

Georgia Department of Early Care and Learning

Correlation of Georgia Pre-K Standards And WSS Preschool 4

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Personal and Social Development		
Functional Component: Self Concept		
A. 1 Demonstrates self confidence.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 1 a	Demonstrates knowledge of personal information	<ul style="list-style-type: none"> • Describes self using several basic characteristics (gender, name, age) • Says name when asked or sings name in a song
SE 1 b	Recognizes self as a unique individual and becomes aware the of uniqueness of others	<ul style="list-style-type: none"> • States, "I have brown eyes, Mary has blue eyes." • Says, "My hair is short, and my friend has long hair."
SE 1 c	Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments	<ul style="list-style-type: none"> • Says, "Watch me. I can do it by myself."
A. 2 Shows some self-direction.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 1 d	Develops personal preferences	<ul style="list-style-type: none"> • Makes choices during independent activities • Chooses a favorite color, food, song, etc.
SE 2 c	Demonstrates self-direction in use of materials	<ul style="list-style-type: none"> • Chooses learning activities • Chooses to use the writing center to make a card for a friend • Becomes involved with classroom materials without teacher prompting
SE 2 d	Develops independence during activities, routines, play	<ul style="list-style-type: none"> • Selects additional materials to complete a project • Hangs up book bag/jacket upon arrival to school

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Functional Component: Self Control		
B.1 Follows simple classroom rules and routines.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 3 a	Helps to establish classroom rules and routines	<ul style="list-style-type: none"> • Provides ideas to make the classroom run smoothly • Discusses rules for being safe outdoors
SE 3 b	Follows rules and routines within the learning environment	<ul style="list-style-type: none"> • Remembers to follow simple rules such as walking in the hallways • Participates in simple noncompetitive games
SE 3 d	Manages transitions and adapts to changes in routine	<ul style="list-style-type: none"> • Moves smoothly from one routine to another • Understands and follows daily schedule
B.2 Uses classroom materials carefully.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 3 c	Uses classroom materials purposefully and respectfully	<ul style="list-style-type: none"> • Uses materials and equipment without breaking or destroying the items • Puts materials back into the assigned spaces
B.3 Manages transitions.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 3 d	Manages transitions and adapts to changes in routine	<ul style="list-style-type: none"> • Moves smoothly from one routine to another • Understands and follows daily schedule
Functional Component: Approaches to learning		
C. 1 Shows eagerness and curiosity as a learner.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 2 a	Shows interest in learning new concepts and trying new experiences	<ul style="list-style-type: none"> • Investigates and experiments with materials • Asks questions about the people in the classroom environment

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Functional Component: Approaches to Learning (continued)		
C.2 Attends to tasks and seeks help when encountering a problem.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 2 e	Sustains attention to a task or activity appropriate for age	<ul style="list-style-type: none"> • Builds an extensive block structure • Completes a challenging puzzle
C.3 Approaches tasks with flexibility and inventiveness.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 2 a	Shows interest in learning new concepts and trying new experiences	<ul style="list-style-type: none"> • Investigates and experiments with materials • Asks questions about the people in the classroom environment
Functional Component: Interaction with others		
D.1 Interacts easily with one or more children.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 2 b	Initiates interaction with others	<ul style="list-style-type: none"> • Introduces himself to a new classmate • Invites other children to join play
SE 4 a	Interacts appropriately with peers and familiar adults	<ul style="list-style-type: none"> • Follows suggestions given by a friend concerning their play
D.2 Interacts easily with familiar adults.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 4 a	Interacts appropriately with peers and familiar adults	<ul style="list-style-type: none"> • Greets the teacher or other adults when arriving at school

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Functional Component: Interaction with others (continued)		
D.3 Participates in the group life of the class.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 4 c	Shows empathy and understanding to others	<ul style="list-style-type: none"> • Helps a classmate pick up spilled toys • Carries something for a child who is unable to do so
SE 4 d	Participates successfully as a member of a group	<ul style="list-style-type: none"> • Cooperates with other children during dramatic play or in building block structures • Works with other children to complete a project • Develops friendships with peers
SS 1 b	Participates in classroom jobs and contributes to the classroom community	<ul style="list-style-type: none"> • Feeds fish, picks up paper off the floor, passes out napkins during snack, helps during clean-up time • Describes and identifies necessary classroom jobs (ex: cleaning tables, feeding class pets).
D.4 Shows empathy and caring for others.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 4 b	Begins to recognize the needs and rights of others	<ul style="list-style-type: none"> • Gives assistance to peers who are trying to solve a problem such as zipping coats or tying shoes • Responds appropriately to a friend when he/she says, “No” • Respects personal space and belongings of others
SE 4 c	Shows empathy and understanding to others	<ul style="list-style-type: none"> • Is concerned and wants to help when a classmate falls •
Functional Component: Social problem-solving		
E.1 Seeks adult help when needed to resolve conflicts.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 3 e	Expresses feelings through appropriate gestures, actions and language	<ul style="list-style-type: none"> • Identifies common emotions such as: • “ I am happy,” or “That made me sad.” • Uses words to express frustration rather than hitting another child
SE 4 e	Participates in resolving conflicts and disagreements with others	<ul style="list-style-type: none"> • Settles a dispute with another child through negotiation • Takes turns without pushing or other conflict • Seeks help from a teacher when needed

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Language and Literacy		
Functional Component: Listening		
A. 1 Gains meaning by listening.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 1 b	Responds to questions	<ul style="list-style-type: none"> • Answers questions from familiar adults and peers • Responds to questions during casual conversation
LD 1 c	Listens to recordings and shows understanding through body language or by interacting appropriately	<ul style="list-style-type: none"> • Sings along with songs on tape • Turns pages of books
LD 1 d	Listens to stories read aloud and shows understanding through body language or by interacting appropriately	<ul style="list-style-type: none"> • Leans forward or smiles as books are read during group time • Repeats the rhyme in a repetitive book
LD 1 g	Uses pictures or symbols to identify concepts	Tells what comes next in a pictorial schedule.
A. 2 Follows two-or three-step directions.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 1 a	Listens to and follows spoken directions	<ul style="list-style-type: none"> ▪ Follows directions such as, “Hang up your jacket and come to the group area.” • Repeats an instruction to a friend
A. 3 Demonstrates phonological awareness.		
LD 2 a	Differentiates sounds that are the same and different	<ul style="list-style-type: none"> • Recognizes that “Mark” and “Matt” begin with the same sound • Identifies common environmental sounds or animal sounds
LD 2 b	Repeats rhymes, poems and finger plays	<ul style="list-style-type: none"> • Repeats rhymes such as “Humpty Dumpty” • Repeats finger plays and poems such as “Itsy Bitsy Spider”
LD 2 c	Recognizes the same beginning sounds in different words (alliteration)	<ul style="list-style-type: none"> • Plays with repetitive sounds such as snakes slither or the big blue ball bounces
LD 2 d	Shows growing ability to hear and discriminate separate syllables in words	<ul style="list-style-type: none"> • Claps hands for syllables in names or other familiar words
LD 2 e	Creates and invents words by substituting one sound for another	<ul style="list-style-type: none"> • Sings the “Name Game” or “Willoughby Wallaby Woo” and substitutes different beginning sounds for names

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Functional Component: Speaking		
B. 1 Speaks clearly enough to be understood without contextual clues.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 4 c	Uses complete sentences of increasing length in conversation	<ul style="list-style-type: none"> • Uses descriptive words • Expands on ideas
B.2 Uses expanded vocabulary and language for a variety of purposes.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 3 a	Increases vocabulary through everyday communication	<ul style="list-style-type: none"> • Participates in “Daily Message/Daily News” • Expresses ideas heard in stories
LD 3 b	Uses new vocabulary words correctly within the context of play or other classroom experiences	<ul style="list-style-type: none"> • After discussing community helpers, child says, “I want to be a veterinarian and take care of animals.” • Creates a story for a wordless picture book.
LD 3 c	Connects new vocabulary with prior educational experiences	<ul style="list-style-type: none"> • Helps create a language experience chart after participating in a field trip
LD 4 a	Uses language for a variety of purposes	<ul style="list-style-type: none"> • Uses language to express needs, feelings or preferences • Uses different voices for characters in a story
LD 4 b	Engages in conversations with adults and children	<ul style="list-style-type: none"> • Asks and answers questions for information and to solve problems • Tells personal narrative • Engages in turn-taking conversations
LD 4 d	Uses language to pretend or create	<ul style="list-style-type: none"> • Pretends with words or actions • Tells real or make-believe stories

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Functional Component: Reading		
C. 1 Shows appreciation for books and reading		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 5 a	Demonstrates an interest in books or stories	<ul style="list-style-type: none"> • Chooses to look at books independently • Requests that books be read
LD 5 b	Discusses books or stories read aloud	<ul style="list-style-type: none"> • Asks questions about a story or illustration • Adds personal information to a story
LD 5 c	Exhibits book-handling skills	<ul style="list-style-type: none"> • Looks at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book
LD 5 i	Recognizes books as a source of information	<ul style="list-style-type: none"> • Asks the teacher to read a book about the classroom pet • Sees a fire truck outside and selects a book about fire trucks
LD5j	Connects information and events in books to real-life experiences	<ul style="list-style-type: none"> • When reading a book about a dog, talks about the pet at home
C. 2 Shows beginning understanding of concepts about print		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 1 e	Begins to distinguish fact from fiction in a read aloud text	<ul style="list-style-type: none"> • Tells whether story is real or make-believe
LD 1 g	Uses pictures or symbols to identify concepts	<ul style="list-style-type: none"> • Tells what comes next in a pictorial schedule.
LD 5 d	Associates symbols with objects, concepts and functions	<ul style="list-style-type: none"> • Recognizes familiar logos • Checks class job chart to find out whose job it is to wash the tables after snack • Uses labels in classroom to put away materials
LD 5 e	Recognizes that print represents spoken words	<ul style="list-style-type: none"> • Sees a word in the environment and asks the teacher about the word
LD 5 l	Recognizes that sentences are composed of separate words	<ul style="list-style-type: none"> • Counts words in a sentence using a big book read aloud • Counts words in sentences during the morning message
LD 6 e	Uses left to right patterns	<ul style="list-style-type: none"> • Uses tracking when reading and writing the morning message and stories

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Functional Component: Reading		
C.3 Begins to develop knowledge about letters.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 5 g	Identifies some individual letters of the alphabet	<ul style="list-style-type: none"> • Identifies letters when using alphabet play dough cutters • Identifies letters in name or in the environment
C.4 Comprehends and responds to stories read aloud.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 1 f	Makes predictions from pictures and titles	<ul style="list-style-type: none"> • Predicts what happens next in a picture walk using picture clues or title of a book
LD 1 h	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	<ul style="list-style-type: none"> • Retells the main events in a story • Discusses the characters in a story • Uses illustrations to predict printed text, such as saying, "Goldilocks is running away!"
LD 5 f	Dramatizes, tells and retells poems and stories	<ul style="list-style-type: none"> • Uses puppets or flannel board to retell a story • Tells a story to friends
LD 5 h	Shares books and engages in pretend-reading with other children	<ul style="list-style-type: none"> • Shares a book with another child at the library center
LD 5 k	Participates in oral reading activities	<ul style="list-style-type: none"> • Participates in oral reading activities (morning message, rebus story, experience story)
LD 5 m	Uses pictures or symbols to identify concepts	<ul style="list-style-type: none"> • Tells what comes next in a pictorial schedule.

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Functional Component: Writing		
D.1 Represents ideas and stories through pictures, dictation and play.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 6 a	Experiments with a variety of writing tools, materials and surfaces	<ul style="list-style-type: none"> • Draws or writes using pencils, markers, crayons, paint, shaving cream • Draws or writes on paper, cardboard, chalkboard, dryerase board
LD 6 d	Begins to dictate words, phrases, and sentences to an adult recording on paper	<ul style="list-style-type: none"> • Tells an adult a story to record • Identifies objects in drawing/painting for adult to record
D. 2 Uses letter-like shapes, symbols, and letters to convey meaning.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 6 b	Uses scribbles, shapes, pictures and letters, or other forms of writing Stages of writing: <ul style="list-style-type: none"> • Pictures • Scribbles (squiggle lines and shapes) • Letter-like forms • Copies letters/words from the environment • Uses letters to represent sounds in words • Labels objects in drawings • Connects words to form sentences • Creates a story with beginning, middle, and end 	<ul style="list-style-type: none"> • Uses scribble writing and letter-like forms • Draws pictures to represent ideas • Copies word cards from the writing center • Writes name or names of friends • Copies words from environment
D. 3 Understands purposes for writing.		
Pre-K Content Standard		Sample Activities (Learning in Action)
LD 6 c	Understands that print is used to communicate ideas and information (writing for a purpose)	<ul style="list-style-type: none"> • Writes list in the dramatic play area • Makes signs in the block center • Writes messages for friends or adults • Writes name on work to show ownership

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Mathematical Thinking		
Functional Component: Mathematical Processes		
A. 1 Begins to use simple strategies to solve mathematical problems.		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 1 i	Begins to understand the concept of estimation	<ul style="list-style-type: none"> • Estimates the number of marbles in a jar • Estimates how many steps it will take to get to the playground • Estimates how many cups of water it will take to fill a pitcher
Functional Component: Numbers and Operations		
B.1 Shows beginning understanding of number and quantity.		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 1 a	Counts by rote	<ul style="list-style-type: none"> • Counts in finger plays or rhymes • Sings a counting song
MD 1 b	Arranges sets of objects in one-to-one correspondence	<ul style="list-style-type: none"> • Matches blocks with animals • Places a spoon on each plate at the table
MD 1 c	Counts objects using one-to-one correspondence	<ul style="list-style-type: none"> • Counts manipulatives • Counts the number of children present
MD 1 d	Compares sets of objects using language	<ul style="list-style-type: none"> • Identifies “more than, less than or same” when comparing two groups • Explains that all of the long sticks are in one box and all the short sticks are in another box
MD 1 e	Begins to understand concept of part and whole using real objects	<ul style="list-style-type: none"> • Recognizes the difference between a whole apple and part of an apple
MD 1 f	Begins to identify ordinal numbers	<ul style="list-style-type: none"> • Lines objects on table and points to first in line and the last in line • Standing in line and says, “I am first, and you are second”
MD 1 g	Associates numeral name with set of objects	<ul style="list-style-type: none"> • Counts four objects and says, “I have four bears.”

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MD 1 h	Begins to understand concept of currency as a means of exchange	<ul style="list-style-type: none"> • Sorts coins during a small group activity • Uses play money to purchase items from a pretend classroom store
Functional Component: Numbers and Operations (continued)		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 1 j	Begins to recognize numbers	<ul style="list-style-type: none"> • Says, “I see the number 2,” while pointing to the morning message board • Matches the correct number of counters to the number card and says, “Here is the number 4.”
Functional Component: Patterns, relationships, and functions		
C. 1 Sorts objects into subgroups that vary by one or two attributes.		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 3 a	Matches like objects	<ul style="list-style-type: none"> • Places all of the dinosaurs together
MD 3 b	Sorts objects using one characteristic	<ul style="list-style-type: none"> • Places all of the red blocks together and all of the green blocks together • Places the big animals in one group and small animals in another group • Sorts all of the pennies, nickels, and dimes into the appropriate groups
MD 3 c	Classifies objects using more than one characteristic	<ul style="list-style-type: none"> • Makes a grouping of red triangles, green triangles, red squares, and green squares (sorted by color and shape)
MD 3 d	Sorts and classifies objects using self-selected criteria	<ul style="list-style-type: none"> • Sorts through a box of buttons and makes up rules for organization
MD 3 e	Explains sorting or classifying strategy	<ul style="list-style-type: none"> • Sorts items and says, “I put all of the big animals together.”
MD 3 f	Participates in creating and using real and pictorial graphs or other simple representations of data	<ul style="list-style-type: none"> • Helps to create a graph of types of shoes worn in the classroom by placing shoes on a floor graph • Helps to creates a chart of favorite foods by placing name or symbol under the correct column

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Functional Component: Patterns, relationships, and functions		
C. 2 Recognizes simple patterns and duplicates them		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 2 a	Copies a pattern using sounds or physical movements	<ul style="list-style-type: none"> • Snaps, claps, stomps a rhythmic pattern
MD 2 b	Recognizes and reproduces simple patterns of objects	<ul style="list-style-type: none"> • Creates patterns using manipulatives, blocks or other objects in the classroom
MD 2 c	Reproduces and extends a pattern using objects	<ul style="list-style-type: none"> • Sees the pattern in a string of beads and determines which bead is needed to continue the pattern
MD 2 d	Independently creates patterns using objects	<ul style="list-style-type: none"> • Creates patterns using manipulatives, blocks, or other objects in the classroom
MD 2 e	Spontaneously recognizes and identifies patterns in the environment	<ul style="list-style-type: none"> • Recognizes patterns in rugs, clothes, daily schedule • Recognizes repeated phrases in stories
Functional Component: Geometry and spatial relations		
D. 1 Begins to recognize and describe the attributes of shapes		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 4 a	Recognizes and describes basic geometric shapes	<ul style="list-style-type: none"> • During group time says, "I am sitting on a square." • Notes that the classroom door is a rectangle • Using unit blocks, notices that a square has four sides and a triangle has three sides
MD 4 b	Uses classroom materials to create shapes	<ul style="list-style-type: none"> • Combines unit blocks to make shapes • Forms shapes using play dough
D. 2 Shows understanding of and uses several positional words		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 4 c	Uses language to indicate where things are in space: positions, directions, distances, order	<ul style="list-style-type: none"> • Uses positional words such as over, under, behind during play • Places an object inside and outside, behind and in front, under and above, beside and on a box on a table

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Functional Component: Measurement		
E. 1 Orders, compares, and describes objects according to a single attribute.		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 5 b	Uses mathematical language to describe experiences involving measurement	<ul style="list-style-type: none"> • Uses comparison terms, such as, “My block is longer than yours” (heavy/light, big/little, tall/short)
MD 5 g	Orders two or more objects by size (seriation)	<ul style="list-style-type: none"> • Uses blocks of three different sizes and places in order of size-small, medium, large • Arranges four rods from shortest to longest
E. 2 Participates in measuring activities.		
Pre-K Content Standard		Sample Activities (Learning in Action)
MD 5 a	Associates and describes the passage of time with actual events	<ul style="list-style-type: none"> • Notes that snack time is after outdoor time • Remarks that yesterday was special because of the trip to the library • Recalls daily schedule • Uses words to describe time intervals such as, yesterday, today, and tomorrow
MD 5 c	Measures the passage of time using non-standard or standard measures	<ul style="list-style-type: none"> • Uses the sand timer to measure time at the computer
MD 5 d	Measures the length of objects using non-standard or standard measures	<ul style="list-style-type: none"> • Uses links to measure the length of a table • Uses hands, feet, or string to measure length • Uses a ruler to measure the length of a block
MD 5 e	Measures the volume of objects using non-standard or standard measures	<ul style="list-style-type: none"> • Uses a cup or plastic container to measure the water in the sensory table • Uses measuring cups to measure ingredients for a recipe
MD 5 f	Measures and compares the weight of objects using nonstandard or standard measures	<ul style="list-style-type: none"> • Holds a block in each hand and identifies which is heaviest • Uses balance scale to compare weight of small blocks and Plastic cubes

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Scientific Thinking		
Functional Component: Inquiry		
A.1 Asks questions and uses senses to observe and explore materials and natural phenomena.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SD 1 a	Asks questions about objects, organisms or events in environment	<ul style="list-style-type: none"> • Notes the different ways that insects can move • Inspects a bird’s nest and wonders how it was constructed • Sees a rainbow and asks how it was formed
SD 1 b	Uses senses to observe and learn about objects	<ul style="list-style-type: none"> • Identifies scent containers by sense of smell • Identifies objects in a “feely” bag by touch • Separates objects by texture
SD 1 c	Uses language to describe observation	<ul style="list-style-type: none"> • Notes that the hamster is small, furry, and soft • Notes that the turtle moves slowly, and the hamster moves quickly
SD 2 a	Observes, explores and describes a wide variety of animals and plants	<ul style="list-style-type: none"> • Uses picture cards and matches animals and their offspring • Describes the different types of leaves on the trees on the playground • Sorts animals according to skin coverings (feathers, fur, and scales)
SD 2 b	Recognizes there are basic requirements for all common life forms	<ul style="list-style-type: none"> • Takes care of familiar plants and animals in the classroom
SD 2 c	Observes, explores, and describes a variety of living and non-living objects	<ul style="list-style-type: none"> • Makes collections of non-living objects such as rocks and buttons
SD 2 d	Understands that plants and animals have varying life cycles	<ul style="list-style-type: none"> • Observes life cycle of insects or amphibians
SD 3 a	Investigates and describes the states of matter	<ul style="list-style-type: none"> • Observes ice melting • Describes the difference between liquid and solid objects
SD 3 d	Investigates different types/speeds of motion	<ul style="list-style-type: none"> • Plays follow the leader with different types of motion • Rolls objects on various ramps in the block center • Comments, “My car goes faster than Johnny’s truck.”
SD 4 a	Investigates, compares and contrasts seasonal changes in the immediate environment	<ul style="list-style-type: none"> • Notes that it is necessary to wear jackets in the winter, because it is cold outside. • Draws a picture of the weather outside

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Functional Component: Inquiry (continued)		
A. 2 Uses simple tools and equipment for investigation.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SD 1 d	Uses simple equipment to experiment, observe and increase understanding	<ul style="list-style-type: none"> • Uses magnet wands to identify magnetic items in science center • Looks through prism and says, "I can see a rainbow."
SD 1 e	Records observations through dictating to an adult, drawing pictures or using other forms of writing	<ul style="list-style-type: none"> • Draws pictures documenting result of an experiment using magnets • Keeps a pictorial log of plant growth
SD 2 e	Participates in activities related to preserving the environment	<ul style="list-style-type: none"> • Places scrap paper in the classroom recycling bin • Assists in planting a tree
SD 3 b	Describes objects by their physical properties	<ul style="list-style-type: none"> • Describes the difference between the wet sand and the dry sand • Describes how water flows through a tube in the sensory table
SD 3 c	Explores simple machines	<ul style="list-style-type: none"> • Creates a ramp for cars in the block center
SD 4 b	Discovers through observations that weather can change from day to day	<ul style="list-style-type: none"> • Graphs daily weather • Reads outside thermometer and records observations in a weather journal
A. 3 Makes comparisons among objects.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SD 2 a	Observes, explores and describes a wide variety of animals and plants	<ul style="list-style-type: none"> • Uses picture cards and matches animals and their offspring • Describes the different types of leaves on the trees on the playground • Sorts animals according to skin coverings (feathers, fur, and scales)
SD 2 b	Recognizes there are basic requirements for all common life forms	<ul style="list-style-type: none"> • Takes care of familiar plants and animals in the classroom
SD 2 d	Understands that plants and animals have varying life cycles	<ul style="list-style-type: none"> • Reads books about life cycles such as <i>The Very Hungry Caterpillar</i>

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Functional Component: Inquiry (continued)		
A. 3 Makes comparisons among objects. (continued)		
Pre-K Content Standard		Sample Activities (Learning in Action)
SD 3 a	Investigates and describes the states of matter	<ul style="list-style-type: none"> • Observes ice melting • Describes the difference between liquid and solid objects
SD 3 d	Investigates different types/speeds of motion	<ul style="list-style-type: none"> • Plays follow the leader with different types of motion • Rolls objects on various ramps in the block center • Comments, "My car goes faster than Johnny's truck."
SD 4 c	Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)	<ul style="list-style-type: none"> • Listens to stories about the earth and sky such as <i>Good Night Moon</i>, <i>In the Tall Tall Grass</i>, <i>It Looked Like Spilt Milk</i> • Observes and draws pictures of clouds • Observes and draws pictures of shadows at varying times of the day • Collects rocks and classifies by size, color, shape, texture • Classify objects according to those seen in the day sky and those seen in the night sky.

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Social Studies		
Functional Component: People, past and present		
A. 1 Identifies similarities and differences in personal and family characteristics		
Pre-K Content Standard		Sample Activities (Learning in Action)
SS 1 a	Begins to understand family structures and roles	<ul style="list-style-type: none"> • Identifies different family structures • Looks at photographs of classmates' families • Reads stories about different family structures • Participates in dramatic play in "home" setting, using dress-up clothes
SS 2 a	Identifies similarities and differences among people	<ul style="list-style-type: none"> • Recognizes that classmates have hair, but it can be different colors, lengths, and textures • Uses multicultural dolls/books/materials. Materials should represent differing ethnicity, culture, ages, ability, and gender.
SS 2 b	Demonstrates an emerging awareness and respect for culture and ethnicity	<ul style="list-style-type: none"> • Learns some words of other languages • Tastes a snack that a classmate from another culture brings to school
SS 2 c	Demonstrates emerging awareness and respect for abilities	<ul style="list-style-type: none"> • Reads a story about a child with a disability • Includes children with disabilities in play/conversation
Functional Component: Human Interdependence		
B. 1 Begins to understand family needs, roles, and relationships.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SS 1 d	Becomes aware of family and community celebrations and events	<ul style="list-style-type: none"> • Describes family celebrations (birthdays, family gatherings, holidays) • Participates in community events (parades, festivals, fairs, picnics)

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Functional Component: Human Interdependence (continued)		
B. 2 Describes some peoples jobs and what is required to perform them.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SS 1 c	Becomes aware of the roles, responsibilities and services provided by community workers	<ul style="list-style-type: none"> • Pretends to be a store salesperson or mail carrier (or other community worker) during dramatic play • Identifies community workers by the uniform worn or the equipment used • Completes the community worker puzzle and describes the various jobs
B. 3 Begins to be aware of technology and how it affects life.		
		<ul style="list-style-type: none"> • Uses the tape player in the listening center • Pretends to talk on the telephone in the dramatic play area • Uses the cash register when playing store
Functional Component: Citizenship and government		
C. 1 Demonstrates awareness of rules		
Pre-K Content Standard		Sample Activities (Learning in Action)
SE 3 a	Helps to establish classroom rules and routines	<ul style="list-style-type: none"> • Provides ideas to make the classroom run smoothly • Discusses rules for being safe outdoors
SE 3 b	Follows rules and routines within the learning environment	<ul style="list-style-type: none"> • Remembers to follow simple rules such as walking in the hallways • Participates in simple noncompetitive games

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Functional Component: Citizenship and government (continued)		
C. 2 Shows awareness of what it means to be a leader.		
		<ul style="list-style-type: none"> • Chooses to be classroom leader and correctly performs duties without being reminded
Functional Component: People and where they live		
D. 1 Describes the location of things in the environment.		
Pre-K Content Standard		Sample Activities (Learning in Action)
SS 3 a	Identifies common features in the home and school environment	<ul style="list-style-type: none"> • Describes what is seen on the way to school • After touring the school, draws a picture about what was seen
SS 3 b	Creates simple representations of home, school or community	<ul style="list-style-type: none"> • Builds a familiar street with blocks • Draws a simple map of classroom or school • Drives toy cars on roads made from blocks or uses blue paper to represent water
SS 3 c	Uses and responds to words to indicate directionality, position and size	<ul style="list-style-type: none"> • Identifies objects that are near and far • Talks about the largest (smallest) building in the city • Identifies buildings that are close to or far from the school.
D. 2 Shows awareness of the environment.		
SS 3 d	Develops awareness of the community, city and state in which he/she lives	<ul style="list-style-type: none"> • Takes a walking field trip to explore the local community • Identifies the name of the city and state in which he/she lives • Becomes familiar with community and state landmarks (city hall, police stations, grocery store, museums, capital).
SS 3 e	Recognizes characteristics of other geographic regions and cultures	<ul style="list-style-type: none"> • Explores the characteristics of arctic animals • Reads a story about life in the rain forest

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The Arts		
Functional Component: Expression and representation		
A. 1 Participates in group music experiences		
Pre-K Content Standard		Sample Activities (Learning in Action)
CD 2 a	Uses music and movement to express thoughts, feelings and energy	<ul style="list-style-type: none"> • Uses props to respond with expression to music of various tempos • Interprets emotions through music • Develops movements that express concepts (feelings, directions, words, ideas)
CD 2 b	Participates in group singing or other musical activities	<ul style="list-style-type: none"> • Sings a song with the group during circle time • Plays the classroom musical instruments
A. 2 Participates in creative movement, dance and drama.		
Pre-K Content Standard		Sample Activities (Learning in Action)
CD 2 c	Participates in creative movement and dance	<ul style="list-style-type: none"> • Creates a movement that responds to the beat of a record • Exhibits a variety of ways to move (forward, backward, sideways) • Shows creativity in movement (marching, hopping, jumping, snapping, twisting, dancing, swaying, stomping, turning)
CD 2 d	Explores various music types, musical instruments, and music from various cultures	<ul style="list-style-type: none"> • Uses headphones to listen to classical music • Uses maracas as a musical prop during music and movement • Uses materials to create a musical instrument
CD 3 a	Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	<ul style="list-style-type: none"> • Puts on the fireman’s hat and pretends to put out a fire • Uses a note pad to take a restaurant order in the home living area • Pretends to be a waiter and serves food to friends sitting at the pretend restaurant table

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Functional Component: Expression and representation (continued)		
A. 2 Participates in creative movement, dance and drama. (continued)		
Pre-K Content Standard		Sample Activities (Learning in Action)
CD 3 b	Recreates a story or poem through drama	<ul style="list-style-type: none"> • Uses props to retell the story of <i>The Three Little Pigs</i> • Pretends to be “Jack Be Nimble” and jumps over a block representing a candlestick
CD 3 c	Participates in activities using symbolic materials and gestures to represent real objects and situations	<ul style="list-style-type: none"> • Uses a block to represent a telephone • Claps hands to represent thunder • Uses a scarf to symbolize the wind blowing
A.3 Uses a variety of art materials for tactile experience and exploration.		
Pre-K Content Standard		Sample Activities (Learning in Action)
CD 1 a	Experiments with a variety of materials and activities for sensory experience and exploration	<ul style="list-style-type: none"> • Uses markers, paint, crayons, modeling clay, collage materials, play dough
CD 1 b	Uses materials to create original work and for self-expression	<ul style="list-style-type: none"> • Uses collage materials to create a picture • Creates a sculpture using clay

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Functional Component: Understanding and appreciation		
B.1 Responds to artistic creations or events.		
Pre-K Content Standard		Sample Activities (Learning in Action)
CD 1 c	Shares ideas about personal art work	<ul style="list-style-type: none"> • Explains painting or drawing to another person • Creates an airplane with materials and tells teacher how each part makes it work
CD 1 d	Expresses interest in and shows appreciation for the creative work of others	<ul style="list-style-type: none"> • Watches classmates perform a puppet show or a dance they have created • Comments with enthusiasm on the construction, artwork, or writing that classmates have created • Shows interest in illustrations in books or pieces of art work in the environment
CD 2 d	Explores various music types, musical instruments, and music from various cultures	<ul style="list-style-type: none"> • Uses headphones to listen to classical music • Uses maracas as a musical prop during music and movement • Uses materials to create a musical instrument

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Physical Development and Health		
Functional Component: Gross Motor Development		
A. 1 Moves with balance and control.		
Pre-K Content Standard		Sample Activities (Learning in Action)
HPD 1 a	Develops coordination and balance	<ul style="list-style-type: none"> • Peddles and steers a tricycle • Walks on balance beam • Balances on one foot
HPD 1 b	Coordinates movements to perform tasks	<ul style="list-style-type: none"> • Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns • Climbs a slide ladder using arms and feet • Moves body into position to catch or kick a ball • Builds strength and stamina in movement activities
A. 2 Coordinates movements to perform simple tasks.		
Pre-K Content Standard		Sample Activities (Learning in Action)
HPD 1 a	Develops coordination and balance	<ul style="list-style-type: none"> • Carries a glass of water across the room without spilling it
HPD 1 b	Coordinates movements to perform tasks	<ul style="list-style-type: none"> • Climbs a slide ladder using arms and feet • Moves body into position to catch or kick a ball
HPD 1 c	Participates in a variety of indoor and outdoor activities that increase strength, endurance and flexibility.	<ul style="list-style-type: none"> • Uses outdoor large motor equipment daily.

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Functional Component: Fine Motor Development		
B. 1 Uses strength and control to perform simple tasks.		
Pre-K Content Standard		Sample Activities (Learning in Action)
HPD 2 a	Performs fine-motor tasks that require small-muscle strength and control	<ul style="list-style-type: none"> • Tears a piece of tape off a roll of tape • Uses paper punch or stapler • Works with play dough • Uses writing tools
B.2 Uses eye-hand coordination to perform tasks.		
Pre-K Content Standard		Sample Activities (Learning in Action)
HPD 2 b	Uses eye-hand coordination to perform fine-motor tasks	<ul style="list-style-type: none"> • Puts together puzzles • Strings beads or puts pegs into boards
HPD 2 c	Exhibits manual coordination	<ul style="list-style-type: none"> • Uses scissors and art materials • Uses hands and fingers to act out finger plays and songs • Begins to practice self-help skills in zipping and buttoning
B. 3 Shows beginning control of writing, drawing and art tools.		
Pre-K Content Standard		Sample Activities (Learning in Action)
HPD 2 a	Performs fine-motor tasks that require small-muscle strength and control	<ul style="list-style-type: none"> • Uses writing tools

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Functional Component: Personal health and safety		
C. 1 Performs some self-care tasks independently.		
Pre-K Content Standard		Sample Activities (Learning in Action)
HPD 3 a	Participates in activities related to health and personal care routine	<ul style="list-style-type: none"> • Washes hands after toileting/before eating
C. 2 Follows basic health and safety rules.		
Pre-K Content Standard		Sample Activities (Learning in Action)
HPD 3 a	Participates in activities related to health and personal care routine	<ul style="list-style-type: none"> • Dramatizes health care professional roles • Uses the tooth model to demonstrate how to properly brush teeth
HPD 3 b	Participates in activities related to nutrition	<ul style="list-style-type: none"> • Identifies healthy foods • Sorts the plastic food in the dramatic play area into groups of fruits and vegetables
HPD 3 c	Discusses and utilizes appropriate safety procedures	<ul style="list-style-type: none"> • Knows to call 911 in an emergency • Discusses safety rules for playground • Participates in activities to learn to avoid dangerous situations