The California Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

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Self

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Self-Awareness	**X**

1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.
• Children are confident in their abilities and characteristics, sometimes (depending on cultural values) comparing them favorably with those of others. Children also regard themselves in terms of their past abilities and remain sensitive to how they are viewed by adults, peers, and other people whose opinions matter to them.
  • Communicates, "I can ride a bike, but my baby sister doesn't."
  • Smiles with delight at accomplishing something that was difficult to do and looks to the teacher for acknowledgment.
  • Communicates, "I couldn't do that when I was little."
  • Communicates, "Sometimes I just want to be by myself."
  • Seems disappointed if a drawing or demonstration of physical skill does not elicit the expected acknowledgement from an adult.
  • Tries new things, even those that may be too difficult.
  • While using her wheelchair, communicates, "I can go faster than you!"
  • Asks for help after several attempts to solve a problem.
  • Communicates, "I can speak Spanish and English."
  • Watches a peer demonstrate a skill, then tries to do the same thing.
	All Activities

2 – Self-Regulation	**-**
2.1 – Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary. • Children anticipate routines, cooperate with fewer reminders, can focus attention on the task at hand, and manage transitions. They are more capable of emotional and behavioral self regulation but sometimes require adult guidance.	All Activities

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Self

California Early Learning Standard	TeachSmart® Learning System Activities
• May anticipate cleanup after play time and begin cleaning up without being prompted to do so. • Puts away books where they belong without being prompted by an adult. • Is more capable of focusing attention on a task in a busy classroom and is less distractible than a three-year-old. • Spontaneously tells the teacher she has broken something. • Tells another child about how to treat the classroom pet. • Suggests that he can share the blocks with another child. • With a teacher's prompt, remembers to use words to convey strong feelings (e.g., "It makes me mad when you push!"). • Tries to control her distress after falling off a tricycle. • Asks for a teacher's help when another child will not share. • Can be overheard saying when scared by a story, "It's just pretend" or "That's not real, right?" • Has strategies for waiting (such as distracting herself or not looking at the desired object). • Deliberately slows down her movements in a game such as "Red Light – Green Light." • Explains the reasons for a behavioral rule (e.g., "We walk inside so we don't bump into other people").	All Activities
3 – Social and Emotional Understanding	-
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they continue to differences between people. • Children have a better understanding of people's thoughts and feelings as well as their own. They comprehend that another's ideas can be mistaken. They are also beginning to understand differences in personality, temperament, and background (e.g., culture) and their importance. • Tells a teacher, "Jorge was sad because he thought his mommy wasn't coming."	

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Self

California Early Learning Standard	TeachSmart® Learning System Activities
• Tries to hide how she is feeling or to "mask" her feelings with a different emotional expression (e.g., appearing calm and unafraid when encountering a big dog). • Communicates about a peer, "Emma's really shy." • Has a growing vocabulary for identifying emotions and can describe more complex emotional situations that might evoke different feelings. • Explores more complex feelings, desires, and concepts in pretend play. • Deliberately does not communicate truthfully about inappropriate behavior. • Describes which peers are friendly, aggressive, or have other qualities. • Tends to play in same-sex groups. • Notices a child with a physical disability and responds with questions or curiosity.	
4 – Empathy and Caring	**-**
4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist. • Children respond sympathetically to a distressed person and are more competent at responding helpfully. • Asks a younger child, "Why are you crying?" and when told that she misses her mommy, communicates, "Don't worry—your mommy will come back soon." • May communicate, "That's not fair!" in response to another child being excluded from the group. • Helps a friend rebuild a fallen block tower. • Offers a friend her favorite book when she looks or acts sad. • May come to the defense of a friend who is teased by a peer. • Asks a teacher for bandages after a peer has fallen and scraped his knee. • Asks, "Want some water?" of a friend who is coughing.	

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Self

California Early Learning Standard	TeachSmart® Learning System Activities
5 – Initiative in Learning	-

5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.
• Children are selfconfident learners who become actively involved in formal and informal learning opportunities by asking questions, proposing new ways of doing things, and offering their own ideas and theories.
  • Communicates, "Here's a different way!"
  • Asks "why" questions fairly often out of real curiosity (e.g., "Why is the worm doing that?").
  • Suggests another way of creating a castle at the sand table.
  • Wants to try again when failing in his initial efforts to solve a problem.
  • Offers information about animals that she has learned at home.
  • Initiates a conversation with an adult about a class activity.
  • Works hard on a project that has captured her interest.
  • Communicates, "I'm going to play with blocks and then go to the science table."
	All Activities

Social Interaction

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Interactions with Familiar Adults	-

1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.
• Children take increasing initiative in interacting with familiar adults through conversation, suggesting a shared activity or asking for the adult's assistance, and cooperate readily.
  • Asks a specific teacher to help build a road in the sandbox and interacts cooperatively with the teacher for a sustained period.
  • Communicates to a weekly volunteer, "Guess what I did!" and continues conversing with the visitor about it.
	All Activities

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Social Interaction

California Early Learning Standard	TeachSmart® Learning System Activities
• Answers a teacher's question, then asks the teacher another question. • Communicates, "What?" or "Huh?" when the teacher asks a question that the child does not understand.	All Activities
2 – Interactions with Peers	-

2.1 More actively and intentionally cooperate with each other.
• Children initiate and participate in more complex, cooperative activity with peers. This may involve working together in groups to achieve a shared goal or communicating about how to share materials so all can use them.
  • Invites several children to help dig a hole in the sandbox.
  • Suggests taking turns riding the tricycle.
  • Responds appropriately to another child's ideas about how to build a better car track on the floor.
  • Shares play dough so another child can make something.
  • Talks for several minutes with another child about how they are dressing up in adult clothes for pretend play.
  • Joins several other children to create a train track, using blocks on the floor.
  • Holds the bubble wand for another child so she can blow bubbles.
  • Sets the table with another child, communicating about what is needed next.
	All Activities

2.2 Create more complex sequences of pretend play that involve planning, coordination of rules, and cooperation.
• Children develop longer, more complex pretend play narratives involving a shared script, coordination of child selected roles, and mutual correction within those roles as they play.
  • Creates with a small group of children an extended imaginary story with a beginning, a middle, and an end (e.g., a story of sickness and healing that involves a doctor's visit, a trip to the hospital, an operation, and the patient's recovery).
  • Communicates to another child, "You can't say that! You're the baby, remember?"
	I Can Pretend,
	I Can Tell a Story

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Social Interaction

California Early Learning Standard	TeachSmart® Learning System Activities
• While playing with other children, communicates, "I'm sick," to which another child responds, "Really?" and he responds, "No, just pretend." • Communicates to another child, "Let's say this is a secret cave, OK?" and the other children in the group respond, "OK!"	I Can Pretend, I Can Tell a Story
2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression. • Children can suggest simple conflict resolution strategies as well as respond to adult suggestions for resolving peer disputes. Children may taunt or tease another child rather than hitting and may also retaliate when provoked. • Communicates at the water table where other children are playing, "When can it be my turn?" • Excludes another child from the group, communicating, "You can't play with us." • Communicates to another child in the block area, "I'm playing with these; you play with those," or suggests taking turns. • Communicates, "I don't like it when you push me!" without a prompt from the teacher. • Pushes another child who shoved her in line, to which other children respond, "Stop that!"	All Activities
3 – Group Participation	-
3.1 Participate positively and cooperatively as group members. • Children participate in group activities with the ability to anticipate familiar routines and contribute to shared projects more competently as group members. • Anticipates the predictable routines of the day, such as initiating hand washing without being prompted when snack time arrives. • Actively explores social roles in imaginative play. • Is more capable of sustained attention and remaining engaged in group activities, such as putting a puzzle together cooperatively.	All Activities

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Social Interaction

California Early Learning Standard	TeachSmart® Learning System Activities
• Applies game rules more consistently for simple games. • Knows the procedure for leaving the setting to go to the bathroom or to another room and corrects children who do not follow the procedure. • Anticipates and begins preparing for an activity, such as a painting project. • Sometimes shares spontaneously and thinks of turntaking without adult prompting.	All Activities
4 – Cooperation and Responsibility	-

4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.
• Children's cooperation with adult instructions is more reliable because of better capacities for selfcontrol. Children are motivated by adult approval and by a desire to view themselves approvingly for their good conduct, reflecting their acceptance of adult standards for themselves.
  • Tells another child to be gentle with the classroom guinea pig.
  • Suggests taking turns with another child who wants to ride the tricycle.
  • Spontaneously communicates, "I'm a good helper!"
  • Accidentally spills paint on another child's artwork, then communicates, "I'm sorry," or gets another piece of paper for the other child.
  • Communicates, "uhoh," and begins to pick up the pieces of a puzzle she has knocked off a shelf.
  • Works cooperatively with a friend to wipe off the table with sponges after lunch.
  • Responds cooperatively when his behavior is corrected by a teacher.
	All Activities

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Relationships

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Attachments to Parents	-

1.1 Take greater initiative in seeking support from their primary family attachment figures.
• Children seek the support of their family caregivers, especially in difficult situations, by requesting help in resolving conflicts with others, initiating cooperative problem solving, or seeking comfort when distressed.
  • Seeks the parent's help in a conflict with a sibling.
  • With assistance from the parent, describes her feelings about a recent upsetting experience.
  • Seeks the parent's help with a difficult task (e.g., zipping a coat, folding a note) and cooperates readily.	

1.2 Contribute to positive mutual cooperation with their primary family attachment figures.
• Children demonstrate an awareness of the mutuality of close relationships in their efforts to be helpful, showing interest in the family caregiver's feelings, preferences, or wellbeing and sharing activities.
  • Wants to make a birthday card for the parent while at school.
  • Wants to help the parent care for a baby sibling or a pet or work together with the parent on a task at home (as reported by the parent).
  • Communicates feelings to the mother, sometimes taking the initiative in doing so.
  • Reports to the teacher about helping with a chore at home.
  • Shows the attachment figure what she has been working on at school.	

1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day. • Children are eager to begin the day in preschool. They respond affectionately to the family caregiver as the adult departs and have little difficulty being separated. • Runs into the preschool at arrival to greet friends, then runs back to the mother for a hug and kiss as she departs.	

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Relationships

California Early Learning Standard	TeachSmart® Learning System Activities
• Eagerly waves goodbye to the father as he leaves, then turns to a favorite activity. • Greets the parent with conversation in the home language at the end of the day.	
2 – Close Relationships with Teachers and Caregivers	-

2.1 Take greater initiative in the support of their primary teachers and caregivers.
• Children seek the support of their primary teachers and caregivers, especially when they are in difficult situations, by requesting the adult's help in resolving conflicts with others, initiating cooperative problem solving, or seeking comfort when distressed.
  • Seeks the teacher's help in a conflict with another child.
  • Seeks the teacher's assistance when confronted with a difficult task (e.g., challenging puzzle, new skill to master).
  • Upon returning from outdoors, looks for the primary teacher and asks to play a game together.
  • With assistance from the primary caregiver, can describe his own feelings about a recent upsetting experience.
	All Activities

2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.
• Children demonstrate an awareness of the mutuality of close relationships in their efforts to be helpful, showing interest in the teacher's feelings, preferences, or wellbeing and sharing personal experiences with the teacher.
  • Responds with interest when the primary teacher communicates, "Yesterday I got a new dog!" and continues the conversation about dogs.
  • Proudly displays a drawing or discovery to the primary teacher for a positive response.
  • Contributes to classroom cleanup at the primary teacher's request and, sometimes, initiates the cleanup of her own project, then shows the teacher what she has done.
  • Volunteers to help when the primary teacher is setting up a new activity.
	All Activities

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Relationships

California Early Learning Standard	TeachSmart® Learning System Activities
• Cooperates when asked to do so by the primary teacher. • Refers to the primary teacher by the proper name when doing so is consistent with the family's cultural values. • Physically greets the primary teacher or uses other culturally appropriate means of greeting. • While playing with other children, communicates, "I'm sick," to which another child responds, "Really?" and he responds, "No, just pretend." • Communicates to another child, "Let's say this is a secret cave, OK?" and the other children in the group respond, "OK!"	All Activities
3 – Friendships	**-**
3.1 Friendships are more reciprocal, exclusive, and enduring. • Children seek to share activities with special friends who, in return, seek their company. Friends act more positively toward each other but may also experience greater conflict. Children respond with enhanced efforts at conflict resolution. • Sits regularly with one or two special friends at lunch. • Seeks to play exclusively with one or more friends, even to the extent of excluding other children from the play group. • Communicates, "We're friends, right?" when seeking to play with a special peer. • Comes to the defense of a friend who is teased by a peer. • Engages in recurrent, familiar, and cooperative roleplay activities with one or more favorite friends in the setting. • Shares about experiences in the family with a special friend. • Laughs with a friend about an experience they have shared.	All Activities

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Listening and Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Language Use and Conventions – Children extend their understanding and usage of language to communicate with others effectively.	**X**
1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advance purposes, including reasoning, predicting, problem solving, and seeking new information. • **Reasoning** – The child says, "I think we can go outside because it's sunny now" or "I don't need my coat because it's not windy." • **Predicting** – The child says, "I think that bear's going to get lost!" or "If it keeps raining I think the worms will come out." • **Problem solving** – The child says, "Maybe we can put the milk in here and then it will be cookie dough." • **Seeking new information** – The child says, "Why isn't Jerome at school?" or "Why are you dressed up? Where are you going?"	All activities provide these opportunities
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children. • The child generally speaks with correct pronunciation, although some continuing speech errors are age-appropriate. • Most of the child's speech is free of speech errors. Most listeners do not have to ask the child to repeat himself or herself by asking, "What did you say?"	I Can Tell a Story, I Can Pretend, Guess A Picture & Talk About It
1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children. • The child responds on topic across several turns in conversation. For example, during dramatic play, the child says, "I'm the baby and I'm hungry." A friend responds, "Okay, I'll cook you breakfast." The child responds, "Then you're the mommy and you're cooking the breakfast." A friend responds, "I'm going to make pancakes." • The child adjusts the form and style of language use according to the listener's status, competence, or knowledge. For example, during a field trip to the fire station, tells a firefighter, "Wow! That's neat. Can I hold it?" but tells a peer, "I want to see!" While talking with older brother, prefaces the description of the fire truck and equipment by stating that the class went on a field trip to the fire station that day.	Guess the Picture & Talk About It, I Can Tell a Story, I Can Pretend

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Listening and Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
• The child consistently uses appropriate nonverbal standards in conversation with others (e.g., eye contact, distance to conversational partner, facial expressions). • The child typically uses polite forms of communication as appropriate (e.g., says thank you, please, addresses adults as Mr., Mrs., or Ms.). • The child typically uses volume and intonation appropriate for a situation when speaking. For example, uses a quieter voice inside the classroom than on the playground.	Guess the Picture & Talk About It, I Can Tell a Story, I Can Pretend
1.4 Use language to construct extended narratives that are real or fictional. • The child tells a brief story that unfolds over time: "I went to the park with my mommy, and we played in the sandbox. Then we had a picnic. After that, we went to the store." • The child tells about activities of interest to him or her that day: "First we come to school and sit on the carpet. Then we have our circle time. And then we do the centers. And then it's time for lunch." • The child retells the major events of a favorite story: "The boy wrote to the zoo, and they kept sending him animals. But he doesn't like them. So, then he gets a puppy, and he keeps it. He was happy then."	Guess the Picture & Talk About It, I Can Pretend, I Can Tell A Story
2 – Vocabulary – Children develop age-appropriate vocabulary	**X**

2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
• **Nouns/Objects** - The child hands a friend the *fire truck*, the *dump truck*, and the *semitruck* when the friend says, "I want to play with the fire truck, dump truck, and semi" during play.
  • While reading a book about dinosaurs, the child answers, "That's a *Apatosaurus* and that's a *Tyrannosaurus*," when the teacher asks, "What are these?"
• **Verbs/Actions** - When the child is playing with tools in the dramatic play area, the child responds, "the stove," when a friend asks, "What needs to be *repaired*?"
  • The child says to a parent volunteer, "I have a story. Can you *type* it on the computer for me?"
	Compare/Contrast, Guess the Picture & Talk About It, I Can Concentrate

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Listening and Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
• Attributes - During a cooking project, the child gives the teacher the plastic fork when the teacher says, "Hand me the *plastic* one." • During dramatic play, the child says to a friend, "Look at my necklace. It's *shiny*."	Compare/Contrast, Guess the Picture & Talk About It, I Can Concentrate
2.2 Understand and use accepted words for categories of objects encountered in everyday life. • After reading a book about reptiles, the child points to pictures of a snake, a lizard, and a turtle when the teacher asks the children to find the pictures of reptiles. • When the children and teacher are making a pretend city, the teacher says, "Now, we need some vehicles, "and Sammy brings a car, a truck, a tractor, and a motorcycle. • During play the child puts the apple, banana, and pear into one bowl and puts the broccoli, carrots, and corn into another bowl and says to a friend, "These are the fruits and these are the vegetables." • During play Anne tells Cathy, "You go get the furniture for the house. We need a chair, a table, a sofa, a desk, and a dresser."	Where do People Live, I Can Concentrate, Compare/Contrast, I Can Sort, I Can See Shapes, Daily Questions
2.3 Understands and use both simple and complex words that describe the relations between objects. • After reading a story about the zoo, the teacher asks, "What animals are *smaller* than an elephant?" The child correctly identifies a lion, a tiger, a bear, and a zebra. • During circle time the teacher invites Stephen to sit *next* to Mark, and he does. • While playing in the block center, DeAndre tells Susan, "Put the red block in *front* of the tower." • During snack time the child complains, "Your quesadilla is *bigger* than mine!"	I Know My Place Words, Who's First, Who's Last, Which is Tallest, Shortest, & Longest
3 – Grammar – Children develop age-appropriate grammar.	**X**
3.1 Understands and use increasingly complex and longer sentences including sentences that combine two to three phrases or three to four concepts to communicate ideas. • The child responds with appropriate action to a statement or a request that includes multiple clauses, such as "find the girl who is sad" or "pick up the dog that fell over."	I Can Tell a Story, I Can Pretend, Guess the Picture & Talk About It

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Listening and Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
• When asked to "take off your coat, find a book, and come to the rug" or "please sit down at the table, help yourself to some crackers, and pour your juice," the child does so. • The child uses noun phrases that include three or four descriptors (e.g., "the big red shirt is Bobby's, " "I want to play with the little blue square one"). • The child produces a two-part sentence through coordination, using and and but (e.g., "I'm pushing the wagon, and he is pulling it!" and "It's naptime, but I'm not tired").	I Can Tell a Story, I Can Pretend, Guess the Picture & Talk About It

3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular plurals, pronouns, and possessives.
• Understands and uses verbs indicating present, progressive, and both regular and irregular past tense (even if not always used correctly).
  • While reading a picture book, the child correctly identifies "the children" and "the girl" when asked, "Who was *running* and who *fell* down?"
  • During story time, the child remarks, "The bear *ate* the fish and then he *ran* away."
  • Suzie tells the teacher, "He *pushed* me and I *felled* down!
• Understands and applies the "s" sound at the end of words to indicate plurals and understands and uses irregular plurals (even if not always used correctly).
  • Alice points to a picture of five mice when the teacher asks, "Which is the picture of the *mice*?"
  • A child brings five sheep to the table after a friend says, "Now we need lots of *sheep*."
  • Gene exclaims, "Look at that one. He has lots of *teeths!*" while looking at a book about dinosaurs.
  • A child says, "Look at those *trees*; they have lots and lots of *leaves*."
• Understands and uses different types of pronouns, including subject (*he, she, it, they*), object (*him, her, them*), possessive (*hers, his, its, our, their*), and demonstrative (*there, here*).
	Guess the Picture & Talk About It, I Can Tell a Story, I Can Pretend

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Listening and Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
• The child hands Maria a book when the parent volunteer says, "Please give *it* to *her*," and Juan is also present. • Darla complains to the teacher, "*This* ball is *mine* and *that* one is *his*." • The child tells a friend, "*Our* tower is bigger than *theirs*, but *they* could build *it* higher" when playing with blocks. • Maria responds, "Susan did. *She* gave the cookies to *them*" when asked, "Who gave the cookies to Jose and Mallika? • Understands and adds an "s" sound to nouns to indicate the possessive form. • Robby responds, "Those are his *mom's keys*," when an adult points to a picture and says, "The boy has *somebody's keys*. Are they his?" • The child shares, "We went to *grandma's house* because it was my *mommy's birthday*" during circle time when the children are telling what they did over the weekend.	Guess the Picture & Talk About It, I Can Tell a Story, I Can Pretend

Reading

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Concepts about Print – Children recognize print conventions and understands that print carries specific meaning.	**X**
1.1 Display appropriate book-handling behaviors and knowledge of print conventions. • The child orients a book correctly for reading (i.e., right-side up with the front cover facing the child). • The child turns the pages of a book one at a time. • The child begins to track print from left to right and top to bottom (e.g., while pretending to read a story to a peer or doll). • While looking through a book, the child says, "the end" after reaching the last page.	Living Books

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Reading

California Early Learning Standard	TeachSmart® Learning System Activities
1.2 Understands that print is something that is read and has specific meaning. • The child asks the teacher, "What does this say?" when pointing to text in a book. • The child communicates, "Can you tell me what that says?" drawing attention to a sign while outside on a walk. • The child asks the teacher to write down a story or note that the child dictates, and then the child "reads" it to the other children.	Living Books
2 – Phonological Awareness – Children develop age-appropriate phonological awareness.	**X**

2.1 Orally blend and delete words and syllables without the support of pictures or objects.
• Orally puts together two familiar words, making a compound word.
  • The child plays the "What's That Word?" game while on a swing. With each push of the swing, the teacher says one part of a compound word (e.g., *sun, shine*) and then asks the child, "What's that word?" The child responds, "*Sunshine*."
  • While playing in the dramatic play area, the child responds, "*hairbrush*" when asked, "What word do you get when you say '*hair*' and '*brush*' together?"
• Orally puts together the two syllables of two-syllable words that are familiar to the child.
  • During mealtime conversation, the child participates in the guess-the-food game. The teacher says two-syllable words (*ta-co, su-shi, crack-er, ap-ple, but-ter*) and says each syllable distinctly. The teacher asks, "What food is this?" The child responds, "*Taco*."
  • The child chants, "*sister*" after singing along to, "What word do you get when you say '*sis*' and '*ter*' together?"
  • The child responds, "*Amit*" in unison with other classmates during circle time when the teacher says, "I'm thinking of a classmate's name that has two parts, like '*A-mit*.' Whose name is that?"
• Orally takes apart compound words into their component words.
  • The child claps out words in a compound word as part of a circle time activity. When the teacher says, "When I think of the word '*book*,' I think of clapping one time. Other words like '*bookshelf*' have two parts. So I clap two times. Let's clap out the parts for '*paintbrush*.'"
	I Can Make New Words,
	I Can Break Words Apart,
	I Can Hear Parts of Words

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Reading

California Early Learning Standard	TeachSmart® Learning System Activities
• The child responds, "*table*" when asked, "What word do you get when you say '*tablecloth*' without '*cloth*'?" • The child responds, "*ball*" when asked, "What word do you get when you say '*football*' without '*foot*'?" • The child responds, "*mail*" and "*box*" when asked, "What two words make '*mailbox*'?" Orally takes apart two-syllable words into their component syllables. • The child claps out syllables in a two-syllable word as part of a circle time activity. When the teacher says, "Let's clap out how many parts we hear in the word '*cook-ie*.'" • The child responds, "*door*" when asked, "What word do you get when you say '*doorknob*' without '*knob*'?"	I Can Make New Words, I Can Break Words Apart, I Can Hear Parts of Words

2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
• Orally blends the onsets and rimes of words with the support of pictures or objects.
  • During a small group activity with several objects on the table (e.g., cat, cup, mat, bus, rat, pup), the child responds and selects the *rat* (or says "*rat*") when a teacher asks, "Ricardo, can you find the *r—at*?"
  • While playing a game of I-spy, the teacher says, "I spy a *s—un*," and the child indicates or points to the *sun* or says, "*sun*."
  • While engaged in a game, the child selects the picture of a *bed* from among three or four pictures (or says, "*bed*") when asked to put together the letter sounds *b—ed*.
• Deletes the onset from a spoken word with the support of pictures or objects.
  • The child selects the picture of *ants* from among three or four pictures (or says, "*ants*") when asked to say "*pants*" without the "p" letter sound.
• Orally blends individual phonemes to make a simple word with the support of pictures or objects.
  • While playing a "bingo game" during small group time, the child chooses and marks pictures corresponding to the words for which the teacher sounds out the individual phonemes (e.g., *h—a—t, m—o—p, c—u—p*).
	I Can Hear the First Sounds in Words,
	I can Hear Sounds to Make Words

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Reading

California Early Learning Standard	TeachSmart® Learning System Activities
• The teacher sings, "If you think you know the word, shout it out. If you think you know the word, tell me what you've heard. If you think you know the word, shout it out . . . *s—i—t*." The child sings out "*sit*" along with the classmates. • The child picks up the picture of a *hat* from among three or four pictures (or says, "*hat*") when asked to put together the letter sounds *h—a—t*.	I Can Hear the First Sounds in Words, I can Hear Sounds to Make Words
3 – Alphabetics and Word/Print Recognition – Children extend their recognition of letters of the alphabet.	**X**
3.1 Recognize own name or other common words in print. • The child recognizes his or her name on a sign-in sheet, helper chart, artwork, or name tag (e.g., name tag, label for the cubby, or place at the table). • The child recognizes common or familiar words (e.g., mom or friends' names) in print.	Daily Routines: Attendance, I Can Write My Name, I Can Unpuzzle My Name, Free Play (Doodle), I Can Write Words
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form. • When shown an upper or lowercase letter, the child can say its name. • The child says letter names when attending to different words, such as own name, friends' names, or frequently seen signs. • During circle time the child indicates or points to the correct letter on a chart when the teacher prompts with the name of the letter.	What is a Letter? What Is an Object? I Spy a Letter?, Where is My Mother? I Can Find Letters in Words
3.3 Begin to recognize that letters have sounds. • The child makes the correct sound for the first letter in his name. • The child says the correct letter sound while pointing to the letter in a book. • The child indicates the correct picture when presented with four pictures—dog barking, car horn honking, letter *k*, and letter *n*—and asked, "Which of these make these sounds: bow-wow, honk, "k" (letter sound), "n" (letter sound)?"	I Can Hear Same Sounds, I Spy a Word that Starts With a Consonant Sound

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Reading

California Early Learning Standard	TeachSmart® Learning System Activities
4 – Comprehension and Analysis of Age-Appropriate Text – Children demonstrate understanding of age-appropriate text read aloud.	-
4.1 Demonstrate knowledge of details in a familiar story, including characters, events, andordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting or creating artwork. • The child uses a bucket (pail of water) and step stool (the hill) to reenact the "Jack and Jill" nursery rhyme. • The child places story picture cards or flannel board pictures in order while retelling a familiar story with peers. • The child acts out the sequence of events in a familiar story, using props and puppets. • The child responds to open-ended questions from teachers or other children (e.g., how, why, cause/effect, connecting events, prediction, and inferring). • The child is able to describe the situation and feelings that led to a story character's actions (e.g., "He yelled at them because he was mad that they took his toy").	Living Books, I Can Tell a Story, I Can Pretend
4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. • The child communicates important differences and similarities of jet airplanes and propeller planes after being read a story about airplanes and airports. • The child tells about a visit to the dentist in response to a book about getting teeth cleaned at the dentist's office. • The child explains or demonstrates the steps of planting a seed after being read a book about gardening.	
5 – Literacy Interest and Response – Children demonstrate motivation for a broad range of literacy activities.	-
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities. • The child brings a favorite book from home to be read aloud during story time.	

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Reading

California Early Learning Standard	TeachSmart® Learning System Activities
• The child initiates creating or obtaining appropriate written materials for dramatic play (e.g., menus for playing restaurant, lists for playing grocery store). • The child describes a trip to the library with a family member where they selected books and checked them out to read at home.	
5.2 Engage in more complex routines associated with literacy activities. • The child returns books to the library shelf after independent reading. • The child finds own journal book when entering the classroom and engages in pretend writing. • After the reading of a book about insects during circle time, the child asks the teacher to identify other books about insects for the child to look through.	

Writing

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Writing Strategies – Children demonstrate increasing emergent writing skills.	**X**
1.1 Adjust grasp and body position for increased control in drawing and writing. • The child holds a pencil or pen with finger grasp to write. • The child draws recognizable figures, letters, or shapes. • The child moves hand to hold paper in place while drawing or writing.	Free Play: Doodle, It is Fun to Write My Name, I Can Unpuzzle My Name, I Can Write Words, Words are Fun to Write, I Can Tell a Story(labeling pictures), Daily Routines: Attendance, Daily Questions
1.2 Write letters or letter-like shapes to represent words or ideas. • The child draws a picture and writes a label (may not be readable). • The child writes strings of symbols that look like letters or writes actual letters, which can vary in directionality (not necessarily left to right).	Free Play: I Can Write Words, Words are Fun to Write, I Can Tell a Story (labeling pictures), I Can Hear and Write Words

1.3 Writes first name nearly correctly.
• The child writes own name with or without mistakes, for example:
  • Excludes some letters (dvid).
  • Reverses some letters (Davib).
  • Uses letters that may not be written in a line.
	It is Fun to Write My Name, I Can Unpuzzle My Name, Free Play: Doodle

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Listening

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Children listen with understanding. – Focus: Beginning words	**X**
1.1 Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity. • In response to the teacher holding up a jacket and asking the child, "Does this belong to you? Or is it Lai's jacket?" as the children are getting ready to go outside, takes the jacket and gives it to his friend.	I Can Tell A Story, I Can Pretend, Guess the Picture and Talk About It
• While playing with a dollhouse and props with an English-speaking peer, puts the pants on the doll when the peer says, "Put the pants on the doll." • In response to the teacher asking an open-ended question while holding up a photograph (e.g., "What could you do at this park?"), runs in place or hops. • Responds by patting his chest and smiling when the teacher asks, "Whose hat is this?" (communicates possession) • During small group outdoor play, responds to the teacher's input • ("Throw the ball," "Kick the ball," "Catch the ball") with appropriate actions.	I Can Tell A Story, I Can Pretend, Guess the Picture and Talk About It
1.2 Follow directions that involve a one-or two-step sequence, relying less on contextual cues. • Chooses a book and brings it to the teacher when the teacher says, "Go get a book and bring it to me. I'll read it with you." • "Pours" something into a pot and stirs the "soup" in response to another child who says, "Put some milk in the soup. And stir, stir, stir," while in the kitchen area. • Takes off her coat and places it in her cubby after the teacher says, "It's hot in here. Why don't you take off your coat and put it in your cubby?"	All Activities Promote this Foundation
1.3 Demonstrate an understanding of words in English related to more advanced concepts. • After looking for his favorite toy lion in the zoo animal basket and not finding it, responds to the teacher's suggestion, "It's not on top. Look under the other animals," by reaching down deeper in the basket, finding the toy, and smiling. • Responds appropriately to the directions, "First, wash your hands and then come to the table," at snack time. • Brings the teacher the book from the previous day's "read- aloud" in response to the teacher's question, "Lai-Wan, can you bring me the book we read yesterday about fish?"	I Can Tell A Story, I Can Pretend, Guess a Picture and Talk About It, Where Do People Live?

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Listening

California Early Learning Standard	TeachSmart® Learning System Activities
• Passes the bigger cup during water play when another child says, "Give me the bigger cup, please." • Touches spilled juice and makes a face when a peer says, "Ooh, it's still sticky!"	I Can Tell A Story, I Can Pretend, Guess a Picture and Talk About It, Where Do People Live?

Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Children use nonverbal and verbal strategies to communicate with others. Focus: Communication of needs.	**X**
1.1 Participates in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books). • Brings a stack of books to a classroom volunteer and communicates, "First read *Rainbow Fish*, and then the ABC farm book." • Communicates, "Humpty Dumpty is my favorite! Read that one after the egg book, OK?" during circle time. • Calls out, "I like that one! It has black and white," pointing to the orca whale during a read-aloud of a big book about whales. • Role-plays a simple poem about how plants grow outside after hearing the poem during circle time. • When the teacher asks, "What does the boy see?" during a small group read-aloud, responds, "a dog!" while pointing at a picture of a dog on a page in the book.	Living Books
1 – Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Interest in books and reading	-
1.2 Choose to "read" familiar books written in English with increasing independence and talk about the book in English. • Chooses a familiar book in English, *A Pocket for Corduroy*, settles down again on a pile of pillows, turns the pages of the book, and says, "Look, bear want pocket. Girl make pocket." • Selects and "reads" a class book about a recent walk in the neighborhood (with photographs captioned in English) and, using English, talks about the photographs.	

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Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
2 – Children show an increasing understanding of book reading. Focus: Personal connections to the story	**X**
2.1 Begin to engage in extended conversations in English about stories. • After hearing *Goodnight Moon*, talks about his own house, leading to a conversation with the teacher about bedtime routines and where he lives. • When the teacher asks, "Has anyone seen a train? What did it look like?" says, "I saw a train. I saw a big train (emphasizing "big" and using hand gestures). It was blue. I like blue," after a read-aloud of a storybook about a train ride.	Living Books
2 – Children show an increasing understanding of book reading. Focus: Story Structure	**X**
2.2 Retell in English the majority of a story read or told in English. • Says, "First he go to the house . . . straw. Then the house . . . sticks . . . then the house . . . bricks" in a small group conversation after a read-aloud. • Flips through the pages of a picture book of *Goldilocks and The Three Bears* and communicates, "Baby, Mama, Papa bear. Food is hot. Go outside. . . . [continues through sequence] Girl see bear and she run. The end." (This is a story the teacher has told on many occasions.)	I Can Tell A Story, I Can Pretend, Living Books
3 – Children demonstrate an understanding of print conventions. Focus: Book handling	**X**
3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read. • Turns an upside-down book right side up and says, "Let's start here," when sitting and "reading" with a peer in a rocking chair. • Imitates the teacher reading to children by sitting next to a peer, holding up a book written in English that has been read aloud several times; turns the pages and points to words, tracking the print with her finger, moving from left to right and top to bottom. • Communicates in Spanish, "Había una vez" (Once upon a time) when looking at the first page of a book, looks through the book, and communicates, "The end" when reaching the last page.	Living Books

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Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
4 – Children demonstrate awareness that print carries meaning. Focus: Environmental	-
4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English. • Takes a peer's jacket from the floor, finds the owner's name label on the cubby, and puts the jacket there.	
• Moves toward the women's bathroom, indicates or points at the sign on the door with only the word "Women" labeled on it, and says, "This one is for girls," while visiting the public library. • Names the exit sign or the signs for various areas, such as "library area," "science area," and so forth. • Says, "Teacher, this is my book," and puts her book in the trunk labeled "Show and Tell" as the children gather for sharing time on the rug.	
5 – Children demonstrate awareness that print carries meaning. Focus: Environmental	X
5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words. • Asks the teacher to write the word "tree" on his paper after drawing a tree. • Asks, "What letter, teacher?" indicating or pointing at the first letter of the first word in the title of a big book during circle time. • Indicates or points to words under a drawing of the sun and says, "That says 'sun'" (even if the text says something else).	I Can Write Words, Free Play: Doodle
5 – Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter recognition	X
5.2 Identify ten or more letters of the alphabet in English. • Identifies different letters of friends' names on a name chart. • Names ten individual letters as a friend writes them with chalk outside.	What is a Letter? What is an Object? I Spy a Letter? Where is My Mother? I Can Find Letters In Words, I Can Unpuzzle My Name

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Speaking

California Early Learning Standard	TeachSmart® Learning System Activities
6 – Children demonstrate phonological awareness. Focus: Rhyming	**X**
6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English. • Produces a word that rhymes with the target word during chants, such as "Eddie spaghetti" or "Ana banana." • Participates in a class sing-along of "Down by the Bay," repeating most of the song and almost all of the rhyming words in phrases (e.g., "a whale with a polka-dot tail" and "a moose kissing a goose"). • Plays a word-matching game involving rhyming (e.g., "I say no, you say go," "I say boo, you say too," or "I say cat, you say rat"). • Says, "Cindy. Bindy. They're the same!" when talking to a peer about her own name (Bindy) and her peer's name (Cindy). • Says spontaneously to a friend, "Mother and brother sound the same—they rhyme!" while in the dramatic play area.	I Can Rhyme
6 – Children demonstrate phonological awareness. Focus: Onset (initial sound)	**X**
6.2 Recognize and producewords that have similar onset (initial sound) in English. • Says words that start with the same sound as her own name (e.g., Sara, sock, scissors). • Draws a picture of a cat and tells a child, "That's a cat. Cat is like me. Catalina." • Generates words that start with the same initial sound during a word game while being pushed on a swing by the teacher; for example, "m" (letter sound) "mom, man, me, mine," in response to teacher saying, "I'm thinking of a word that begins with "m" (letter sound); mouse begins with "m" (letter sound); what else begins with "m" (letter sound)?	I Can Hear the First Sounds in Words, I Can Hear Sounds to Make Words
6 – Children demonstrate phonological awareness. Focus: Sound differences in the home language and English.	**X**
6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support. • Sings along with other children during circle time to songs, such as "Willaby Wallaby Woo" or "Apples and Bananas," that emphasize the oral manipulation of sounds.	I Can Hear the First Sounds in Words, I Can Hear Sounds to Make Words

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Speaking

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• While pointing at her untied shoelaces, says, "Teacher, tie my shoes [saying "chüz"], please," to which the teacher responds, "You want me to tie your shoes?" emphasizing the "sh" in the word "shoes," after which the child nods and responds, "Yes, my shoes [saying "shüz"]."	I Can Hear the First Sounds in Words, I Can Hear Sounds to Make Words

Writing

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Children use writing to communicate their ideas. Focus: Writing as communication	**X**
1.1 Develop an increasing understanding that what is said in English can be written down and read by others. • Dictates a simple letter to his mother in English when he is very excited about something he was able to do. • Pointing to the top of a painting she has just finished at the easel, says to the teacher, "I'm done! Write my name here, OK?" • "Writes" on a paper after making a drawing, gives it to the teacher, and requests, "Read my story." • "Writes" while saying, "Eggs. Milk. Ice Cream," while playing restaurant in the kitchen play area with other children.	It is Fun to Write My Name, Free Play: Doodle
1 – Children use writing to communicate their ideas. Focus: Writing to represent words or ideas.	**X**
1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English. • Writes a grocery list in the housekeeping center, using forms that approximate letters in English. • Writes "blocks," with some errors, on a daily plan for center time while saying, "I am going to play with the blocks." • Writes letter-like marks while saying "lizard" after drawing a picture of a lizard for her own page in a class book on lizards.	I Can Write Words, Words are Fun to Write, I Can Tell a Story (labeling pictures), I Can Hear and Write Words
1 – Children use writing to communicate their ideas. Focus: Writing their name.	**X**

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Writing

California Early Learning Standard	TeachSmart® Learning System Activities
1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language. • Writes his name in English on a painting, with some errors. • While outside, writes his name in English and then in Japanese next to a self-portrait, with some errors, using sidewalk chalk. • Traces her name in English while drawing with crayons, then writes her name on her own.	It is Fun to Write My Name, I Can Unpuzzle My Name

Mathematics: Number Sense

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Children expand their understanding of numbers and quantities in their everyday environment.	**X**
1.1 Recite numbers in order to twenty with increasing accuracy. • Recites one to twenty incompletely or with errors (e.g., "one, two, three, four, five, . . . nine, ten, eleven, twelve, thirteen, fifteen , seventeen, eighteen, twenty"). • Chants one to twenty in order while swinging. • Recites one to twenty to show her friend how high she can count.	I Can Count When I Move Objects, I Can Listen and Count, I Like to Count
1.2 Recognize and know the name of some written numerals. • Names some numerals found in books or during a game. • Points to numerals in a number puzzle as the teacher names them.	Assessment (numerals), What is a Numeral? What is an Object? How are We Alike?
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize). • Perceives directly (visually, tactilely, or auditorily) the number of objects in a small group without needing to count them. • Looks briefly at a picture of four frogs and immediately communicates the quantity four. • During storytime, puts her hand on the picture of four ladybugs and communicates, "Four ladybugs." • Correctly points out, "That's three cars there."	I Know What a Number Stands For? I Can See How Many Are in a Set?

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Mathematics: Number Sense

California Early Learning Standard	TeachSmart® Learning System Activities
1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word with increasing accuracy. • Indicates or points to a flower in the garden and communicates, "one," then points to another flower and communicates, "two." The child counts up to seven different flowers. • Counts ten children by identifying them one by one during circle time. • Counts the blocks in a pile, keeping track of which blocks have already been counted. • Counts out eight napkins in preparation for snack time.	I Can Count When I Move Objects
1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality). • After giving away some bears, counts the remaining bears to find out how many are left and communicates, "I now have six bears." • Lines up cars on a track and counts, then communicates, "My train has seven cars!" • Counts dolls, "one, two, three, four" and communicates, "There are four dolls." • Counts her sticks and communicates, "I have five," when the teacher asks during an activity, "Does everyone have five sticks?" • Counts five apple slices and recognizes there is one slice of apple for each of the five children around the table.	Who's First? Who's Last?, I Can Play the Train Game, I Know My Place Words
2 – Children expand their understanding of number relationships and operations in their everyday environment.	**X**
2.1 Compare by counting or matching two groups of up to five objects and communicating, "more," "same as," or "fewer" (or "less"). • Counts the number of rocks he has and the number a friend has and communicates, "Five and five, you have the same as me." • Compares a group of four bears to a group of five bears and communicates, "This one has less." • Counts her own sand toys, then counts a friend's and communicates, "You have more."	Daily Questions

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Mathematics: Number Sense

California Early Learning Standard	TeachSmart® Learning System Activities
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one. • Adds another car to a pile of five to have six, just like his friend. • Removes one animal from a collection of eight animals and communicates, "She has seven now." • Correctly predicts that if one more car is added to a group of four cars, there will be five.	I Know How to Add, I Can Subtract
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. • Refers to a collection of six balloons and communicates, "Three red balloons for me and three green ones for you." • Indicates seven by holding up five fingers on one hand and two fingers on another. • Removes three (of five) ducks from the flannel board, communicating, "Three left, and only two stay" when acting a story.	I Can Subtract, I Know How to Add, I Can Solve a Math Story
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting. • During a small group activity, count oranges on the flannel board and communicate, "There are six oranges." The teacher puts one more orange on the board and asks, "How many oranges do we have now?" Some say seven; others first count, "One, two three, four, five, six, seven" and then say seven.	I Can Solve a Math Story
• Adds two more cups to a group of two, says that there are four cups. • Takes two boats away from a group of five boats and communicates, "One, two, three—three boats left" while playing with friends. • Watches a friend connect a train with three cars to a second train with three cars. Counts the cars and communicates, "Now our train has six cars." • Builds a stack of five blocks and adds two more saying, "One, two, three, four, five, six, seven. I have seven blocks now."	I Can Solve a Math Story

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Algebra and Functions
(Classification and Patterning)

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Children expand their understanding of sorting and classifying objects in their everyday environment.	**X**
1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute.) • Sorts the large blue beads into one container and the small red beads in another. • Puts black beans, red kidney beans, and pinto beans into separate bowls during a cooking activity. • Arranges blocks on the shelf according to shape. • Sorts a variety of animal photographs into two groups: those that fly and those that swim. • Sorts buttons first by size and then each subgroup by color into muffin tin cups.	I Can Sort Compare/Contract (Sorting)
2 – Children expand their understanding of simple, repeating patterns.	**X**
2.1 Recognize and duplicate simple repeating patterns. • Fills in an item missing from a pattern (e.g., apple, pear, apple, pear), with guidance. • Copies simple repeating patterns, using the same kind of objects as the original pattern. • Attempts to sing, sign, move, or clap through a pattern song, trying to maintain the pattern.	I Can Make Patterns
2.2 Begin to extend and create simple repeating patterns. • Adds a red bead and then a blue bead in a red-blue-red-blue pattern to complete a bead necklace. • Alternates short and tall blocks to make a fence around a farm. • Makes up a clapping or action pattern, “clap, clap, hop, hop” in rhythm to a song. • Uses different materials such as buttons, beads, or sequins to create patterns.	I Can Make Patterns

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Measurement

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Children expand their understanding of comparing, ordering, and measuring objects.	**X**
1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object). • Tries to determine if he is taller than another child by standing next to the child. • Uses a balance scale to find out which of two rocks is heavier. • Pours water into different size containers at the water table to find out which one holds more.	Which is Tallest, Shortest, and Longest?
• Shows that the blue pencil is longer than the red pencil by placing them side by side. • Compares the length of two tables by using a string to represent the length of one table and then laying the string against the second table. • Uses a paper strip to mark the distance from knee to foot and compares it to the distance from elbow to fingertip.	Which is Tallest, Shortest, and Longest?
1.2 Order four or more objects by size. • Arranges four dolls from smallest to largest in pretend play with dolls. • In sandbox, lines up buckets by size, from the bucket that holds the most sand to one that holds the least. • On a playground, orders different kinds of balls (e.g., beach ball, basketball, soccer ball, tennis ball) by size.	Which is Tallest, Shortest, and Longest?
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end. • Uses paper clips laid end to end to measure the length of different size blocks, with adult guidance. • Measures the length of a rug by laying same-size block units end to end and communicating, "The rug is ten blocks long," with adult guidance. • Measures the length of a table using inch "worms," with adult guidance. • Measures the distance from the reading area to the block area by using meter sticks, with adult guidance.	I Know How to Measure

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Geometry

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Children identify and use a variety of shapes in their everyday environment.	**X**
1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes. • While playing the "I Spy the Shape" game, communicates, "I see a circle—the clock." Later, says, "I see a rectangle—the table." • Correctly identifies shapes as the teacher calls them out in a game of shape bingo. • Uses play dough to construct rectangles of different sizes and orientations. • Sorts manipulatives of different sizes and orientations by shape and explains why a particular shape does or does not belong in a group. • Tears paper shape and communicates, "Look! A triangle" while making a collage.	I Know My Shapes, I Can Match Shapes
1.2 Combine different shapes to create a picture or design. • Uses a variety of shapes to construct different parts of a building. • Uses flannel pieces of different shapes to create a design. • Creates a house, from different shapes, using a computer program.	I Can See Shapes Everywhere, I Can Make a Shape Picture
2 – Children expand their understanding of positions in space.	**X**
2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and front/behind. • During a treasure hunt, gives or follows directions to find something behind the doll bed or under the mat. • Follows directions when asked by the teacher to stand in front of or behind another child. • Communicates, "Where's my book?" A friend says, "It's over there on the table." She finds the book. • Follows along with the directions during a game of "Simon Says" (e.g., "Put your hands in front of your legs").	I Know My Place Words, I Can Move Shapes

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Mathematical Reasoning

California Early Learning Standard	TeachSmart® Learning System Activities
1 – Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	-
1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment. • After placing plates and napkins around the snack table, recognizes that he needs one more napkin for the last place and asks the teacher for another napkin. • Following a discussion about the size of the room, works with other children to measure the length of the room using block units, lay blocks of the same size along the wall end to end, and count the number of blocks. • Predicts the number of small balls in a closed box and then communicates, “Let’s count.” • Has run out of long blocks to complete a road and solves the problem by using two smaller blocks to “fill in” for a longer block. • When in need of six cones to set up an obstacle course but having only four, communicates, “I need two more cones.” • Sorts the animal figures into two groups, wild animals for him and pets for his friend, when asked to share the animal figures with a friend.	

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