

Get Set for School®

Correlations to The Early Development Instrument (EDI)



LEARNING **Without Tears®**

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| I. Welcome to the Get Set for School Complete Pre-K Program | |
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| Access to Digital Materials | |
| Access to Digital Teaching Tools Digital Access of the Get Set for School Complete Pre-K Program (e.g., Teacher's Guides, Activity Books, Read-Aloud Books, Assessments, Teaching Tools, Resources, etc.) | To view the Get Set for School Digital Teacher Tools and Resources, go to the Pre-K Interactive Teaching Tool (PreKITT) using your two-week free trial. Access the Pre-K Interactive Teaching Tool here. |
| Research | |
| The Get Set for School Complete Pre-K Program is based on a theory and knowledge base that reflects a philosophical orientation. The Get Set for School Complete Pre-K Program is supported by child development research, theory, and practice. In addition, the curriculum is appropriate and uniquely designed for all learners and cultural backgrounds. | <ol style="list-style-type: none"> 1. Research Review – Get Set for School: A Complete Pre-K Program for Kindergarten Readiness Success 2. Get Set for School: A Proven Success in Preparing Children for Kindergarten 3. Getting to Know Get Set for School: <ul style="list-style-type: none"> • Pre-K Philosophy (Vol 1., pp. 6–7) • Language & Literacy (Vol 1., pp. 10–11) • Readiness & Writing (Vol 1., pp. 14–17) • Numbers & Math (Vol 1., pp. 20–21) • Oral Language (Vol 1., pp. 24–25, 46–49) • Science & Social Studies (Vol. 1., pp. 26–27) • Developmental Stages (Vol. 1, pp. 28–31) • References (Vol. 1, pp. 137–146) |
| National Standards Alignment | |
| Alignment to NAEYC standards and the Head Start Early Learning Outcomes Framework | Please see the correlations aligning the Get Set for School Complete Pre-K Program's alignment to the NAEYC standards and the Head Start Early Learning Outcomes Framework here . |

| Assessments | |
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| <p>The Get Set for School Complete Pre-K Program assessment tools are age appropriate and provide multiple ways and times for periodic and ongoing assessment and documentation for all learners.</p> | <p>Assessment functionality can be found in the Teacher’s Guide, which can be reviewed within PreKITT. Access PreKITT using your two-week free trial here.</p> <p>Daily Assessment Opportunities Using Check for Understanding:</p> <p>Look for the Check for Understanding questions that appear at point-of-use with each lesson for Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science and Social Studies. Teachers can use them daily to quickly evaluate what children understood about each lesson and what they did not understand, so they can immediately modify instruction and reteach if necessary.</p> <p>Weekly Assessment Opportunities Using Classroom Observation Checklists:</p> <ol style="list-style-type: none"> 1. Assess children one or more days a week using the Classroom Observation Checklist. Use the data from your Observation Checklists to identify targeted instruction and practice that you can provide during morning work, Centers, etc. For instance, when you identify skills that are a challenge for children, you can provide several activities from the Multisensory Activities & Centers in the <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i> (Vol.1, pp. 44–90). In addition, you can add to and extend the lessons using the Support/ELL and Enrichment Activities listed below the daily lessons. 2. Language & Literacy: To address letter identification, use the A-B-C Touch & Flip® Cards. Review the Language & Literacy Multisensory Activities & Centers to assist with planning. Select a teacher-led activity and review the child-led activities for Center ideas for morning work and ideas for small group Centers (<i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i>, Vol.1, pp. 44–45). Do not forget the Student App: Sound Around Letters (<i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i>, Vol.1, p. 53). 3. Readiness & Writing: To address name writing, use the strategies from the Readiness & Writing Multisensory Activities & Centers to assist with planning. Select a teacher-led activity to use in a name writing Center or at another time of the day (<i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i>, Vol. 1, pp. 78–81), and for individual CAPITAL letter practice, use the Wet-Dry-Try App (<i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i>, Vol. 1, pp. 72–73). 4. Numbers & Math: To address number identification, use the 1-2-3 Touch & Flip® Cards. Review the Numbers & Math Multisensory Activities & Centers to assist with planning. Select a teacher-led activity and review the child-led activities for Center ideas for morning work and ideas for small group Centers. Do not forget the Student App: Touch & Flip Numbers (<i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i>, Vol. 1, pp. 82–83, 90). <p>Periodic Assessment Opportunities using the Benchmark Assessments: The Benchmark Assessments are given three times per year (e.g., beginning, middle, and end of year). The Get Set for School assessment results assist teachers in knowing what their students’ present level of performance is in order to guide instruction and to address Pre-K skills, including the areas of alphabet knowledge, phonological awareness, and number sense and operations. <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i> (Vol. 1, Pre-K Assessments, p. 95).</p> |
| Professional Development | |
| Professional Development Resources | <p>View the Professional Development services and resources here.</p> <p>For details on more specific professional development offerings, please email coordinator@LWTears.com or call 402.492.2766.</p> |

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| <p>The Get Set for School Complete Pre-K Program provides high quality professional development.</p> | <p>At Learning Without Tears, we believe that all students can learn when provided personalized instruction, strategies designed to meet their unique and diverse learning needs/abilities and are supported by assessment. Through our professional development, we address the skills educators need to be successful in their classroom or distance learning instruction. We use personalized and peer learning that meets the learning styles and needs of all adult learners. Our training is offered onsite and/or virtually throughout the academic school year. To promote educator learning and curriculum implementation support throughout the school year, the Professional Development Hub provides customizable training with microlearning videos, access to live and on-demand webinars, classroom videos, and optional coaching sessions with our curriculum support specialists. Our professional development builds effective teachers and prepares them to deliver joyful, child-friendly learning experiences that encourage student participation and achievement. We also focus on strategies to support English language learners and methods to challenge students who are ready to learn more.</p> <p>Included in our Professional Development is a one-year subscription to the Professional Development Hub. This is a 24/7 learning hub for educators who are using the Learning Without Tears programs with students. It provides yearlong access to implementation answers, how-to videos on using the curriculum with students, and more. Our numerous training offerings, combined with our Professional Development Hub, provide numerous getting started and ongoing follow-up training and learning opportunities.</p> |
| <p>The Get Set for School Complete Pre-K Program's training are based on sound adult learning theory.</p> | <p>Learning Without Tears professional development programs are designed to encourage attendee participation and meet diverse adult learning styles. Learning occurs through hands-on experiences, reflection, note-taking, collaboration, and brainstorming in individual and peer group activities. Our trainings encourage active participation and willingness to share and ask questions to deepen participants' understanding of the content. The content is practical and applicable to classroom instruction with research supports when needed. Attendees are encouraged to facilitate learning activities with peers to practice and expand their own learning. Our Professional Development Hub supports adult learners by offering 24/7 on-demand and customizable training opportunities suited to their needs.</p> |
| <p>The Get Set for School Complete Pre-K Program's trainers have appropriate knowledge of the curriculum model.</p> | <p>Learning Without Tears requires all trainers to use our curriculum with students of varying ages and abilities daily. Our trainers are not training theorists. They have years of practical experience implementing our curriculum in numerous learning environments. To become a certified trainer, they go through a minimum six-month certification process that includes annual review and recertification based on their continual use of our curriculum with students and their ability to facilitate impactful adult-learning training workshops. Learning Without Tears curriculum is driven by child development research, and the research used to develop the curriculum is shared throughout the training. Additionally, general child development research and how to identify typical/atypical developing children is also shared.</p> |
| <p>The Get Set for School Complete Pre-K Program's theory, research and practice are linked.</p> | <p>During the training, as child development research and theory is shared, educators will learn what activities and lessons build specific skills in a child-friendly, developmentally appropriate way. They will further learn what learning sequence to use in their daily instruction that maximizes the learning time and builds important foundational skills first.</p> |

| Domain: Physical Health & Well-Being | Get Set for School |
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| Includes gross and fine motor skills (e.g., holding a pencil, running on the playground, motor coordination), adequate energy levels for classroom activities, independence in looking after own needs, and daily living skills. | |
| <p>Physical readiness for school day</p> <p>Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.</p> | <p>Teacher's Guides</p> <p>The Get Set for School activities help children to develop self-concept, self-regulation, personal initiative, emotional understanding, and relationships with adults and peers. We want them to have positive self-esteem, learn to engage in classroom activities, transition appropriately, take initiative, understand feelings, and take turns sharing and playing with their friends. Unit 1 focuses on behavior and skills children need to be successful at school with friends. This includes, but is not limited to, greetings, understanding who are friends, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for turn or in line, etc.</p> <p>Teacher's Guides</p> <p><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i> Books All Year, pp. 102–105</p> <p><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i> Suggestions for 3-Year-Olds, pp. 22, 23</p> <p>Language & Literacy, pp. 52, 160, 178, 190, 226, 364, 438</p> <p>Readiness & Writing, pp. 12</p> <p>Numbers & Math, pp. 13, 127, 167, 239, 185, 249, 313, 383</p> <p>Oral Language, pp. 17, 45, 69, 177, 197, 271, 347</p> <p>Social Studies, p. 15</p> <p>Student Activity Books</p> <p><i>My First School Book</i>, pp. 58, 83</p> <p><i>I Know My Numbers</i>,¹ pp. 127, 249</p> <p>Teacher Tools and Manipulatives</p> <p>A-B-C Touch & Flip® Cards</p> <p>4 Squares More Squares®</p> <p>Get Set for School Read-Aloud Library</p> <p>Mix & Make Shapes™</p> <p>Slate Chalkboard</p> |

¹ The page(s) referenced correspond to the *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* lessons with *I Know My Numbers*.

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| | <p>Tag Bags®</p> <p>Word Time™ Word Cards</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: “Counting at the Table,” “Hello Song,” “I’m Happy to See You,” “Inside, Outside,” “Letters Together Make Words,” “Spiders Love to Party”</p> <p>PreKITT Resources: ☺ Name Cards, Smiley Face</p> <p>Student App: Wet-Dry-Try App</p> |
| <p>Physical independence Children who are independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.</p> | <p>The Get Set for School curriculum fosters strong relationships between teachers and children and between peers by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom.</p> <p>Teacher’s Guide</p> <p><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i></p> <p>Books All Year, pp. 102–105</p> <p>Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p.136</p> <p>Book Connections, Chef/Cook/Healthy Food, p.97</p> <p><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Suggestions for 3-Year-Olds, p. 217, 245</p> <p>Language & Literacy, p.18, 118, 142</p> <p>Readiness and Writing p. 38</p> <p>Numbers and Math, pp. 41, 227</p> <p>Oral Language, pp. 33, 122, 123, 131, 151, 155, 221, 225, 227</p> <p>Science, pp. 125, 149, 227, 229, 253</p> <p>Social Studies, pp.153, 175, 199, 223, 229</p> <p>Student Activity Books</p> <p><i>My First School Book</i>, Vol. 1, p. 6</p> <p><i>My Book</i>, Vol. 1, p. 14-15</p> <p>Teacher Tools and Manipulatives</p> <p>Get Set for School Read-Aloud Library</p> <p>Line It Up™ Story Cards</p> <p>Word Time™ Word Cards</p> |

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| | <p>Technology Resources and Music</p> <p>PreKITT Resources: “Counting Candles,” “It’s Pre-K!” “Letters Together Make Words”</p> <p>PreKITT Resources: 😊 Feeling Faces Cutouts</p> |
| <p>Gross and fine motor skills</p> <p>Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.</p> | <p>Teacher’s Guides</p> <p><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i></p> <p>Introduction, “Getting to Know Get Set for School,” pp. 6–7; Developmental Learning in Pre-K, “Developmental Stages,” pp. 28–32; Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities & Centers, Throughout, e.g., pp. 39–90; Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136</p> <p><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Language & Literacy, pp. 16, 32, 40, 60, 142, 262, 302, 316, 369</p> <p>Readiness & Writing, Throughout, e.g., pp. 24, 26, 28, 30, 62, 64, 66, 68, 78, 80, 92, 94, 102, 104, 106, 112, 116, 118, 124, 126, 128, 130, 138, 140, 142, 146, 150, 152, 154, 164, 166, 168, 176, 178, 180, 188, 190, 192, 200, 202, 204, 212, 214, 216, 220, 224, 226, 228, 238, 240, 242, 250, 252, 254, 262, 264, 266, 274, 276, 278, 286, 288, 290, 298, 300, 302, 312, 314, 316, 324, 326, 328, 334, 336, 338, 340, 348, 350, 352, 360, 362, 364, 368, 370, 374, 376, 383, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers & Math, Throughout, e.g., pp. 53, 61, 63, 67, 73, 75, 77, 79, 81, 87, 89, 91, 93, 101, 103, 105, 107, 111, 113, 117, 119, 125, 127, 129, 135, 137, 141, 147, 149, 153, 161, 163, 165, 167, 169, 173, 175, 179, 181, 187, 191, 197, 199, 201, 203, 205, 209, 211, 217, 221, 223, 225, 229, 235, 241, 243, 247, 249, 251, 253, 255, 265, 271, 279, 289, 295, 297, 299, 303, 321, 323</p> <p>Oral Language, pp. 53, 119, 313, 353, 377</p> <p>Science, pp. 61, 79, 101, 129, 315, 323, 389, 397</p> <p>Social Studies, pp. 63, 75, 141, 153, 347</p> <p>Student Activity Books</p> <p><i>My First School Book</i>, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 92–94</p> <p><i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38</p> <p><i>I Know My Numbers</i>, Throughout,² e.g., pp. 73, 75, 77, 101, 103, 105, 107, 125, 127, 129, 135, 147, 149, 153, 169, 175, 179, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303</p> |

² * The page(s) referenced correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* lessons with *I Know My Numbers*.

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| | <p>Teacher Tools and Manipulatives</p> <p>4 Squares More Squares®</p> <p>Capital Letter Cards for Wood Pieces</p> <p>Magnetic Lowercase & Blackboard Set</p> <p>Mat for Wood Pieces</p> <p>Mix & Make Shapes™</p> <p>Roll–A–Dough Letters®</p> <p>Slate Chalkboard</p> <p>Sound Around Box™</p> <p>Stamp and See Screen®</p> <p>Wood Pieces for Capital Letters</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: “Crayon Song,” “Dolphins Swim,” “Five Fingers Play,” “Hurry Burry,” “I Am a Fine Musician,” “It’s Line Up Time,” “It’s Pre-K!” “Leaves and Branches, Trunk and Roots,” “Rowboat, Rowboat,” “Skip To My Lou,” “Starting Sound Shuffle,” “Syllable Sound-Off,” “Tap, Tap, Tap,” “Ten Little Fingers” “The Ants Go Marching,” “Tickledee-dee,” “Where Do You Start Your Letters?” “Wood Piece Pokey”</p> |
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| Domain: Social Competence | Get Set for School |
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| Includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable public behaviour, ability to control own behavior, appropriate respect for adult authority, cooperation with others, following rules, and ability to play and work with other children. | |
| <p>Overall social competence Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.</p> | <p>The Get Set for School curriculum fosters strong relationships between teachers and children and between peers by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom. Activities help children develop self-concept, self-regulation, personal initiative, emotional understanding, and relationships with adults and peers. We want them to have positive self-esteem, learn to engage in classroom activities, transition appropriately, take initiative, understand feelings, and take turns sharing and playing with their friends. Unit 1 focuses on behavior and skills children need to be successful at school with friends. This includes, but is not limited to, greetings, understanding who friends are, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for a turn, waiting in line, etc.</p> <p>Teacher's Guides</p> <p><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i> Book Connections, pp. 100-101; Books All Year, pp. 102–105</p> <p><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i> Language & Literacy, pp. 52, 118, 142, 160, 178, 190, 226, 364, 438 Readiness & Writing, pp. 12 Numbers & Math, pp. 13, 127, 167, 239, 185, 249, 313, 383 Oral Language, pp. 16, 33, 45, 69, 177, 197 Social Studies, p. 15, 175, 199</p> <p>Teacher Tools and Manipulatives</p> <p>Get Set for School Read-Aloud Library Line It Up™ Story Cards Word Time™ Word Cards</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: “Counting Candles,” “It’s Pre-K!” “Letters Together Make Words” PreKITT Resources: Feeling Faces Cutouts</p> |

Responsibility and respect

Children who always or most of the time show respect for others, and other's property, follow rules and take care of materials, accept responsibility for actions, and show self-control.

The Get Set for School classroom structure and activities are designed to support the development of self-concept, self-regulation, personal initiative, emotional understanding, and relationships with adults and peers while children are learning. Children will transition appropriately, take initiative, understand feelings, and take turns sharing and playing with their friends. Children need to feel safe and accepted and have reassurance in the classroom environment. Children need support with social and emotional development to build strong social and emotional skills.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum

Introduction, "Getting to Know Get Set for School," pp. 6–7; Learning Areas, pp. 8–27; Developmental Learning in Pre-K, "Developmental

Stages," pp. 28–32; Classroom Management Tips, "Daily Schedule," pp. 33–34; Multisensory Activities & Centers, "Child-Led Activities,"

Throughout, e.g., pp. 39–90; Scope & Sequence of Instruction, pp. 103–129; Schedules and Alternate Pacing, "Half-Day and Full-Day

Schedules," p. 136

Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum

Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90

Teacher Tools and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

Mat Man Book Set

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

Roll-A-Dough Letters®

Slate Chalkboard

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

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| | <p>Technology Resources and Music</p> <p>PreKITT Resources: Mat Man Books</p> <p>Student App: Letters & Sounds</p> <p>Student App: Touch & Flip Numbers</p> <p>Student App: Wet-Dry-Try App</p> |
| <p>Approaches to learning</p> <p>Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.</p> | <p>Teacher's Guides</p> <p><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i></p> <p>Classroom Management Tips, "Daily Schedule," pp. 33–34; Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; Books All Year, pp. 102–105</p> <p><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Language & Literacy, pp. 16, 32, 60, 104, 112, 142, 188, 196, 198, 202, 204, 258, 282, 316, 334, 369</p> <p>Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 78, 80, 92, 94, 102, 104, 106, 112, 116, 118, 124, 126, 128, 130, 138, 140, 142, 146, 150, 152, 154, 164, 166, 168, 176, 178, 180, 184, 188, 190, 192, 200, 202, 204, 212, 214, 216, 220, 224, 226, 228, 238, 240, 242, 250, 252, 254, 262, 264, 266, 274, 276, 278, 286, 288, 290, 298, 300, 302, 312, 314, 316, 324, 326, 328, 334, 336, 338, 340, 348, 350, 352, 360, 362, 364, 368, 370, 374, 376, 383, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers & Math, Throughout, e.g., pp. 67, 73, 75, 77, 79, 81, 91, 93, 101, 103, 105, 107, 117, 119, 125, 127, 129, 135, 141, 147, 149, 153, 165, 167, 169, 173, 175, 179, 181, 191, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 243, 247, 249, 251, 253, 255, 265, 271, 279, 289, 295, 297, 299, 303, 321, 323</p> <p>Oral Language, Throughout, e.g., pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189,</p> <p>193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451</p> <p>Science, Throughout, e.g., pp. 27, 39, 43, 55, 67, 79, 89, 93, 101, 105, 117, 125, 129, 137, 149, 167, 179, 191, 203, 215, 227, 241, 253, 265, 277, 289, 301, 311, 315, 323, 335, 339, 359, 363, 375, 385, 389, 397, 401, 409, 413, 425, 433, 437, 445, 449</p> <p>Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p>Teacher Tools and Manipulatives</p> <p>1-2-3 Touch & Flip® Cards</p> <p>A-B-C Touch & Flip® Cards</p> |

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| | <p>Capital Letter Cards for Wood Pieces</p> <p>Get Set for School Read-Aloud Library</p> <p>Line It Up™</p> <p>Mat for Wood Pieces</p> <p><i>Mat Man Book Set</i></p> <p>Mix & Make Shapes™</p> <p>Magnetic Lowercase & Blackboard Set</p> <p>Pre-K Wall Cards</p> <p>Roll-A-Dough Letters®</p> <p>Slate Chalkboard</p> <p>Sound Around Box™</p> <p>Stamp and See Screen®</p> <p>Tag Bags®</p> <p>Wood Pieces Set for Capital Letters</p> <p>Word Time™ Word Cards</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: Mat Man Books, Music</p> |
| <p>Readiness to explore new things</p> <p>Children who are curious about the surrounding world, and are eager to explore new books, toys and games.</p> | <p>Teacher's Guides</p> <p><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i></p> <p>Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105; Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities & Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136;</p> <p><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355</p> <p>Language & Literacy, pp. 16, 24, 26, 30, 32, 60, 76, 86, 100, 104, 106, 112, 114, 118, 122, 142, 164, 174, 184, 188, 196, 198, 202, 204, 224, 236, 254, 258, 264, 282, 316, 334, 369, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348</p> <p>Readiness & Writing, Throughout, e.g., pp. 24, 26, 30, 62, 64, 66, 68, 78, 80, 92, 94, 102, 104, 106, 112, 116, 118, 124, 126, 128, 130, 138, 140, 142, 146, 150, 152, 154, 164, 166, 168, 176, 178, 180, 184, 188, 190, 192, 200, 202, 204, 212, 214, 216, 220, 224, 226, 228, 238, 240, 242, 250, 252, 254, 262, 264, 266, 274, 276, 278, 286, 288, 290, 298, 300, 302, 312, 314, 316, 324, 326, 328, 334, 336, 338, 340, 348, 350, 352, 360, 362, 364, 368, 370, 374, 376, 383, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> |

Numbers & Math, Throughout, e.g., pp. 13, 67, 73, 75, 77, 79, 81, 91, 93, 101, 103, 105, 107, 117, 119, 125, 127, 129, 131, 135, 141, 147, 149, 151, 153, 165, 167, 169, 173, 175, 179, 181, 187, 191, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 243, 247, 249, 251, 253, 255, 265, 271, 279, 289, 295, 297, 299, 303, 315, 321, 323, 351

Oral Language, Throughout, e.g., pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451; Support/ ELL, p. 303

Science, Throughout, e.g., pp. 27, 39, 43, 55, 67, 79, 89, 93, 101, 105, 117, 125, 129, 137, 149, 167, 179, 191, 203, 215, 227, 241, 253, 265, 277, 289, 301, 311, 315, 323, 335, 339, 359, 363, 375, 385, 389, 397, 401, 409, 413, 425, 433, 437, 445, 449

Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421; Support/ ELL, p. 351; Enrichment, p. 199

Teacher Tools and Manipulatives

1-2-3 Touch & Flip® Cards

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Get Set for School Read-Aloud Library

Line It Up™

Mat for Wood Pieces

Mat Man Book Set

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

Pre-K Wall Cards

Roll–A–Dough Letters®

Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

Word Time™ Word Cards

Technology Resources and Music

PreKITT Resources: Mat Man Books, Music

| Domain: Emotional Maturity | |
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| Includes the ability to think before acting, a balance between too fearful and too impulsive, an ability to deal with feelings at the age-appropriate level, and empathetic response to other people's feelings. | |
| <p>Prosocial and helping behaviour Children who often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.</p> | <p>The Get Set for School Pre-K curriculum focuses on using books that support multiple areas, including social and emotional development. Most often, Pre-K teachers are the first to teach children about socially appropriate behavior. Integration can easily be done to teach and discuss appropriate behavior, skills, and concepts with Pre-K children. The books assist in opening discussions about topics that need to be learned (e.g., sharing, waiting, taking turns, kindness, empathy, friendship, anti-bullying, etc.). Book suggestions are provided to support Social-Emotional Learning discussions in Pre-K classrooms. In addition to books, multiple Social-Emotional Learning tools and classroom resources are suggested to support teaching social-emotional skills, as well.</p> <p>Teacher's Guides <i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i> Book Connections, pp. 100-101; Books All Year, pp. 102–105</p> <p>Teacher Tools and Manipulatives Get Set for School Read-Aloud Library</p> |
| <p>Anxious and fearful behaviour Children who rarely or never show most of the anxious behaviours; they are happy and able to enjoy school, and are comfortable being left at school by caregivers.</p> | <p>The Get Set for School curriculum fosters strong relationships between teachers and children and between peers by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom.</p> <p>Teacher's Guides <i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i> Books All Year, pp. 102–105 <i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i> Language & Literacy, pp. 118, 142 Oral Language, pp. 33 Social Studies, pp. 175, 199</p> <p>Teacher Tools and Manipulatives Get Set for School Read-Aloud Library Line It Up™ Story Cards Word Time™ Word Cards</p> <p>Technology Resources and Music PreKITT Resources: "Counting Candles," "It's Pre-K!" "Letters Together Make Words" PreKITT Resources: Feeling Faces Cutouts</p> |

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| <p>Aggressive behaviour Children who rarely or never show most of the aggressive behaviours; they do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others.</p> | <p>The Get Set for School curriculum fosters strong relationships between teachers and children and between peers by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom. Activities help children to develop the skills needed to initiate social interactions. Unit 1 focuses on behavior and skills children need to be successful at school with friends. This includes, but is not limited to, greetings, understanding who are friends, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for a turn, or waiting in line, etc.</p> <p>Teacher's Guides</p> <p><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i> Books All Year, pp. 102–105</p> <p><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i> Language & Literacy, pp. 52, 118, 142, 160, 178, 190, 226, 364, 438 Numbers & Math, pp. 13, 33, 127, 167, 239, 185, 249, 313, 383 Oral Language, pp. 17, 33, 45, 69, 177, 197 Readiness & Writing, pp. 12 Social Studies, pp. 15, 175, 199</p> <p>Student Activity Books</p> <p><i>My First School Book</i>, pp. 58, 83 <i>I Know My Numbers</i>,³ pp. 127, 249</p> <p>Teacher Tools and Manipulatives</p> <p>Get Set for School Read-Aloud Library Line It Up™ Story Cards Word Time™ Word Cards</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: “Counting Candles,” “It’s Pre-K!” “Letters Together Make Words” PreKITT Resources: Feeling Faces Cutouts</p> |
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3 * The page(s) referenced correspond to the *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* lessons with *I Know My Numbers*.

Hyperactivity and inattentive behaviour

Children who never show most of the hyperactive behaviours; they are able to concentrate, settle in to chosen activities, wait their turn, and most of the time think before doing something.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum

Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning

Language & Literacy, pp. 12, 30, 118, 119, 198

Readiness & Writing, pp. 32, 224, 312

Numbers & Math, pp. 119, 137, 147, 261

Oral Language, pp. 229, 321 Science, pp. 167, 191, 215, 253

Social Studies, pp. 15, 19, 163, 187, 199, 211, 261

Student Activity Books

My First School Book, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94

My First Lowercase Book, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38

Teacher Tools and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

Mat Man Book Set

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

Roll–A–Dough Letters®

Slate Chalkboard

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

Technology Resources and Music

PreKITT Resources: Mat Man Books

Student App: Letters & Sounds

Student App: Touch & Flip Numbers

Student App: Wet-Dry-Try App

| Domain: Language & Cognitive Development | |
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| Includes reading awareness, age-appropriate reading and writing skills, age-appropriate numeracy skills, ability to understand similarities and differences, and ability to recite back specific pieces of information from memory. | |
| <p>Basic literacy Children who have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.</p> | <p>Teacher's Guides</p> <p><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i></p> <p>Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p>Multisensory Activities & Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90</p> <p><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355</p> <p>Language & Literacy, pp. 24, 26, 30, 32, 76, 78, 86, 100, 106, 110, 114, 118, 122, 126, 134, 142, 146, 150, 164, 167, 174, 184, 224, 236, 238, 249, 250, 254, 264, 308, 316, 320, 336, 348, 352, 384, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348</p> <p>Readiness & Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers & Math, pp. 13, 73, 77, 101, 103, 105, 107, 110, 125, 127, 129, 131, 147, 149, 151, 153, 169, 187, 198, 203, 205, 221, 223, 225, 229, 249, 255, 271, 273, 279, 295, 297, 303, 315, 351</p> <p>Oral Language, Support/ ELL, p. 303</p> <p>Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323</p> <p>Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ELL, p. 351; Enrichment, p. 199</p> <p>Student Activity Books</p> <p><i>My First School Book</i>, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94</p> <p><i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38</p> <p>Teacher Tools and Manipulatives</p> <p>A-B-C Touch & Flip Cards®</p> <p>Capital Letter Cards for Wood Pieces</p> |

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| | <p>Get Set for School Read-Aloud Library</p> <p>Line It Up™ Story Cards</p> <p>Mat for Wood Pieces</p> <p><i>Mat Man Book Set</i></p> <p>Magnetic Lowercase & Blackboard Set</p> <p>Pre-K Wall Cards</p> <p>Roll–A–Dough Letters®</p> <p>Slate Chalkboard</p> <p>Sound Around Box™</p> <p>Stamp and See Screen®</p> <p>Wood Pieces Set for Capital Letters</p> <p>Word Time™ Word Cards</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: Capital Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart, Name Cards Mat Man Books, Rhyming Riddles”</p> <p>Student App: Letters and Sounds</p> |
| <p>Interest literacy/numeracy and memory</p> <p>Children who show an interest in books and reading, math and numbers, and have no difficulty with remembering things.</p> | <p>Teacher’s Guides</p> <p><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i></p> <p>Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355</p> <p>Language & Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348</p> <p>Readiness & Writing, pp. 24, 26, 30</p> <p>Numbers & Math, pp. 13, 131, 151, 187, 315, 351</p> <p>Oral Language, Support/ ELL, p. 303</p> <p>Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323</p> <p>Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> |

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| | <p>Teacher Tools and Manipulatives</p> <p>Get Set for School Read-Aloud Library</p> <p>Line It Up™ Story Cards</p> <p><i>Mat Man Book Set</i></p> <p>Technology Resources and Music</p> <p>PreKITT Resources: Mat Man Books</p> |
| <p>Advanced literacy Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.</p> | <p>Teacher's Guides</p> <p><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i></p> <p>Language & Literacy Multisensory Activities, Oral Language with Word Time, Lesson Plan – Look, p. 47</p> <p><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Language & Literacy, pp. 50, 270, 274, 282, 286, 294, 324, 414, 448</p> <p>Oral Language, Throughout, e.g., 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451</p> <p>Teacher Tools and Manipulatives</p> <p>Line It Up™</p> <p>Sound Around Box™</p> <p>Word Time™ Word Cards</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: Compound Word Picture Cards</p> <p>PreKITT Resources: “Sing Your Name,” “Syllable Sound-Off”</p> <p>Student App: Letters & Sounds</p> |
| <p>Basic numeracy Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.</p> | <p>Teacher's Guides</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</p> <p>Language & Literacy, pp. 16, 18, 24, 160, 164, 188, 270, 274, 282, 286, 294; Support/ ELL, pp. 160, 164, 274; Enrichment, p. 188</p> <p>Readiness & Writing, p. 60</p> |

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| | <p>Numbers & Math, pp. 51, 53, 55, 67, 73, 75, 77, 87, 91, 93, 101, 103, 105, 107, 117, 125, 127, 129, 135, 141, 143, 147, 149, 153, 161, 163, 165, 167, 169, 175, 179, 185, 191, 197, 199, 201, 203, 205, 215, 217, 221, 223, 225, 229, 241, 243, 247, 249, 251, 253, 255, 265, 271, 279, 289, 295, 297, 299, 303, 321, 323, 333, 335, 341, 345, 347, 357, 359, 369, 395, 399, 411, 423, 433, 443, 447, 449; Support/ ELL, pp. 87, 135, 163, 185, 215, 333, 335, 345, 359, 423, 431, 443, 447; Enrichment, pp. 15, 57, 87, 161, 163, 249, 333, 335, 341, 359, 445</p> <p>Science, p. 431</p> <p>Student Activity Books</p> <p><i>My Book</i></p> <p><i>My First School Book</i>, pp. 20–21, 78–91</p> <p><i>I Know My Numbers</i>, Throughout,⁴ e.g., pp. 73, 75, 77, 101, 103, 105, 107, 125, 127, 129, 135, 147, 149, 153, 169, 175, 179, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303</p> <p>Teacher Tools and Manipulatives</p> <p>1-2-3 Touch & Flip® Cards</p> <p>4 Squares More Squares®</p> <p>A-B-C Touch & Flip® Cards</p> <p><i>Mat Man Shapes</i></p> <p>Mix & Make Shapes™</p> <p>Sound Around Box™</p> <p>Tag Bags®</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: “Animal Legs,” “Bird Legs,” “Counting at the Table,” “Counting Candles,” “Counting, Counting,” “Count on Me,” “Five Fingers Play,” “Ten Little Fingers,” “The Ants Go Marching,” “Toe Song”</p> <p>Technology Resources and Music</p> <p>PreKITT Resources: Mat Man Match</p> <p>PreKITT Resources: “Skip to My Lou”</p> |
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4 * The page(s) referenced correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* lessons with *I Know My Numbers*.

| Domain: Communication Skills & General Knowledge | |
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| Includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling, and age-appropriate knowledge about the life and world around. | |
| <p>Communication and general knowledge Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in storytelling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language.</p> | <p>Teacher's Guides</p> <p><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i></p> <p>Book Centers and Connections, Read-Alouds, pp. 42–43; Books All Year, pp. 102–105</p> <p><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355</p> <p>Language & Literacy, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348</p> <p>Readiness & Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 41, 43, 45, 49, 51, 53, 55, 57, 61, 63, 65, 67, 69, 73, 75, 77, 79, 81, 83, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 119, 123, 125, 127, 129, 131, 135, 137, 139, 141, 143, 147, 149, 151, 153, 155, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 235, 237, 239, 241, 243, 247, 249, 251, 253, 255, 259, 261, 263, 265, 267, 271, 273, 275, 277, 279, 283, 285, 287, 289, 291, 295, 297, 299, 301, 303, 309, 311, 313, 315, 317, 321, 323, 325, 327, 329, 333, 335, 337, 339, 341, 345, 347, 349, 351, 353, 357, 359, 361, 363, 365, 369, 371, 373, 375, 377, 383, 385, 387, 389, 391, 395, 397, 399, 401, 403, 407, 409, 411, 413, 415, 419, 421, 423, 425, 427, 431, 433, 435, 437, 439, 443, 445, 447, 449, 451</p> |

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