

GET SET FOR SCHOOL®  
by Learning Without Tears

# Correlations to the Maryland Early Learning Standards

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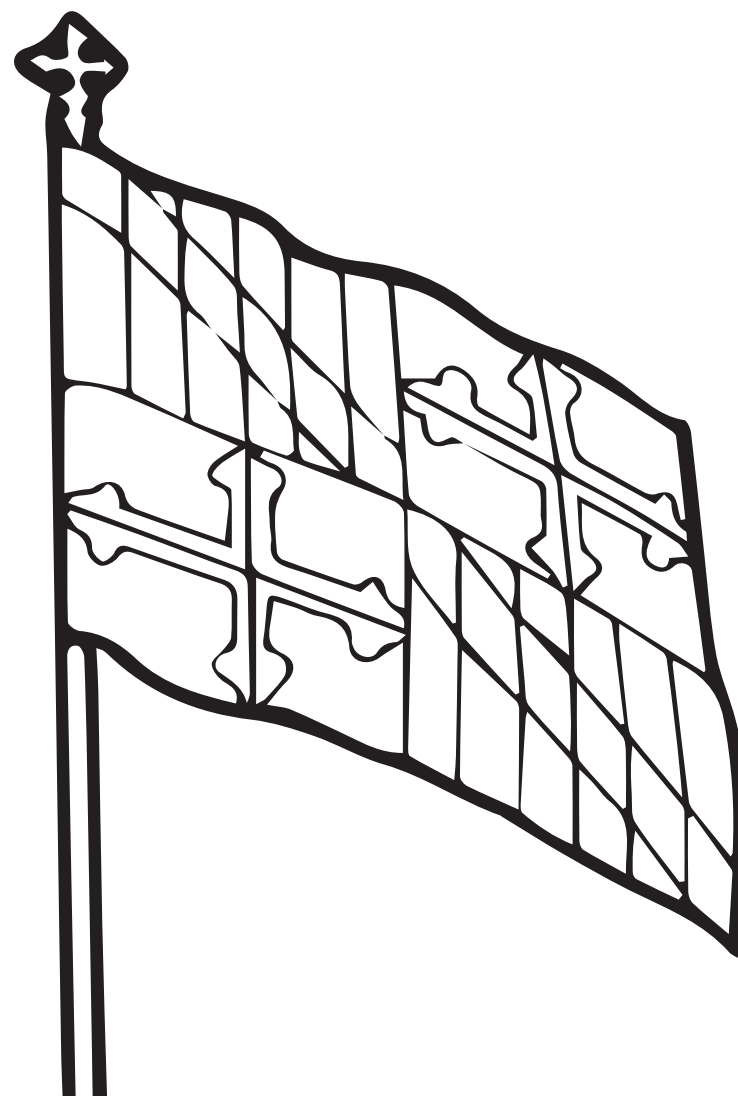


Oh, the possibilities for Pre-K in Maryland!



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# Maryland Early Learning Standards for 4-Year-Olds

| Domain: Language & Literacy   |  |
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| MD Early Learning Standards   | Get Set for School®  |
| <b>Strand: Reading Literature</b>   |  |
| <b>A. Key Ideas &amp; Details</b>   |  |
| <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL1: With modeling and prompting, answer questions about details in a text.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i></p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p>   |
| <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL2: With modeling and support, retell familiar stories/ poems.</p>  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i></p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>Analyze how and why individuals, events, and ideas develop and interact over the course of text.</p> <p>RL3: With modeling and support, identify characters, settings and major events in a story.</p>   | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>Readiness &amp; Writing, pp. 24, 26, 30<br/>Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>Oral Language, Support/ ELL, p. 303<br/>Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>Get Set for School Read-Aloud Library<br/>Line It Up™ Story Cards<br/><i>Mat Man Book Set</i></p> <p><b>Technology Resources and Music</b><br/>PreKITT Resources: Mat Man Books</p> |
| <p><b>A. Craft &amp; Structure</b></p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative.</p> <p>RL4: With modeling and support, answer questions about unknown words in stories and poems.</p> | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>Readiness &amp; Writing, pp. 24, 26, 30<br/>Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>Oral Language, Support/ ELL, p. 303<br/>Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>Get Set for School Read-Aloud Library<br/>Line It Up™ Story Cards<br/><i>Mat Man Book Set</i></p> <p><b>Technology Resources and Music</b><br/>PreKITT Resources: Mat Man Books</p> |

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems).</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i><br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |
| <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL6 With modeling and support, identify the role of author and illustrator.</p>  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i><br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |

# Maryland Early Learning Standards for 4-Year-Olds

| A. Integration of Knowledge & Ideas  |   |
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| <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL7 With modeling and support, tell how the illustrations support the story.</p> <p>[RL8 is missing from MD PDF RL7 is on p. 11, RL9 is on p. 12]</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i><br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p>    |
| <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL9 With modeling and support, compare adventures and experiences of characters in familiar stories.</p>                                       | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/>           Mat Man Book Set<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |

# Maryland Early Learning Standards for 4-Year-Olds

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| <b>A. Range of Reading and Level of Text Complexity</b>   |   |
| <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL10: Actively engage in group reading activities with purpose and understanding.</p>  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/>           Mat Man Book Set<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |
| <b>Strand: Reading Informational Text</b>   |   |
| <b>A. Key Ideas &amp; Details</b>   |   |
| <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI1: With modeling and support, answer questions about details in an informational text</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 86, 106, 118, 122, 224, 226, 254, 264, 316, 424<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 277, 301<br/>           Social Studies, pp. 175, 191, 273</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards</p>  |

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI2 With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 86, 106, 118, 122, 224, 226, 254, 264, 316, 424<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 277, 301<br/>           Social Studies, pp. 175, 191, 273</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards</p> |
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## A. Key Ideas & Details

### Learning Progression: Story/Text Comprehension

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|---|--|
| <p>Analyze how and why individuals, events, and ideas develop and interact over the course of text.</p> <p>RI3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i><br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

| A. Craft & Structure   |  |
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| <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI5 With modeling and support identify the front cover, and back cover of a book.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/>           Mat Man Book Set</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |
| <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI6 With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/>           Mat Man Book Set</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |

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|--|--|
| <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI7 With modeling and support, tell how the illustrations/photographs support the text.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/>           Mat Man Book Set</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |
| <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI8 With modeling and support identify the reasons an author gives to support points in a text.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/>           Mat Man Book Set</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI9 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, p. 442</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library</p> |
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## A. Range of Reading and Level of Text Complexity

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| <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI10 Actively engage in group reading activities with purpose and understanding.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i></p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Reading Foundational Skills

### A. Print Concepts

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| <p>RF1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page by page.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;<br/>           Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i></p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p>  |
| <p>RF1.b Recognize that spoken words can be written and read.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Support/<br/>           ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>           Readiness &amp; Writing, Throughout, e.g., pp. 24, 26, 30, 62, 64, 66, 68, 78, 92, 102, 104, 112, 116, 124, 126, 128, 138, 140, 146, 150, 152, 164, 166,<br/>           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,<br/>           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,<br/>           442, 444, 446, 448, 450<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>           Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 79-91, 92-94<br/> <i>My First Lowercase Book</i>, Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/> <i>Mat Man Book Set</i><br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books</p> |

# Maryland Early Learning Standards for 4-Year-Olds

RF1.c Understand that words are separated by spaces in print.

## Teacher's Guides

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

Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105

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

Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355

Language & Literacy, pp. 24, 26, 30, 32, 76, 100, 114, 164, 174, 184, 236, 422, 432, 442; Support/ ELL, pp. 76, 420; Enrichment, pp. 110, 126, 192, 336, 348

Readiness & Writing, pp. 24, 26, 30

Numbers & Math, pp. 13, 131, 151, 187, 315, 351

Oral Language, Support/ ELL, p. 303

Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323

Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351

## Teacher Tools and Manipulatives

Get Set for School Read-Aloud Library

*Mat Man Book Set*

## Technology Resources and Music

PreKITT Resources: Mat Man Books

# Maryland Early Learning Standards for 4-Year-Olds

RF1.d Recognize and name some upper and 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, 79–91, 92–94

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

## Teacher Tools and Manipulatives

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

Magnetic 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 Time™ Words Cards

Sound Around Box™

## Technology Resources and Music

PreKITT Resources: "Alphabet Song," "Alphabet Song (Instrumental)"

PreKITT Resources: ☺ Capital Letter Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart

# Maryland Early Learning Standards for 4-Year-Olds

| <b>A. Phonological Awareness</b>   |  |
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| RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 76, 78, 110, 114, 126, 134, 146, 150, 167, 238, 249, 250, 308, 316, 320, 336, 348, 352, 384, 432<br/>           Numbers &amp; 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<br/>           Social Studies, p. 297</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Sound Around Box™</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Rhyming Riddles”<br/>           Student App: Letters and Sounds</p>   |
| RF2.a Recognize rhyming words in spoken language.                                | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 50, 204, 270, 274, 282, 286, 294, 324, 344, 356, 448</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Line It Up™<br/>           Sound Around Box™</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Syllable Sound-Off”<br/>           Student App: Sound Around Letters</p>   |
| RF2.b Identify and isolate individual words in a spoken sentence.                | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Language &amp; Literacy Multisensory Activities, Oral Language with Word Time, Lesson Plan – Look, p. 47<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 50, 270, 274, 282, 286, 294, 324, 414, 448<br/>           Oral Language with direction from <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i>, Language &amp; Literacy Multisensory Activities, Oral Language with Word Time, Lesson Plan – Look, p. 47. Oral Language, Throughout, e.g., 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259,, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Line It Up™<br/>           Sound Around Box™<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: ☺ Compound Word Picture Cards<br/>           PreKITT Resources: “Sing Your Name,” “Syllable Sound-Off”</p> |
| RF2.c Count, pronounce, blend, and segment syllables in spoken words.            |  |

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>RF2.d: Blend and segment onsets and rimes of single- syllable spoken words.</p>       | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 204, 344, 356</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Sound Around Box™</p> <p><b>Technology Resources and Music</b><br/>           Student App: Sound Around Letters</p>  |
| <p>RF2.e Isolate and pronounce the initial sound in spoken words.</p>                    | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 88, 92, 102, 112, 116, 122, 124, 126, 136, 138, 152, 154, 162, 168, 172, 176, 180, 188, 200, 208, 212, 214, 216, 226, 228, 234, 246, 252, 254, 258, 260, 266,<br/>           Enrichment, pp. 178, 236, 274, 278, 294, 298, 300, 310, 324, 328, 332, 334, 358, 360, 368, 386, 390, 406, 408, 414, 418, 426, 448<br/>           Readiness &amp; Writing, Enrichment, pp. 88, 152, 199, 200, 298<br/>           Numbers &amp; Math, pp. 101, 103, 105, 106, 169, 179, 197, 201, 221, 223, 247, 249, 251, 253, 259, 271, 279, 291, 295, 303</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™<br/>           Sound Around Box™</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Letters Together Make Words,” “Syllable Sound-Off”<br/>           Student App: Sound Around Letters</p>                    |
| <p>RF2.f Orally blend and segment individual phonemes in two-to-three phoneme words.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Language &amp; Literacy Multisensory Activities, Oral Language with Word Time, Lesson Plan – Look, p. 47<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, Enrichment, p. 414<br/>           Oral Language with direction from <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i>, Language &amp; Literacy Multisensory Activities, Oral Language with Word Time, Lesson Plan – Look, p. 47. Oral Language, Throughout, e.g., 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259,, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p> |



# Maryland Early Learning Standards for 4-Year-Olds

## A. Phonics & Word Recognition

Know and apply grade- level phonics and word analysis skills in decoding words.

RF3.a Recognize that words are made up of letters and their sounds.

### Teacher's Guides

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

Language & Literacy Multisensory Activities, Oral Language with Word Time, Lesson Plan – Look, p. 47

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

Language & Literacy, pp. 50, 270, 274, 282, 286, 294, 324, 414, 448

Oral Language with direction from *Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Language & Literacy Multisensory Activities, Oral Language with Word Time, Lesson Plan – Look, p. 47. Oral Language, Throughout, e.g., 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259,, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451

### Teacher Tools and Manipulatives

Line It Up™

Sound Around Box™

Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: ☺ Compound Word Picture Cards

PreKITT Resources: “Sing Your Name,” “Syllable Sound-Off”

Student App: Letters & Sounds

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>RF3.b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; 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<br/>           Readiness &amp; 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</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94<br/> <i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38</p> <p><b>Teacher Tools and Manipulatives</b><br/>           A-B-C Touch &amp; Flip Cards®<br/>           Capital Letter Cards for Wood Pieces<br/>           Line It Up™<br/>           Mat for Wood Pieces<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Pre-K Wall Cards<br/>           Roll–A–Dough Letters®<br/>           Slate Chalkboard<br/>           Sound Around Box™<br/>           Stamp and See Screen®<br/>           Wood Pieces Set for Capital Letters<br/>           Word Time™ Words Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Alphabet Song,” “Alphabet Song (Instrumental)”<br/>           PreKITT Resources: ☺ Capital Letter Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart</p> |
| <p>RF3.c Recognize name in print as well as some environmental print (symbols/words).</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Multisensory Activities, pp. 78-81<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Readiness &amp; Writing, pp. 90, 102, 116, 126, 138, 150, 164, 176, 188, 212, 224, 286, 312, 336, 348, 360, 438, 450</p> <p><b>Student Workbooks</b><br/> <i>My First Lowercase Book</i>, p. 38</p> <p><b>Teacher Tools and Manipulatives</b><br/>           A-B-C Touch &amp; Flip® Cards<br/>           Magnetic Lowercase &amp; Blackboard Set</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Sing Your Name”<br/>           PreKITT Resources: ☺ Capital Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart, Name Cards</p>   |

# Maryland Early Learning Standards for 4-Year-Olds

## A. Fluency

Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.

RF4 Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.

### Teacher's Guides

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

Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105

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

Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355

Language & Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442;

Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348

Readiness & Writing, pp. 24, 26, 30

Numbers & Math, pp. 13, 131, 151, 187, 315, 351

Oral Language, Support/ ELL, p. 303

Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323

Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199

### Teacher Tools and Manipulatives

Get Set for School Read-Aloud Library

Line It Up™ Story Cards

*Mat Man Book Set*

Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: Mat Man Books

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Writing

### A. Text Types & Purposes

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.

#### Teacher's Guides

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

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

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

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

#### 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 and Manipulatives

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

Magnetic 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 Time™ Word Cards

#### Technology Resources and Music

PreKITT Resources: ☺ Capital Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart, Name Cards

# Maryland Early Learning Standards for 4-Year-Olds

|   |  |
|---|--|
| <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Multisensory Activities &amp; Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Readiness &amp; Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 79-91, 92-94<br/> <i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38</p> <p><b>Teacher Tools and Manipulatives</b><br/>           A-B-C Touch &amp; Flip Cards®<br/>           Capital Letter Cards for Wood Pieces<br/>           Line It Up™<br/>           Mat for Wood Pieces<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Pre-K Wall Cards<br/>           Roll–A–Dough Letters®<br/>           Slate Chalkboard<br/>           Sound Around Box™<br/>           Stamp and See Screen®<br/>           Wood Pieces Set for Capital Letters<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: ☺ Capital Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart, Name Cards</p> |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W3 With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 10, 257, 269, 380<br/>           Language &amp; Literacy, pp. 32, 60, 142, 262, 302, 316, 369, 384; Enrichment, p. 254<br/>           Readiness &amp; 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<br/>           Numbers &amp; Math, p. 261; Enrichment, p. 261<br/>           Social Studies, p. 163<br/>           Science, pp. 129, 253, 265, 277; Enrichment, pp. 191, 203</p>  |

# Maryland Early Learning Standards for 4-Year-Olds

| A. Production & Distribution of Writing  |  |
|--|--|
| <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W5 With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Multisensory Activities &amp; Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Readiness &amp; Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 79-91, 92-94<br/> <i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38</p> <p><b>Teacher Tools and Manipulatives</b><br/>           A-B-C Touch &amp; Flip Cards®<br/>           Capital Letter Cards for Wood Pieces<br/>           Line It Up™<br/>           Mat for Wood Pieces<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Pre-K Wall Cards<br/>           Roll–A–Dough Letters®<br/>           Slate Chalkboard<br/>           Sound Around Box™<br/>           Stamp and See Screen®<br/>           Wood Pieces Set for Capital Letters<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: ☺ Capital Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart, Name Cards</p> |
| <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W6. With prompting and support from adults, explore a variety of digital tools to express ideas.</p>                 | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Digital Educator Teaching Tools: PreKITT, MyLWT, Digital Teaching Tips, pp. 32–37; Language &amp; Literacy Multisensory Activities, Student App: Letters and Sounds, p. 53; Readiness &amp; Writing Multisensory Activities, Student App: Wet-Dry-Try App, p. 73; Numbers &amp; Math Multisensory Activities, Student App: Touch &amp; Flip Numbers, p. 90</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Apps, Mat Man Books<br/>           Student App: Letters and Sounds<br/>           Student App: Touch &amp; Flip Numbers<br/>           Student App: Wet-Dry-Try App</p>   |

# Maryland Early Learning Standards for 4-Year-Olds

| A. Research to Build and Present Knowledge  |  |
|---|--|
| <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W7 Participate in shared research and shared writing projects.</p>  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 429<br/>           Language &amp; Literacy, p. 384<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 227, 263, 297, 299, 435, 439<br/>           Science, pp. 215, 241, 437<br/>           Social Studies, pp. 15, 113, 167</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Get Set for School Read-Aloud Library<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Slate Chalkboard</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Apples and Bananas” “I Am a Fine Musician” Peanut Butter and Jelly”<br/>           PreKITT Resources: ☺ Apples and Bananas, Dog or Fish?</p> |
| <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W8 With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 429<br/>           Language &amp; Literacy, p. 384<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 227, 263, 297, 299, 435, 439<br/>           Science, pp. 215, 241, 437<br/>           Social Studies, pp. 15, 113, 167</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Get Set for School Read-Aloud Library<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Slate Chalkboard</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Apples and Bananas” “I Am a Fine Musician” Peanut Butter and Jelly”<br/>           PreKITT Resources: ☺ Apples and Bananas, Dog or Fish?</p> |

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Speaking & Listening

### A. Comprehension and Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL1: Participate in collaborative conversations with diverse partners about pre- kindergarten topics and texts with peers and adults in small and larger groups.

#### 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, 79–91, 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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Stamp and See Screen®  
Tag Bags®  
Wood Pieces Set for Capital Letters  
Word Time™ Words Cards  
**Technology Resources and Music**  
PreKITT Resources: Mat Man Books; Music

# Maryland Early Learning Standards for 4-Year-Olds

SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).

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Book Centers and Connections, Read-Alouds, pp. 42–43; Books All Year, pp. 102–105

*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

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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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Slate Chalkboard  
Sound Around Box™  
Stamp and See Screen®  
Tag Bags®  
Wood Pieces Set for Capital Letters  
Word Time™ Words Cards  
**Technology Resources and Music**  
PreKITT Resources: Mat Man Books; Music

# Maryland Early Learning Standards for 4-Year-Olds

SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.

## Teacher's Guides

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

Book Centers and Connections, Read-Alouds, pp. 42–43; Books All Year, pp. 102–105

*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, 79–91, 92–94

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

## Teacher Tools and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Get Set for School Read-Aloud Library

Line It Up™

Mat for Wood Pieces

# Maryland Early Learning Standards for 4-Year-Olds

|   |   |
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|   | <p><i>Mat Man Book Set</i><br/> <i>Mix &amp; Make Shapes™</i><br/> <i>Magnetic Lowercase &amp; Blackboard Set</i><br/> <i>Pre-K Wall Cards</i><br/> <i>Roll-A-Dough Letters®</i><br/> <i>Slate Chalkboard</i><br/> <i>Sound Around Box™</i><br/> <i>Stamp and See Screen®</i><br/> <i>Tag Bags®</i><br/> <i>Wood Pieces Set for Capital Letters</i><br/> <i>Word Time™ Words Cards</i></p> <p><b>Technology Resources and Music</b><br/>         PreKITT Resources: Mat Man Books; Music</p>  |
| <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>         Book Centers and Connections, Read-Alouds, pp. 42–43; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>         Language &amp; 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<br/>         Readiness &amp; 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<br/>         Numbers &amp; 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<br/>         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</p> |

# Maryland Early Learning Standards for 4-Year-Olds

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|  | <p>Science, Throughout, e.g., pp. 27, 39, 43, 55, 67, 79, 89, 93, 101, 105, 117, 125, 129, 137, 149, 167, 179, 191, 203, 215, 227, 241, 253, 265, 277, 289, 301, 311, 315, 323, 335, 339, 359, 363, 375, 385, 389, 397, 401, 409, 413, 425, 433, 437, 445, 449</p> <p>Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p><b>Student Activity Books</b></p> <p><i>My First School Book</i>, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94</p> <p><i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38</p> <p><b>Teacher Tools and Manipulatives</b></p> <p>1-2-3 Touch &amp; Flip® Cards</p> <p>4 Squares More Squares®</p> <p>A-B-C Touch &amp; Flip® Cards</p> <p>Capital Letter Cards for Wood Pieces</p> <p>Get Set for School Read-Aloud Library</p> <p>Line It Up™</p> <p>Mat for Wood Pieces</p> <p><i>Mat Man Book Set</i></p> <p>Mix &amp; Make Shapes™</p> <p>Magnetic Lowercase &amp; Blackboard Set</p> <p>Pre-K Wall Cards</p> <p>Roll–A–Dough Letters®</p> <p>Slate Chalkboard</p> <p>Sound Around Box™</p> <p>Stamp and See Screen®</p> <p>Tag Bags®</p> <p>Wood Pieces Set for Capital Letters</p> <p>Word Time™ Words Cards</p> <p><b>Technology Resources and Music</b></p> <p>PreKITT Resources: Mat Man Books; Music</p> |
| <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | <p><b>Teacher’s Guides</b></p> <p><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i></p> <p>Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i></p> <p>Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348</p> <p>Readiness &amp; Writing, pp. 24, 26, 30</p> <p>Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351</p> <p>Oral Language, Support/ ELL, p. 303</p> <p>Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323</p> <p>Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b></p> <p>Get Set for School Read-Aloud Library</p> <p>Line It Up™ Story Cards</p> <p><i>Mat Man Book Set</i></p> <p><b>Technology Resources and Music</b></p> <p>PreKITT Resources: Mat Man Books</p>   |

# Maryland Early Learning Standards for 4-Year-Olds

## A. Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL4 Describe familiar people, places, things, and events with modeling and support.

### 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

# Maryland Early Learning Standards for 4-Year-Olds

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.

## **Teacher's Guides**

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

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

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

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

## **Student Activity Books**

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

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

## **Teacher Tools and Manipulatives**

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

Magnetic 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 Time™ Word Cards

## **Technology Resources and Music**

PreKITT Resources: ☺ Capital Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart, Name Cards



# Maryland Early Learning Standards for 4-Year-Olds

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.

## Teacher's Guides

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

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

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

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

Readiness & Writing, pp. 32, 224, 312

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

Oral Language, pp. 229, 321

Science, pp. 167, 191, 215, 253

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

## Student Activity Books

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

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

## Teacher Tools and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

*Mat Man Book Set*

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

Roll-A-Dough Letters®

Slate Chalkboard

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

## Technology Resources and Music

PreKITT Resources: Mat Man Books

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Language

### A. Conventions of Standard English

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).

#### Teacher's Guides

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

Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105

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

Language & Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348

Readiness & Writing, pp. 24, 26, 30

Numbers & Math, pp. 13, 131, 151, 187, 315, 351

Oral Language, Support/ ELL, p. 303

Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323

Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199

#### Teacher Tools and Manipulatives

Get Set for School Read-Aloud Library

Line It Up™ Story Cards

*Mat Man Book Set*

#### Technology Resources and Music

PreKITT Resources: Mat Man Books

# Maryland Early Learning Standards for 4-Year-Olds

L1.a Print upper and lowercase letters in first name.

## **Teacher's Guides**

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

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

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

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

## **Student Activity Books**

*My First School Book*, Throughout, e.g., pp. 19–29, 30–41, 42–53, 54–67, 68–72, 74–75,

*My First Lowercase Book*, Throughout, e.g., pp. 4–9, 10–19, 20–26, 27–33, 34–37, 38

## **Teacher Tools and Manipulatives**

A-B-C Touch & Flip Cards®

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

Magnetic 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 Time™ Word Cards

# Maryland Early Learning Standards for 4-Year-Olds

L1.b Use frequently occurring nouns and verbs.

## 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  
Oral Language, Throughout, e.g., pp. 13, 21, 25, 33, 37, 41, 45, 49, 57, 61, 69, 73, 81, 87, 95, 99, 107, 111, 119, 123, 131, 135, 143, 147, 155, 161, 169, 173, 181, 185, 193, 197, 205, 209, 217, 221, 229, 235, 243, 247, 255, 259, 267, 271, 279, 283, 291, 295, 303, 309, 317, 321, 333, 341, 345, 353, 357, 365, 369, 377, 383, 391, 395, 403, 407, 415, 419, 427, 431, 439, 443, 451

## 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

*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 and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

*Mat Man Book Set*

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

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™ Words Cards (nouns and verbs)

## Technology Resources and Music

PreKITT Resources: 😊 A Click Away, Animations, Mat Man Books, Music, Our World Videos

Student App: Letters & Sounds, Touch & Flip Numbers, Wet-Dry-Try App

\*These page numbers correspond to the *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

|   |  |
|---|--|
| <p>L1.c Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).</p> | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>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</p> <p><b>Teacher Tools and Manipulatives</b><br/>Word Time™ Word Cards</p>   |
| <p>L1.d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).</p> | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 245, 343, 355<br/>Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348<br/>Readiness &amp; Writing, pp. 24, 26, 30<br/>Numbers &amp; Math, pp. 13, 131, 151, 187, 315, 351<br/>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; Support/ ELL, p. 303<br/>Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323<br/>Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>Get Set for School Read-Aloud Library<br/>Line It Up™ Story Cards<br/>Mat Man Book Set<br/>Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>PreKITT Resources: Mat Man Books</p> |

# Maryland Early Learning Standards for 4-Year-Olds

L1.e Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

## 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*, 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 and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®

Capital Letter Cards

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

## Technology Resources and Music

PreKITT Resources: "Counting at the Table," "Counting, Counting," "I'm Happy to See You," "Inside, Outside," "Shape Song," "You're your Name," "Where Do You Start Your Letters?" "Wood Piece Pokey"



PreKITT Resources: ☺ Letter Tags, Name Cards

Student App: Touch & Flip Numbers

Student App: Wet-Dry-Try App

\*These page numbers correspond to the *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

|   |   |
|---|---|
| <p>L1.f Produce complete sentences in shared language activities.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           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</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p>   |
| <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 429<br/>           Language &amp; Literacy, pp. 24, 26, 30, 32, 76, 86, 92, 100, 106, 114, 118, 122, 142, 164, 174, 184, 188, 224, 236, 254, 264, 316, 384, 422, 424, 432, 442; Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 328, 336, 348<br/>           Readiness &amp; Writing, pp. 24, 26, 30; Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 13, 131, 151, 187, , 227, 263, 297, 299, 315, 351, 435, 439<br/>           Oral Language, Support/ ELL, p. 303<br/>           Science, pp. 39, 167, 191, 215, 227, 2241, 53, 277, 289, 301, 323, 437<br/>           Social Studies, pp. 15, 31, 113, 153, 163, 167, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Get Set for School Read-Aloud Library<br/> <i>Mat Man Book Set</i><br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Slate Chalkboard<br/>           Sound Around Box™<br/>           Word Time™ Words Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources:  A Click Away; Mat Man Books; Music</p> |
| <p>L2.a Recognize that their name begins with a capital letter.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Multisensory Activities, pp. 78-81<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Readiness &amp; Writing, pp. 90, 102, 116, 126, 138, 150, 164, 176, 188, 212, 224, 286, 312, 336, 348, 360, 438, 450</p> <p><b>Student Workbooks</b><br/> <i>My First Lowercase Book</i>, p. 38</p> <p><b>Teacher Tools and Manipulatives</b><br/>           A-B-C Touch &amp; Flip® Cards<br/>           Magnetic Lowercase &amp; Blackboard Set</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Sing Your Name”<br/>           PreKITT Resources:  Capital Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart, Name Cards</p>  |

# Maryland Early Learning Standards for 4-Year-Olds

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|--|--|
| <p>L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           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</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p>   |
| <p>L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Multisensory Activities &amp; Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Readiness &amp; Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 79-91, 92-94<br/> <i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38</p> <p><b>Teacher Tools and Manipulatives</b><br/>           A-B-C Touch &amp; Flip® Cards<br/>           Capital Letter Cards for Wood Pieces<br/>           Line It Up™<br/>           Mat for Wood Pieces<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Pre-K Wall Cards<br/>           Roll–A–Dough Letters®<br/>           Slate Chalkboard<br/>           Sound Around Box™<br/>           Stamp and See Screen®<br/>           Wood Pieces Set for Capital Letters<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: ☺ Capital Practice Strips, Capital Letter Formation Chart, Write Name in Title Case, Lowercase Letter Formation Chart, Name Cards</p> |



# Maryland Early Learning Standards for 4-Year-Olds

L2.d Develop fine motor skills necessary to control and sustain handwriting.

## Teacher's Guides

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

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, 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

## 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 and Manipulatives

Capital Letter Cards for Wood Pieces

Magnetic Lowercase & Blackboard Set

Mat for Wood Pieces

Roll-A-Dough Letters®

Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Wood Pieces for Capital Letters

## Technology Resources and Music

PreKITT Resources: “Crayon Song,” “Five Fingers Play,” “Ten Little Fingers”

L3 (Begins in grade 2.)

\* These page numbers correspond to the *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

| A. Vocabulary Acquisition & Use  |  |
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| <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; 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<br/>           Readiness &amp; 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<br/>           Numbers &amp; 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<br/>           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<br/>           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<br/>           Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94<br/> <i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38<br/> <i>I Know My Numbers</i>, 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</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           A-B-C Touch &amp; Flip® Cards<br/>           Capital Letter Cards for Wood Pieces<br/>           Line It Up™<br/>           Mat for Wood Pieces<br/> <i>Mat Man Book Set</i><br/>           Mix &amp; Make Shapes™<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Pre-K Wall Cards<br/>           Roll-A-Dough Letters®<br/>           Slate Chalkboard</p> |
| <p>L4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.</p>   |  |

# Maryland Early Learning Standards for 4-Year-Olds

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|  | <p>Sound Around Box™<br/> Stamp and See Screen®<br/> Tag Bags®<br/> Wood Pieces Set for Capital Letters<br/> Word Time™ Words Cards<br/> <b>Technology Resources and Music</b><br/> PreKITT Resources: Mat Man Books; Music</p>   |
| <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L5 With modeling and support from adults, explore word relationships and nuances in word meanings.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/> Language &amp; 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<br/> 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<br/> 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<br/> 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<br/> <b>Student Activity Books</b><br/> <i>My First School Book</i>, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94<br/> <i>My First Lowercase Book</i>, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38<br/> <i>I Know My Numbers</i>, 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<br/> <b>Teacher Tools and Manipulatives</b><br/> A-B-C Touch &amp; Flip® Cards<br/> Capital Letter Cards for Wood Pieces<br/> Line It Up™<br/> <i>Mat Man Book Set</i><br/> Magnetic Lowercase &amp; Blackboard Set<br/> Pre-K Wall Cards<br/> Sound Around Box™<br/> Word Time™ Words Cards<br/> <b>Technology Resources and Music</b><br/> PreKITT Resources: Mat Man Books; Music</p> |

\* These page numbers correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>L5.a With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>    | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Books All Year, pp. 102–105<br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>Social Studies, Throughout, e.g., pp. 75, 105, 237, 249, 261, 273, 285, 297<br/>Science, Throughout, e.g., pp. 27, 67, 137, 149, 241, 265, 277, 283, 289, 301, 411</p> <p><b>Teacher Tools and Manipulatives</b><br/>Get Set for School Read-Aloud Library</p>   |
| <p>L5.b With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>Oral Language, Throughout, e.g., pp. 13, 17, 25, 29, 37, 41, 49, 53, 57, 61, 65, 69, 73, 77, 87, 91, 99, 103, 111, 115, 123, 127, 135, 139, 147, 151, 161, 165, 173, 177, 185, 189, 197, 201, 209, 213, 221, 225, 235, 239, 247, 251, 259, 263, 271, 275, 283, 287, 295, 299, 309, 313, 321, 325, 329, 333, 337, 345, 349, 357, 361, 369, 373, 383, 387, 395, 399, 407, 411, 419, 423, 431, 435, 443, 447</p> <p><b>Teacher Tools and Manipulatives</b><br/>Word Time™ Words Cards</p> |
| <p>L5.c Identify real- life connections between words and their use (e.g., note objects in classroom that are small).</p>                                     | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Books All Year, pp. 102–105<br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>Social Studies, Throughout, e.g., pp. 75, 105, 237, 249, 261, 273, 285, 297<br/>Science, Throughout, e.g., pp. 27, 67, 137, 149, 241, 265, 277, 283, 289, 301, 411</p> <p><b>Teacher Tools and Manipulatives</b><br/>Get Set for School Read-Aloud Library</p>   |

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>L6 Use words and phrases acquired through conversation, being read to, and responding to text.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, 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, 340–341, 354–355, 366–367, 380–381, 392–393, 404–405, 416–417, 428–429, 440–441</p> <p>Language &amp; Literacy, pp. 140, 408, 432</p> <p>Readiness &amp; Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers &amp; 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</p> <p>Oral Language, Throughout, e.g., pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451</p> <p>Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p>Science, Throughout, e.g., pp. 27, 39, 43, 55, 67, 79, 89, 93, 101, 105, 117, 125, 129, 137, 149, 167, 179, 191, 203, 215, 227, 241, 253, 265, 277, 289, 301, 311, 315, 323, 335, 339, 359, 363, 375, 385, 389, 397, 401, 409, 413, 425, 433, 437, 445, 449</p> |
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**Domain: Mathematics**

**MD Early Learning Standards      Get Set for School®**

**Strand: Counting & Cardinality**

**A. Know Number Names and the Count Sequence**

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| <p>Know number names and the count sequence.</p> <p>PK.CC.1: Count verbally to ten by ones.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Numbers &amp; Math, Throughout, e.g., pp. 15, 21, 57, 391, 403, 407, 411, 415, 419, 421, 423, 425, 431, 435, 439, 443, 445, 449, Enrichment, pp. 285, 409, 423, 443, 447, 449, 451</p> <p>Oral Language, pp. 65, 69</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip Cards®<br/>           4 Squares More Squares®<br/>           Mat for Wood Pieces<br/>           Mix &amp; Make Shapes™<br/>           Slate Chalkboard<br/>           Tag Bags®<br/>           Wood Pieces for Capital Letters</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: ☺ Number Review</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

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| <p>PK CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 160, 164, 188, 270, 274, 282, 286, 294<br/>           Support/ ELL, pp. 160, 164, 274<br/>           Enrichment, p. 188<br/>           Readiness &amp; Writing, p. 60<br/>           Numbers &amp; 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<br/>           Support/ ELL, pp. 87, 135, 163, 185, 215, 333, 335, 345, 359, 423, 431, 443, 447<br/>           Enrichment, pp. 15, 57, 87, 161, 163, 249, 333, 335, 341, 359, 445<br/>           Science, p. 431</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, pp. 20–21, 78–91<br/> <i>I Know My Numbers</i>, 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</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Tag Bags®</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Animal Legs,” “Bird Legs,” “Counting at the Table,” “Counting Candles,” “Counting, Counting,” “Count on Me,” “Five Fingers Play,” “Ten Little Fingers,” “The Ants Go Marching,” “Toe Song”</p> |
| <p>PK CC.3 Identify written numerals 0-10.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Numbers &amp; Math, Throughout, e.g., pp. 67, 73, 75, 77, 91, 93, 101, 103, 105, 107, 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, 303, 321, 323, 329, 349, 353</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, e.g., pp. 78–91<br/> <i>I Know My Numbers</i>, 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</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip Cards®<br/>           4 Squares More Squares®<br/>           Mat for Wood Pieces<br/>           Roll-A–Dough Letters®<br/>           Slate Chalkboard<br/>           Stamp and See Screen®<br/>           Tag Bags®<br/>           Wood Pieces Set for Capital Letters</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “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”<br/>           Student App: Touch &amp; Flip Numbers<br/>           Student App: Wet-Dry-Try App</p>  |

\* These page numbers correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

| A. Count to Tell the Number of Objects  |  |
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| <p>Count to tell the number of objects.</p> <p>PK.CC.4: Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 429<br/>           Language &amp; Literacy, p. 384<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 227, 263, 297, 299, 435, 439<br/>           Science, pp. 215, 241, 437<br/>           Social Studies, pp. 15, 113, 167</p>  |
| <p>PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p>                                    | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Numbers &amp; Math, Throughout, e.g., pp. 15, 21, 57, 391, 403, 407, 411, 415, 419, 421, 423, 425, 431, 435, 439, 443, 445, 449,<br/>           Enrichment, pp. 285, 409, 423, 443, 447, 449, 451<br/>           Oral Language, pp. 65, 69</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, Throughout, e.g., pp. 78–91<br/> <i>I Know My Numbers</i>, 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,<br/>           217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares<br/>           Mat for Wood Pieces<br/>           Mix &amp; Make Shapes™<br/>           Slate Chalkboard<br/>           Tag Bags®<br/>           Wood Pieces for Capital Letters</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Animal Legs,” “Counting at the Table,” “Counting, Counting,” “Five Fingers Play,” “It’s Line Up Time,” “Rowboat, Rowboat,”<br/>           “Spiders Love to Party,” “Ten Little Fingers,” “The Ant, the Bug and the Bee,” “Toe Song,” “The Ants Go Marching”<br/>           PreKITT Resources: © Number Review<br/>           Student App: Touch &amp; Flip Numbers<br/>           Student App: Wet-Dry-Try App</p> |

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>PK.CC.4b: Recognize that the last number name said tells the number of objects counted.</p>  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 160, 164, 188, 270, 274, 282, 286, 294<br/>           Support/ ELL, pp. 160, 164, 274<br/>           Enrichment, p. 188<br/>           Readiness &amp; Writing, p. 60<br/>           Numbers &amp; 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<br/>           Support/ ELL, pp. 87, 135, 163, 185, 215, 333, 335, 345, 359, 423, 431, 443, 447<br/>           Enrichment, pp. 15, 57, 87, 161, 163, 249, 333, 335, 341, 359, 445<br/>           Science, p. 431</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, pp. 20–21, 78–91<br/> <i>I Know My Numbers, Throughout,*</i> e.g., pp. 73, 75, 77, 101, 103, 105, 107, 125, 127, 129, 135, 147, 149, 153, 169, 175, 179, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Tag Bags®</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Animal Legs,” “Bird Legs,” “Counting at the Table,” “Counting Candles,” “Counting, Counting,” “Count on Me,” “Five Fingers Play,” “Ten Little Fingers,” “The Ants Go Marching,” “Toe Song”</p> |
| <p>PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Numbers &amp; Math, pp. 17, 87, 299, 341, 399; Support/ ELL, p. 439<br/>           Oral Language, p. 435</p> <p><b>Student Activity Books</b><br/> <i>I Know My Numbers, Throughout,*</i> e.g., pp. 73, 75, 77, 101, 103, 105, 107, 125, 127, 129, 135, 147, 149, 153, 169, 175, 179, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Tag Bags®<br/>           Word Time™ Words Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Music</p>  |
| <p>PK.CC.5 Represent a number (0-5, then ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 429<br/>           Language &amp; Literacy, p. 384<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 227, 263, 297, 299, 435, 439<br/>           Science, pp. 215, 241, 437<br/>           Social Studies, pp. 15, 113, 167</p>   |

\* These page numbers correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.



# Maryland Early Learning Standards for 4-Year-Olds

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| <p>PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Readiness &amp; Writing, pp. 24, 32<br/>           Numbers &amp; Math, Throughout, e.g., pp. 39, 67, 93, 103, 117, 125, 135, 141, 215, 253, 317</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, pp. 78–81<br/> <i>I Know My Numbers</i>, 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</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           Mix &amp; Make Shapes™<br/>           Slate Chalkboard<br/>           Tag Bags®</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Animal Legs,” “Counting at the Table,” “Counting, Counting”</p> |
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**A. Compare Quantities**

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| <p>PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Numbers &amp; Math, pp. 17, 87, 299, 341, 399; Support/ ELL, p. 439<br/>           Oral Language, p. 435</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, e.g., pp. 78–91<br/> <i>I Know My Numbers</i>, 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</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Tag Bags®<br/>           Word Time™ Words Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Music</p> |
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\* These page numbers correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Operations & Algebraic Thinking

### A. Understand Addition and Understand Subtraction

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| <p>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</p> <p>PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 429<br/>           Language &amp; Literacy, p. 384<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 163, 187, 227, 263, 297, 299, 359, 363, 435, 439, 447<br/>           Science, pp. 215, 241, 437<br/>           Social Studies, pp. 15, 113, 167</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Tag Bags®<br/>           Word Time™ Words Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKIT Resources: Music</p> |
| <p>PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Numbers &amp; Math, pp. 187, 363</p>  |
| <p>PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 429<br/>           Language &amp; Literacy, p. 384<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 227, 263, 297, 299, 435, 439<br/>           Science, pp. 215, 241, 437<br/>           Social Studies, pp. 15, 113, 167</p>   |

# Maryland Early Learning Standards for 4-Year-Olds

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| <b>Strand: Number and Operations in Base Ten</b>   |  |
| <b>A. Work with Numbers 0-10 to Gain Foundations for Place Value</b>   |  |
| <p>Work with numbers to gain foundations for place value.</p> <p>PK.NBT.1: Investigate the relationship between ten ones and ten.</p>                      | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Numbers &amp; Math, pp. 187, 363</p>   |
| <b>Strand: Measurement &amp; Data</b>  |  |
| <b>A. Describe and Compare Measurable Attributes</b>   |  |
| <p>Describe and compare measurable attributes.</p> <p>PK.MD.1: Describe measurable attributes of objects, such as length or weight.</p>                    | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Readiness &amp; Writing, pp. 106<br/>           Numbers &amp; Math, pp. 29, 123, 155, 263, 415, 425, 439<br/>           Oral Language, p. 435</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           Tag Bags®<br/>           Slate Chalkboard<br/>           Wood Pieces Set for Capital Letters<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Apples &amp; Bananas,” “Wood Piece Pokey”<br/>           PreKITT Resources: 🍏 Apples &amp; Bananas<br/>           Student App: Wet-Dry-Try App</p> |
| <p>PK.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Readiness &amp; Writing, pp. 106<br/>           Numbers &amp; Math, pp. 29, 123, 155, 263, 415, 425, 439<br/>           Oral Language, p. 435</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           Tag Bags®<br/>           Slate Chalkboard<br/>           Wood Pieces Set for Capital Letters<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Apples &amp; Bananas,” “Wood Piece Pokey”<br/>           PreKITT Resources: 🍏 Apples &amp; Bananas<br/>           Student App: Wet-Dry-Try App</p> |

# Maryland Early Learning Standards for 4-Year-Olds

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| <b>A. Sort Objects into Categories and Compare Quantities</b>  |   |
| PK.MD.3 Sort objects into self-selected and given categories.  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Social Studies, Throughout, e.g., pp. 75, 105, 237, 249, 261, 273, 285, 297<br/>           Science, Throughout, e.g., pp. 27, 67, 137, 149, 241, 265, 277, 283, 289, 301, 411</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library</p>  |
| PK.MD.4 Compare categories using words such as more same.  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 120, 405<br/>           Readiness &amp; Writing, Enrichment, p. 106<br/>           Numbers &amp; 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<br/>           Support/ ELL, pp. 123, 211, 437; Enrichment, pp. 123, 125, 131, 237, 407, 415, 419, 421, 431<br/>           Oral Language, pp. 65, 139<br/>           Check for Understanding, pp. 139, 143; Enrichment, pp. 65<br/>           Science, pp. 67, 101, 339, 413, 437; Enrichment, pp. 339, 437<br/>           Social Studies, p. 105</p>   |
| <b>Strand: Geometry</b>  |   |
| <b>A. Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle)</b> |   |
| <p>Identify and describe shapes/reason with shapes and their attributes.</p> <p>PK.G.1: Match like (congruent and similar) shapes.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 16, 24, 28,<br/>           Readiness &amp; Writing, pp. 28, 48, 181<br/>           Numbers &amp; Math, pp. 28, 89, 95, 119, 125, 149, 150, 151, 175, 193, 223, 309, 311, 313, 315, 317, 351, 365, 377, 383, 385, 388, 445<br/>           Enrichment, p. 388<br/>           Oral Language, pp. 57<br/>           Enrichment, p. 103</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, pp. 34, 59, 73</p> <p><b>Teacher Tools and Manipulatives</b><br/> <i>Mat Man Shapes</i><br/>           4 Squares More Squares®<br/>           Mat for Wood Pieces<br/>           Mix &amp; Make Shapes™<br/>           Wood Pieces Set for Capital Letters</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “My Teacher Draws”</p> |

# Maryland Early Learning Standards for 4-Year-Olds

## A. Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle)

PK.G.2: Group the shapes by attributes.

### Teacher's Guides

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

Language & Literacy, pp. 16, 24, 28,

Readiness & Writing, pp. 28, 48, 181

Numbers & Math, pp. 28, 89, 95, 119, 125, 149, 150, 151, 175, 193, 223, 309, 311, 313, 315, 317, 351, 365, 377, 383, 385, 388, 445

Enrichment, p. 388

Oral Language, pp. 57

Enrichment, p. 103

### Student Activity Books

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

### Teacher Tools and Manipulatives

*Mat Man Shapes*

4 Squares More Squares®

Mat for Wood Pieces

Mix & Make Shapes™

Wood Pieces Set for Capital Letters

### Technology Resources and Music

PreKITT Resources: "My Teacher Draws"

## A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking

PK.G.3: Match and sort three-dimensional shapes.

### 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, p. 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

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>PK.G.4: Describe three-dimensional objects using attributes.</p>   | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>Language &amp; Literacy, p. 16<br/>Readiness &amp; Writing, pp. 28, 181<br/>Numbers &amp; 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, p. 388<br/>Science, p. 179</p> <p><b>Student Activity Books</b><br/><i>My First School Book</i>, pp. 34, 59, 73</p> <p><b>Teacher Tools, Music, and Manipulatives</b><br/><i>Mat Man Shapes</i><br/>4 Squares More Squares®<br/>Mat for Wood Pieces<br/>Mix &amp; Make Shapes™<br/>Wood Pieces Set for Capital Letters</p> |
| <p>PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.</p> | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>Language &amp; Literacy, p. 16<br/>Readiness &amp; Writing, pp. 28, 181<br/>Numbers &amp; 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, p. 388<br/>Science, p. 179</p> <p><b>Student Activity Books</b><br/><i>My First School Book</i>, pp. 34, 59, 73</p> <p><b>Teacher Tools, Music, and Manipulatives</b><br/><i>Mat Man Shapes</i><br/>4 Squares More Squares®<br/>Mat for Wood Pieces<br/>Mix &amp; Make Shapes™<br/>Wood Pieces Set for Capital Letters</p> |

# Maryland Early Learning Standards for 4-Year-Olds

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| <b>Domain: Social Studies</b>   |  |
| <b>MD Early Learning Standards</b>  | <b>Get Set for School®</b>   |
| <b>Strand: Political Science</b>  |  |
| <b>A. The Foundation and Function of Government</b>   |  |
| <p>Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</p> <p>1. Identify the importance of rules</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Introduction, “Getting to Know Get Set for School,” pp. 6–7; Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities &amp; Centers, Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136</p>  |
| <p>2. Identify symbols and practices associated with the United States of America.</p>  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Introduction, “Getting to Know Get Set for School,” pp. 6–7; Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities &amp; Centers, Readiness &amp; Writing Multisensory Activities, Tips, 6<sup>th</sup> bullet, p. 57; Books All Year, Sample Circle Time, No. 2, p. 106<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp.142, 442<br/>           Oral Language, Enrichment, p. 161</p> |
| <b>B. Individual and Group Participation in the Political System</b>  |  |
| <p>1. Recognize people important to the American political system</p>   | <p>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 social skills; including taking turns, sharing, and being responsible citizens as part of our dedication to preparing them for school and the community. However, we do not recognize people important to the American political system.</p>  |
| <b>C. Protecting Rights and Maintaining Order</b>   |  |
| <p>1. Identify the roles, rights, and responsibilities of being a member of the family and school</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 429<br/>           Language &amp; Literacy, p. 384<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 227, 263, 297, 299, 435, 439<br/>           Science, pp. 215, 241, 437<br/>           Social Studies, pp. 15, 113, 167</p>  |

# Maryland Early Learning Standards for 4-Year-Olds

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| <b>Strand: Peoples of the Nation and the World</b>   |  |
| <b>A. Elements of Culture</b>  |  |
| <p>Students will understand how people in Maryland, the United States and around the world are alike and different.</p> <p>1. Identify themselves as individuals and members of families that have the same human needs as others.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, p. 142<br/>           Readiness &amp; Writing<br/>           Enrichment, pp. 42<br/>           Numbers &amp; Math, p. 273<br/>           Oral Language, pp. 161<br/>           Social Studies, pp. 199</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “It’s Pre-K!”</p> |
| <b>B. Cultural Diffusion (not until Grade 1)</b>   |  |
| <b>C. Conflict and Compromise</b>  |  |
| <p>1. Identify how groups of people interact.</p>  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, p. 142<br/>           Readiness &amp; Writing; pp. 12, 16, 18, 21, 24, 26, 28, 30<br/>           Numbers &amp; Math, pp. 13, 273<br/>           Oral Language, pp. 13, 29, 161<br/>           Social Studies, pp. 15, 19, 199</p>   |
| <b>Strand: Geography</b>   |  |
| <b>A. Using Geographic Tools</b>   |  |
| <p>1. Recognize that a globe and maps are used to help people locate places.</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 367<br/>           Numbers &amp; Math, pp. 115, 449<br/>           Oral Language, p. 377<br/>           Social Studies, pp. 63, 347, 371<br/>           Science, p. 323</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p>                 |



# Maryland Early Learning Standards for 4-Year-Olds

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| <b>B. Geographic Characteristics of Places and Regions</b>  |  |
| 1. Recognize that places in the immediate environment have specific physical and human-made features. | <b>Teacher's Guides</b><br><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i><br>Week At-A-Glance, Suggestions for 3-Year-Olds, p. 367<br>Numbers & Math, pp. 115, 449<br>Oral Language, p. 377<br>Social Studies, pp. 63, 347, 371<br>Science, p. 323<br><b>Teacher Tools and Manipulatives</b><br>Word Time™ Word Cards  |
| <b>C. Movement of People, Goods and Ideas</b>   |  |
| 1. Identify the role of transportation in the community.  | <b>Teacher's Guides</b><br><i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i><br>Book Connections, Motors and Machines, p. 99<br><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i><br>Language & Literacy, p. 390<br>Oral Language, pp. 317, 321, 325, 329, 333, 341, 345, 353, 357; Enrichment, pp. 369, 373<br>Science, pp. 315, 335, 359, 363<br>Social Studies, pp. 327, 347, 351<br><b>Teacher Tools and Manipulatives</b><br><i>Mat Man on the Go</i><br>Word Time™ Word Cards<br><b>Technology Tools and Music</b><br>PreKITT Resources: Mat Man Books; Music |
| <b>D. Modifying and Adapting to the Environment</b>   |  |
| 1. Describe how people adapt to their immediate environment   | <b>Teacher's Guides</b><br><i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i><br>Language & Literacy, p. 142<br>Readiness & Writing; Enrichment, p. 42<br>Numbers & Math, p. 273<br>Oral Language, p. 161<br>Social Studies, p. 199  |

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Economics

### A. Scarcity and Economic Decision- Making

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| <p>Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.</p> <p>1. Recognize that people have to make choices because of unlimited economic wants.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 244, 268, 280, 292<br/>           Oral Language, p. 321<br/>           Social Studies, pp. 175, 211, 297, 445<br/>           Science, p. 445<br/>           Enrichment, p. 187</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p>  |
| <p>2. Identify that materials/resources used to make products</p>   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Oral Language, p. 341</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p>  |
| <p>3. Explain how technology affects the way people live, work, and play</p>  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Digital Educator Teaching Tools: PreKITT, MyLWT, Digital Teaching Tips, pp. 32–37; Language &amp; Literacy Multisensory Activities, Student App: Letters and Sounds, p. 53; Readiness &amp; Writing Multisensory Activities, Student App: Wet-Dry-Try App, p. 73; Numbers &amp; Math Multisensory Activities, Student App: Touch &amp; Flip Numbers, p. 90</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources<br/>           Student App: Letters and Sounds<br/>           Student App: Touch &amp; Flip Numbers<br/>           Student App: Wet-Dry-Try App</p> |

### B. Economic Systems and the Role of Government in the Economy

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| <p>1. Identify types of local markets.</p> <p>2. (Indicator begins in Grade 3)</p> <p>3. Identify how goods are acquired.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 244, 268, 280, 292<br/>           Oral Language, p. 321<br/>           Social Studies, pp. 175, 211, 297, 445<br/>           Science, p. 445<br/>           Enrichment, p. 187</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

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| <b>Strand: History</b>   |  |
| <b>A. Change Over Time</b>   |  |
| 1. Distinguish among past, present, and future time.   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 12, 142; Support/ ELL, p. 26<br/>           Readiness &amp; Writing, pp. 38, 40, 42; Enrichment, pp. 41, 42<br/>           Numbers &amp; Math, pp. 41, 373, 421<br/>           Oral Language, pp. 17, 61, 65, 69, 201, 263, 267<br/>           Social Studies, p. 199</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, pp. 5, 6, 7</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “It’s Line Up Time”<br/>           PreKITT Resources: A Click Away</p> |
| <b>Strand: Social Studies Skills and Processes</b>   |  |
| <b>A. Learn to Read and Construct Meaning about Social Studies</b>   |  |
| 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text      | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library</p>   |
| 2. Use strategies to prepare for reading (before reading)  | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library</p>  |
| 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading). | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library</p>  |

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>4 Use strategies to demonstrate understanding of the text (after reading).</p>                                    | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Book Centers and Connections, Read-Alouds, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library</p>  |
| <p><b>B. Learn to Write and Communicate Social Studies Understandings</b></p>  |  |
| <p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p>          | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 254, 262, 302, 384<br/>           Support/ ELL, p. 270; Enrichment, p. 422<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 41, 227, 263, 297, 299, 435<br/>           Oral Language, pp. 227, 229<br/>           Science, pp. 137, 191, 215, 241, 249, 311, 401, 425, 433, 437, 439, 449<br/>           Social Studies, pp. 15, 19, 113</p> |
| <p>2. Locate, retrieve, and use information from various sources accomplish a purpose</p>                            | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 254, 262, 302, 384<br/>           Support/ ELL, p. 270; Enrichment, p. 422<br/>           Readiness &amp; Writing, Enrichment, p. 420<br/>           Numbers &amp; Math, pp. 41, 227, 263, 297, 299, 435<br/>           Oral Language, pp. 227, 229<br/>           Science, pp. 137, 191, 215, 241, 249, 311, 401, 425, 433, 437, 439, 449<br/>           Social Studies, pp. 15, 19, 113</p> |
| <p><b>C. Ask Social Studies Questions</b></p>  |  |
| <p>1. Identify a topic that requires further study</p> <p>2. Identify a situation or problem that requires study</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Suggestions for 3-Year-Olds, p. 85<br/>           Oral Language, pp. 141, 177, 205</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Word Time™ Word Cards</p>  |

# Maryland Early Learning Standards for 4-Year-Olds

## D. Acquire Social Studies Information

1. Identify primary and secondary sources of information that relate to the topic/situation/ problem being studied
2. Engage in field work that relates to the topic/ situation/ problem being studied

### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*  
 Books All Year, pp. 102–105  
*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 and Manipulatives

Get Set for School Read-Aloud Library  
 Word Time™ Word Cards

## E. Organize Social Studies Information

1. Organize information from non-print sources.
  1. Organize information from print sources

### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*  
 Books All Year, pp. 102–105  
*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 and Manipulatives

Get Set for School Read-Aloud Library  
 Word Time™ Word Cards

## F. Analyze Social Studies Information

1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines

### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*  
 Week At-A-Glance, 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 and Manipulatives

Word Time™ Word Cards

# Maryland Early Learning Standards for 4-Year-Olds

## G. Answer Social Studies Questions

1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources

### Teacher’s Guides

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

Books All Year, pp. 102–105

### Teacher Tools and Manipulatives

Get Set for School Read-Aloud Library

## Domain: Science

### MD Early Learning Standards

### Get Set for School®

## Strand: Skills & Processes

### A. Constructing Knowledge

Students will demonstrate the thinking and acting inherent in the practice of science.

### Teacher’s Guides

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

Week At-A-Glance, 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, p. 143; Enrichment, p. 65

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

Social Studies, p. 105

1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.

### B. Applying Evidence and Reasoning

1. People are more likely to believe your ideas if you can give good reasons for them.

### Teacher’s Guides

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

Week At-A-Glance, 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 and Manipulatives

Word Time™ Word Cards

# Maryland Early Learning Standards for 4-Year-Olds

## C. Communicating Scientific Information

1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.

### Teacher's Guides

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

Language & Literacy, pp. 142, 398

Numbers & Math, p. 99

Oral Language, pp. 139, 247, 283, 427; Enrichment, pp. 353, 423

Science, p. 253; Enrichment, p. 271

### Teacher Tools and Manipulatives

Word Time™ Word Cards

## D. Technology

1. Design and make things with simple tools and a variety of materials.
2. Practice identifying the parts of things and how one part connects to and affects another.
3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.

### Teacher's Guides

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

Digital Educator Teaching Tools: PreKITT, MyLWT, Digital Teaching Tips, pp. 32–37; Language & Literacy Multisensory Activities, pp. 44-53;

Readiness & Writing Multisensory Activities, pp. 54-81; Numbers & Math Multisensory Activities, pp. 82-90

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

Week At-A-Glance, Suggestions for 3-Year-Olds, p. 96

Language & Literacy, p. 12

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

Numbers & Math, pp. 155, 251

Enrichment, p. 61

Oral Language, pp. 235, 239, 243, 247, 251, 287, 309, 313, 333

Social Studies, pp. 237, 285

Support/ ELL, p. 235; Enrichment, p. 235

Science, pp. 137, 241, 253, 289, 311, 323, 335

### Student Activity Books

*My First School Book*, p. 28

### Technology Resources and Music

PreKITT Resources

## Strand: Earth/ Space

### A. Materials and Processes That Shape A Planet;

### B. Earth History; C. Plate Tectonics; D. Astronomy

Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.

### 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, pp. 155, 251

Enrichment, p. 61

Oral Language, pp. 235, 239, 243, 247, 251, 287, 309, 313, 333; Support/ ELL, p. 235; Enrichment, p. 235

Social Studies, p. 237

Science, pp. 137, 241, 253, 289, 311, 323, 335

### Student Activity Books

*My First School Book*, p. 28

### Teacher Tools and Manipulatives

Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: Music

# Maryland Early Learning Standards for 4-Year-Olds

## E. Interactions of Hydrosphere and Atmosphere

2. Describe the weather using observations.

### 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 Resources: Music

## A. Diversity of Life

1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.

### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*  
 Week At-A-Glance, 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 and Manipulatives

Word Time™ Word Cards

## B. Cells (not until Grade 1)

## C. Genetics

1. Observe, describe and compare different kinds of animals and their offspring.

### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*  
 Science, p. 433

## D. Evolution; E. Flow of Matter and Energy; F. Ecology (not until Grade K)

### Strand: Chemistry

#### A. Structure of Matter

1. Use evidence from investigations to describe the observable properties of a variety of objects.

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

### Teacher Tools and Manipulatives

Word Time™ Word Cards



# Maryland Early Learning Standards for 4-Year-Olds

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| <b>Domain: Health</b>   |   |
| <b>MD Early Learning Standards</b>  | <b>Get Set for School®</b>  |
| <b>Strand: Safety &amp; Injury Prevention</b>   |   |
| <b>A. Emergencies</b>   |   |
| <p>Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.</p> <p>1. Recognize how to respond appropriately to emergency situations.</p> | <p><b>Teacher's Guides</b><br/> <i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Social Studies, pp. 175, 347</p>  |
| <b>A. Safety Rules &amp; Procedures (not until Grade K)</b>   |   |
| <b>Strand: Nutrition &amp; Fitness</b>  |   |
| <b>A. Responses to Food</b>   |   |
| <p>1. Identify the relationship between food and the senses.</p>  | <p><b>Teacher's Guides</b><br/> <i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, Support/ ELL, p. 140<br/>           Science, p. 27</p>   |
| <b>B. Food Production C. Manners D. Nutrients (not until grade K)</b>   |   |
| <b>E. Food &amp; Health</b>   |   |
| <p>1 Recognize the relationship between food and health.</p>  | <p><b>Teacher's Guides</b><br/> <i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 245<br/>           Language &amp; Literacy, p.18<br/>           Numbers &amp; Math, p. 227<br/>           Oral Language, p. 225<br/>           Science, p. 227<br/>           Social Studies, p. 19</p> |

# Maryland Early Learning Standards for 4-Year-Olds

| Domain: Physical Education               |  |
|--|--|
| MD Early Learning Standards              | Get Set for School®  |
| Strand: Skillfulness                     |  |
| C. Fundamental Movement                  |  |
| <p>Show fundamental movement skills.</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; 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<br/>           Readiness &amp; 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<br/>           Numbers &amp; Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 43, 45, 49, 51, 53, 57, 67, 69, 77, 81, 83, 91, 93, 95, 107, 117, 119, 129, 141, 143, 147, 151, 169, 173, 179, 181, 189, 191, 197, 199, 201, 203, 205, 213, 223, 227, 229, 239, 241, 243, 247, 253, 263, 283, 285, 289, 291, 295, 297, 301, 303, 309, 317, 321, 323, 325, 327, 333, 339, 341, 351, 359, 369, 375, 377, 389<br/>           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<br/>           Social Studies, pp. 199, 211, 215, 223<br/>           Science, pp. 93, 203, 215, 227, 289, 301, 359, 445</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Ask &amp; Tell” Lyrics<br/>           PreKITT Resources: “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 &amp; 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”</p> |

# Maryland Early Learning Standards for 4-Year-Olds

## D. Creative Movement

1. Show creative movement.

### 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, 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

Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 43, 45, 49, 51, 53, 57, 67, 69, 77, 81, 83, 91, 93, 95, 107, 117, 119, 129, 141, 143, 147, 151, 169, 173, 179, 181, 189, 191, 197, 199, 201, 203, 205, 213, 223, 227, 229, 239, 241, 243, 247, 253, 263, 283, 285, 289, 291, 295, 297, 301, 303, 309, 317, 321, 323, 325, 327, 333, 339, 341, 351, 359, 369, 375, 377, 389

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

### Technology Resources and Music

PreKITT Resources: "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

## E. Skill Themes

1. Show skill themes.

### Teacher's Guides

*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

### Technology Resources and Music

PreKITT Resources: "Dolphins Swim," "Hurry Burry," "I Am a Fine Musician," "It's Line Up Time," "It's Pre-K!" "Leaves and Branches, Trunk and Roots," "Rowboat, Rowboat," "Skip To My Lou," "Starting Sound Shuffle," "Syllable Sound-Off," "Tap, Tap, Tap," "The Ants Go Marching," "Tickledee-dee," "Where Do You Start Your Letters?" "Wood Piece Pokey"

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Biomedical Principles

### A. Effects on Objects

1. Identify ways that people and objects move.

#### Teacher's Guides

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

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

*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 Books

*My First School Book*, pp. 4–9, 10–15

*My First Lowercase Book*, pp. 2–9

### B. Balance

1. Identify balance through movement.

#### Teacher's Guides

*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

#### Technology Resources and Music

PreKITT Resources: "Dolphins Swim," "Hurry Burry," "I Am a Fine Musician," "It's Line Up Time," "It's Pre-K!" "Leaves and Branches, Trunk and Roots," "Rowboat, Rowboat," "Skip To My Lou," "Starting Sound Shuffle," "Syllable Sound-Off," "Tap, Tap, Tap," "The Ants Go Marching," "Tickledee-dee," "Where Do You Start Your Letters?" "Wood Piece Pokey"

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Motor Learning Principles

### A. Appropriate Practices

1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.

#### Teacher's Guides

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

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, 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

#### 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 and Manipulatives

Capital Letter Cards for Wood Pieces

Magnetic Lowercase & Blackboard Set

Mat for Wood Pieces

Roll-A-Dough Letters®

Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Wood Pieces for Capital Letters

#### Technology Resources and Music

PreKITT Resources: “Crayon Song,” “Five Fingers Play,” “Ten Little Fingers”

### B. Corrective Feedback

- 1 Identify the importance of corrective feedback on performance.

#### Teacher's Guides

*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

#### Technology Resources and Music

PreKITT Resources: “Dolphins Swim,” “Hurry Burry,” “I Am a Fine Musician,” “It’s Line Up Time,” “It’s Pre-K!” “Leaves and Branches, Trunk and Roots,” “Rowboat, Rowboat,” “Skip To My Lou,” “Starting Sound Shuffle,” “Syllable Sound-Off,” “Tap, Tap, Tap,” “The Ants Go Marching,” “Tickledee-dee,” “Where Do You Start Your Letters?” “Wood Piece Pokey”

\* These page numbers correspond to the *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Exercise Physiology

### A. Effects of Physical Activity on the Body

Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

1. Identify the effects of physical activity on the body systems.

#### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*  
 Week At-A-Glance, 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

### B. FITT Guidelines (not until Grade 2)

### C. Components of Fitness

1. Identify the components of fitness

#### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*  
 Week At-A-Glance, 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

### 2. Benefits of Physical Activity

1. Recognize the benefits of physical activity.

#### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*  
 Week At-A-Glance, 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

# Maryland Early Learning Standards for 4-Year-Olds

|   |   |
|---|---|
| <b>3. Nutrition and Physical Activity</b>                                     |   |
| 1. Recognize the relationship between nutrition and physical activity.        | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 245<br/>           Language &amp; Literacy, p.18<br/>           Numbers &amp; Math, p. 227<br/>           Oral Language, p. 225<br/>           Science, p. 227<br/>           Social Studies, p. 19</p>         |
| <b>4. Exercise Adherence</b>  |   |
| 1. Recognize the factors influencing daily physical activity.                 | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 245<br/>           Language &amp; Literacy, p.18<br/>           Numbers &amp; Math, p. 227<br/>           Oral Language, p. 225<br/>           Science, p. 227<br/>           Social Studies, p. 19</p>         |
| <b>Strand: Physical Activity</b>  |   |
| <b>A. Aerobic Fitness</b>   |   |
| 1. Identify and show individual aerobic capacity/cardiorespiratory fitness.   | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Introduction, “Getting to Know Get Set for School,” pp. 6–7; Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities &amp; Centers, Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136</p> |
| <b>B. Muscular Strength and Endurance</b>                                     |   |
| 1. Identify and show activities for muscular strength and muscular endurance. | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Introduction, “Getting to Know Get Set for School,” pp. 6–7; Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities &amp; Centers, Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136</p> |
| <b>C. Flexibility</b>   |   |
| 1. Identify and show activities for flexibility.                              | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Introduction, “Getting to Know Get Set for School,” pp. 6–7; Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities &amp; Centers, Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136</p> |

# Maryland Early Learning Standards for 4-Year-Olds

| Domain: Fine Arts  |  |
|--|--|
| MD Early Learning Standards  | Get Set for School®  |
| <b>Strand: Dance: Perceiving, Performing, and Responding</b>   |  |
| <p>Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.</p> <ol style="list-style-type: none"> <li>Demonstrate knowledge of how elements of dance are used to communicate meaning.</li> <li>Demonstrate kinesthetic awareness and technical proficiency in dance movement.</li> <li>Respond to dance through observation, experience, and analysis.</li> </ol> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; 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<br/>           Readiness &amp; 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<br/>           Numbers &amp; Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 43, 45, 49, 51, 53, 57, 67, 69, 77, 81, 83, 91, 93, 95, 107, 117, 119, 129, 141, 143, 147, 151, 169, 173, 179, 181, 189, 191, 197, 199, 201, 203, 205, 213, 223, 227, 229, 239, 241, 243, 247, 253, 263, 283, 285, 289, 291, 295, 297, 301, 303, 309, 317, 321, 323, 325, 327, 333, 339, 341, 351, 359, 369, 375, 377, 389<br/>           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<br/>           Social Studies, pp. 199, 211, 215, 223<br/>           Science, pp. 93, 203, 215, 227, 289, 301, 359, 445</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “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 &amp; 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”<br/>           PreKITT Resources: “Ask &amp; Tell” Lyrics</p> |
| <b>Strand: Dance: Historical, Cultural, and Social Context</b>   |  |
| <p>Students will demonstrate an understanding of dance as an essential aspect of history and human experience.</p> <ol style="list-style-type: none"> <li>Demonstrate knowledge of dances from a variety of cultures.</li> <li>Relate dance to history, society, and personal experience.</li> <li>Demonstrate understanding of the relationships between and among dance and other content areas.</li> </ol>    | <p>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.</p> <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, p. 85<br/>           Oral Language, pp. 141, 177, 205</p> <p><b>Teacher Tools, Music, and Manipulatives</b><br/>           Word Time Word Cards</p>  |



# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Dance: Creative Expression and Production

Students will demonstrate the ability to create and perform dance.

1. Develop the ability to improvise dance.
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.
3. Develop knowledge and execution of performance competencies in dance.

### 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

### Technology Resources and Music

PreKITT Resources: "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?"

## Strand: Dance: Aesthetics and Criticism

Students will demonstrate the ability to make aesthetic judgments in dance.

1. Identify and apply criteria to evaluate choreography and performance.

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. From the beginning, we explore learning through read-aloud books, music, dance, dramatic play, and art. Then we discuss how we created makes them feel. Evaluating performances is allowed if the feedback is complimentary and kind towards peers.

### Teacher's Guides

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

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

Support/ ELL, p. 79

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Support/ ELL, p. 119

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### Technology Resources and Music

PreKITT Resources: "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?"

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Music: Perceiving, Performing, and Responding

Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.

1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.
2. Experience performance through singing, playing instruments, and listening to performances of others.
3. Respond to music through movement.
4. Experiment with standard and individually created symbols to represent sounds.

### 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, 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

Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 43, 45, 49, 51, 53, 57, 67, 69, 77, 81, 83, 91, 93, 95, 107, 117, 119, 129, 141, 143, 147, 151, 169, 173, 179, 181, 189, 191, 197, 199, 201, 203, 205, 213, 223, 227, 229, 239, 241, 243, 247, 253, 263, 283, 285, 289, 291, 295, 297, 301, 303, 309, 317, 321, 323, 325, 327, 333, 339, 341, 351, 359, 369, 375, 377, 389

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

### Technology Resources and Music

PreKITT Resources: "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

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Music: Historical, Cultural, and Social Context

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.
2. Become acquainted with the roles of music in the lives of people.
3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines.
4. Develop knowledge of a wide variety of styles and genres through the study of music history.

### 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, 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

Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 43, 45, 49, 51, 53, 57, 67, 69, 77, 81, 83, 91, 93, 95, 107, 117, 119, 129, 141, 143, 147, 151, 169, 173, 179, 181, 189, 191, 197, 199, 201, 203, 205, 213, 223, 227, 229, 239, 241, 243, 247, 253, 263, 283, 285, 289, 291, 295, 297, 301, 303, 309, 317, 321, 323, 325, 327, 333, 339, 341, 351, 359, 369, 375, 377, 389

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

### Technology Resources and Music

PreKITT Resources: "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

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Music: Creative Expression and Production

Students will demonstrate the ability to organize musical ideas and sounds creatively.

1. Develop confidence in the ability to improvise music through experimentation with sound.
2. Investigate composing music through experimentation with sound and the tools of composition.

### 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, 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

Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 43, 45, 49, 51, 53, 57, 67, 69, 77, 81, 83, 91, 93, 95, 107, 117, 119, 129, 141, 143, 147, 151, 169, 173, 179, 181, 189, 191, 197, 199, 201, 203, 205, 213, 223, 227, 229, 239, 241, 243, 247, 253, 263, 283, 285, 289, 291, 295, 297, 301, 303, 309, 317, 321, 323, 325, 327, 333, 339, 341, 351, 359, 369, 375, 377, 389

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

### Technology Resources and Music

PreKITT Resources: "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

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Music: Aesthetics and Criticism

Students will demonstrate the ability to make aesthetic judgments.

1. Express preferences about selected musical compositions.

### 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, 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

Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 43, 45, 49, 51, 53, 57, 67, 69, 77, 81, 83, 91, 93, 95, 107, 117, 119, 129, 141, 143, 147, 151, 169, 173, 179, 181, 189, 191, 197, 199, 201, 203, 205, 213, 223, 227, 229, 239, 241, 243, 247, 253, 263, 283, 285, 289, 291, 295, 297, 301, 303, 309, 317, 321, 323, 325, 327, 333, 339, 341, 351, 359, 369, 375, 377, 389

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

### Technology Resources and Music

PreKITT Resources: "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

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Theatre: Perceiving and Responding

|  |   |
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| <p>Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.</p> <ol style="list-style-type: none"> <li>1. Describe ways that theatre depicts themes and stories.</li> <li>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.</li> </ol> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, Throughout, e.g., pp. 16, 20, 40<br/>           Numbers &amp; Math, Throughout, e.g., pp. 53, 173, 199, 201, 373<br/>           Support/ ELL, p. 79<br/>           Enrichment, p. 451<br/>           Oral Language, p. 213<br/>           Support/ ELL, p. 119<br/>           Social Studies, pp. 211<br/>           Science, p. 203</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “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?”</p> |
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## Strand: Theatre: Historical, Cultural, and Social Context

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| <p>Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.</p> <ol style="list-style-type: none"> <li>1. Express a range of responses to a variety of stimuli.</li> <li>2. Demonstrate knowledge of theatrical conventions as performers and as an audience.</li> </ol> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, Throughout, e.g., pp. 16, 20, 40<br/>           Numbers &amp; Math, Throughout, e.g., pp. 53, 173, 199, 201, 373<br/>           Support/ ELL, p. 79<br/>           Enrichment, p. 451<br/>           Oral Language, p. 213<br/>           Support/ ELL, p. 119<br/>           Social Studies, pp. 211<br/>           Science, p. 203</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “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?”</p> |
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## Strand: Theatre: Creative Expression and Production

|   |   |
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| <p>Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p> <ol style="list-style-type: none"> <li>1. Use a variety of theatrical elements to communicate ideas and feelings.</li> <li>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.</li> </ol> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, Throughout, e.g., pp. 16, 20, 40<br/>           Numbers &amp; Math, Throughout, e.g., pp. 53, 173, 199, 201, 373<br/>           Support/ ELL, p. 79<br/>           Enrichment, p. 451<br/>           Oral Language, p. 213<br/>           Support/ ELL, p. 119<br/>           Social Studies, pp. 211<br/>           Science, p. 203</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “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?”</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Theatre: Aesthetics and Criticism

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| <p>Students will demonstrate the ability to make aesthetic judgments.</p> <ol style="list-style-type: none"> <li>1. Identify, describe, and apply criteria to assess individual and group theatre processes.</li> <li>2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.</li> </ol> | <p>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. From the beginning, we explore learning through read-aloud books, music, dance, dramatic play, and art. Then we discuss how we created makes them feel. Aesthetic judgements are allowed if they are complimentary and kind towards peers.</p> <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Week At-A-Glance, Suggestions for 3-Year-Olds, pp.245, 269, 292<br/>           Language &amp; Literacy, Throughout, e.g., pp. 16, 20, 32, 40, 122, 312, 352, 420, 432; Enrichment, p. 434<br/>           Numbers &amp; Math, Throughout, e.g., pp. 173, 199, 201, 373; Support/ ELL, p. 79<br/>           Social Studies, pp. 175, 211, 223, 297, 351<br/>           Science, pp. 191, 203, 277</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           A-B-C Touch &amp; Flip® Cards<br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™<br/>           Mat Man Book Set<br/>           Mix &amp; Make Shapes™<br/>           Sound Around Box™<br/>           Stamp and See Screen®<br/>           Tag Bags®</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Book Set; Music</p> |
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## Strand: Visual Arts: Perceiving and Responding

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| <p>Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.</p> <ol style="list-style-type: none"> <li>1. Identify, describe, and interpret observed form.</li> <li>2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.</li> <li>3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.</li> </ol> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 10, 257, 269, 380<br/>           Language &amp; Literacy, pp. 32, 60, 142, 262, 302, 316, 369, 384; Enrichment, p. 254<br/>           Readiness &amp; 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<br/>           Numbers &amp; Math, p. 261; Enrichment, p. 261<br/>           Social Studies, pp. 163, 371<br/>           Science, pp. 129, 253, 265, 277; Enrichment, pp. 191, 203</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Visual Arts: Historical, Cultural, and Social Context

Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.

1. Determine ways in which works of art express ideas about self, other people, places, and events.
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.
3. Differentiate among works by artists representative of different cultures.
4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.

### Teacher's Guides

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

Week At-A-Glance, 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, 371

Science, pp. 129, 253, 265, 277; Enrichment, pp. 191, 203

## Strand: Visual Arts: Creative Expression and Production

Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

1. Create images and forms from observation, memory, imagination, and feelings.
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.

### Teacher's Guides

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

Week At-A-Glance, 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

Social Studies, pp. 163, 371

Science, pp. 129, 253, 265, 277; Enrichment, pp. 191, 203



# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Visual Arts: Aesthetics and Criticism

Students will demonstrate the ability to make aesthetic judgments.

1. Develop and apply criteria to analyze personally created artworks and the artworks of others.

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. From the beginning, we explore learning through read-aloud books, music, dance, dramatic play, and art. Then we discuss how we created makes them feel. Aesthetic judgements are allowed if they are complimentary and kind towards peers.

### **Teacher's Guides**

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

Week At-A-Glance, 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

Social Studies, p. 163

Science, pp. 129, 253, 265, 277; Enrichment, pp. 191, 203

# Maryland Early Learning Standards for 4-Year-Olds

## Domain: Social Foundations

### MD Early Learning Standards

### Get Set for School®

#### Strand: Social & Emotional Regulation

#### A. Demonstrates Independence in a Range of Routines and Tasks.

1. Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).

#### Teacher’s Guides

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

Digital Educator Teaching Tools: PreKITT, MyLWT, Digital Teaching Tips, pp. 32–37; Multisensory Activities & Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90; Language & Literacy Multisensory Activities, pp. 42–52; Student App: Letters and Sounds, p. 53; Readiness & Writing Multisensory Activities, pp. 54–81; Student App: Wet-Dry-Try App, p. 73; Numbers & Math Multisensory Activities, pp. 83–90; Student App: Touch & Flip Numbers, p. 90

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

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

Readiness & Writing, pp. 32, 224, 312

Numbers & Math, pp. 137, 147

Oral Language, p. 321

Science, pp. 167, 191, 215, 253

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

#### Student Activity Books

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

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

*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 and Manipulatives

1-2-3 Touch & Flip® Cards

4 Squares More Squares®

A-B-C Touch & Flip® Cards

Capital Letter Cards for Wood Pieces

Line It Up™

Mat for Wood Pieces

*Mat Man Book Set*

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

Roll-A-Dough Letters®

Slate Chalkboard

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

#### Technology Resources and Music

PreKITT Resources: Mat Man Books

Student App: Letters & Sounds

Student App: Touch & Flip Numbers

Student App: Wet-Dry-Try App

\* These page numbers correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

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| <p>2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.</p> | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Introduction, “Getting to Know Get Set for School,” pp. 6–7; Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities &amp; Centers, Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136</p> |
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## B. Demonstrates Age-Appropriate Independence in Decision-Making.

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| <p>1. Shows interest in leading activities and taking responsibility during cleanup activities.</p> | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Multisensory Activities &amp; Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90</p> <p><b>Teacher Tools and Manipulatives</b><br/>1-2-3 Touch &amp; Flip® Cards<br/>4 Squares More Squares®<br/>A-B-C Touch &amp; Flip® Cards<br/>Capital Letter Cards for Wood Pieces<br/>Line It Up™<br/>Mat for Wood Pieces<br/><i>Mat Man Book Set</i><br/>Mix &amp; Make Shapes™<br/>Magnetic Lowercase &amp; Blackboard Set<br/>Roll–A–Dough Letters®<br/>Slate Chalkboard<br/>Stamp and See Screen®<br/>Tag Bags®<br/>Wood Pieces Set for Capital Letters</p> <p><b>Technology Resources and Music</b><br/>PreKITT Resources: Mat Man Books<br/>Student App: Letters &amp; Sounds<br/>Student App: Touch &amp; Flip Numbers<br/>Student App: Wet-Dry-Try App</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

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| <p>2. Begins identifying when things are not put away in designated areas.</p>  | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Multisensory Activities &amp; Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90</p> <p><b>Teacher Tools and Manipulatives</b><br/>1-2-3 Touch &amp; Flip® Cards<br/>4 Squares More Squares®<br/>A-B-C Touch &amp; Flip® Cards<br/>Capital Letter Cards for Wood Pieces<br/>Line It Up™<br/>Mat for Wood Pieces<br/><i>Mat Man Book Set</i><br/>Mix &amp; Make Shapes™<br/>Magnetic Lowercase &amp; Blackboard Set<br/>Roll–A–Dough Letters®<br/>Slate Chalkboard<br/>Stamp and See Screen®<br/>Tag Bags®<br/>Wood Pieces Set for Capital Letters</p> <p><b>Technology Resources and Music</b><br/>PreKITT Resources: Mat Man Books<br/>Student App: Letters &amp; Sounds<br/>Student App: Touch &amp; Flip Numbers<br/>Student App: Wet-Dry-Try App</p> |
| <p>3. Further expands areas of decision making (e.g., child may say, “This morning I’m going to work on my Lego building”).</p> | <p><b>Teacher’s Guides</b><br/><i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>Multisensory Activities &amp; Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90</p> <p><b>Teacher Tools and Manipulatives</b><br/>1-2-3 Touch &amp; Flip® Cards<br/>4 Squares More Squares®<br/>A-B-C Touch &amp; Flip® Cards<br/>Capital Letter Cards for Wood Pieces<br/>Line It Up™<br/>Mat for Wood Pieces<br/><i>Mat Man Book Set</i><br/>Mix &amp; Make Shapes™<br/>Magnetic Lowercase &amp; Blackboard Set<br/>Roll–A–Dough Letters®<br/>Slate Chalkboard<br/>Stamp and See Screen®<br/>Tag Bags®<br/>Wood Pieces Set for Capital Letters</p> <p><b>Technology Resources and Music</b><br/>PreKITT Resources: Mat Man Books<br/>Student App: Letters &amp; Sounds<br/>Student App: Touch &amp; Flip Numbers<br/>Student App: Wet-Dry-Try App</p> |

# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Social & Emotional Regulation

### A. Expresses, Understands, and Responds to Feelings/Emotions of Others.

1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions.

#### Teacher's Guides

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

Books All Year, pp. 102–105

*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 and Manipulatives

Get Set for School Read-Aloud Library

Line It Up™ Story Cards

Word Time™ Word Cards

#### Technology Resources and Music

PreKITT Resources: Feeling Faces Cutouts

2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.

The Get Set for School Pre-K curriculum focuses on using books that support multiple areas including social and emotional development. Most often Pre-K teachers are the first to teach children about socially appropriate behavior. Integration can easily be done to teach and discuss appropriate behavior, skills, and concepts with Pre-K children. The books assist in opening discussions about topics that need to be learned (e.g., sharing, waiting, taking turns, kindness, empathy, friendship, anti-bullying, etc.). Book suggestions are provided to support Social-Emotional Learning discussions in Pre-K classrooms. In addition to books, multiple Social-Emotional Learning tools and classroom resources are suggested to support teaching social-emotional skills as well.

#### Teacher's Guides

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

Books All Year, pp. 102–105

#### Teacher Tools and Manipulatives

Get Set for School Read-Aloud Library

# Maryland Early Learning Standards for 4-Year-Olds

3. Seeks adult assistance for classmates who need support.

The Get Set for School activities help children to develop self-concept, self-regulation, personal initiative, emotional understanding, and relationships with adults and peers. We want them to have positive self-esteem, learn to engage in classroom activities, transition appropriately, take initiative, understand feelings, and take turns sharing and playing with their friends. Unit 1 focuses on behavior and skills children need to be successful at school with friends. This includes, but is not limited to greetings, understanding who are friends, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for turn or in line, etc.

## Teacher's Guides

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

Books All Year, pp. 102–105

*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. 17, 45, 69, 177, 197

Social Studies, p. 15

## Student Activity Books

*My First School Book*, pp. 58, 83

*I Know My Numbers*,\* pp. 127, 249

## Teacher Tools and Manipulatives

A-B-C Touch & Flip® Cards

4 Squares More Squares®

Get Set for School Read-Aloud Library

Mix & Make Shapes™

Slate Chalkboard

Tag Bags®

Word Time™ Word Cards

## Technology Resources and Music

PreKITT Resources: “Counting at the Table,” “Hello Song,” “I’m Happy to See You,” “Inside, Outside,” “Letters Together Make Words,” “Spiders Love to Party”

PreKITT Resources: 😊 Name Cards, Smiley Face

Student App: Wet-Dry-Try App

\*These page numbers correspond to the *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

|   |  |
|---|--|
| <p>4. Shows concern for peers who are upset or hurt.</p>  | <p>The Get Set for School curriculum fosters strong relationships between teachers and children and between peers by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom.</p> <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 118, 142<br/>           Oral Language, pp. 33<br/>           Social Studies, pp. 175, 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Counting Candles,” “It’s Pre-K!” “Letters Together Make Words”<br/>           PreKITT Resources: 😊 Feeling Faces Cutouts</p>  |
| <p><b>B. Plays or Works with Others Cooperatively</b></p>   |  |
| <p>1. Has one or more special friendships.</p> <p>2. Initiates interactions (e.g., talking, playing).</p> <p>3. Shares materials and equipment with other children with adult modeling and support.</p> | <p>The Get Set for School activities help children to develop the skills needed to initiate social interactions. Unit 1 focuses on behavior and skills children need to be successful at school with friends. This includes, but is not limited to greetings, understanding who are friends, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for turn or in line, etc.</p> <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 52, 160, 178, 190, 226, 364, 438<br/>           Readiness &amp; Writing, pp. 12<br/>           Numbers &amp; Math, pp. 13, 127, 167, 239, 185, 249, 313, 383<br/>           Oral Language, pp. 17, 45, 69, 177, 197<br/>           Social Studies, p. 15</p> <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, pp. 58, 83<br/> <i>I Know My Numbers,*</i> pp. 127, 249</p> <p><b>Teacher Tools and Manipulatives</b><br/>           A-B-C Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           Get Set for School Read-Aloud Library<br/>           Mix &amp; Make Shapes™<br/>           Slate Chalkboard<br/>           Tag Bags®<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Counting at the Table,” “Hello Song,” “I’m Happy to See You,” “Inside, Outside,” “Letters Together Make Words,” “Spiders Love to Party”<br/>           PreKITT Resources: 😊 Name Cards, Smiley Face<br/>           Student App: Wet-Dry-Try App</p> |

# Maryland Early Learning Standards for 4-Year-Olds

## C. Recognizes Differences or Similarities Between Self as Compared to Others

|  |  |
|--|--|
| <p>1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).</p>              | <p>The Get Set for School curriculum fosters strong relationships between teachers and children and between peers by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom.</p> <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 118, 142</p> |
| <p>2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., “William’s mommy lets him watch Dora. Why can’t I?”).</p> | <p>Oral Language, pp. 33<br/>           Social Studies, pp. 175, 199</p> <p><b>Teacher Tools and Manipulatives</b><br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™ Story Cards<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Counting Candles,” “It’s Pre-K!” “Letters Together Make Words”<br/>           PreKITT Resources: 😊 Feeling Faces Cutouts</p>   |

## D. Shows Ability to Resolve Conflicts

|   |   |
|---|---|
| <p>1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., “Take three deep breaths, and then ask Caleb for another turn”).</p> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 52, 160, 178, 190, 226, 364, 438<br/>           Readiness &amp; Writing, pp. 12<br/>           Numbers &amp; Math, pp. 13, 127, 167, 239, 185, 249, 313, 383<br/>           Oral Language, pp. 17, 45, 69, 177, 197<br/>           Social Studies, p. 15</p> |
| <p>2. Seeks adult help when solving inter- personal conflicts.</p>  | <p><b>Student Activity Books</b><br/> <i>My First School Book</i>, pp. 58, 83<br/> <i>I Know My Numbers</i>,* pp. 127, 249</p>  |
| <p>3. Discusses possible solutions with peers with adult assistance.</p>  | <p><b>Teacher Tools and Manipulatives</b><br/>           A-B-C Touch &amp; Flip® Cards<br/>           4 Squares More Squares®</p>   |
| <p>4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can’t adapt functionally).</p>      | <p>Get Set for School Read-Aloud Library<br/>           Mix &amp; Make Shapes™<br/>           Slate Chalkboard<br/>           Tag Bags®<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: “Counting at the Table,” “Hello Song,” “I’m Happy to See You,” “Inside, Outside,” “Letters Together Make Words,” “Spiders Love to Party”<br/>           PreKITT Resources: 😊 Name Cards, Smiley Face<br/>           Student App: Wet-Dry-Try App</p>  |

\* These page numbers correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

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# Maryland Early Learning Standards for 4-Year-Olds

## Strand: Approaches to Learning & Executive Functioning

### A. Control Impulses

Self-regulation/inhibitory control.

1. Avoids imitating the negative behavior of peers with minimal prompting from adults.
2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).
3. Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules.
4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).
5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.

#### Teacher's Guides

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

*Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Books All Year, pp. 102–105*

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

*Social Studies, p. 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*

#### Teacher Tools and Manipulatives

1-2-3 Touch & Flip Cards®

4 Squares More Squares®

A-B-C Touch & Flip® Cards®

Capital Letter Cards for Wood Pieces

Get Set for School Read-Aloud Library

Line It Up™

Mat for Wood Pieces

Mat Man Book Set

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

Pre-K Wall Cards

Roll-A-Dough Letters®

Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

Word Time™ Word Cards

#### Technology Resources and Music

PreKITT Resources: Mat Man Books

Student App: Letters & Sounds

Student App: Touch & Flip Numbers

Student App: Wet-Dry-Try App

# Maryland Early Learning Standards for 4-Year-Olds

## B. Resist Temptation

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Independently waits for an object without grabbing most of the time.</li> <li>2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).</li> <li>3. Can wait for a highly desired food or object, although may occasionally need reminders.</li> </ol> | <p>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 the skills children need to be successful at school. This includes, but is not limited to greetings, understanding who are friends, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for turn or in line, etc. 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. In Units 2–6, children continue to practice appropriate behaviors throughout in preparation for kindergarten.</p> <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Classroom Management Tips, “Transition Tips,” p. 33; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 16, 32, 60, 104, 112, 142, 188, 196, 198, 202, 204, 258, 282, 316, 334, 369<br/>           Readiness &amp; 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<br/>           Numbers &amp; 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<br/>           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<br/>           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<br/>           Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           4 Squares More Squares®<br/>           A-B-C Touch &amp; Flip® Cards<br/>           Capital Letter Cards for Wood Pieces<br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™<br/>           Mat for Wood Pieces<br/> <i>Mat Man Book Set</i><br/>           Mix &amp; Make Shapes™<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Pre-K Wall Cards<br/>           Roll-A-Dough Letters®<br/>           Slate Chalkboard<br/>           Sound Around Box™</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

Stamp and See Screen®  
 Tag Bags®  
 Wood Pieces Set for Capital Letters  
 Word Time™ Word Cards  
**Technology Resources and Music**  
 PreKITT Resources: Mat Man Books

## C. Refrains from Emotional Outbursts and Unsafe Behaviors

1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.

### Teacher’s Guides

*Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum*  
 Books All Year, pp. 102–105  
*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, p. 12  
 Numbers & Math, pp. 13, 127, 167, 185, 239, 249, 313, 383  
 Oral Language, pp. 17, 45, 69, 177, 197  
 Social Studies, p. 15

### Student Activity Books

*My First School Book*, pp. 58, 83  
*I Know My Numbers*, \* pp. 127, 249

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 Slate Chalkboard  
 Tag Bags®  
 Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: “Counting at the Table,” “Hello Song,” “I’m Happy to See You,” “Inside, Outside,” “Letters Together Make Words,” “Spiders Love to Party”  
 PreKITT Resources: 😊 Name Cards, Smiley Face  
 Student App: Wet-Dry-Try App

\*These page numbers correspond to the *Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

## D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child

1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”).
2. Capable of sustaining focus on longer-term or complex projects, with support from an adult.

### Teacher’s Guides

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

Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities & Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136; Books All Year, pp. 102–105

*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

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

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Magnetic Lowercase & Blackboard Set

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Roll-A-Dough Letters®

Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: Mat Man Books; Music

# Maryland Early Learning Standards for 4-Year-Olds

## E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else

1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).
2. May need a reminder to return to an earlier task after an interruption.

### Teacher’s Guides

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*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

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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

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*Mat Man Book Set*

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

Pre-K Wall Cards

Roll-A–Dough Letters®

Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: Mat Man Books; Music

# Maryland Early Learning Standards for 4-Year-Olds

## A. Demonstrate the Ability to Hold and Manipulate Information

1. Can remember recent events in a story and use this information to shape predictions and questions.

2. Will frequently consider a couple of possibilities before making a choice.

3. Can remember and follow multiple classroom rules with visual and auditory cues.

4. Can remember and follow two-step directions without prompting.

5. Can hold in mind the comments of peers and respond appropriately during a short class discussion.

6. Can keep track of a few different objects for short periods of time.

7. Can enjoy more complex memory games with more cards or objects.

### Teacher's Guides

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

Classroom Management Tips, "Daily Schedule," pp. 33–34; Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; Books All Year, pp. 102–105

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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

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Sound Around Box™

Stamp and See Screen®

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Wood Pieces Set for Capital Letters

Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: Mat Man Books; Music

# Maryland Early Learning Standards for 4-Year-Olds

## A. Can Flexibly Apply Rules to Games and Behavior

|  |  |
|--|--|
| <p>Cognitive Flexibility</p> <ol style="list-style-type: none"> <li>1. Can independently sustain a character in pretend play for ten minutes or longer.</li> <li>2. Can switch roles in dramatic play.</li> <li>3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).</li> <li>4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).</li> <li>5. Will often recognize and correct mistakes independently.</li> <li>6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).</li> </ol> | <p><b>Teacher’s Guides</b><br/> <i>Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum</i><br/>           Classroom Management Tips, “Daily Schedule,” pp. 33–34; Multisensory Activities &amp; Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, “Half-Day and Full-Day Schedules,” p. 136; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 16, 32, 60, 104, 112, 142, 188, 196, 198, 202, 204, 258, 282, 316, 334, 369<br/>           Readiness &amp; 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<br/>           Numbers &amp; 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<br/>           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<br/>           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<br/>           Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           A-B-C Touch &amp; Flip® Cards<br/>           Capital Letter Cards for Wood Pieces<br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™<br/>           Mat for Wood Pieces<br/> <i>Mat Man Book Set</i><br/>           Mix &amp; Make Shapes™<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Pre-K Wall Cards<br/>           Roll-A-Dough Letters®<br/>           Slate Chalkboard<br/>           Sound Around Box™<br/>           Stamp and See Screen®<br/>           Tag Bags®<br/>           Wood Pieces Set for Capital Letters<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books; Music</p> |
|--|--|

# Maryland Early Learning Standards for 4-Year-Olds

## B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem

1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).
2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).
3. When in conflict with another child, increasingly able to suggest possible solutions.
4. When faced with a problem, can be reminded to slow down and think about what to do.

### Teacher's Guides

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

Classroom Management Tips, "Daily Schedule," pp. 33–34; Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; Books All Year, pp. 102–105

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Sound Around Box™

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Tag Bags®

Wood Pieces Set for Capital Letters

Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: Mat Man Books; Music



# Maryland Early Learning Standards for 4-Year-Olds

## A. Desire to Learn—Ask Questions and Seeks New Information

|  |  |
|--|--|
| <p>Initiative &amp; Curiosity</p> <ol style="list-style-type: none"> <li>Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?").</li> <li>Poses questions to seek explanations about topics of interest with adult support and modeling.</li> <li>Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).</li> <li>Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?").</li> </ol> | <p><b>Teacher's Guides</b><br/> <i>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum</i><br/>           Classroom Management Tips, "Daily Schedule," pp. 33–34; Multisensory Activities &amp; Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; Books All Year, pp. 102–105<br/> <i>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</i><br/>           Language &amp; Literacy, pp. 16, 32, 60, 104, 112, 142, 188, 196, 198, 202, 204, 258, 282, 316, 334, 369<br/>           Readiness &amp; 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<br/>           Numbers &amp; 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<br/>           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<br/>           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<br/>           Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p><b>Teacher Tools and Manipulatives</b><br/>           1-2-3 Touch &amp; Flip® Cards<br/>           A-B-C Touch &amp; Flip® Cards<br/>           Capital Letter Cards for Wood Pieces<br/>           Get Set for School Read-Aloud Library<br/>           Line It Up™<br/>           Mat for Wood Pieces<br/> <i>Mat Man Book Set</i><br/>           Mix &amp; Make Shapes™<br/>           Magnetic Lowercase &amp; Blackboard Set<br/>           Pre-K Wall Cards<br/>           Roll-A-Dough Letters®<br/>           Slate Chalkboard<br/>           Sound Around Box™<br/>           Stamp and See Screen®<br/>           Tag Bags®<br/>           Wood Pieces Set for Capital Letters<br/>           Word Time™ Word Cards</p> <p><b>Technology Resources and Music</b><br/>           PreKITT Resources: Mat Man Books; Music</p> |
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# Maryland Early Learning Standards for 4-Year-Olds

## B. Independence in Learning—Plans and Initiates Projects

1. When prompted, initiates plan of activities.
2. Shows interest in leading activities and taking responsibility during cleanup activities.
3. Further expands areas of decision-making (e.g., child may say, "This morning I'm going to work on my Lego building").
4. Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).

### Teacher's Guides

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Sound Around Box™  
Stamp and See Screen®  
Tag Bags®  
Wood Pieces Set for Capital Letters  
Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: Mat Man Books  
Student App: Letters & Sounds  
Student App: Touch & Flip Numbers  
Student App: Wet-Dry-Try App

# Maryland Early Learning Standards for 4-Year-Olds

## A. Persists in an Activity From Start to Finish (Complete a Task)-- Independently

### Demonstrates Persistence

1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.
2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).
3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).

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Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

Word Time™ Word Cards

### Technology Resources and Music

PreKITT Resources: Mat Man Books; Music

# Maryland Early Learning Standards for 4-Year-Olds

## B. Persists in the Face of Failure

1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.
2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.
3. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).

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Student App: Touch & Flip Numbers  
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# Maryland Early Learning Standards for 4-Year-Olds

## A. Positively Participates in Cooperative Play

### Demonstrates Cooperation

1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how").
2. *This item was missing from p. 156 of the PDF*
3. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.
4. Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?").
5. Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!").

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

#### Teacher's Guides

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Books All Year, pp. 102–105

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

Language & Literacy, pp. 118, 142

Oral Language, pp. 33

Social Studies, pp. 175, 199

#### Teacher Tools and Manipulatives

Get Set for School Read-Aloud Library

Line It Up™ Story Cards

Word Time™ Word Cards

#### Technology Resources and Music

PreKITT Resources: "Counting Candles," "It's Pre-K!" "Letters Together Make Words"

PreKITT Resources: 😊 Feeling Faces Cutouts

# Maryland Early Learning Standards for 4-Year-Olds

## A. Follows Routines, Rules, and Directions

Understanding & complying with classroom rules, routines, & expectations.

1. Helps to create classroom rules.
2. Responds to teacher directions or signals consistently.
3. Takes initiative with assigned or chosen tasks relating to classroom routines.
4. Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).
5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.

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

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## A. Demonstrates the Ability to Postpone Activity and Start Another

Understanding & complying with classroom rules, routines, & expectations.

1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support
2. Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.

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# Maryland Early Learning Standards for 4-Year-Olds

## B. Demonstrates the Ability to Adapt to New Environment with Appropriate Behaviors with Adult Support

1. Manages separation anxiety from home to school by kissing caregiver goodbye waving from the window every day.
2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).
3. Engages in out of the classroom activities (i.e., recess) and successfully re- enters classroom without disruption

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 independently doing. Each lesson is structured 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*

Language & Literacy, pp. 86, 252, 258

Readiness & Writing, pp. 72, 250, 264

Numbers & Math, pp. 69, 87, 251

Oral Language, pp. 21, 29, 33

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

*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 and Manipulatives

Capital Letter Cards for Wood Pieces

Magnetic Lowercase & Blackboard Set

Mat for Wood Pieces

Roll–A–Dough Letters®

Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Wood Pieces for Capital Letters

\*These page numbers correspond to the *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* references for *I Know My Numbers*.

# Maryland Early Learning Standards for 4-Year-Olds

## C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others

1. Helps with clean up after activities with prompting
2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).
3. Recognizes and is responsible for returning items to appropriate location with prompting
4. Begins identifying when things are not put away in designated areas.

### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*  
Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90

### Teacher Tools and Manipulatives

1-2-3 Touch & Flip® Cards  
4 Squares More Squares®  
A-B-C Touch & Flip® Cards  
Capital Letter Cards for Wood Pieces  
Line It Up™  
Mat for Wood Pieces  
*Mat Man Book Set*  
Mix & Make Shapes™  
Magnetic Lowercase & Blackboard Set  
Roll–A–Dough Letters®  
Slate Chalkboard  
Stamp and See Screen®  
Tag Bags®  
Wood Pieces Set for Capital Letters

### Technology Resources and Music

PreKITT Resources: Mat Man Books  
Student App: Letters & Sounds  
Student App: Touch & Flip Numbers  
Student App: Wet-Dry-Try App

## A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimensional Objects

Demonstrates cognitive flexibility.  
Understands symbolic representation

1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).
2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).

### Teacher's Guides

*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*  
Week At-A-Glance, 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



# Maryland Early Learning Standards for 4-Year-Olds

## B. Engages in Pretend Play and Acts Out Roles Activity and Start Another

1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).
2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).
3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)

### **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

### **Technology Resources and Music**

PreKITT Resources: "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?"

# Maryland Early Learning Standards for 4-Year-Olds

## C. Recognizes Cause and Effect

1. Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue").
2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.

### Teacher's Guides

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

Classroom Management Tips, "Daily Schedule," pp. 33–34; Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Example Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; Books All Year, pp. 102–105

*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

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

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*Mat Man Book Set*

Mix & Make Shapes™

Magnetic Lowercase & Blackboard Set

Pre-K Wall Cards

Roll-A-Dough Letters®

Slate Chalkboard

Sound Around Box™

Stamp and See Screen®

Tag Bags®

Wood Pieces Set for Capital Letters

Word Time™ Word Cards