cutting an apple in half and putting the halves into a whole).	<i>Restaurant</i> p. 67 <i>Firehouse</i> p. 62 <i>Aquarium</i> p. 78

Expectation 6: All children will develop measurement concepts.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
6.1 Use descriptive words to discuss temperature variations (e.g., discussions of the weather and hot or cold).	<i>Firehouse Farm</i> p. 47 pp. 35, 60
6.2 Use comparative words with props (e.g., long or short block, and tall tower).	<i>Home Store Restaurant Farm</i> pp. 64, 66, 70 p. 64 p. 68 p. 40
6.3 Differentiate heavier from lighter, using props, units or sets.	<i>Home</i> pp. 64, 70
6.4 Differentiate more from less using props, units or sets.	<i>Restaurant</i> p. 66
6.5 Use nonstandard measurements (i.e., children use their hands or other objects as a measurement unit).	
6.6 Estimate (i.e., how many cups are needed for snack time).	
6.7 Discover or create patterns based on two or more attributes.	
6.8 Participate in creating pictograph charts and/or bar graphs using everyday experiences.	

SCIENCE

Expectation 1: All children will discover the five senses and their uses.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Explore the sense of sight, smell, taste, touch and sound through a variety of developmentally appropriate teacher planned activities.	<p><i>Home</i> pp. 43, 47, 64, 70</p> <p><i>Store</i> pp. 43, 51, 60, 85</p> <p><i>Restaurant</i> pp. 24, 29, 39, 51, 64, 70, 81</p> <p><i>Firehouse</i> pp. 35, 39, 43, 47, 51, 60, 61, 65, 83</p> <p><i>Farm</i> pp. 21, 23, 35, 39, 41, 45, 46, 47, 49, 50, 56, 57, 58, 60, 61, 69</p> <p><i>Aquarium</i> pp. 17, 23, 27, 29, 35, 36, 37, 39, 40, 41, 43, 45, 47, 48, 49, 51, 56, 57, 59, 61, 62, 63, 70, 82</p>

Expectation 2: All children will make simple predictions of experimental outcomes.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Look for and give clues to predict an outcome.	<p><i>Home</i> pp. 47, 64, 65</p> <p><i>Store</i> p. 61</p> <p><i>Restaurant</i> p. 51</p> <p><i>Firehouse</i> p. 61</p> <p><i>Farm</i> pp. 60, 71</p> <p><i>Aquarium</i> pp. 40, 41, 61, 63</p>
2.2 Make predictions of expected outcomes (i.e., mixing colors will create a new color).	<p><i>Home</i> pp. 64, 65</p> <p><i>Store</i> pp. 43, 60, 61</p> <p><i>Restaurant</i> p. 51</p> <p><i>Firehouse</i> p. 61</p> <p><i>Farm</i> pp. 60, 71</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Aquarium</i> p. 61
2.3 Observe results.	<i>Home</i> pp. 43, 64, 65 <i>Store</i> pp. 43, 51, 61 <i>Restaurant</i> pp. 51, 64 <i>Firehouse</i> pp. 43, 47, 51, 60, 61 <i>Farm</i> pp. 41, 60, 61 <i>Aquarium</i> pp. 61, 62

Expectation 3: All children will explore living things.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.1 Observe and identify basic life cycles (e.g., a caterpillar turns into a butterfly and a chicken hatches from an egg).	<i>Farm</i> pp. 23, 39
3.2 Discover differences between living and nonliving things.	
3.3 Understand the basic needs of a living organism (e.g., food, shelter, water and sunlight).	<i>Farm</i> p. 61 <i>Aquarium</i> pp. 39, 41, 49
3.4 Become familiar with common animals and their habitats (e.g., zoo, farm, circus, pets, wildlife and water).	<i>Farm</i> p. 29, 41, 43, 47, 58, 64 <i>Aquarium</i> p. 21, 23, 25, 27, 35, 39, 41, 43, 47, 66, 70
3.5 Explore plant life (i.e., plants come from seeds).	<i>Farm</i> pp. 61, 63

Expectation 4: All children will experiment with matter.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
4.1 Experiment with solids and liquids (e.g., melting ice, mixing and cooking foods and beverages).	<i>Home</i> pp. 64, 65 <i>Restaurant</i> p. 64

Expectation 5: All children will discover the properties of magnets.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
5.1 Discover that magnets attract only certain metals through the use of objects carefully selected by the teacher.	

Expectation 6: All children will investigate the earth’s properties.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
6.1 Identify weather characteristics (e.g., sunny, windy, rainy, cloudy and snowy).	<i>Firehouse Farm</i> p. 47 pp. 35, 60
6.2 Identify changes in seasons (e.g., leaves fall from trees, buds appear on trees and trees are full of leaves).	
6.3 Develop an awareness of the earth’s surface (e.g., soil, mountains and water).	

Expectation 7: All children will explore the components of the solar system.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
7.1 Identify the basic components (e.g., moon, sun and stars).	
7.2 Notice the differences between night and day (i.e., children discuss their routine during the day and routine during the night).	<i>Home</i> p. 35

Expectation 8: All children will participate in taking proper care of the environment.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
8.1 Understand and participate in recycling and cleanup of litter.	<p><i>Home</i> p. 82 <i>Store</i> p. 80 <i>Restaurant</i> p. 82 <i>Firehouse</i> p. 81 <i>Farm</i> p. 81 <i>Aquarium</i> p. 81</p>
8.2 Take care of personal belongings (e.g., toys and clothing).	<p><i>Home</i> p. 82 <i>Store</i> p. 80 <i>Restaurant</i> p. 82 <i>Firehouse</i> p. 81 <i>Farm</i> p. 81 <i>Aquarium</i> p. 81</p>
8.3 Take care of preschool equipment (e.g., toys and furniture).	<p><i>Home</i> p. 82 <i>Store</i> p. 80 <i>Restaurant</i> p. 82 <i>Firehouse</i> p. 81 <i>Farm</i> p. 81 <i>Aquarium</i> p. 81</p>

SOCIAL STUDIES

Expectation 1: All children will develop self-awareness and interpersonal relationship skills.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Practice social skills and pro-social behaviors.	<p><i>Home</i> pp. 57, 80, 81 <i>Store</i> p. 68 <i>Restaurant</i> pp. 44, 58, 69, 80, 86 <i>Firehouse</i> pp. 39, 57, 70 <i>Farm</i> pp. 21, 27, 57, 70 <i>Aquarium</i> pp. 44, 59, 64, 69, 78, 84</p>
1.2 Develop healthy self-concept and self-esteem.	
1.3 Exercise responsibility for personal belongings.	
1.4 Develop and practice independent behaviors.	
1.5 Develop and practice positive group behaviors.	<p><i>Home</i> pp. 43, 56-57, 68, 83-84 <i>Store</i> p. 80 <i>Restaurant</i> pp. 56-61, 62, 68, 69, 73, 79, 80, 81, 82 <i>Firehouse</i> pp. 17, 23, 67, 68, 70, 73 <i>Farm</i> pp. 19, 41, 73, 78, 79, 81, 82, 83 <i>Aquarium</i> pp. 64, 65, 69, 73, 78</p>
1.6 Develop appreciation and respect for individual similarities and differences.	<p><i>Home</i> p. 23</p>
1.7 Demonstrate respect for people and property.	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.8 Establish and obey rules.	
1.9 Resolve conflicts and communicate emotions in socially acceptable ways.	

Expectation 2: All children will develop an awareness of family and family traditions.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Identify family members and their roles in the family.	Home pp. 44-45, 56, 61, 71
2.2 Identify one's own role in the family.	Home pp. 34-35, 37, 47, 60, 68
2.3 Discuss and participate in seasonal celebrations and holidays.	

Expectation 3: All children will develop community and career awareness.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.1 Recognize community workers and increase awareness of the jobs they do (e.g., visit places of work, talk to workers and invite workers to visit the classroom).	Home p. 49 Store pp. 20-21, 22-23, 25-27, 28-29, 35-37, 38-39, 44-45, 47, 48-49, 56, 57, 60, 61, 63, 64 Restaurant pp. 34-35, 36, 40, 41, 42-43, 44, 46-47, 51, 56-58, 63 Firehouse pp. 16-17, 20-21, 22, 24-25, 34-35, 36, 37, 38-39, 42, 44-45, 47, 48-49, 56-57, 72 Farm pp. 34-36, 37, 57, 61

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
	Aquarium	pp. 34-35
3.2 Appreciate the importance of his/her role as a member of a family, a classroom and a community.	Home Store Restaurant Firehouse Farm Aquarium	pp. 35, 37, 43, 47, 49, 51, 57 pp. 35, 39, 43, 47 pp. 35, 36, 43, 47, 48 pp. 35, 42, 45, 47 pp. 47, 62, 64, 72 p. 43
3.3 Increase awareness of workers and the jobs they do.	Home Store Restaurant Firehouse Farm Aquarium	p. 49 pp. 20-21, 22-23, 25-27, 28-29, 35-37, 38-39, 44-45, 47, 48-49, 56, 57, 60, 61, 63, 64 pp. 34-35, 36, 40, 41, 42-43, 44, 46-47, 51, 56, 58, 63 pp. 16-17, 20-21, 22, 24-25, 34-35, 36, 37, 38-39, 42, 44-45, 47, 48-49, 56-57, 72 pp. 34-36, 37, 57, 61 pp. 34-35
3.4 Develop awareness of economics in daily living.	Store Restaurant	pp. 17, 21, 27, 35, 37, 45, 49, 51, 58, 71 pp. 35, 47, 58, 63, 66, 69

Expectation 4: All children will develop an awareness of the economic process and consumerism.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
4.1 Dramatize buying, selling and manufacturing.	Store Restaurant	pp. 56, 57, 65, 68, 69, 70, 71 pp. 48, 57, 58, 59, 63
4.2 Make real decisions about snack foods and other small purchases.	Restaurant	p. 65

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
4.3 Develop awareness about the use of currency in society.	Store pp. 17, 21, 27, 35, 37, 45, 49, 51, 58, 71 Restaurant pp. 35, 47, 58, 63, 66, 69

Expectation 5: All children will explore their own and other cultures.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
5.1 Develop an awareness of their own and other cultures.	<p>Home pp. 17, 19, 21, 25, 27, 29, 39, 43, 47, 51, 57, 61, 65, 69, 71, 73</p> <p>Store pp. 19, 21, 23, 25, 27, 29, 37, 43, 47, 51, 57, 59, 61, 69, 71, 73</p> <p>Restaurant pp. 17, 19, 21, 25, 27, 29, 35, 37, 41, 45, 51, 59, 63, 65, 67, 69, 71, 73</p> <p>Firehouse pp. 19, 21, 23, 25, 27, 29, 37, 43, 47, 51, 57, 59, 61, 67, 71, 73</p> <p>Farm pp. 17, 19, 21, 25, 27, 29, 37, 41, 47, 51, 57, 59, 63, 65, 69, 73</p> <p>Aquarium pp. 19, 21, 23, 25, 27, 29, 37, 41, 45, 51, 57, 59, 63, 67, 69, 71, 73</p>
5.2 Develop an awareness of cultural similarities and differences (e.g., observe performances and eat foods).	

Expectation 6: All children will develop an awareness of environmental issues.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
6.1 Practice conversation.	
6.2 Develop an understanding of the impact of pollution.	
6.3 Recycle within the classroom.	

WORLD LANGUAGES

Expectation 1: All children will experience language activities in at least one language other than English.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Listen to conversations and stories in other languages through a variety of media.	
1.2 Listen to conversations and stories in other languages through a variety of guest visitors/speakers.	
1.3 Participate in simple songs, rhymes and poems.	

Expectation 2: All children will participate in activities that initiate simple greetings in other languages.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Develop awareness that the language being spoken is a language used in the broader community.	
2.2 Practice speaking in a language other than English (i.e., greet a classmate and/or visitor).	

Expectation 3: All children will participate in cultural activities and celebrations to develop an awareness of diverse cultures.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.1 Participate in appropriate seasonal cultural activities and celebrations as planned by the teacher and/or family.	