

Get Set for School®

Correlations to the Georgia Early Learning
and Development Standards



LEARNING **Without Tears**™



Georgia Early Learning and Development Standards

In Section II, list where the curriculum contains the following: (1). A description of and/or guidance related to the domain (i.e., narrative that describes what is included in the domain, why it is important, etc.). (2). Learning goals/objectives for each sub-domain/strand (3). Learning activities that are provided on a regular basis for each sub-domain/strand, as addressed within the GELDS.

(A) GELDS Domain: COMMUNICATION, LANGUAGE, AND LITERACY

Strands:

- Receptive Language
- Expressive Language
- Early Reading
- Early Writing

GELDS Domain: COMMUNICATION, LANGUAGE & LITERACY

Description: In this domain, children will be given the ability to listen and express themselves through discovery play and teacher-led activities. Children learn new vocabulary words and develop oral language skills by social interaction and listening to, retelling and narrating stories. Children must learn how books work and develop an understanding of concepts about print. Children will see how spoken words are written by observing teachers as the scribe as children create stories.

Receptive Language: CLL1 – The child will listen to conversations and demonstrate comprehension.

CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.

Teacher's Guides

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

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

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Word Cards

PreKITT, Music

PreKITT, Resources

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books

CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.

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"Enrichment," pp. 118, 142

Oral Language, p. 213

"Enrichment," p. 187

CLL4 – The child will use increasingly complex spoken language.

CLL4.4a Uses spoken language that can be understood with ease.

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

Language & Literacy, pp. 24, 26, 28, 30, 32, 114, 118, 432, 434, 442

“Support/ ELL,” p. 420

“Enrichment,” p. 192

Numbers & Math, pp. 33, 315, 351

Social Studies, p. 31

“Enrichment,” p. 153

Teacher Tools, Music, and Manipulatives

Line It Up™™™ Story Cards

Mat Man Book Set

CLL5.4d Makes real-world connections between stories and real-life experiences.

Teacher’s Guides

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

Language & Literacy, pp. 254, 264, 434

Social Studies, pp. 187, 223

Teacher Tools, Music, and Manipulatives

Line It Up™™™ Story Cards

CLL5.4e Develops an alternate ending for a story.

Teacher’s Guides

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

Language & Literacy, p. 424

“Enrichment,” p. 122

Teacher Tools, Music, and Manipulatives

Line It Up™™™ Story Cards

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

CLL6.4a Listens and differentiates between sounds that are the same and different.

Teacher’s Guides

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

Language & Literacy, pp. 20, 30, 40, 80, 90, 102

Oral Language, p. 193

Teacher Tools, Music, and Manipulatives

PreKITT, Music, “Apples and Bananas

CLL6.4b Identifies and produces rhyming words.

Teacher’s Guides

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

Language & Literacy, pp. 78, 110, 114, 126, 134, 146, 150, 167, 238, 249, 250, 308, 316, 320, 336, 348, 352, 385, 432

Numbers & Math, pp. 73, 77, 101, 103, 105, 107, 110, 125, 127, 129, 147, 149, 153, 169, 198, 203, 205, 221, 223, 225, 229, 249, 255, 271, 273, 279, 295, 297, 303

Teacher Tools, Music, and Manipulatives

PreKITT, Music, “Alphabet Song” “Alphabet Song (Instrumental)” “Animal Legs” “Animals in the House” “Apples and Bananas” “Big Numbers” “Bird Legs” “Counting at the Table” “Counting Candles” “Counting, Counting” “Count On Me” “Crayon Song” “Dolphins Swim” “Dumplin’ Song” “Five Fingers Play” “Hello Song” “Hurry Burry” “I Am a Fine Musician” “I’m Happy to See You” “I’m Happy to See You (Spanish)” “Inside, Outside” “It’s Line Up Time” “It’s Pre-K!” “Leaves and Branches, Trunk and Roots” “Letters Together Make Words” “Magic C” “Mat Man” “My Teacher Draws” “Pattern Dance” “Puffy Fluffy” “Rain Song” “Rowboat, Rowboat” “Rhyming Riddles” “Shape Song” “Sing Your Name” “Skip To My Lou” “Smile!” “Spiders Love to Party” “Starting Sound Shuffle” “Syllable Sound-Off” “Tap, Tap, Tap” “Ten Little Fingers” “That Would Be Me!” “The Ant, the Bug & the Bee” “The Ants Go Marching” “There’s A Dog in the School” “Tickledee-dee” “Toe Song” “Where Do You Start Your Letters?” “Wood Piece Pokey”

CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.

Teacher's Guides

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

Language & Literacy, Throughout, e.g., pp. 56, 62, 88, 126, 176, 180, 212, 214, 216, 226, 228, 334, 390, 414, 426

Readiness & Writing, Throughout, e.g., pp. 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

Teacher Tools, Music, and Manipulatives

Sound Around Box™

PreKITT, Music, "Apples and Bananas"

CLL6.4d Segments sentences into individual words.

Teacher's Guides

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

Language & Literacy, pp. 148, 214, 218

CLL6.4e Segments words into syllables.

Teacher's Guides

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

Language & Literacy, pp.108, 322, 326, 334, 338, 346, 374, 462, 496

Teacher Tools, Music, and Manipulatives

Sound Around Box™

PreKITT, Music, "Syllable Sound Off" "Sing Your Name"

CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.

Teacher's Guides

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

Language & Literacy, pp. 108, 258, 322, 326, 334, 338, 346, 374, 394, 406, 496

Teacher Tools, Music, and Manipulatives

A-B-C Touch & Flip® Cards

Line It Up™™™

Sound Around Box™

PreKITT, Music, "Apples and Bananas" "Syllable Sound-Off" "Sing Your Name"

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.

Teacher's Guides

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

Language & Literacy, Throughout, e.g., pp. 36, 42, 44, 48, 52, 60, 64, 66, 68, 74, 102, 106, 112, 118, 120, 124, 126, 130, 136, 148, 154, 162, 174, 186, 198, 330, 430, 498

Readiness & Writing, Throughout, e.g., pp. 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

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, 92-94

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

Teacher Tools, Music, and Manipulatives

A-B-C Touch & Flip® Cards
Capital Letter Cards for Wood Pieces
Line It Up™™™™
Mat for Wood Pieces
My First Lowercase & Blackboard Set
Pre-K Wall Cards
Roll-A-Dough Letters®®
Slate Chalkboard
Sound Around Box™™™™
Stamp and See Screen®®
Wood Pieces Set for Capital Letters
Word Cards
PreKITT, Music,
“Alphabet Song”
“Alphabet Song (Instrumental)”
PreKITT, Resources,
Capital Letter Practice Strips
Capital Letter Formation Chart
Write Name in Title Case
Lowercase Letter Formation Chart

CLL8 – The child will demonstrate awareness of print concepts.

CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

Teacher’s Guides

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

Language & Literacy, Book Connections, pp. 134, 156, 170, 218, 228, 238, 278, 288, 298, 366, 470, 482, 490

Readiness & Writing, Book Connections, pp. 448

Numbers & Math, Book Connections, pp. 187, 241, 413

Oral Language, Book Connections, pp. 71, 281

Science & Social Studies, Book Connections, pp. 73, 217, 229, 241, 245, 265, 277, 289, 305, 325, 329, 341, 349, 353, 355, 373, 437

Teacher Tools, Music, and Manipulatives

Line It Up™™™™ Story Cards

Mat Man Shapes

Mat Man Opposites

CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.

Teacher’s Guides

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

Language & Literacy, pp. 64, 66, 80, 112, 116, 124, 138, 162, 200, 208, 252, 298, 332, 360, 368, 386, 406, 418

Oral Language, pp. 12-81, 86-155, 160-229, 234-303, 308-377, 382-451

Teacher Tools, Music, and Manipulatives

Sound Around Box™

Words Cards

PreKITT, Music,

“Letters Together Make Words”

CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.

Teacher's Guides

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

Language & Literacy, Book Connections, pp. 134, 156, 170, 218, 228, 238, 278, 288, 298, 366, 470, 482, 490

Readiness & Writing, Book Connections, pp. 448

Numbers & Math, Book Connections, pp. 187, 241, 413

Oral Language, Book Connections, pp. 71, 281

Science & Social Studies, Book Connections, pp. 73, 217, 229, 241, 245, 265, 277, 289, 305, 325, 329, 341, 349, 353, 355, 373, 437

Teacher Tools, Music, and Manipulatives

Line It Up™™ Story Cards

Mat Man Shapes

Mat Man Opposites

CLL8.4d Recognizes and reads environmental print.

Teacher's Guides

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

Oral Language, Throughout, e.g., pp. 12-81, 86-155, 160-229, 234-303, 308-377, 382-451

CLL8.4e Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.

Teacher's Guides

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

Language & Literacy, Throughout, e.g., pp. 24, 28, 32

Social Studies, p. 187

Teacher Tools, Music, and Manipulatives

Mat Man Shapes

Mat Man Opposites

EARLY WRITING

CLL9 – The child will use writing for a variety of purposes.

CLL9.4a Draws pictures and copies letters and/or numbers to communicate.

Teacher's Guides

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

Suggestions for 3-year-olds, p. 257

Language & Literacy, pp. 32, 60, 142, 316, 369

"Enrichment," p. 254

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, 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

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

Oral Language, pp. 53, 313, 353, 377

Science, pp. 129, 315, 323, 397

Social Studies, pp. 63, 75, 141, 153, 347

"Enrichment," pp. 187, 327

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, 92-94

My First Lowercase Book

Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38

I Know My Numbers

Throughout, 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

Teacher Tools, Music, and Manipulatives

Slate Chalkboard

Stamp and See Screen®

Magnetic Lowercase & Blackboard Set

Line It Up™™ Letter Cards

App: Wet-Dry-Try App

CLL9.4b Uses writing tools.

Teacher's Guides

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

Suggestions for 3-year-olds, p. 257

Language & Literacy, pp. 32, 60, 142, 316, 369

"Enrichment," p. 254

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, 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

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

Oral Language, pp. 53, 313, 353, 377

Science, pp. 129, 315, 323, 397

Social Studies, pp. 63, 75, 141, 153, 347

"Enrichment," pp. 187, 327

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, 92-94

My First Lowercase Book

Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38

I Know My Numbers

Throughout, 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

Teacher Tools, Music, and Manipulatives

Slate Chalkboard

Stamp and See Screen®

Magnetic Lowercase & Blackboard Set

CLL9.4c Uses writing for a variety of purposes.

Teacher's Guides

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

Suggestions for 3-year-olds, p. 257

Language & Literacy, pp. 32, 60, 142, 316, 369

"Enrichment," p. 254

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, 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

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

Oral Language, pp. 53, 313, 353, 377

Science, pp. 129, 315, 323, 397

Social Studies, pp. 63, 75, 141, 153, 347

“Enrichment,” pp. 187, 327

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, 92-94

My First Lowercase Book

Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38

I Know My Numbers

Throughout, 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

Teacher Tools, Music, and Manipulatives

Slate Chalkboard

Stamp and See Screen®

Magnetic Lowercase & Blackboard Set

Line It Up™™ Letter Cards

App: Wet-Dry-Try App

CLL9.4d Writes some letters of the alphabet.

Teacher’s Guides

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

Language & Literacy, p. 376

Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 78, 92, 102, 104, 112, 116, 124, 126, 128, 138, 140, 146, 150, 152, 164, 166, 176, 178, 188, 190, 200, 202, 212, 214, 220, 224, 226, 238, 240, 250, 252, 262, 264, 274, 276, 286, 288, 298, 300, 312, 314, 324, 326, 334, 336, 348, 350, 360, 362, 368, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 420, 432, 434, 436, 438, 442, 444, 446, 448, 450

Student Activity Books

My First School Book,

Throughout, e.g., pp. 68-72

My First Lowercase Book,

Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38

Teacher Tools, Music, and Manipulatives

Slate Chalkboard

Stamp and See Screen®

Magnetic Lowercase & Blackboard Set

A-B-C Touch & Flip® Cards

App: Wet-Dry-Try App

PreKITT, Resources, A Click Away, Capital Letter Practice Strips

PreKITT, Resources, A Click Away, Help Me Write My Name

(B). GELDS Domain: Cognitive Development - MATHEMATICS Strands:

-Number and Quantity

-Measurement and Comparison

-Geometry and Spatial Thinking

-Mathematical Reasoning

GELDS Domain: Cognitive Development - MATHEMATICS

Description: Children will learn words and symbols while expanding their basic ideas about numbers to a solid understanding of quantities. Children will understand measurement by making direct comparisons between objects, comparing objects using nonstandard and standard units. They will learn simple identification of shapes to understand each shape's characteristics. They will build vocabulary with position words through songs, games and activities. Children will make sense of mathematics through hands-on multisensory play with direct instruction as well as discovery led activities.

NUMBER & QUANTITY: CD-MA1 – The child will organize, represent and build knowledge of number and quantity.

CD-MA1.4a Recites numbers up to 20 in sequence.

Teacher's Guides

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

Numbers & Math, pp. 15, 21, 45, 49, 51, 53, 61, 285, 297, 299, 301, 321, 323, 329, 345, 359, 361, 387, 391, 401, 403, 407, 411, 415, 419, 421, 425, 431, 435, 439, 445, 449, 451
Support/ ELL, p. 327

Enrichment, pp. 43, 45, 409, 423, 443, 447, 449, 451

Oral Language, pp. 61, 65, 69

Social Studies, p. 51

"Enrichment," p. 327

Teacher Tools, Music, and Manipulatives

PreKITT, Music, "Animal Legs" "Big Numbers" "Bird Legs" "Counting at the Table" "Counting Candles" "Counting, Counting" "Count On Me" "Five Fingers Play" "Rowboat, Rowboat" "Ten Little Fingers" "That Would Be Me!" "The Ant, the Bug & the Bee" "The Ants Go Marching" "Toe Song"

CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.

Teacher's Guides

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

Numbers & Math, Throughout, e.g., pp. 13, 15, 39, 53, 55, 75, 77, 87, 101, 103, 105, 107, 123, 127, 129, 131, 135, 147, 149, 153, 155, 161, 165, 169, 173, 175, 177, 179, 181, 185, 189, 197, 199, 201, 203, 205, 213, 215, 221, 223, 225, 229, 247, 249, 251, 253, 255, 271, 273, 277, 279, 289, 297, 299, 301, 303, 321, 323, 333, 335, 337, 339, 341, 345, 347, 353, 357, 361, 369, 371, 387, 389, 391, 395, 397, 399, 403, 407, 409, 411, 413, 415, 419, 421, 425, 431, 433, 435, 437, 439, 443, 445, 449, 451

Student Activity Books

My First School Book, pp. 78-91

I Know My Numbers, GSSTG:MSHOL Throughout, e.g., pp. 73, 75, 77, 101, 103, 105, 107, 127, 129, 131, 147, 149, 153, 155, 169, 173, 175, 177, 179, 181, 197, 199, 201, 203, 205, 221, 223, 225, 229, 247, 249, 253, 255, 271, 273, 277, 279, 297, 299, 301, 303

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®

PreKITT, Music, "Animal Legs" "Big Numbers" "Bird Legs" "Counting at the Table" "Counting Candles" "Counting, Counting" "Count On Me" "Five Fingers Play" "Rowboat, Rowboat" "Ten Little Fingers" "That Would Be Me!" "The Ant, the Bug & the Bee" "The Ants Go Marching" "Toe Song"

CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.

Teacher's Guides

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

Numbers & Math, Throughout, e.g., pp. 39, 51, 67, 73, 75, 77, 91, 93, 101, 103, 105, 107, 117, 125, 127, 129, 135, 141, 147, 149, 153, 165, 167, 169, 175, 179, 185, 191, 197, 199, 201, 203, 205, 215, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 265, 267, 271, 279, 289, 295, 297, 299, 303, 321, 323, 327, 329, 345, 347, 349, 357, 399, 423

Student Activity Books

My First School Book, pp. 78-91

I Know My Numbers, Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

Mix & Make Shapes™

Slate Chalkboard

Tag Bags®

PreKITT, Music, “Animal Legs” “Counting at the Table” “Counting, Counting” “Five Fingers Play” “It’s Line Up Time” “Rowboat, Rowboat” “Spiders Love to Party” “Ten Little Fingers” “The Ant, the Bug and the Bee” “Toe Song” “The Ants Go Marching”

PreKITT, Resources, A Click Away

CD-MA1.4d Describes sets as having more, less, same as/equal.

Teacher’s Guides

Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning (GSSTG:MSHOL)

Numbers & Math, pp. 17, 87, 155, 187, 209, 227, 263, 297, 321, 323, 341, 363, 399, 425, 435, 439

Oral Language, p. 435

Science, p. 437

Student Activity Books

My First School Book, pp. 90-91

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

Tag Bags®

Word Time Word Cards

PreKITT, Resources, A Click Away

CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.

Teacher’s Guides

Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning (GSSTG:MSHOL)

Readiness & Writing, pp. 24, 32

Numbers & Math, Throughout, e.g., pp. 39, 67, 93, 103, 117, 125, 135, 141, 215, 253, 317

Student Activity Books

My First School Book, pp.78–81

I Know My Numbers, *GSSTG:MSHOL* Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

Mix & Make Shapes™

Slate Chalkboard

Tag Bags®

PreKITT, Music, “Animal Legs” “Counting at the Table” “Counting, Counting”

CD-MA1.4f Tells numbers that come before and after a given number up to 10.

Teacher’s Guides

Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning (GSSTG:MSHOL)

Numbers & Math, pp. 15, 51, 53, 55, 67, 73, 91, 93, 101, 107, 117, 125, 141, 165, 167, 185, 191, 217, 241, 243, 265, 289, 321, 323, 427, 451

Student Activity Books

My First School Book, Throughout, pp.78-91

I Know My Numbers, *GSSTG:MSHOL* Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

Mix & Make Shapes™

PreKITT, Music, “Counting, Counting”

CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.

Teacher's Guides

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

Numbers & Math, pp. 15, 51, 53, 55, 67, 73, 91, 93, 101, 107, 117, 125, 141, 165, 167, 185, 191, 217, 241, 243, 249, 265, 289, 321, 323, 361, 411, 427
"Enrichment," p. 185

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

Tag Bags®®1

PreKITT, Resources, A Click Away

CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.

Teacher's Guides

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

Numbers & Math, Throughout, e.g., pp. 17, 45, 49, 51, 53, 55, 57, 73, 75, 87, 95, 101, 103, 107, 125, 163, 175, 179, 185, 193, 209, 211, 227, 235, 237, 241, 243, 249, 253, 263, 285, 291, 295, 301, 303, 309, 345, 347, 349, 357, 388, 397, 399, 411, 413, 415, 419, 421, 423, 425, 431, 433, 437, 439, 443, 449, 451

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Mix & Make Shapes™

Tag Bags®®

Wood Pieces Set for Capital Letters

PreKITT, Resources, A Click Away

PreKITT, Music "Count on Me" "Counting, Counting" "The Ants Go Marching"

CD-MA2.4c Practices combining, separating and naming quantities.

Teacher's Guides

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

Language & Literacy, pp. 160, 164, 188, 270, 274, 282, 286, 294

"Support/ ELL," pp. 160, 164, 274

"Enrichment," p. 188

Readiness & Writing, p. 60

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

Science, p. 431

Student Activity Books

My First School Book, pp. 20-21, 78-91

I Know My Numbers, Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Tag Bags®®

PreKITT, Music, "Animal Legs" "Bird Legs" "Counting at the Table" "Counting Candles" "Counting, Counting" "Count on Me" "Five Fingers Play" "Rowboat, Rowboat" "Spiders Love to Party" "Ten Little Fingers" "The Ants Go Marching" "The Ant, the Bug, and the Bee" "Toe Song"

CD-MA2.4d Describes data from classroom graphs using numerical math language.

Teacher's Guides

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

Suggestions for 3-year-olds, p. 477

Language & Literacy,

"Enrichment," p. 396

Readiness & Writing,

"Enrichment," p. 420

Numbers & Math, pp. 227, 263, 297, 299, 435, 439

"Enrichment," pp. 227, 297, 299, 435, 439

Social Studies, pp. 19, 113

Science, pp. 215, 437

"Enrichment," pp. 67, 179

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

PreKITT, Resources, A Click Away

PreKITT, Music "Apples and Bananas" "I Am A Fine Musician" "Peanut Butter and Jelly"

CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

Teacher's Guides

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

Language & Literacy, pp. 160, 164, 188, 270, 274, 282, 286, 294

"Support/ ELL," pp. 160, 164, 274

"Enrichment," p. 188

Readiness & Writing, p. 60

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

Science, p. 431

Student Activity Books

My First School Book, pp.20-21, 78-91

I Know My Numbers, Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Tag Bags®®

PreKITT, Music, "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"

MEASUREMENT & COMPARISON

CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.

CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.

Teacher's Guides

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

Suggestions for 3-year-olds, pp. 120, 405

Readiness & Writing

“Enrichment,” p. 106

Numbers & Math, pp. 17, 25, 29, 99, 113, 123, 125, 131,139, 155, 209, 211, 227, 235, 237, 263, 321, 323, 399, 415, 419, 421, 431, 435, 439

“Support/ ELL,” pp. 123, 211, 437

“Enrichment,” pp. 123, 125, 131, 237, 407, 415, 419, 421, 431

Oral Language, pp. 65, 139

“Check for Understanding,” pp. 139, 143

“Enrichment,” pp. 65

Science, pp. 67, 101, 339, 413, 437

“Enrichment,” pp.339, 437

Social Studies, p. 105

“Support/ ELL,” p. 105

“Enrichment,” p.105

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

Mix & Make Shapes™

Tag Bags®®

Wood Pieces Set for Capital Letters

Word Time Word Cards

CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.

Teacher’s Guides

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

Language & Literacy, p. 408

Readiness & Writing

“Enrichment, “ pp. 48, 60

Numbers & Math, pp. 15, 203, 209, 227, 235, 263, 287, 297, 399, 407, 425

“Support/ ELL,” p. 15

“Enrichment, “ pp.15, 425

Science, pp. 43, 67, 89, 179, 191, 203, 385, 397

“Enrichment, “ p.67

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Tag Bags®®

CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.

Teacher’s Guides

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

Language & Literacy, p. 358

Numbers & Math, pp. 211, 237, 415, 425, 431

“Support/ ELL,” p. 211

“Enrichment,” pp. 211, 237, 431

Oral Language

“Support/ ELL,” p. 65

Science, pp. 67, 249

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

Tag Bags®®

Wood Pieces Set for Capital Letters

Word Time Word Cards

CD-MA3.4d Associates and describes the passage of time with actual events.

Teacher's Guides

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

Language & Literacy, pp. 12, 142,

"Support/ ELL," p. 26

Readiness & Writing, pp. 38, 40, 42

"Enrichment," pp. 41, 42

Numbers & Math, pp. 41, 373, 421

Oral Language, pp. 17, 61, 65, 69, 201, 263, 267

Social Studies, p. 199

"Support/ ELL," p.199

Student Activity Books

My First School Book, pp. 5, 6, 7

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

PreKITT, Music, "It's Line Up Time"

PreKITT, Resources, A Click Away

CD-MA4 – The child will sort, seriate, classify and create patterns.

CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.

Teacher's Guides

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

Language & Literacy, p. 264

Numbers & Math, pp. 77, 89, 125, 131, 277, 339, 387, 389, 397, 399, 409, 413, 427, 433, 437, 451

"Enrichment," pp. 131, 265, 339, 387

Science, p. 339

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Tag Bags®®

PreKITT, Resources, A Click Away

CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.

Teacher's Guides

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

Language & Literacy, pp. 16, 24, 398

Numbers & Math, pp. 37, 43, 89, 125, 127, 175, 315, 351, 377, 407, 411, 445, 449

Science, pp.43, 55

"Enrichment," pp.55, 117

Student Activity Books

My First School Book, p. 59

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Mix & Make Shapes™

Tag Bags®®

PreKITT, Music, "The Shape Song"

CD-MA4.4c Creates and extends simple, repeating patterns.

Teacher's Guides

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

Numbers & Math, pp. 75, 137, 173, 199, 201, 203, 259, 261, 273, 275, 277, 345, 365, 401, 407, 419

"Enrichment," pp. 49, 259

Science, pp. 129, 167, 203

Student Activity Books

I Know My Numbers (GSSTG: MSHOL), p. 273

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Mix & Make Shapes™

Tag Bags®®

Wood Pieces Set for Capital Letters

PreKITT, Resources, A Click Away

PreKITT, Resources, Our World

PreKITT, Music, "Pattern Dance"

GEOMETRY & SPATIAL THINKING: CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.

CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

Teacher's Guides

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

Language & Literacy, pp. 42, 64, 68, 74

"Support/ ELL," p. 54

Readiness & Writing, Throughout, e.g., pp. 14, 20, 24, 26, 28, 30, 62, 64, 66, 72, 74

Numbers & Math, Throughout, e.g., pp.13, 15, 21, 27, 29, 33, 37, 43, 45, 49, 53, 55, 57, 69, 73, 75, 77, 79, 81, 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

Science, p. 43

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, 78-91, 92-94

I Know My Numbers, (GSSTG: MSHOL), Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Capital Letter Card

Line It Up™™™,

Mat for Wood Pieces

Mix & Make Shapes™

Roll-A-Dough Letters®®

Sound Around Box™™™

Tag Bags®®

Wood Pieces Set for Capital Letters

PreKITT, Music, "Counting at the Table""Counting, Counting" "Shape Song" "Where Do You Start Your Letters?" "Wood Piece Pokey"

PreKITT, Resources, A Click Away

CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.

Teacher's Guides

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

Readiness & Writing, pp. 282, 308, 310, 312, 314, 316, 320, 346, 374, 368, 370, 414, 418, 446, 448

Numbers & Math, pp. 137, 309, 365, 383,

Student Activity Books

My First School Book, pp. 54, 60, 61, 62, 63, 64, 65

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Capital Letter Card for Wood Pieces

Mat for Wood Pieces

Roll-A-Dough Letters®

Slate Chalkboard

Stamp and See Screen®

Wood Pieces Set for Capital Letters

CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.

CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

Teacher’s Guides

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

Language & Literacy, p. 16

Readiness & Writing, pp. 28, 181

Numbers & Math, pp. 89, 95, 119, 125, 149, 150, 151, 175, 193, 223, 309, 311, 313, 315, 317, 351, 365, 377, 383, 385, 388, 445

“Enrichment,” pp. 388

Science, p. 179

Student Activity Books

My First School Book, pp. 34, 59, 73

Teacher Tools, Music, and Manipulatives

Mat Man Shapes

4 Squares More Squares®®®

Mat for Wood Pieces

Mix & Make Shapes™

Wood Pieces Set for Capital Letters

PreKITT, Music, “My Teacher Draws”

CD-MA6.4b Combines simple shapes to form new shapes.

Teacher’s Guides

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

Numbers & Math, pp. 167, 179, 193, 235, 309, 385

Oral Language,

“Enrichment,” p. 103

Teacher Tools, Music, and Manipulatives

Mix & Make Shapes™

Wood Pieces Set for Capital Letters

MATHEMATICAL REASONING: CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.

Teacher’s Guides

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

Numbers & Math, Throughout, e.g., pp. 39, 51, 67, 73, 75, 77, 91, 93, 101, 103, 105, 107, 117, 125, 127, 129, 135, 141, 147, 149, 153, 165, 167, 169, 175, 179, 185, 191, 197, 199, 201, 203, 205, 215, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 265, 267, 271, 279, 289, 295, 297, 299, 303, 321, 323, 327, 329, 345, 347, 349, 357, 399, 423

Student Activity Books

My First School Book, pp. 78-91

I Know My Numbers (GSSTG: MSHOL), Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

Mix & Make Shapes™

Slate Chalkboard

Tag Bags®®

PreKITT, Resources, A Click Away

PreKITT, Music, “Animal Legs” “Big Numbers” “Bird Legs” “Counting at the Table” “Counting Candles” “Counting, Counting” “Count On Me” “Five Fingers Play” “Rowboat, Rowboat” “Ten Little Fingers” “That Would Be Me!” “The Ant, the Bug & the Bee” “The Ants Go Marching” “Toe Song”

CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.

Teacher’s Guides

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

Language & Literacy, p. 188

Numbers & Math, Throughout, e.g., pp. 13, 15, 19, 21, 27, 29, 31, 37, 39, 41, 45, 49, 51, 95, 117, 135, 137, 161, 163, 177, 193, 201, 215, 235, 249, 259, 333, 337, 357, 359, 361, 365, 377, 389, 395, 399, 413, 423, 437, 443, 447

“Enrichment,” pp. 29, 31, 191

Oral Language, p. 439

Social Studies, pp. 51, 141, 329, 445

Student Activity Books

My First School Book, p. 80

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

Mix & Make Shapes™

Tag Bags®®

Wood Pieces Set for Capital Letters

Word Time Word Cards

PreKITT, Music, “Counting at the Table” “Counting, Counting”

PreKITT, Resources, A Click Away

CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

Teacher’s Guides

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

Language & Literacy, pp. 160, 164, 188, 270, 274, 282, 286, 294

“Support/ ELL,” pp. 160, 164, 274

“Enrichment,” p. 188

Readiness & Writing, p. 60

Numbers & Math, pp. 19, 51, 53, 55, 67, 73, 75, 77, 87, 89, 91, 93, 95, 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, 377, 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

Science, p. 431

Student Activity Books

My First School Book, pp.20-21, 78-91

I Know My Numbers (GSSTG: MSHOL) Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards
4 Squares More Squares®
Mix & Make Shapes™
Tag Bags®

(C). GELDS Domain: PHYSICAL DEVELOPMENT AND MOTOR SKILLS

Strands:

- Health and Well-Being
- Use of Senses
- Motor Skills

GELDS Domain: PHYSICAL DEVELOPMENT AND MOTOR SKILLS

Description: Using finger plays, singing, dancing, making actions, coloring and tracing letters and numbers will take place in this domain. In this domain, children will participate in activities to encourage handedness, fine and gross motor movements, correct crayon grip, tool use, manipulation, motor coordination, motor planning and body awareness. Through movement, touch, and visual perception, children will tolerate motion in activities, perceive the size, shape or identity of an object by the sense of touch and attach meaning to visual information.

-Health and Well-Being: PDM1. The child will practice healthy and safe habits.

PDM1.4a Stays awake and alert except during voluntary naptime.

Get Set for School understands that preschoolers learn best through movement and participation. Our curriculum and hands-on materials encourage children to learn as they actively move, manipulate objects, build, sing, draw, and participate in dramatic play. Examples of the level of activity in the lessons are as follows:

Teacher's Guides

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

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

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

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

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

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

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, 78-91, 92-94

My First School Book, Throughout, pp.2-9, 10-19, 20-26, 27-33, 34-37, 38

PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.

Teacher's Guides

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

Classroom Management Tips, "Examples of Half-Day and Full Day Schedules," pp. Still in development and available 12/2/2019

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

Language & Literacy pp. 16, 40, 262, 302

Numbers & Math, pp. 53, 79, 129

Oral Language, pp. 119

Science, pp. 61, 79, 101, 129, 389

Student Activity Book

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

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

Teacher Tools, Music, and Manipulatives

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Mat for Wood Pieces

Mat Man Book Set

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Pre-K Wall Cards

Roll-A-Dough Letters®®

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Sound Around Box™™™

Stamp and See Screen®®

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Word Cards

PreKITT, Music

PreKITT, Resources

PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.

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

Language & Literacy, pp. 389

Oral Language, pp. 77, 147

Social Studies, p. 351

PDM1.4d Communicates the importance of safety rules.

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

Language & Literacy, pp. 389

Oral Language, pp. 77, 147

Social Studies, p. 351

PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.

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Oral Language, pp. 122, 131, 151, 227

Science, pp. 125, 149

PDM1.4f Can name people who keep them safe and healthy.

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Language & Literacy, p. 388

Oral Language, p. 205

Social Studies, pp. 31, 141, 153, 175, 351

Teacher Tools, Music, and Manipulatives

Mat Man Hats

-Health and Well-Being: PDM2. The child will participate in activities related to nutrition.

PDM2.4a Helps prepare nutritious snacks and meals.

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Suggestions for 3-year-olds, p. 217

Oral Language, p. 221

Science, p. 359

Social Studies, p. 223

PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.

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Suggestions for 3-year-olds, p. 245

Language & Literacy, p.18

Numbers & Math, p. 227

Oral Language, p. 225

Science, p. 227

Social Studies, p. 19

-Use of Senses: PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.

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Numbers & Math, pp. 53, 79, 129

Oral Language, pp. 119

Science, pp. 79, 101, 129, 389

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, 92-94

My First Lowercase Book

Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38

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Capital Letter Cards for Wood Pieces

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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 Cards

PreKITT, Music, “Alphabet Song” “Alphabet Song (Instrumental)” “Animal Legs” “Animals in the House” “Apples and Bananas” “Big Numbers” “Bird Legs” “Counting at the Table” “Counting Candles” “Counting, Counting” “Count On Me” “Crayon Song” “Dolphins Swim” “Dumplin’ Song” “Five Fingers Play” “Hello Song” “Hurry Burry” “I Am a Fine Musician” “I’m Happy to See You” “I’m Happy to See You (Spanish)” “Inside, Outside” “It’s Line Up Time” “It’s Pre-K!” “Leaves and Branches, Trunk and Roots” “Letters Together Make Words” “Magic C” “Mat Man” “My Teacher Draws” “Pattern Dance” “Puffy Fluffy” “Rain Song” “Rowboat, Rowboat” “Rhyming Riddles” “Shape Song” “Sing Your Name” “Skip To My Lou” “Smile!” “Spiders Love to Party” “Starting Sound Shuffle” “Syllable Sound-Off” “Tap, Tap, Tap” “Ten Little Fingers” “That Would Be Me!” “The Ant, the Bug & the Bee” “The Ants Go Marching” “There’s A Dog in the School” “Tickledee-dee” “Toe Song” “Where Do You Start Your Letters?” “Wood Piece Pokey”

PDM3.4b Demonstrates spatial awareness through play activities.

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Multisensory Activities & Centers, “Child-Led Activities,” Throughout, e.g., pp. Still in development and available 12/2/2019

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Language & Literacy pp. 16, 40, 262, 302

Numbers & Math, pp. 53, 79, 129

Oral Language, pp. 119

Science, pp. 61, 79, 101, 129, 389

Student Activity Books

My First School Book, pp. 4-9, 10-15

My First Lowercase Book, pp. 2-9

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PreKITT, Music, "Alphabet Song" "Alphabet Song (Instrumental)" "Animal Legs" "Animals in the House" "Apples and Bananas" "Big Numbers" "Bird Legs" "Counting at the Table" "Counting Candles" "Counting, Counting" "Count On Me" "Crayon Song" "Dolphins Swim" "Dumplin' Song" "Five Fingers Play" "Hello Song" "Hurry Burry" "I Am a Fine Musician" "I'm Happy to See You" "I'm Happy to See You (Spanish)" "Inside, Outside" "It's Line Up Time" "It's Pre-K!" "Leaves and Branches, Trunk and Roots" "Letters Together Make Words" "Magic C" "Mat Man" "My Teacher Draws" "Pattern Dance" "Puffy Fluffy" "Rain Song" "Rowboat, Rowboat" "Rhyming Riddles" "Shape Song" "Sing Your Name" "Skip To My Lou" "Smile!" "Spiders Love to Party" "Starting Sound Shuffle" "Syllable Sound-Off" "Tap, Tap, Tap" "Ten Little Fingers" "That Would Be Me!" "The Ant, the Bug & the Bee" "The Ants Go Marching" "There's A Dog in the School" "Tickledee-dee" "Toe Song" "Where Do You Start Your Letters?"
"Wood Piece Pokey"

PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.

Teacher's Guides

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

Suggestions for 3-year-olds, Throughout, e.g., pp. 10-11, 22-23, 34-35, 46-47, 58-59, 70-71, 84-85, 96-97, 108-109, 120-121, 132-133, 144-145, 158-159, 170-171, 182-183, 194-195, 206-207, 218-219, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293, 306-307, 318-319, 330-331, 342-343, 354-355, 366-367, 380-381, 392-393, 404-405, 416-417, 428-429, 440-441

Language & Literacy, pp. 140, 408, 432

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

Numbers & Math, Throughout, e.g., pp. 65, 73, 91, 99, 105, 115, 143, 165, 169, 189, 213, 221, 239, 261, 263, 267, 291, 329, 349, 353

"Support/ ELL," p. 179

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

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

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

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Roll-A-Dough Letters®
Sound Around Box™
Stamp and See Screen®
Tag Bags®
Wood Pieces Set for Capital Letters
Word Time Word Cards
PreKITT, Music
“Hurry Burry”

PDM4.4b Takes things apart and invents new structures using the parts.

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Readiness & Writing, pp. 24, 26, 28, 30
Numbers & Math, pp. 61, 63, 67, 87, 89, 111, 113, 135, 137, 161, 163, 187, 209, 211, 235
Social Studies, p. 153

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-Motor Skills: PDM5 – The child will demonstrate gross motor skills.

PDM5.4a Coordinates movements to perform more complex tasks.

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Language & Literacy pp. 16, 40, 262, 302
Numbers & Math, pp. 53, 79, 129
Oral Language, pp. 119
Science, pp. 61, 79, 101, 129, 389

PDM5.4b Demonstrates coordination and balance in a variety of activities.

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Numbers & Math, pp. 53, 79, 129
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PDM6 – The child will demonstrate fine motor skills.

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Language & Literacy, pp. 32, 60, 142, 316, 369
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, 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,

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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

Oral Language, pp. 53, 313, 353, 377

Science, pp. 129, 315, 323, 397

Social Studies, pp. 63, 75, 141, 153, 347

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, 92-94

My First Lowercase Book

Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38

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PreKITT, Music, "Crayon Song""Five Fingers Play""Ten Little Fingers"

PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.

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Language & Literacy, pp. 16, 32, 60, 104, 112, 142, 188, 196, 198, 202, 204, 258, 282, 316, 334, 369

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

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

Oral Language, pp. 53, 313, 353, 377

Science & Social Studies pp. 63, 75, 129, 141, 153, 315, 323, 347, 397

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

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PDM6.4c Able to perform more complex fine-motor tasks with accuracy 50% of the time.

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Oral Language, pp. 53, 313, 353, 377

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Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 92-94

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(D). GELDS Domain: SOCIAL AND EMOTIONAL DEVELOPMENT

Strands:

- Developing a Sense of Self
- Self-Regulation
- Developing a Sense of Self with Others

GELDS Domain: SOCIAL AND EMOTIONAL DEVELOPMENT

Description: The activities within this domain are designed to develop self-concept, self-regulation, personal initiative, emotional understanding and relationships with adults and peers. 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.

-Developing a Sense of Self: SED1 – The child will develop self-awareness

SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

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Oral Language, pp. 197, 205

Social Studies, pp. 15, 31, 51, 105, 113, 141, 153, 175, 199

SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.

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Throughout, e.g.:

Language & Literacy, pp. 86, 252, 258

Readiness & Writing, pp. 72, 250, 264

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Science & Social Studies, pp. 15, 51, 249

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SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.

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Readiness & Writing, pp. 32, 224, 312

Numbers & Math, pp. 137, 147

Oral Language, p. 321

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

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My First School Book, Throughout, pp.2-9, 10-19, 20-26, 27-33, 34-37, 38

SED1.4d Shows independence in his/her own choices.

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Language & Literacy, pp. 64, 72, 9, 104, 324

Readiness & Writing, pp. 52, 234

Numbers & Math, pp. 17, 41, 75, 89, 137, 155, 227

Oral Language, pp.37, 41

Science & Social Studies, pp. 27, 39

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My First School Book, Throughout, pp.2-9, 10-19, 20-26, 27-33, 34-37, 38

SED2 – The child will engage in self-expression.

SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

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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

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

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

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

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

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, 78-91, 92-94
My First School Book, Throughout, pp.2-9, 10-19, 20-26, 27-33, 34-37, 38

SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.

Teacher's Guides

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

Language & Literacy, pp. 12, 118, 142, 316

Readiness & Writing, p. 90

Oral Language, pp. 111, 209, 213

Science, p. 191

Social Studies, pp. 15, 19, 187

Teacher Tools, Music, and Manipulatives

Line It Up™ Story Cards

Word Time Word Cards

PreKITT, Resources, Feeling Faces Cutouts

SED2.4c Uses pretend-play to show emotions of self and others.

Teacher's Guides

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Language & Literacy, pp. 12, 118, 142, 316

Readiness & Writing, p. 90

Oral Language, pp. 111, 209, 213

Science, p. 191

Social Studies, pp. 15, 19, 187

Teacher Tools, Music, and Manipulatives

Line It Up™ Story Cards

Word Time Word Cards

PreKITT, Resources, Feeling Faces Cutouts

SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.

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Readiness & Writing, p. 90

Oral Language, pp. 111, 209, 213

Science, p. 191

Social Studies, pp. 15, 19, 187

Teacher Tools, Music, and Manipulatives

Line It Up™ Story Cards

Word Time Word Cards

PreKITT, Resources, Feeling Faces Cutouts

PreKITT, Music, "I'm Happy to See You" "I'm Happy to See You (Spanish)"

Self-Regulation: SED3 – The child will begin to demonstrate self-control.

SED3.4a Independently follows rules and routines.

Get Set for School is comprised of hands-on learning through play with positive transitions between activities in order to keep children engaged and participating Throughout the school day.

Unit 1 focuses on behavior and skills children need to be successful at school. This includes but is not limited to greetings, 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. From the beginning, we establish what is appropriate for behavior at school, discuss those things, make class lists, and/ or experience them through dramatic play. During Units 2-6, children continue to practice appropriate behaviors Throughout in preparation for Kindergarten.

Teacher's Guides

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

Classroom Management Tips, "Transition Tips," pp. Still in development and available 12/2/2019

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

Language & Literacy, pp. 16, 32, 60, 104, 112, 142, 188, 196, 198, 202, 204, 258, 282, 316, 334, 369

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

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

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Science &

Social Studies pp. 63, 75, 129, 141, 153, 315, 323, 347, 397

SED3.4b Regulates own emotions and behaviors and seeks out adult support when needed.

Social emotional learning is a vital component of the Get Set for School Pre-K curriculum. Within all learning areas, children learn invaluable skills to help them find success both inside and outside of the classroom. For example, in Unit 1, children introduce themselves to classmates and shake hands, identify letters in their names, and practice learning their friend's names, all while building a sense of self and growing the classroom community. Children regulate their emotions and behaviors by practicing self-control, taking turns, and sharing.

Teacher's Guides

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

Classroom Management Tips, "Transition Tips," pp. Still in development and available 12/2/2019

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

Language & Literacy, Throughout e.g. pp 14, 32, 118, 126, 138, 196, 298, 382, 386, 398, 406, 410, 418

Readiness & Writing, Throughout e.g. pp. 12, 28, 32, 72, 90, 102, 348,

Numbers & Math, Throughout e.g. pp. 25, 87, 203, 251, 297, 299, 341, 383, 415, 421, 425, 439, 449

Oral Language, Throughout e.g. pp. 263,

Science & Social Studies, Throughout e.g. pp. 117, 125, 137, 241, 301, 327, 363, 371, 375, 409, 421, 437

Student Activity Books

MFSB, Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 79-91, 92-94

MFLB, Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38

Teacher Tools, Music, and Manipulatives

PreKITT, Music, "Smile!"

SED3.4c Regulates a wide range of impulses.

Throughout the Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning and student activity books, children are presented with abundant opportunities to develop and practice their self control. Our curriculum is designed to enable children to excel by respecting their present level of development and building from there. We teach them important social skills, including taking turns, sharing, and being a responsible citizen as part of our dedication to preparing them for Kindergarten. Lesson plans that include taking turns are as follows:

Teacher's Guides

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

Language & Literacy, Throughout e.g. pp 14, 32, 126, 138, 196, 298, 382, 386, 398, 406, 410, 418

Readiness & Writing, Throughout e.g. pp. 12, 28, 72, 90, 102, 348,

Numbers & Math, Throughout e.g. pp. 25, 87, 203, 251, 297, 299, 341, 383, 415, 421, 425, 439, 449

Oral Language, Throughout e.g. pp. 263,

Science & Social Studies, Throughout e.g. pp. 117, 125, 137, 241, 301, 327, 363, 371, 375, 409, 421, 437

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, Music, and Manipulatives

Wood Pieces for Capital Letters
Mat for Wood Pieces
Capital Letter Cards for Wood Pieces
Slate Chalkboard
Magnetic Lowercase & Blackboard Set
Roll-A-Dough Letters®
Stamp and See Screen®
Sound Around Box™

SED3.4d Manages transitions and adapts to changes in schedules and routines independently.

The Get Set for School Pre-K curriculum provides teachers and children with reliable daily schedules and routines across all learning areas to promote smooth transitions and foster independence in child-led activities. Each day, children practice transitioning between different activities both across learning areas, and are frequently transitioning from singing, dancing, and moving to music before beginning a lesson.

Teacher’s Guides

Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning: Introduction to the Curriculum
Classroom Management Tips, “Half-Day and Full Day Schedules,” and “Transition Tips,” pp. Still in development and available 12/2/2019
Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning: Multisensory Lessons
Language & Literacy, Throughout, e.g. pp. 16, 42, 48, 54, 64, 88, 90, 180, 248, 250, 322
Readiness & Writing, Throughout, e.g. pp. 20, 32, 44, 60, 74, 80, 118, 126, 178, 252, 312
Numbers & Math, Throughout, e.g. pp. 29, 31, 33, 73, 75, 77, 79, 87, 89, 91,103,123, 177, 179, 249, 309, 315, 385
Science & Social Studies, Throughout, e.g. pp. 79, 101, 129

Student Activity Books

Throughout the day and at times in a single lesson, children frequently transition from a hands-on learning activity to working in a student activity book, or vice versa.
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, Music, and Manipulatives

PreKITT, Music, “It’s Pre-K!”

Developing A Sense Of Self With Others: SED4 – The child will develop relationships and social skills with adults.

SED4.4a Transitions well into new, unfamiliar settings.

The Get Set for School Pre-K curriculum provides teachers and children with reliable daily schedules and routines across all learning areas to promote smooth transitions and foster independence in child-led activities. Lesson plans encourage learning inside the classroom, around the school, and outdoors.

Teacher’s Guides

Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning
Throughout, e.g.:
Language & Literacy, pp. 262, 302
Numbers & Math, pp. 151,
Science & Social Studies, pp. 79, 129, 137, 389

SED4.4b Uses a familiar adult’s suggestions to decide how to respond to a specific situation.

Throughout the Get Set for School Pre-K Curriculum, teachers are frequently prompting and carefully scaffolding children as they arrive at their own answers and responses. Children learn by watching, imitating, and then doing independently. We structure each of our lessons this way, with teachers consistently supporting students in their responses and decisions. Communication and engaging discussions between teachers, children, and their peers is encouraged throughout all learning areas. Please see the page numbers below for a few examples in each learning area.

Teacher’s Guides

Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning
Throughout, e.g.:
Language & Literacy, pp. 86, 252, 258

Readiness & Writing, pp. 72, 250, 264

Numbers & Math, pp. 69, 87, 251

Oral Language, pp. 21, 29, 33

Science & Social Studies, pp. 15, 51, 249

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, Music, and Manipulatives

Wood Pieces for Capital Letters

Mat for Wood Pieces

Capital Letter Cards for Wood Pieces

Slate Chalkboard

Magnetic Lowercase & Blackboard Set

Roll-A-Dough Letters®

Stamp and See Screen®

Sound Around Box™

SED4.4c Shows affection to familiar adults by using more complex words and actions.

The Get Set for School curriculum fosters strong relationships between teachers and children by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Language & Literacy, pp. 118, 142

Oral Language, pp. 33

Science & Social Studies, pp. 175, 199

SED4.4d Seeks out adults as a resource for help and assistance.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Social Studies, pp. 187

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

SED5 – The child will develop relationships and social skills with peers

SED5.4a Develops and maintains friendships with other children. **SED5.4b** Plays cooperatively with a few peers for a sustained period of time. **SED5.4c** Attempts to resolve peer conflicts using appropriate strategies. **SED5.4d** Shows emerging empathy and understanding of peers by attempting to comfort and help. **SED5.4e** Shows respect for peers' personal space and belonging.

Get Set for School's 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, 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.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Language & Literacy, pp. 52, 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, 45, 69, 177, 197

(E). GELDS Domain: APPROACHES TO PLAY AND LEARNING

Strands:

- Initiative and Exploration
- Attentiveness and Persistence
- Play

GELDS Domain: APPROACHES TO PLAY AND LEARNING

Description: Play-based learning provides opportunities for children to carry out their own ideas through play. In this domain, children will incorporate sensory learning and can include activities such as the arts, nature and music. The multisensory, play-based tools and activities for children to learn are vital kindergarten readiness skills.

-Initiative and Exploration: APL1 – The child will demonstrate initiative and self-direction.

APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.

The Get Set for School Multisensory Activities & Centers section provides various developmentally appropriate, multisensory manipulatives that foster child-led activities where children can independently select and complete tasks while learning through discovery and play. For example, math manipulatives can be presented in various ways within the Math center from shapes to numbers, the opportunities for exploration are endless.

Teacher's Guides

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

Multisensory Activities & Centers, "Child-Led Activities," pp. Still in development and available 12/2/2019

Teacher Tools, Music, 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™

My First 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

APL1.4b Selects and carries out activities without adult prompting.

According to Shonkoff (2000), play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. The lessons within the Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning offer opportunities for exploration and discovery play. Additionally, there are opportunities for self-directed activities in small group settings with the various multisensory activities within the curriculum. One of the math activities, Tag Bags®, has been specifically designed to help children with opening and closing fasteners in everyday routines, including a zipper, buckle, snap, and velcro. Children will play with these in discovery activities, but also use them in teacher-directed learning.

Teacher's Guides

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

Classroom Management Tips, "Half-Day and Full Day Schedules," pp. Still in development and Still in development and available 12/2/2019

Multisensory Activities & Centers, "Child-Led Activities," pp. Still in development and Still in development and available 12/2/2019

APL1.4c Sets goals and develops and follows through on plans.

The Get Set for School Curriculum provides opportunities Throughout the school year where children are prompted to share their experiences, discoveries, predictions, as well as to ask and answer questions that build confidence, thinking, and speaking skills. With confidence in abilities comes the eagerness to learn about and discuss new topics, ideas and tasks.

Teacher's Guides

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

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

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

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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

APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

Teacher's Guides

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

Oral Language, Throughout, e.g., pp. 21, 33, 45, 61, 73, 87, 91, 95, 107, 119, 131, 143, 155, 169, 181, 193, 205, 217, 229, 243, 255, 267, 279, 291. 303. 317, 329, 341, 353, 365, 377, 391, 403, 415, 427, 439, 451

Teacher Tools, Music, and Manipulatives

Word Cards

APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.

he Get Set for School Multisensory Activities & Centers section presents specific examples of how to provide the tools and set up ideas to facilitate child-led activities for children to increasingly seek out and explore unfamiliar objects in the environment.

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. Still in development and available 12/2/2019

-Attentiveness and Persistence: APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

APL3.4a Engages in independent activities and continues tasks over a period of time

The Get Set for School Multisensory Activities & Centers section presents specific examples of how to provide the tools and set up ideas to facilitate child-led activities for children to independently select and learn through discovery and continue tasks over a period of time.

Teacher's Guides

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

Multisensory Activities & Centers, "Child-Led Activities," pp. Still in development and available 12/2/2019

APL3.4b Practices to improve skills that have been accomplished.

The Get Set for School Curriculum provides opportunities Throughout the school year where children practice previously learned skills across content areas while learning new concepts and skills.

Teacher's Guides

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

Language & Literacy, Review Capital and Lowercase Letter identification, Beginning Sounds, Ending Sounds, Syllables, Letters in Name, Comprehension, 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

Readiness & Writing, Capital Letter Review, Capital Review with the Introduction of Each Lowercase Letter, 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

Numbers & Math, *I Know My Numbers* Booklets, Number Review, Throughout, 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

Student Activity Books

My First School Book, Capital Letter Review, Number Review, pp. 66-72, 90-91

My First Lowercase Book, Capital Review with the Introduction of Each Lowercase Letter, Throughout, e.g., pp. 4-7, 8-9, 10-37, 38

I Know My Numbers, Booklets 1-10 include reviews of the previous number(s) starting with booklet 2. Throughout, 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

APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.

The Get Set for School Curriculum provides opportunities Throughout the daily lessons where children cooperate with peers during activities to facilitate healthy social emotional learning, growth, and peer relationships. Lessons that incorporate cooperation with peers is:

Teacher's Guides

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

Language & Literacy, Throughout, e.g., pp. 12, 26, 36, 38, 40, 42, 48, 56, 66, 69, 72, 74, 78, 80, 88, 92, 94, 104, 114, 116, 122, 128, 152, 178, 190, 192, 198, 226, 246, 258, 276, 312, 314, 340, 352, 362, 364, 388, 390, 412, 424, 444

Readiness & Writing, Throughout, e.g., pp. 12, 20, 36, 450

Numbers & Math, Throughout, e.g., pp. 21, 37, 39, 41, 45, 51, 55, 75, 77, 79, 81, 87, 103, 135, 149, 155, 185, 187, 223, 301, 313, 335, 339, 341, 345, 347, 351, 357, 361, 363, 409, 411, 425, 435, 445, 447

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

Science, Throughout, e.g., pp. 55, 149, 179, 191, 227, 325

Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 175, 223, 445

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®®®

A-B-C Touch & Flip® Cards

Mix & Make Shapes™

My First Lowercase & Blackboard Set

Roll-A-Dough Letters®®

Slate Chalkboard

Sound Around Box™™

Stamp and See Screen®®

Tag Bags®®

PreKITT, Music,

“Hello Song”

“Hurry Burry”

PreKITT, Resources, Ask and Tell

APL3.4d Persists in trying to complete a task after previous attempts have failed.

The Get Set for School Curriculum is truly scaffolded and takes children through the development of skills for 4-year-olds step by step. The typical frustration children exhibit from failure is not a regular occurrence as Get Set for School takes where children are developmentally and builds upon that little by little every day. Get Set for School’s goal is to build the foundation children need in Pre-K to enable them to be confident, skilled, and successful in Kindergarten.

Teacher’s Guides

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

Introduction, “Getting to Know Get Set for School,” Throughout, e.g., pp. Still in development and available 12/2/2019

Learning Areas, pp. Still in development and available 12/2/2019

Developmental Learning in Pre-K, “Developmental Stages,” pp. Still in development and available 12/2/2019

Scope & Sequence of Instruction, pp. Still in development and available 12/2/2019

-Play: APL4 – The child will engage in a progression of imaginative play.

APL4.4a Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.

Get Set for School builds skills in delightful ways, but also carefully, deliberately, and one step at a time. We have analyzed the skills that children need for kindergarten, and then planned a curriculum that builds those skills developmentally, through play, music, activities, and hands-on materials. Get Set for School provides children with playful learning opportunities to explore and internalize new ideas. Lessons that Incorporate understanding between real life and fantasy are as follows:

Teacher’s Guides

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

Suggestions for 3-year-olds, pp. 245, 269, 292

Language & Literacy, pp. 32, 122, 312, 352, 420, 424, 432

“Enrichment,” p. 434

Social Studies, pp. 15, 175, 211, 223, 297, 351

Science, pp. 191, 203, 277

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.

Get Set for School provides children with playful learning opportunities to explore and internalize new ideas. This playful approach is at the heart of the curriculum. Children learn best when they move, manipulate objects, build, sing, draw, and play as part of learning and our curriculum provides opportunities for cooperative play and learning with others to complete tasks. .

Teacher’s Guides

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

Suggestions for 3-year-olds, pp. 245, 269, 292

Language & Literacy, pp. 32, 122, 312, 352, 420, 424, 432

“Enrichment,” p. 434

Social Studies, pp. 15, 175, 211, 223, 297, 351

Science, pp. 191, 203, 277

APL5.4b Demonstrates flexibility in taking on various roles in a group setting.

Teacher’s Guides

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

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

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.

Teacher’s Guides

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

Language & Literacy, pp. 162, 200, 332, 360, 368, 386, 406, 418

Oral Language, pp. 21, 33, 45, 61, 73, 87, 91, 95, 107, 119, 131, 143, 155, 169, 181, 193, 205, 217, 229, 243, 255, 267, 279, 291. 303. 317, 329, 341, 353, 365, 377, 391, 403, 415, 427, 439, 451
“Enrichment,” p. 263

Science pp. 27, 149, 191, 241, 311, 315, 323, 335, 339, 359, 363, 375

Social Studies, pp. 75, 237, 273

Teacher Tools, Music, and Manipulatives

Sound Around Box™™

Word Time Word Cards

APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult. **APL5.4e** Recovers quickly from setbacks and differences in opinion in a group setting.

Get Set for School builds skills in delightful ways, but also carefully, deliberately, and one step at a time. Children have the support needed to learn flexibility and cooperation with peers and adults. Therefore, recovering from disappointments or differences of opinion should have the supporting, positive environment needed for children to succeed.

(F). GELDS Domain: COGNITIVE DEVELOPMENT: SCIENCE

Strands:

- Scientific Skills and Methods
- Earth and Space
- Living Creatures
- Physical Science
- Interaction with Environment

GELDS Domain: COGNITIVE DEVELOPMENT: SCIENCE

Description: Children will understand the properties and characteristics of nonliving objects and materials. Children will understand properties and characteristics of living things and changes in living things through hands-on activities. Children will identify properties and characteristics of earth materials and changes in the earth. They will experience activities within their natural environment.

-Scientific Skills and Methods: CD-SC1 – The child will demonstrate scientific inquiry skills.

CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.

Teacher's Guides

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

Suggestions for 3-year-olds, Throughout, e.g., pp. 10-11, 22-23, 34-35, 46-47, 58-59, 70-71, 84-85, 96-97, 108-109, 120-121, 132-133, 144-145, 158-159, 170-171, 182-183, 194-195, 206-207, 218-219, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293, 306-307, 318-319, 330-331, 342-343, 354-355, 366-367, 380-381, 392-393, 404-405, 416-417, 428-429, 440-441

Language & Literacy, pp. 140, 408, 432

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

Numbers & Math, Throughout, e.g., pp. 65, 73, 91, 99, 105, 115, 143, 165, 169, 189, 213, 221, 239, 261, 263, 267, 291, 329, 349, 353

"Support/ ELL," p. 179

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

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

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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

A-B-C Touch & Flip® Cards

4 Squares More Squares®®®

Capital Letter Cards for Wood Pieces

Line It Up™™

Mat for Wood Pieces

Mix & Make Shapes™

My First Lowercase & Blackboard Set

Roll-A-Dough Letters®

Sound Around Box™™

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

Word Time Word Cards

CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.

Teacher's Guides

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

Social Studies, Throughout, e.g., pp. 75, 105, 237, 249, 261, 273, 285, 297

Science, Throughout, e.g., pp. 27, 67, 137, 149, 241, 265, 277, 289, 301, 411

CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.

Teacher's Guides

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

Science, pp. 27, 67, 241, 283, 289

CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.

Teacher's Guides

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

Suggestions for 3-year-olds, pp. 22, 84, 96

Language & Literacy, pp. 86, 264

Science, pp. 27, 67, 241, 283, 289

-Earth and Space: CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

CD-SC2.4a Describes properties of water, including changes to the states of water.

Teacher's Guides

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

Suggestions for 3-year-olds, p. 96

Numbers & Math, p. 251

Oral Language, pp. 235, 239, 243, 287

Social Studies, p. 237

Science, pp. 241, 289

Student Activity Books

My First School Book, p. 28

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

PreKITT, Music, "Rain Song"

CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand and mud.

Teacher's Guides

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

Readiness & Writing,

"Enrichment," pp. 76, 100, 136, 148, 162, 174, 186, 198, 210, 260, 272, 284, 296, 310,

Numbers & Math, p. 155

"Enrichment," p. 61

Oral Language, pp. 243, 247, 251, 309, 313, 333

"Support/ ELL," p. 235

"Enrichment," p. 235

Social Studies, pp.

Science, pp. 137, 253, 311, 323, 335,

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-SC2.4c Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares the daytime/ nighttime cycle.

Teacher's Guides

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

Suggestions for 3-year-olds, pp. 232, 257, 281

Readiness & Writing, p. 40,

Numbers & Math, pp. 41, 251

Oral Language, pp. 239, 263, 267, 287, 291, 303

Social Studies, pp. 261

Science, p. 289

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.

Teacher's Guides

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

Language & Literacy, p. 12

Numbers & Math, pp. 251

Oral Language, pp. 239,

Social Studies, p. 285

Science, p. 289

Teacher Tools, Music, and Manipulatives

PreKITT, Music, "Rain Song"

-Living Creatures: CD-SC3 – The child will demonstrate knowledge related to living things and their environments.

CD-SC3.4a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.

Teacher's Guides

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

Suggestions for 3-year-olds, pp. 244

Language & Literacy, pp. 86, 254, 264, 398

Oral Language, pp. 255

Social Studies, pp. 249, 273, 493

Science, pp. 43, 67, 191, 203, 227, 245, 253, 397, 427, 433, 449, 497

"Enrichment," p. 79

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-SC3.4b Discriminates between living and non-living things.

Teacher's Guides

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

Social Studies, p.297

Science, pp. 67, 137, 253

CD-SC3.4c Identifies and describes the functions of many body parts.

Teacher's Guides

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

Oral Language, pp. 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

-Physical Science: CD-SC4 – The child will demonstrate knowledge related to physical science.

CD-SC4.4a Explores and describes position and movement of objects and toys.

Teacher's Guides

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

Language & Literacy, Throughout, e.g., pp. 24, 26, 42, 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

Readiness & Writing, Throughout, e.g., pp. 14, 20, 24, 26, 28, 30, 32, 54, 62, 64, 66, 68, 72, 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

Numbers & Math, Throughout, e.g., pp. 13, 15, 21, 27, 29, 33, 37, 57, 67, 69, 73, 75, 77, 79, 91, 93, 101, 103, 105, 107, 115, 117, 125, 127, 129, 135, 141, 147, 149, 153, 165, 167, 169, 175, 179, 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, 301, 303, 321, 323, 369, 373, 375

Oral Language, p. 337

Science, pp. 93, 179, 339, 359

Student Activity Books

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

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

I Know My Numbers GSSTG:MHOL, Throughout, 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

Teacher Tools, Music, and Manipulatives

1-2-3 Touch & Flip® Cards

A-B-C Touch & Flip® Cards

4 Squares More Squares®®®

Capital Letter Cards for Wood Pieces

Line It Up™™™

Mat for Wood Pieces

Mix & Make Shapes™

My First Lowercase & Blackboard Set

Roll-A-Dough Letters®®

Stamp and See Screen®®

Tag Bags®®

Wood Pieces Set for Capital Letters

PreKITT, Music "Five Fingers Play" "Magic C" "Where Do You Start Your Letters?" "Wood Piece Pokey"

CD-SC4.4b Investigates and describes different types or speeds of motion.

Teacher's Guides

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

Science, pp. 93, 179, 339, 359

Teacher Tools, Music, and Manipulatives

PreKITT, Music, "Hurry Burry" "Tap Tap Tap"

CD-SC4.4c Describes materials by their physical properties and states of matter.

Teacher's Guides

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

Oral Language, pp. 17, 53, 65, 103, 115, 117, 127, 225, 275, 287, 299, 313, 325, 337, 361, 387, 411, 423, 447

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play.

Teacher's Guides

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

Science, pp. 315, 375

-Interaction with Environment: CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment

CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.

Teacher's Guides

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

Oral Language, pp. 271, 275, 279

Social Studies, p. 273

Science, p. 277

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

(G). GELDS Domain: COGNITIVE DEVELOPMENT: SOCIAL STUDIES

Strands:

-Family

-People and Community

-History and Events

GELDS Domain: COGNITIVE DEVELOPMENT: SOCIAL STUDIES

Description: Children will learn about self and family by beginning to understand cultures and diversity, relationships and social roles as well as occupations. As children participate in activities, they will understand community by learning skills for democratic participation, responsible conduct, fairness and respect for others around them. Children learn about events, past and present. Therefore, children will gain knowledge of history by understanding past events, anticipating and planning future events, and being aware of the historical changes in people. Activities will also cover navigating familiar locations, caring for the natural world and understanding the physical world through drawings and maps.

FAMILY: CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

CD-SS1.4a Describes his/ her family structure and family roles.

Teacher's Guides

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

Suggestions for 3-year-olds, p. 85

Oral Language, pp. 141, 177, 205

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-SS1.4b Describes similarities and differences between self and others.

Teacher's Guides

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

Social Studies, pp. 15, 19, 113, 141, 199

PEOPLE & COMMUNITY: CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.

CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

Teacher's Guides

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

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Numbers & Math Vocabulary, 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

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CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.

Teacher's Guides

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Language & Literacy, p. 142

Readiness & Writing

"Enrichment," pp. 42

Numbers & Math, p. 273

Oral Language, pp. 161

Social Studies, pp. 199

Teacher Tools, Music, and Manipulatives

PreKITT, Music, "It's Pre-K!"

CD-SS2.4c Recognizes similarities and differences between own culture and that of others.

Teacher's Guides

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

Social Studies, pp. 113, 141

CD-SS3 – The child will demonstrate awareness of the geography in his/her community

CD-SS3.4a Creates simple representations of home, school and community.

Teacher's Guides

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

Suggestions for 3-year-olds, p. 367

Numbers & Math, pp. 115, 449

Oral Language, p. 377

Social Studies, pp. 63, 347, 371

Science, p. 323

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-SS3.4b Identifies and describes aspects of his/her community.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Social Studies, pp. 31, 51, 75, 153, 175, 273, 297, 351

CD-SS4 – The child will demonstrate an awareness of economics in his/her community.

CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Suggestions for 3-year-olds, pp. 244, 268, 280, 292,
Oral Language, p. 321
Social Studies, pp. 175, 211, 297, 445
Science, p. 445
"Enrichment," p. 187

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Social Studies, pp. 163, 175, 187, 199, 211, 223, 289, 249, 261, 273, 285, 289, 297, 351, 445
Science, p. 445

CD-SS4.4c Describes how people interact economically, the exchange of goods and services.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Suggestions for 3-year-olds, p. 269

CD-SS4.4d Explores the uses of technology and understands its role in the environment.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning: Introduction to the Curriculum, pp. Still in development and available 12/2/2019

Teacher Tools, Music, and Manipulatives

PreKITT, Resources
Get Set for School Student Apps

HISTORY: CD-SS5 – The child will understand the passage of time and how events are related.

CD-SS5.4a Recognizes and describes sequence of events with accuracy.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Language & Literacy, p. 264, 423
Numbers & Math, pp. 41, 177
Social Studies, pp. 421

Teacher Tools, Music, and Manipulatives

Line It Up™™ Story Cards

CD-SS5.4b Differentiates between past, present and future.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Oral Language, pp. 45, 201
Social Studies, p. 421

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

(H). GELDS Domain: COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT

Strands:

-Creative Movement and Dance

-Visual Arts, Music

GELDS Domain: COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT

Description: Children will participate in activities, songs, music and use their imagination to engage in a variety of dramatic experiences. Movement and speech can help create the problem physically and find the solution. By participating in movement, visual arts and music children will gain vocabulary to communicate with peers and others more effectively. They will learn to share and cooperate with those around them.

-Creative Movement and Dance: CD-CR1 – The child will participate in dance to express creativity.

CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.

Teacher's Guides

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

Language & Literacy, Throughout, e.g., pp. 16, 20, 40

Numbers & Math, Throughout, e.g., pp. 53, 173, 199, 201, 373

"Support/ ELL," p. 79

"Enrichment," p. 451

Oral Language, p. 213

"Support/ ELL," p. 119

Social Studies, pp. 211

Science, p. 203

Teacher Tools, Music, and Manipulatives

PreKITT, Music, "Head, Shoulders, Knees and Toes""Hello Song""It's Pre-K!""Leaves and Branches, Trunk and Roots""Pattern Dance""Where Do You Start Your Letters?"

-Visual Arts: CD-CR2 – The child will create and explore visual art forms to develop artistic expression.

CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.

Teacher's Guides

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

Suggestions for 3-year-olds, pp. 10, 257, 269, 380

Language & Literacy, pp. 32, 60, 142, 262, 302, 316, 369, 384

"Enrichment," p. 254

Readiness & Writing, Throughout, e.g., pp. 32, 36, 62, 64, 66, 67, 68, 78, 80, 91,92, 93, 94,102, 104, 106, 112, 116, 118, 124, 126

Numbers & Math, p. 261

"Enrichment," p. 261

Social Studies, pp. 163

Science, pp. 129, 253, 265, 277

"Enrichment," pp. 191, 203

CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.
The Get Set for School Pre-K Curriculum includes the creation of art by children and the celebration of creations.

CD-CR2.4c Shows appreciation for different types of art and the creative work of others.

Teacher's Guides

Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning
Social Studies, p.187

Music: CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.

CD-CR3.4a Uses familiar rhymes, songs or chants, and musical instruments to express creativity.

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Language & Literacy, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 42, 44, 48, 50, 52, 54, 56, 64, 66, 68, 74, 78, 88, 90, 92, 106, 110, 122, 126, 128, 130, 134, 138, 142, 146, 148, 150, 154, 160, 164, 180, 184, 186, 198, 202, 212, 214, 226, 228, 240, 252, 264, 270, 272, 276, 278, 282, 286, 288, 290, 302, 312, 314, 322, 324, 328, 336, 338, 348, 350, 352, 376, 390, 396, 414, 420, 424, 426, 436, 438, 442, 448

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, 72, 74, 90, 102, 112, 116, 124, 126, 128, 130, 136, 138, 150, 160, 164, 168, 174, 176, 178, 180, 188, 190, 192, 196, 198, 224, 286, 288, 294, 302, 312, 332, 336, 348, 360, 374, 376

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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

Social Studies, pp. 199, 211, 215, 223

Science, pp. 93, 203, 215, 227, 289, 301, 359, 445

Teacher Tools, Music, and Manipulatives

PreKITT, Music, "Alphabet Song" "Alphabet Song (Instrumental)" "Animal Legs" "Animals in the House" "Apples and Bananas" "Big Numbers" "Bird Legs" "Counting at the Table" "Counting Candles" "Counting, Counting" "Count On Me" "Crayon Song" "Dolphins Swim" "Dumplin' Song" "Five Fingers Play" "Hello Song" "Hurry Burry" "I Am a Fine Musician" "I'm Happy to See You" "I'm Happy to See You (Spanish)" "Inside, Outside" "It's Line Up Time" "It's Pre-K!" "Leaves and Branches, Trunk and Roots" "Letters Together Make Words" "Magic C" "Mat Man" "My Teacher Draws" "Pattern Dance" "Puffy Fluffy" "Rain Song" "Rowboat, Rowboat" "Rhyming Riddles" "Shape Song" "Sing Your Name" "Skip To My Lou" "Smile!" "Spiders Love to Party" "Starting Sound Shuffle" "Syllable Sound-Off" "Tap, Tap, Tap" "Ten Little Fingers" "That Would Be Me!" "The Ant, the Bug & the Bee" "The Ants Go Marching" "There's A Dog in the School" "Tickledee-dee" "Toe Song" "Where Do You Start Your Letters?"

"Wood Piece Pokey"

PreKITT, Resources, "Ask & Tell" Lyrics

DRAMA: CD-CR4 – The child will use dramatic play to express creativity.

CD-CR4.4a Participates in dramatic play presentations.

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Language & Literacy, pp. 32, 122, 312, 352, 420, 424, 432

"Enrichment," p. 434

Social Studies, pp. 15, 175, 211, 223, 297, 351

Science, pp. 191, 203, 277

CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.

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CD-CR4.4c Represents a character by using voice inflections and facial expressions.

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Science, pp. 191, 203, 277

CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.

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(I). GELDS Domain: COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES

Strands:

-Thinking Skills

-Problem-Solving Skills

GELDS Domain: COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES

Description: In this domain, children will be developing skills to identify objects, sorting objects, and classifying items. These skills can help with foundational skills and everyday tasks.

Children will understand sequencing by developing a better sense of time of events. By providing hands-on opportunities for children to explore and produce thought-provoking circumstances, this can allow children to use problem solving skills in their environment. Children are encouraged to answer questions and provide solutions to different scenarios through activities.

-Thinking Skills: CD-CP1 – The child will demonstrate awareness of cause and effect.

CD-CP1.4a Recognizes cause- and- effect relationships.

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Suggestions for 3-year-olds, p. 218

Language & Literacy, "Check for Understanding," p. 420

Readiness & Writing, "Enrichment," p. 398

Numbers & Math, pp. 243, 251

Oral Language, pp. 49, 51, 91, 111, 119, 147, 247, 267, 271, 299, 321, 361, 395

"Enrichment," pp. 25, 147, 155, 255, 325

Science pp. 179, 409

Social Studies, p. 347

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-CP1.4b Explains why simple events occur using reasoning skills.

Teacher’s Guides

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Language & Literacy, “Check for Understanding,” p. 420

Readiness & Writing, “Enrichment,” p. 398

Numbers & Math, pp. 243, 251

Oral Language, pp. 49, 51, 91, 111, 119, 139, 147, 247, 267, 271, 321, 395,

“Enrichment,” pp. 25, 147, 155, 325

Science pp. 179, 409

Social Studies, pp. 347, 413

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-CP1.4c Draws conclusions based on facts and evidence.

CD-CP2 – The child will use prior knowledge to build new knowledge.

CD-CP2.4a Explains how to use objects in new situations.

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Language & Literacy, pp. 162, 200, 332, 360, 368, 386, 406, 418

Oral Language, pp. 49, 81, 139, 279, 369

Science p. 27

Social Studies, p. 75

Teacher Tools, Music, and Manipulatives

Sound Around Box™

Word Time Word Cards

CD-CP2.4b Uses observation and imitation to transfer knowledge to new experience.

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Teacher Tools, Music, 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™

My First 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

PreKITT, Music

PreKITT, Resources

CD-CP2.4c Uses information gained about familiar objects and people and can apply to a new situation.

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Word Time Word Cards

CD-CP2.4d Makes, checks and verifies predictions.

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Language & Literacy, pp. 24, 26, 76, 86, 264, 424

Readiness & Writing, pp. 66

Numbers & Math, pp. 251

Oral Language, p. 283

Science, pp. 27, 241, 265, 289

"Enrichment," p. 311

Social Studies, pp. 187, 211

Teacher Tools, Music, and Manipulatives

Line It Up™™™ Story Cards

Mat Man Book Set

Word Time Word Cards

PreKITT, Resources,
Capital Practice Strips, Capital Letter Formation Chart

CD-CP2.4e Explains how an activity is built on or uses past knowledge

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Language & Literacy, pp. 142

"Enrichment," pp. 14, 50

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

Science pp. 125, 425

Teacher Tools, Music, and Manipulatives

Line It Up™™™ Story Cards

Word Time Word Cards

PreKITT, Music, "Ten Little Fingers"

-Problem-Solving Skills: CD-CP3 – The child will demonstrate problem solving skills.

CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

Teacher's Guides

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

Oral Language, pp. 21, 33, 45, 61, 73, 87, 91, 95, 107, 119, 131, 143, 155, 169, 181, 193, 205, 217, 229, 243, 255, 267, 279, 291. 303. 317, 329, 341, 353, 365, 377, 391, 403, 415, 427, 439, 451

"Enrichment," p. 263

Science pp. 149, 241, 311, 315, 323, 335, 339, 359, 363, 375

Social Studies, pp. 237, 273

Teacher Tools, Music, and Manipulatives

Word Time Word Cards

CD-CP3.4b Uses both familiar and new strategies to solve a problem.

Teacher's Guides

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

Language & Literacy, pp. 162, 200, 332, 360, 368, 386, 406, 418

Oral Language, pp. 21, 33, 45, 61, 73, 87, 91, 95, 107, 119, 131, 143, 155, 169, 181, 193, 205, 217, 229, 243, 255, 267, 279, 291. 303. 317, 329, 341, 353, 365, 377, 391, 403, 415, 427, 439, 451

"Enrichment," p. 263

Science pp. 27, 149, 191, 241, 311, 315, 323, 335, 339, 359, 363, 375

Social Studies, pp. 75, 237, 273

Teacher Tools, Music, and Manipulatives

Sound Around Box™

Word Time Word Cards

CD-CP3.4c With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.

Teacher's Guides

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

Numbers & Math, pp. 137, 153, 365

Science pp. 311, 315, 323, 335, 339, 359, 363, 375

Teacher Tools, Music, and Manipulatives

4 Squares More Squares®®®

Section III. Classroom and Behavior Management (12 points):

- (A). Provides guidance that helps teachers promote children's social-emotional development and teach positive behavior management skills by doing each of the following: 1) interact with children consistently and in a way that helps children develop trusting relationships with the adult and the ability to self-soothe and control their emotions; 2) establish clear expectations for behavior (e.g., development of classroom rules, system/plan for children choosing activities during center time) and respond consistently; 3) be proactive/preventative in behavior management by anticipating situations that might present challenges for children and taking steps to help children develop self-regulation skills (e.g., room arrangement to prevent behavior issues, sufficient materials to minimize conflicts among children, consistent schedule and rules so children know what to expect, visual cues such as labels and pictures to manage behavior, etc.); 4) model appropriate behavior (following rules, problem-solving with others, etc.).

Preschool children learn best when they have positive relationships with other children as well as adults. Within each of the lessons, children develop relationships with peers and adults by taking turns, cooperating with peers, listening and following directions, and attending to simple tasks. Our lessons are mostly structured and predictable, but yet offer a wide variety of content and learning opportunities to engage children. The lessons are 10-15 minutes in length, which is appropriate for preschoolers' attention spans. Many of our lessons begin with music and movement, which is proven to increase the level of attention and alertness. Our lessons are designed to meet children where they are, but challenge them as needed. Meeting children where they help promote success alleviating frustration and possible behavior issues. All of our lessons incorporate social-emotional benchmarks to ensure these critical skills are addressed.

- (B). Explicitly provides proactive strategies that help teachers 1) teach children social skills to help them to interact with each other (e.g., problem-solve with other children, resolve conflicts with and without assistance from the teacher; identify and express feelings, etc.); 2). Correct misbehaviors or negative behaviors with a positive approach (such as redirection, stating the rules clearly, avoiding negative comments, using natural consequences, etc.). Does not promote the use of punitive behavior management strategies such as time out or punishments.

The Get Set for School Pre-K Curriculum recognizes the critical importance of including social-emotional experiences in learning, and considers this aspect in activities and teaching strategies. The curriculum is child-friendly, teaching in the ways young children learn most naturally with movement, music, play, and multisensory activities. Social-emotional learning is a vital component of the Get Set for School Pre-K curriculum. Within all learning areas, children learn invaluable skills to help them find success both inside and outside of the classroom. For example, in Unit 1, children introduce themselves to classmates and shake hands, identify letters in their names, and practice learning their friend's names, all while building a sense of self and growing the classroom community. Children participate in structured and supervised unstructured activities and play together throughout the school day. The activities with music encourage joy and togetherness. In addition, the music, such as "the Hello Song" is designed to facilitate the development of social skills, such as appropriately shaking hands, giving eye contact and greeting others. Many lessons require children to take turns, listen to others and cooperatively work together. Oral Language activities are incorporated three times per week and focus on social skills and classroom behavior as children learn new vocabulary. More opportunities are explored throughout the other Learning areas as well as an initial understanding of bullying in Social Studies and appropriate behavior on the playground.

- (C). Stipulates through guidance and/or sample floor plans the logical arrangement and location of equipment, materials, and supplies to ensure materials are easily accessible and encourage children to explore and develop independence and self-reliance by including 1) defined areas for centers with quiet activities separated from noisy activities and sufficient space for several children to work or play in each center; 2) a floor plan that promotes movement between areas/centers without a significant amount of open space and allows for close supervision of all areas of the room; 3) recommendations for storage of supplies near the area where they will be used and available for children to access independently as age-appropriate.

The Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum provides Classroom Set Up guidance and a sample floor plan regarding the suggested layout of the room. The layout provides instruction for specific areas in the room for exploration and discovery through multiple centers. Recommendations are given for how to display and/or store materials as well.

Daily schedules are provided to give teachers suggestions for whole group, small group and individual learning within the designated areas. Instructions for making the teacher-led center or how to use the other centers for multiple teacher-led activities. This ensures the children know what center areas in the classroom are teacher-led or child-led.

Section IV. Assessment (12 points):

(A). Provides guidance and a process for collecting observational data about children by specifying how to observe children, examples of what to focus on within observations, and how to record observations so that they can be used for planning instruction.

The Get Set for School Pre-K Curriculum provides teachers with observation records for Language & Literacy, Readiness & Writing, and Numbers & Math. These can be used to observe children throughout the day in all settings. Each observation record provides specific examples of what to observe in each skill area related to the learning domain. These are designed for teachers to keep track of children's progress throughout the year. Instruction can be adapted or modified based on these observations.

(B). Provides guidance and a process for utilizing results from authentic assessments and teacher observations in planning for the entire group, for small groups of children, and individual children. Describes how teachers can use results from authentic assessments and observational data to plan learning experiences.

The Get Set for School Pre-K Curriculum includes 1:1 Assessments for Language & Literacy, Readiness & Writing, and Numbers & Math. As previously stated, there are observation checklists, where children can be observed in small and whole groups throughout the day. The 1:1 assessments are designed to be administered three times per year. Teachers can keep track of a child's response with a 1:1 assessment record. Information regarding portfolios is also provided to assist teachers with what to include. The Get Set for School Pre-K Curriculum assists teachers in learning more about the purpose of portfolios and how they can be used in a Pre-K classroom/center to track the progress of children. Tips are provided to share portfolios with families or colleagues. A great tool to use is the Get Set for School® My First School Book (English and Spanish). The activity book is to be used for documenting final work samples of each letter and number with students to add to their portfolio. It is not intended to be used on a daily basis once appropriate grip has been established. Manipulatives and hands-on activities should be used on a daily basis for the introduction, practice, and mastery of letters and numbers. In addition, all activity books can be used as a Home Connection tool with parents.

Section V. Family Engagement (12 points):

(A). Promotes positive relationships with families by providing guidance that 1) encourages sensitivity to families' home language and culture; 2) addresses respectful and supportive attitudes toward parents'/families' role in children's learning and development (within the home and classroom settings); 3) stresses the importance of open, two-way communication with parents/families.

The Get Set for School Pre-K Curriculum materials encourage family involvement to continue learning activities at home. The lessons sometimes ask families to lend items from home to personalize activities. Many of the activities have take-home components to encourage children to form connections between home and school. Some of the materials in the Get Set for School Pre-K Curriculum are designed to be taken home and shared with families as children practice skills learned in school, show their families what they are learning, and ask for their help and participation. The Get Set for School Pre-K Curriculum makes a seamless transition between home and school with activities that encourage children to share family experiences and see how those become part of learning in school. The curriculum also acknowledges and celebrates cultural differences.

(B). Promotes open communication with parents/families through 1) curriculum tools that support daily or weekly communication with parents/families regarding classroom activities; 2) guidance for parent/family-teacher conferences and/or home visits.

The Get Set for School Pre-K Curriculum includes families throughout all learning and has specific home-to-school connections, which include suggestions to parent/family conferences. We encourage daily and weekly communication between school and home. The curriculum helps make the transition from home to the Pre-K classroom fun and happy for both children and families with more resources like: tools that encourage teachers and families to work together, assist teachers understand what children already know when they enter school, involves parents when planning for instruction that supports and builds on ways that children learn at home. The lessons and activities incorporate familiar objects or information from home to facilitate the connection for children to celebrate diversity and multiple cultures and traditions.

(C). Provides specific strategies for including families in children's learning on an on-going basis, such as 1) materials regarding child development and classroom activities that can be shared with families; 2) process to include families in planning for individual children's learning experiences; 3) materials that support families in providing learning experiences within the home setting that are coordinated with and support the learning experiences provided in the classroom.

The Get Set for School Pre-K Curriculum has various ways of including families in the learning that is happening in the Pre-K classroom. Teachers have resources for including families through parent letters, home link activities to review learning from the classroom, letter formation charts, and materials designed for individual lessons. We have two hands-on materials designed to begin in school, then to be completed at home, and they are: My Book and I Know My Numbers. In addition, there are online resources that parents or guardians can access and use at home with their children. The Teacher's Guide has specific recommendations to build a strong home to school connection with families.

(D). Provides guidance on how to establish positive relationships with non-English speaking families, support for communication, and suggestions or tools teachers can use to involve these families in the classroom and/or their own child's learning experiences, such as translated materials.

The Get Set for School Pre-K Curriculum has parity of materials in English and Spanish for Teacher's Guides and Resources. The curriculum was developed to meet the needs of all learners, including ESL, ELL, and bilingual students with the support of the materials provided.

Section VI. Professional Development (3 points):

(A). Materials describing professional development that supports curriculum implementation 1) address all components/ areas of the curriculum and all age levels addressed by the curriculum; 2) is available to all providers in Georgia who select and use the curriculum; 3) has at least a beginner and a more advanced option available to promote on-going professional development for providers who have received the initial training and are experienced using the curriculum.

The Get Set for School Pre-K Curriculum values the importance of professional development as it is an important component to program implementation and success. Multiple professional development options for initial training and on-going professional development are available. The options support the implementation of the curriculum by allowing attendees to discover new strategies with hands-on learning to teach children pre-writing, school readiness skills, early math, and literacy lessons. The professional development training is available onsite or educators may attend a workshop sponsored by Learning Without Tears in locations within the state of Georgia. Those with experience utilizing the curriculum may opt for a more in-depth, advanced level training with the deeper dive workshops. Attendees will also receive access to the Virtual Professional Development Hub. Educators will be able to access a dynamic online learning environment that includes a variety of options from learning paths and microlearning videos to specific strategies and lessons that supplement in-person workshops and classroom experiences.