Get Set for School®

Correlations to California's Early Learning Standards



LEARNING **Without Tears**™

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I. Welcome to the Get Set for School Complete Pre-K Program	
Access to Digital Materials	
Access to Digital Teaching Tools Digital Access of the Get Set for School Complete Pre-K Program (e.g., Teacher's Guides, Activity Books, Read-Aloud Books, Assessments, Teaching Tools, Resources, etc.)	To view the Get Set for School digital teaching tools and resources, go to the Pre-K Interactive Teaching Tool (PreKITT) using the free two-week trial with the following information. **Access the Pre-K Interactive Teaching Tool:** **URL:** prekitt.lwtears.com
Research	
The Get Set for School Complete Pre-K Program is based on a theory and knowledge base that reflects a philosophical orientation. The Get Set for School Complete Pre-K Program is supported by child development research, theory, and practice. In addition, the curriculum is appropriate and uniquely designed for all learners and cultural backgrounds.	1. Get Set for School Research Review: https://www.lwtears.com/resources/get-set-school-research-review 2. Get Set for School: A Proven Success in Preparing Children for Kindergarten: https://www.lwtears.com/resources/get-set-school-proven-success 3. Getting to Know Get Set for School: • Pre-K Philosophy (Vol 1., pp. 6–7) • Language & Literacy (Vol 1., pp. 10–11) • Readiness & Writing (Vol 1., pp. 14–17) • Numbers & Math (Vol 1., pp. 20–21) • Oral Language (Vol 1., pp. 24–25, 46–49) • Science & Social Studies (Vol. 1., pp. 26–27) • Developmental Stages (*Vol. 1,* pp. 28–31) • References (*Vol. 1,* pp. 137–146)
National Standards Alignment	
Alignment to NAEYC standards and the Head Start Early Learning Outcomes Framework	Please see the correlations: https://www.lwtears.com/gss/launch/get-set-school-correlations-download?pi_list_email=elizabeth.dewitt%40hwtears.com#form-return

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Assessments	
The Get Set for School Complete Pre-K Program assessment tools are age appropriate and provide multiple ways and times for periodic and ongoing assessment and documentation for all learners.	**Daily Assessment** Opportunities Using Check for Understanding: Look for the Check for Understanding questions that appear at point-of-use with each lesson for Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science and Social Studies. Teachers can use them daily to quickly evaluate what children understood about each lesson and what they did not understand, so they can immediately modify instruction and reteach if necessary. **Weekly Assessment** Opportunities Using Classroom Observation Checklists: 1. Assess children one or more days a week using the Classroom Observation Checklist. Use the data from your Observation Checklists to identify targeted instruction and practice that you can provide during morning work, Centers, etc. For instance, when you identify skills that are a challenge for children, you can provide several activities from the Multisensory Activities & Centers in the *Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* (Vol.1, pp. 44–90). In addition, you can add to and extend the lessons using the Support/ELL and Enrichment Activities listed below the daily lessons. 2. Language & Literacy: To address letter identification, use the A-B-C Touch & Flip® Cards. Review the Language & Literacy Multisensory Activities & Centers to assist with planning. Select a teacher-led activity and review the child-led activities for Center ideas for morning work and ideas for small group Centers (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Vol.1, pp. 44–45). Do not forget the Student App: Sound Around Letters (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Vol.1, p. 53). 3. Readiness & Writing: To address name writing, use the strategies from the Readiness & Writing Multisensory Activities & Centers to assist with planning. Select a teacher-led activity to use in a name writing Center or at another time of the day (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, *Vol. 1,* pp. 78–81), and for individual capital letter practice, use the Wet-Dry-Try App (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, *Vol. 1,* pp. 72–73). 4. Numbers & Math: To address number identification, use the 1-2-3 Touch & Flip® Cards. Review the Numbers & Math Multisensory Activities & Centers to assist with planning. Select a teacher-led activity and review the child-led activities for Center ideas for morning work and ideas for small group Centers. Do not forget the Student App: Touch & Flip Numbers (*Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, *Vol. 1,* pp. 82–83, 90). **Periodic Assessment** Opportunities using the Benchmark Assessments: The Benchmark Assessments are given three times per year (e.g., beginning, middle, and end of year). The Get Set for School assessment results assist teachers in knowing what their students' present level of performance is in order to guide instruction and to address Pre-K skills, including the areas of alphabet knowledge, phonological awareness, and number sense and operations. *Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* (*Vol. 1,* Pre-K Assessments, p. 95). **Digital Access to Assessments and Instructions:** To review the Assessments, go to the Pre-K Interactive Teaching Tool (PreKITT) using the login information listed above with digital resources. Once you have logged in, locate the left-hand navigation panel, and select the Assessment tab.

Professional Development	
Professional Development Resources	To view the Professional Development resources, please see: Pre-K Implementation at https://www.lwtears.com/professional-development/#online-services For details on more specific professional development offerings, please email coordinator@LWTears.com or call 402.492.2766.
The Get Set for School Complete Pre-K Program provides high quality professional development.	At Learning Without Tears, we believe that all students can learn when provided personalized instruction, strategies designed to meet their unique and diverse learning needs/abilities and is supported by assessment. Similarly, with our professional development we address the skills educators need to be successful in their classroom or distant learning instruction through personalized and peer learning that meets the learning styles and needs of all adult learners. Our training is offered onsite and/or virtually throughout the academic school year. And, to promote educator learning and curriculum implementation support throughout the school year, the Professional Development Hub provides customizable training with microlearning videos, access to live and on-demand webinars, classroom videos, and optional coaching sessions with our curriculum support specialists. Our professional development builds effective teachers and prepares them to deliver joyful, child friendly learning experiences that encourage student participation and achievement. We also focus on methods to identify and strategies to use to support English language learners and how to challenge students that are ready to learn more. Included in our Professional Development is a one-year subscription to the Professional Development Hub. This is a 24/7 learning hub for educators who are using the Learning Without Tears programs with students. It provides yearlong, any time of the day access to get implementation answers, how-to videos on using the curriculum with students, and more. Our numerous training offerings combined with our Professional Development Hub provide numerous getting started and ongoing follow-up training and learning opportunities.
The Get Set for School Complete Pre-K Program's trainings are based on sound adult learning theory.	Learning Without Tears professional development programs are designed to encourage attendee participation and meet diverse adult learning styles. Learning occurs through hands-on experiences, reflection, note taking, collaboration, and brainstorming in individual and peer group activities. Our trainings encourage active participation and willingness to share and ask questions to deepen participants understanding of the content. The content is practical and applicable to classroom instruction with research supports when needed. Attendees are encouraged to facilitate learning activities with peers to practice and expand their own learning. Our Professional Development Hub supports adult learners by offering 24/7 on-demand and customizable training opportunities suited to their needs.
The Get Set for School Complete Pre-K Program's trainers have appropriate knowledge of the curriculum model.	Learning Without Tears requires all trainers to use our curriculum with students of varying ages and abilities daily. Our trainers are not training theorists. They have years of practical experience implementing our curriculum in numerous learning environments. To become a certified trainer, they go through a minimum six-month certification process that includes annual review and recertification based on their continual use of our curriculum with students and their ability to facilitate impactful adult-learning training workshops. The Learning Without Tears curriculum is driven by child development research and the research used to develop the curriculum is shared throughout the training. Additionally, general child development research and how to identify typical/atypical developing children is also shared.
The Get Set for School Complete Pre-K Program's theory, research, and practice are linked.	During the training, as child development research and theory is shared, educators will learn what activities and lessons build specific skills in a child friendly, developmentally appropriate way. They will further learn what learning sequence to use in their daily instruction that maximizes the learning time and builds important foundational skills first.

Domain: Social-Emotional Development	Get Set for School
Self	
1.0 Self-Awareness	
At around 48 months of age	
1.1 Describe their physical characteristics, behavior, and abilities positively.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social- Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, p. 109; Language & Literacy, p.118; Science pp. 27, 115, 119
At around 60 months of age	
1.1 Describe their physical characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social- Emotional Learning, p. 100; Books All Year, pp. 102-103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p.118; Science pp. 27, 115, 119
2.0 Self-Regulation	
At around 48 months of age	
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Classroom Management Tips, "Transition Tips," pp. 33–34; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 33, 37, 177; Social Studies, p. 163
At around 60 months of age	
2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100-101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p.29
3.0 Social and Emotional Understanding	
3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, p. 109; Social Studies, p. 19

At around 60 months of age	
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 102-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187; Oral Language, p.213
4.0 Empathy and Caring	
At around 48 months of age	
4.1 Demonstrate concern for the needs of others and people in distress.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social- Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, p. 109; Language & Literacy, p.118; Oral Language p. 151
At around 60 months of age	
4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 102-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187
5.0 Initiative in Learning	
At around 48 months of age	
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Books All Year, pp. 102-103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 187, 371
At around 60 months of age	
5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Books All Year, pp. 102–103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, p. 32; Social Studies, Enrichment, p. 187; Numbers and Math, p.383

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Social Interaction	
1.0 Interactions with Familiar Adults	
At around 48 months of age	
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 316
At around 60 months of age	
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, p. 316
2.0 Interactions with Peers	
At around 48 months of age	
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102-103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104
At around 60 months of age	
2.1 More actively and intentionally cooperate with each other.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104
At around 48 months of age	
2.2 Participate in simple sequences of pretend play.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 175 (Step 5), p. 187 (Step 6)
At around 60 months of age	
2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 175 (Step 5)

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At around 48 months of age	
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Books All Year, pp. 102–103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Social Studies, p. 187; Language & Literacy, p. 316
At around 60 months of age	
2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Books All Year, pp. 102–103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187; Language & Literacy, Enrichment, p. 316
3.0 Group Participation	
At around 48 months of age	
3.1 Participate in group activities and are beginning to understand and cooperate as group members.	*Vol. 1, 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, Student App: Sound Around Letters, p. 53; Readiness & Writing Multisensory Activities, Student App: Wet-Dry-Try App, p. 73; Numbers & Math Multisensory Activities, Student App: Touch & Flip Numbers, p. 90
At around 60 months of age	
3.1 Participate positively and cooperate ate with social expectations, group rules, and roles.	*Vol. 1, 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
4.0 Cooperation and Responsibility	
At around 48 months of age	
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections, pp. 100–101; Books All Year, Social-Emotional Learning Books, Feelings and Dealings: The ABC's of Emotions by Camille Childs, p. 104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 109; Language & Literacy, p. 118; Social Studies, p. 163
At around 60 months of age	
4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 37, 69; Social Studies, p. 163

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Relationships	
1.0 Attachments to Parents	
At around 48 months of age	
1.1 Seek security and support from their support from their primary family attachment figures.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102-103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104
At around 60 months of age	
1.1 Take greater initiative in seeking primary family attachment figures.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p.205
At around 48 months of age	
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104
At around 60 months of age	
1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 197, 199
At around 48 months of age	
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104
At around 60 months of age	
1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104

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2.0 Close Relationships with Teachers and Caregivers	
At around 48 months of age	
2.1 Seek security and support from their primary teachers and caregivers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100-101; Books All Year, pp. 102–105; *Vol. 2, 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
At around 60 months of age	
2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, 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
At around 48 months of age	
2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105; *Vol. 2, 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
At around 60 months of age	
2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100-101; Books All Year, pp. 102–105; *Vol. 2, 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
3.0 Friendships	
At around 48 months of age	
3.1 Choose to play with one or two special peers whom they identify as friends.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 15
At around 60 months of age	
3.1 Friendships are more reciprocal, exclusive, and enduring.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 197

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Language and Literacy	Get Set for School
Listening and Speaking	
1.0 Language Use and Conventions	
At around 48 months of age	
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Developmental Stages, 4-Year-Old, Language &Literacy, p. 30; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Readiness & Writing, p.14; Oral Language, p. 21
At around 60 months of age	
1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353
At around 48 months of age	
1.2 Speak clearly enough to be understood by familiar adults and children.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Developmental Stages, 4-Year-Old, Language &Literacy, p. 30; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Suggestions for 3-Year-Olds, pp. 144, 343; Readiness & Writing, p.14; Oral Language, p. 21
At around 60 months of age	
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Developmental Stages, 4-Year-Old, Language &Literacy, p. 30; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Readiness & Writing, p.14; Oral Language, p. 21
At around 48 months of age	
1.3 Use accepted language and style during communication with familiar adults and children.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353
At around 60 months of age	
1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353

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At around 48 months of age	
1.4 Use language to construct short narratives that are real or fictional.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353; Social Studies, p. 111
At around 60 months of age	
1.4 Use language to construct extended narratives that are real or fictional.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353; Enrichment, p. 205
2.0 Vocabulary	
At around 48 months of age	
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353
At around 60 months of age	
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 353; Language & Literacy, p. 312, Support/ELL, p. 276; Numbers & Math, pp. 99, 177
At around 48 months of age	
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	*Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Oral Language, Days 5, Throughout, e.g., pp. 193, 205, 353
At around 60 months of age	
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout, e.g., pp. 247; Science, Throughout, p. 253; Social Studies, Throughout, p. 445
At around 48 months of age	
2.3 Understand and use simple words that describe the relations between objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Day 1 Throughout, e.g., pp. 283, 345, 349; Numbers & Math, p. 407; Science, p. 401
At around 60 months of age	
2.3 Understand and use both simple and complex words that describe the relations between objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Day 1 Throughout, e.g., pp. 283, 345; Enrichment, pp. 283, 345; Numbers & Math, p. 383; Science, p. 401

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3.0 Grammar	
At around 48 months of age	
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Enrichment, p. 221; Numbers & Math, p. 341; Social Studies, Support/ ELL, p. 51, Science, pp. 339, 409
At around 60 months of age	
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies (Step 3), p. 233; Science (Enrichment), p. 149
At around 48 months of age	
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language (Step 4), pp. 201, 291; Numbers & Math, p. 113 (Step 4); p. 377 (Step 2)
At around 60 months of age	
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 33, 111, 195, 298, 333
Reading	
1.0 Concepts about Print	
At around 48 months of age	
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42–43; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 16, 18, 24, 28
At around 60 months of age	
1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42–43; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, pp. Language & Literacy, pp. 18, 24, 28

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At around 48 months of age	
1.2 Recognize print as something that can be read.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 64; Oral Language, Throughout, pp. 111, 287, 411
At around 60 months of age	
1.2 Understand that print is something that is read and has specific meaning.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 64, 66; Oral Language, Throughout, Enrichment, pp. 111, 287, 411
2.0 Phonological Awareness	
At around 48 months of age	
	See around 60 months of age and scaffold instruction
At around 60 months of age	
2.1 Orally blend and delete words and syllables without the support of pictures or objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 220, 224, 234, 246, 258
At around 48 months of age	
	See around 60 months of age and scaffold instruction
At around 60 months of age	
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words with the support of pictures or objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 204, 344, 356
3.0 Alphabetics and Word/Print Recognition	
At around 48 months of age	
3.1 Recognize the first letter of own name.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 60
At around 60 months of age	
3.1 Recognize own name or other common words in print.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 60, 62, 64, 68
At around 48 months of age	
3.2 Match some letter names to their printed form.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Student App: Letters and Sounds, p. 53; Readiness & Writing Multisensory Activities, pp. 54–81; Student App: Wet-Dry-Try App, p. 73; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, pp. 36, 120, 330, 430, 450

At around 60 months of age	
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Student App: Letters and Sounds, p. 53; Readiness & Writing Multisensory Activities, pp. 54–81; Student App: Wet-Dry-Try App, p. 73; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, pp. 68, 118, 120, 130, 136
At around 48 months of age	
	See around 60 months of age and scaffold instruction
At around 60 months of age	
3.3 Begin to recognize that letters have sounds.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 204, 198, 374, 390; Oral Language, Throughout, pp. 111, 287, 411
4.0 Comprehension and Analysis of Age-Appropriate Text	
At around 48 months of age	
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 106, 122, 142, 434
At around 60 months of age	
4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment pp. 106, 122, 142, 434
At around 48 months of age	
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 254, 264
At around 60 months of age	
4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment pp. 254, 264

5.0 Literacy Interest and Response	
At around 48 months of age	
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; Book Connections, pp. 97–101; Books All Year, pp. 102–105
At around 60 months of age	
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105; Language & Literacy, pp. 106, 122, 168
At around 48 months of age	
5.2 Engage in routines associated with literacy activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; Book Connections, pp. 97–101; Books All Year, pp. 102–105
At around 60 months of age	
5.2 Engage in more complex routines associated with literacy activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Centers & Connections, pp. 42-43; Book Connections, pp. 97e101; Books All Year, pp. 102–105;
Writing	
1.0 Writing Strategies	
At around 48 months of age	
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	*Vol. 2, 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
At around 60 months of age	
1.1 Adjust grasp and body position for increased control in drawing and writing.	R *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 78, 80
At around 48 months of age	
1.2 Write using scribbles that are different from pictures.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 60, 338; Readiness & Writing, pp. 112, 126, 384
At around 60 months of age	
1.2 Write letters or letter-like shapes to represent words or ideas.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 430; Readiness & Writing, pp. 422, 424, 426, 436
At around 48 months of age	
1.3 Write marks to represent own name.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, pp. 90, 102, 116

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At around 60 months of age	
1.3 Write first name nearly correctly.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, pp. 286, 336, 360, 450

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English-Language Development	Get Set for School
	Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum provides additional teacher-led activities and school-to-home support for ongoing language and literacy development; Language & Literacy Multisensory Activities, pp. 44-53; School-to-Home Connections, pp. 94-95; Books All Year, p.103-105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning* provides support for English Language Development throughout the daily lessons in the Support/ELL recommendations that correlate with each Learning Area and Learning Objective.
Listening	
1.0 Children listen with understanding	
Focus: Beginning Words	
Beginning	
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	*Get Set for School* provides opportunities for students to hear English Language with the additional support of visual prompts, and physical prompts. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, Throughout, e.g., pp. 32, 40, 50; Oral Language, Days 1, 3, 5 Throughout, e.g., 17, 21, 27
Middle	
1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	*Get Set for School* provides opportunities for students to hear the English Language with the additional support of visual prompts, and physical prompts. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 139, 155, 229
Later	
1.1 Begin to demonstrate an understanding of a larger set of words in English (for Objects and actions, personal pronouns, and possessives) in both real and pretend activity.	*Get Set for School* provides opportunities for students to hear English Language with the additional support of visual prompts, and physical prompts. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 1, 3, 5 Throughout, e.g., pp. 345, 349, 353
Focus: Requests and Directions	
Beginning	
1.2 Begin to follow simple directions in English, especially when there are contextual cues.	*Get Set for School* provides opportunities for students to imitate teacher actions and to follow simple directions at first and more complex directions later. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 22, 47, 70;

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Middle	
1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	*Get Set for School* provides opportunities for students to imitate teacher actions and to follow simple directions at first and more complex directions later. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 84, 96, 232, 416; Readiness & Writing, Throughout, e.g., pp. 128, 242, 250
Later	
1.2 Follow directions that involve a one-or two-step sequence, relying less on contextual cues.	*Get Set for School* provides opportunities for students to imitate teacher actions and to follow simple directions at first and more complex directions later. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Throughout, e.g., pp. 376, 396, 438
Focus: Basic and Advanced Concepts	
Beginning	
1.3 Demonstrate an understanding of words related to basic and advanced concepts into the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	*Get Set for School* provides opportunities to introduce vocabulary words in multiple ways: in a story, with visual prompts, through physical activities. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 85, 132; Oral Language, Support/ELL, Throughout, p. 95; Social Studies, Support/ELL, Throughout, p. 297
Middle	
1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	*Get Set for School* provides opportunities to introduce vocabulary words in multiple ways: in a story, with visual prompts, through physical activities. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 182, 342, 404; Oral Language, Support/ELL, Throughout, p. 95; Social Studies, Support/ELL, Throughout, p. 297
Later	
1.3 Demonstrate an understanding of words in English related to more advanced concepts.	*Get Set for School* provides opportunities to introduce vocabulary words in multiple ways: in a story, with visual prompts, through physical activities. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Support/ELL, Throughout, p. 235; Social Studies, Support/ELL, Throughout, p. 273

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Speaking	
1.0 Children use nonverbal and verbal strategies to communicate with others.	
Focus: Communication of Needs	
Beginning	
1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	Get Set for School provides opportunities to imitate teacher actions and to communicate first through gesture and gradually add vocabulary words and then simple phrases and sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 10, 23, 47; Language & Literacy, Support/ELL, Throughout, e.g., pp. 12, 14, 18; Oral Language, Support/ELL, Throughout, e.g., pp. 17, 21, 37
Middle	
1.1 Combine nonverbal and some communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).	Get Set for School provides opportunities to imitate teacher actions and to communicate first through gesture and gradually add vocabulary words and then simple phrases and sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 10, 23, 47; Language & Literacy, Support/ELL, Throughout, e.g., pp. 12, 14, 18, 47, 58; Oral Language, Support/ELL, Throughout, e.g., pp. 17, 21, 37
Later	
Show increasing reliance on verbal communication in English to be understood by others.	Get Set for School provides opportunities to imitate teacher actions and to communicate first through gesture and gradually add vocabulary words and then simple phrases and sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., pp. 12, 14, 18, 47, 58; Oral Language, Throughout, e.g., pp. 17, 21, 37
Focus: **Vocabulary Production**	
Beginning	
1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	Get Set for School provides opportunities to begin to use vocabulary words first in student's home language, then through experimentation with key vocabulary words, and then building phrases and short sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 71, 85, 108; Language & Literacy, Throughout, e.g., p. 138; Oral Language, Days 1, 3, 5, Throughout, pp. 17, 18, 37; Social Studies, Support/ELL, Throughout, e.g., p. 113.

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Middle	
Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	Get Set for School provides opportunities to begin to use vocabulary words first in student's home language, then through experimentation with key vocabulary words, and followed by building phrases and short sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 71, 85, 108; Language & Literacy, Throughout, e.g., p. 138; Oral Language, Throughout, pp. 283, 345, 349, 353; Social Studies, Support/ELL, Throughout, e.g., p. 113;
Later	
Use new English vocabulary to share knowledge of concepts	Get Set for School provides opportunities to begin to use vocabulary words first in student's home language, then through experimentation with key vocabulary words, and then building phrases and short sentences. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., p. 138; Oral Language, Throughout, pp. 345, 349, 353; Numbers & Math, p. 407; Science, p. 401
Focus: Conversation	
Beginning	
1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School provides opportunities to build conversational skills, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 23, 59, 84; Language & Literacy, Throughout, e.g., pp. 12, 14; Oral Language, Throughout, p. 19.
Middle	
1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).	Get Set for School provides opportunities to build conversational skills, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 84, 96, 45; Language & Literacy, Throughout, e.g., pp. 12, 14; Oral Language, Throughout, p. 19.
Later	
1.3 Sustain a conversation in English about a variety of topics.	Get Set for School provides opportunities to build conversational skills, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., pp. 138, 142; Oral Language, Throughout, pp. 221, 225, 229

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Focus: Utterance length and complexity	
Beginning	
1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School provides opportunities to build an understanding of meaningful phrases and sentences, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 46, 70; Oral Language, Support/ELL, Throughout, p. 21, 45.
Middle	
1.4 Use two- and three-word utterances in English to communicate.	Get Set for School provides opportunities to build an understanding of meaningful phrases and sentences, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 58, 145, 158; Oral Language, Support/ELL, Throughout, p. 21, 45, 73, 161.
Later	
1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	Get Set for School provides opportunities to build an understanding of meaningful phrases and sentences, first in student's home language, and then in English with teachers and classmates, building confidence over time. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout, e.g., pp. 21, 87, 91, 95, 107; Enrichment, p. 221; Numbers & Math, p. 341; Social Studies, Support/ ELL, p. 51, Science, pp. 339, 409
Focus: Grammar	
Beginning	
1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with assistance of an interpreter if necessary).	Get Set for School provides opportunities to build an understanding of the mechanics of grammar, first through use of home language and then gradually adding components of English grammar. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 58, 132, 158; Language & Literacy, Support/ELL, pp. 184, 188
Middle	
1.5 Begin to use some English grammatical markers (e.g., *-ing* or plural *-s*) and, at times, apply the rules of grammar of the home language to English.	Get Set for School provides opportunities to build an understanding of the mechanics of grammar, first through use of home language and then gradually adding components of English grammar. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 58, 132, 158; Language & Literacy, Support/ELL, pp. 184, 188; Oral Language (Step 4), pp. 177

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Later	
1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.	Get Set for School provides opportunities to build an understanding of the mechanics of grammar, first through use of home language and then gradually adding components of English grammar. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language (Step 4), pp. 177, 201, 291; Numbers & Math, p. 113 (Step 4); p. 377 (Step 2)
Focus: Inquiry	
Beginning	
1.6 Ask a variety of types of questions (e.g., "what," "why," "how," "when," and "where") in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.	Get Set for School provides opportunities to practice asking questions across learning areas, first in their home language and then gradually practicing asking questions in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 168; Oral Language, Support/ELL, Days 5, Throughout, e.g., pp. 19, 69.
Middle	
1.6 Begin to use "what" and "why" questions in English, sometimes with errors.	Get Set for School provides opportunities to practice asking questions across learning areas, first in their home language and then gradually practicing asking questions in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 5, Throughout, e.g., pp. 391, 415, 427; Oral Language, Support/ELL, Days 5, Throughout, e.g., pp. 161, 181.
Later	
1.6 Begin to use "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with errors.	Get Set for School provides opportunities to practice asking questions across learning areas, first in their home language and then gradually practicing asking questions in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Days 5, Throughout, e.g., pp. 391, 415, 427.
2.0 Children begin to understand and use social conventions in English	
Focus: Social Conventions	
Beginning	
2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School provides opportunities to observe and practice using social conventions of the home language and of English through teacher/parent modeling and whole class, small group, and individual practice. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 23, 47, 58, 307; Readiness & Writing, p. 12; Oral Language, pp. 13, 29, 33, 37

Middle	
2.1 Demonstrate a beginning understanding of English social conventions.	Get Set for School provides opportunities to observe and practice using social conventions of the home language and of English through teacher/parent modeling and whole class, small group, and individual practice. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 23, 47, 58; Oral Language, pp. 69, 177
Later	
2.1 Appropriately use words and tone of voice associated with social conventions in English.	Get Set for School provides opportunities to observe and practice using social conventions of the home language and of English through teacher/parent modeling and whole class, small group, and individual practice. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p. 77; Oral Language, pp. 197, 205; Social Studies, p. 199.
3.0 Children use language to create oral narratives about their personal experiences	
Focus: Narrative Development	
Beginning	
Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School encourages students to create narratives about everyday experiences and past experiences, as well as pretend scenarios. Students can first practice in their home language and then gradually begin using English vocabulary, phrases, and then complete sentences to create these narratives. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182; Language & Literacy, pp. 106, 122, 168, 264, 434; Support/ELL, p. 199.
Middle	
3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	Get Set for School encourages students to create narratives about everyday experiences and past experiences, as well as pretend scenarios. Students can first practice in their home language and then gradually begin using English vocabulary, phrases, and then complete sentences to create these narratives. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182; Language & Literacy, pp. 106, 122, 168, 264, 434; Support/Ell, p. 199.
Later	
3.1 Produce simple narratives in English that are real or fictional.	Get Set for School encourages students to create narratives about everyday experiences and past experiences, as well as pretend scenarios. Students can first practice in their home language and then gradually begin using English vocabulary, phrases, and then complete sentences to create these narratives. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 185, Support/ELL, pp. 189, 19.

Reading	
1.0 Children demonstrate an appreciation and enjoyment of reading and literature.	
Focus: Participate in Read-aloud Activity	
Beginning	
1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	Get Set for School provides varied opportunities for students to select books, listen to books, and interact with read-alouds, asking questions and listening to group discussions of books. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42-43; Book Connections, pp. 97-101; Books All Year, pp. 102-105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 84, 96, 232, 245, 343, 355, 416; Language & Literacy, pp. 142, 254, 264.
Middle	
1.1 Begin to participate in reading activities, using books written in English when the language is predictable.	Get Set for School provides varied opportunities for students to select books, listen to books, and interact with read-alouds, asking questions and listening to group discussions of books. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42-43; Book Connections, pp. 97-101; Books All Year, pp. 102-105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 84, 96, 232, 245, 343, 355, 416; Language & Literacy, pp. 142, 254, 264.
Later	
1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	Get Set for School provides varied opportunities for students to select books, listen to books, and interact with read-alouds, asking questions and listening to group discussions of books. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 84, 96, 232, 245, 343, 355, 416; Language & Literacy, pp. 142, 254, 264, 434, 442; Social Studies, p. 187.

Focus: Interest in Books and Reading	
Beginning	
1.2 "Read" familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	Get Set for School provides varied opportunities for students to select books, read books, and talk about books in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp.232, 245, 343, 416.
Middle	
1.2 Choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	Get Set for School provides varied opportunities for students to select books, read books, and talk about books in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42-43; Book Connections, pp. 97-101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp.232, 245, 343, 416; Language & Literacy, pp. 142, 254, 264, 434, 442
Later	
1.2 Choose to "read" familiar books written in English with increasing independence and talk about the books in English.	Get Set for School provides varied opportunities for students to select books, read books, and talk about books in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42-43; Book Connections, pp. 97-101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 142, 254, 264, 434, 442
2.0 Children show an increasing understanding of book reading.	
Focus: Personal Connections to the Story	
Beginning	
2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others with the assistance of an interpreter if necessary).	Get Set for School provides opportunities for students to recount stories from their own experiences in their home language as well as in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182; Language & Literacy, pp. 106, 122, 168, 264, 434; Support/ELL, p. 199.

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Middle	
2.1 Describe their own experiences related to the topic of the story using telegraphic and/or formulaic speech in English.	Get Set for School provides opportunities for students to recount stories from their own experiences in their home language as well as in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182; Language & Literacy, pp. 106, 122, 168, 264, 434; Support/ELL, p. 199.
Later	
2.1 Begin to engage in extended conversations in English about stories.	Get Set for School provides opportunities for students to recount stories from their own experiences in their home language as well as in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 185, Support/ELL, pp. 189, 190.
Focus: Story Structure	
Beginning	
Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Get Set for School provides varied opportunities for students to select books, read books, and retell stories they have read or heard in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum; Book Centers & Connections, pp. 4–-43; Book Connections, pp. 97-101; Books All Year, pp. 102–105;* *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 11, 22, 85, 145, 171, 182.
Middle	
2.2 Retell a story using the home language and some English when read or told a story in English.	Get Set for School provides varied opportunities for students to select books, read books, and retell stories they have read or heard in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 232, 245, 343, 416; Language & Literacy, pp. 142, 254, 264, 434, 442.

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Later	
2.2 Retell in English the majority of a story read or told in English.	Get Set for School provides varied opportunities for students to select books, read books, and retell stories they have read or heard in their home language as well as in English. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Centers & Connections, pp. 42–43; Book Connections, pp. 97e101; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 142, 254, 264, 434, 442.
3.0 Children demonstrate an understanding of print conventions	
Focus: Book Handling	
Beginning	
3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages.)	Get Set for School provides students with an introduction to books and all of their components, beginning with read-alouds and followed by opportunities to select, to read, and to engage with books. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 24, 26, 30, 32; Readiness & Writing, pp. 24, 26, 30 Numbers & Math, p. 13; Oral Language, Support/ ELL, p. 303.
Middle	
3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.	Get Set for School provides students with an introduction to books and all of their components, beginning with read-alouds and followed by opportunities to select, to read, and to engage with books. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 24, 26, 30, 32; Readiness & Writing, pp. 24, 26, 30 Numbers & Math, p. 13; Oral Language, Support/ELL, p. 303; Oral Language, Support/ ELL, p. 303.
Later	
3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442; Enrichment, pp. 110, 126, 192, 336, 348; Numbers & Math, pp. 13, 131, 151, 187, 315, 351.

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4.0 Children demonstrate awareness that print carries meaning.	
Focus: Environmental print	
Beginning	
4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	Get Set for School introduces print awareness throughout the learning areas using a variety of multisensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 412; Oral Language, Throughout, e.g., pp. 41, 95, 111, 151.
Middle	
4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	Get Set for School introduces print awareness throughout the learning areas using a variety of multisensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 412; Oral Language, Throughout, e.g., pp. 111, 287, 411.
Later	
4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	Get Set for School introduces print awareness throughout the learning areas using a variety of multi-sensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 412; Oral Language, Throughout, e.g., pp. 337, 345, 377, 443.

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5.0 Children demonstrate progress in their knowledge of the alphabet in English	
Focus: Letter awareness	
Beginning	
5.1 Interact with material representing the letters of the English alphabet.	Get Set for School introduces letter awareness throughout the learning areas using a variety of multi-sensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82-90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 58, 70, 71, 96, 97, 109, 121, 132, 144, 145, 159, 170, 171, 182, 195, 206, 219, 244, 292, 306, 331; Language & Literacy, Throughout, e.g., pp. 64, 88, 104; Oral Language, Throughout, e.g., pp. 111, 287, 411.
Middle	
5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).	Get Set for School introduces letter awareness throughout the learning areas using a variety of multi-sensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44-53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 58, 70, 71, 96, 97, 109, 121, 132, 144, 145, 159, 170, 171, 182, 195, 206, 219, 244, 292, 306, 331; Language & Literacy, Throughout, e.g., pp. 124, 136, 198; Oral Language, Throughout, e.g., pp. 111, 287, 411
Later	
5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	Get Set for School introduces letter awareness throughout the learning areas using a variety of multi-sensory tools. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Language & Literacy Multisensory Activities, pp. 44–53; Numbers & Math Multisensory Activities, pp. 82–90; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., pp. 124, 136, 198; Oral Language, Throughout, e.g., pp. 111, 287, 411.
Focus: Letter recognition	
Beginning	
5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	Get Set for School introduces letter recognition beginning with their own name and building on lowercase and uppercase letters of the alphabet in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 58, 70, 71, 96, 97, 109, 121, 132, 144, 145, 159, 170, 171, 182, 195, 206, 219, 244, 292, 306, 331; Language & Literacy, Throughout, e.g., p. 62; Readiness & Writing, p. 62

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Middle	
5.2 Identify some letters of the alphabet in English.	Get Set for School introduces letter recognition beginning with their own name and building on lowercase and uppercase letters of the alphabet in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 35, 58, 68, 70, 71, 96, 97, 109, 121, 132, 144, 145, 159, 170, 171, 182, 195, 206, 219, 244, 292, 306, 331; Language & Literacy, Throughout, e.g., p. 62, 64, 88; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68.
Later	
5.2 Identify ten or more letters of the alphabet in English.	Get Set for School introduces letter recognition beginning with their own name and building on lowercase and uppercase letters of the alphabet in English. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Throughout, e.g., p. 88, 104, 382, 410; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68.
6.0 Children demonstrate phonological awareness	
Focus: Rhyming	
Beginning	
6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Get Set for School develops student's ability to recognize, recreate, and build on rhyme through songs, poems, stories, and games. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 144, 343; Language & Literacy, Throughout, e.g., pp. 78, 110, 150, 238, 320; Numbers & Math, pp. 73, 77, 101.
Middle	
6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Get Set for School develops student's ability to recognize, recreate, and build on rhyme through songs, poems, stories, and games. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 144, 343; Language & Literacy, Throughout, e.g., pp. 78, 110, 150, 238, 320; Numbers & Math, pp. 73, 77, 101.
Later	
6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	Get Set for School develops student's ability to recognize, recreate, and build on rhyme through songs, poems, stories, and games. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, pp. 144, 343; Language & Literacy, Throughout, e.g., pp. 78, 110, 150, 238, 320, 384; Numbers & Math, pp. 73, 77, 101.

Focus: onset (initial sound)	
Beginning	
6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English with support.	Get Set for School develops student's ability to recognize, recreate, and build on words with similar onset. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 204, 344, 356
Middle	
6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	Get Set for School develops student's ability to recognize, recreate, and build on words with similar onset. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 204, 344, 356
Later	
6.2 Recognize and produce words that have a similar onset (initial sound) in English.	Get Set for School develops student's ability to recognize, recreate, and build on words with similar onset. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 204, 344, 356
Focus: Sound differences in the home language and English	
Beginning	
6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)	Get Set for School develops student's ability to manipulate sounds (onsets, rimes, and phonemes). *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 204, 344, 356
Middle	
6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.	Get Set for School develops student's ability to manipulate sounds (onsets, rimes, and phonemes). *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 204, 344, 356
Later	
6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English with support.	Get Set for School develops student's ability to manipulate sounds (onsets, rimes, and phonemes). *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 204, 344, 356

Writing	
1.0 Children use writing to communicate their ideas.	
Focus: Writing as communication	
Beginning	
1.1 Begin to understand that writing can be used to communicate.	Get Set for School introduces students to emergent writing skills through multisensory activities that emphasize the development of fine motor skills. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 257; Language & Literacy, pp. 32, 60, 142, 316, 369; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68**,** 88.
Middle	
1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.	Get Set for School introduces students to emergent writing skills through multisensory activities that emphasize the development of fine motor skills. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 257; Language & Literacy, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68**,** 88; Oral Language, pp. 53, 313, 353, 377.
Later	
1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	Get Set for School introduces students to emergent writing skills through multisensory activities that emphasize the development of fine motor skills. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68**,** 88.
Focus: Writing to represent words or ideas	
Beginning	
1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	Get Set for School helps develop emergent writing skills through multisensory activities that introduce written language in varied contexts and across learning areas. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction*; Developmental Sequence, pp. 28–31; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Support/ELL, Throughout, e.g., pp. 62, 64, 66, 68**,** 88;

Middle	
1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.	Get Set for School helps develop emergent writing skills through multisensory activities that introduce written language in varied contexts and across learning areas. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction*; Developmental Sequence, pp. 28–31; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68**,** 88; Oral Language, pp. 53, 313, 353, 377; Science, pp. 129, 315, 323, 397; Social Studies, pp. 63, 75, 141, 153, 347, Enrichment, pp. 187, 327.
Later	
1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	Get Set for School helps develop emergent writing skills through multisensory activities that introduce written language in varied contexts and across learning areas. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 142, 316, 369; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68**,** 88; Oral Language, pp. 53, 313, 353, 377; Science, pp. 129, 315, 323, 397; Social Studies, pp. 63, 75, 141, 153, 347, Enrichment, pp. 187, 327.
Focus: Writing their name	
Beginning	
1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.	Get Set for School builds on emergent skills by first starting with the initial letter of students' names and then building on writing their full names and speaking their full names. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; Readiness & Writing, Support/ELL, pp. 126, 336. *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Support/ELL, pp. 126, 336.
Middle	
1.3 Attempt to copy their own name in English or in the writing system of their home language.	Get Set for School builds on emergent skills by first starting with the initial letter of students' names and then building on writing their full names and speaking their full names. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, pp. 126, 336, 360.

Later	
1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.	Get Set for School builds on emergent skills by first starting with the initial letter of students' names and then building on writing their full names and speaking their full names. *Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Name Writing: Magnetic Lowercase & Blackboard Set, p. 79; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, pp. 126, 336, 360, 450

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Mathematics	Get Set for School
Number Sense	
At around 48 months of age	
1.0 Children begin to understand numbers and quantities in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Numbers & Math, Throughout, e.g., pp. 39, 67, 93, 103, 117*
At around 60 months of age	
1.0 Children expand their understanding of numbers and quantities in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 51, 185, 263, 347, 433
At around 48 months of age	
1.1 Recite numbers in order to ten with increasing accuracy.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 160; Numbers & Math, Throughout, e.g., pp. 135, 161, 215
At around 60 months of age	
1.1 Recite numbers in order to twenty with increasing accuracy.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Sample Circle Time, Calendar, 2nd Bullet, p. 105; Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 285, 391, 403, 409
At around 48 months of age	
1.2 Begin to recognize and name a few written numerals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 85, 108, 159, 171, 195, 218, 219, 319, 354, 416; Numbers & Math, Throughout, e.g., pp. 67, 73, 75, 77
At around 60 months of age	
1.2 Recognize and know the name of some written numerals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, Throughout, e.g., pp. 297, 299, 303, 321, 323, 329, 349, 353
At around 48 months of age	
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, Throughout, e.g., pp. 39, 67, 93, 103, 117
At around 60 months of age	
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Numbers & Math, Throughout, e.g., pp. 39, 67, 93, 103, 117*

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At around 48 months of age	
1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 171 (Day 3), 195 (Day 4), 218 (Day 2); Numbers & Math, pp. 215, 235, 253
At around 60 months of age	
1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 371, 407, 413
At around 48 months of age	
1.5 Use the number name of the last object counted to answer the question, "How many . . . ?"	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 85 (Day 4), 108 (Day 2), 159 (Day 4); Numbers & Math, pp. 107, 161, 167
At around 60 months of age	
1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 53, 55, 263, 347
At around 48 months of age	
2.0 Children begin to understand number relationships and operations in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 171 (Day 3), 195 (Day 4), 218 (Day 2); Numbers & Math, pp. 163, 227, 297, 299
At around 60 months of age	
2.0 Children expand their understanding of number relationships and operations in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 165, 221, 241, 247
At around 48 months of age	
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate "more" or "same."	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 171 (Day 3), 195 (Day 4), 218 (Day 2); Numbers & Math, pp. 163, 227, 297, 299
At around 60 months of age	
2.1 Compare, by counting or matching, two groups of up to five objects and communicate "more," "same as," or "fewer" (or "less").	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 285, 297, 299, 301
At around 48 months of age	
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 341, 359, 447

At around 60 months of age	
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 249, 341
At around 48 months of age	
2.3 Understand that putting two groups of objects together will make a bigger group.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 341, 359, 447
At around 60 months of age	
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 241, 249
At around 48 months of age	
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 341, 359
At around 60 months of age	
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 163, 341, 359
Algebra and Functions (Classification and Patterning)	
At around 48 months of age	
1.0 Children begin to sort and classify objects in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 70, 71, 306, 307, 366, 367; Social Studies, Throughout, e.g., pp. 75, 105, 237; Science, Throughout, e.g., pp. 27, 67, 137, 149
At around 60 months of age	
1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, Throughout, e.g., pp. 261, 273, 285, 297; Science, Throughout, e.g., pp. 241, 265, 277, 283, 289, 301, 411
At around 48 months of age	
1.1 Sort and classify objects by one attribute into two or more groups with increasing accuracy.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 70, 71, 306, 307, 366, 367; Numbers & Math, pp. 339, 387, 395, 399, 407, 411, 419, 445

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At around 60 months of age	
1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 70, 71, 306, 307, 366, 367; Numbers & Math, pp. 339, 387, 395, 399, 407, 411, 419, 445; Enrichment, pp. 419, 377
At around 48 months of age	
2.0 Children begin to recognize simple, repeating patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 121, 132, 158, 170, 194, 393; Numbers & Math, pp. 201, 259, 261, 277
At around 60 months of age	
2.0 Children expand their understanding of simple, repeating patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 201, 259, 261
At around 48 months of age	
2.1 Begin to identify or recognize a simple repeating pattern.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 121, 132, 158, 170, 194, 393; Numbers & Math, pp. 201, 259, 261, 277
At around 60 months of age	
2.1 Recognize and duplicate simple repeating patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 129 173; Science, pp. 129, 167, 203
At around 48 months of age	
2.2 Attempt to create a simple repeating pattern or participate in making one.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 194 (Day 2); Numbers & Math, pp. 201, 259, 261
At around 60 months of age	
2.2 Begin to extend and create simple repeating patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 199, 201, Enrichment, p. 401
Measurement	
At around 48 months of age	
1.0 Children begin to compare and order objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 120 (Day 1), 405 (Day 4); Numbers & Math, pp. 123, 139, 211, 237, 263
At around 60 months of age	
1.0 Children expand their understanding of comparing, ordering, and measuring objects.	

At around 48 months of age	
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum,* Sample Circle Time, Calendar, 2nd Bullet, p. 105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 285, 391, 403, 409
At around 60 months of age	
1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Sample Circle Time, Calendar, 2nd Bullet, p. 105;* *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 285, 391, 403, 409
At around 48 months of age	
1.2 Order three objects by size.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 29, 123, 263, 415, 439; Oral language, p. 65; Social Studies, p. 105
At around 60 months of age	
1.2 Order four or more objects by size.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 29, 123, 263, 415, 439; Oral language, p. 65; Social Studies, p. 105
At around 48 months of age	
	See around 60 months of age and scaffold instruction
At around 60 months of age	
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 120 (Day 1), 405 (Day 4);Numbers & Math, pp. 123, 139, 211, 237, 431Science, p. 67; Social Studies, p. 249
Geometry	
At around 48 months of age	
1.0 Children begin to identify and use common shapes in their everyday environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 70, 71, 306, 307, 366, 367; Language & Literacy, pp. 16, 24, 28; Readiness & Writing, pp. 28, 48; Numbers & Math, pp. 28, 89, 95, 119; Enrichment, p. 388; Oral Language, pp. 57; Enrichment, p. 103
At around 60 months of age	
1.0 Children identify and use a variety of shapes in their everyday environment.	*Vol. 2, 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. 315, 317, 351, 365, 377, 383, 385, 388, 445; Enrichment, p. 388; Oral Language, pp. 57; Enrichment, p. 103

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At around 48 months of age	
1.1 Identify simple two-dimensional shapes, such as a circle and square.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Teacher-Led Activities, No. 3; Child-Led Activities, No. 2, p. 85; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 16; Readiness & Writing, pp. 48, 52; Numbers & Math, p. 351
At around 60 months of age	
1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Numbers & Math Multisensory Activities, Mix & Make Shapes, pp. 84–85; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46 (Day 2), 70 (Day 2), 306 (Day 2); Numbers & Math, pp. 95, 119, 125, 149, 151
At around 48 months of age	
1.2 Use individual shapes to represent different elements of a picture or design.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 47 (Day 3), 366 (Day 2); Numbers & Math, pp. 167, 179, 193, 235, 309, 385, Enrichment p. 351; Oral Language, Enrichment, p. 103
At around 60 months of age	
1.2 Combine different shapes to create a picture or design.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 47 (Day 3), 366 (Day 2); Numbers & Math, pp. 167, 179, 193, 235, 309, 385, Enrichment p. 351; Oral Language, Enrichment, p. 103
At around 48 months of age	
2.0 Children begin to understand positions in space.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 46 (Day 1), 69 (Day 2), 71 (Day 4), 307 (Day 5);Readiness & Writing, Throughout, e.g., pp. 12, 26, 28, 30, 32; Numbers & Math, Throughout, e.g., pp. 13, 21, 27
At around 60 months of age	
2.0 Children expand their understanding of positions in space.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Throughout, e.g., pp. 12, 26, 28, 30, 32; Numbers & Math, Throughout, e.g., pp. 13, 21, 27
At around 48 months of age	
2.1 Identify positions of objects and people in space such as, in/on/under, up/down, and inside/outside.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 77, 265, 339, 387
At around 60 months of age	
2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 77, 265, 339, 387

Mathematical Reasoning	
At around 48 months of age	
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections & Centers, pp. 42-43; Book Connections, Numbers, Counting, Colors, Shapes, p. 99; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 429; Numbers & Math, pp. 227, 263, 297, 299 Science, pp. 215, 241 Social Studies, p. 15
At around 60 months of age	
1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment**.**	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections & Centers, pp. 42-43; Book Connections, Numbers, Counting, Colors, Shapes, p. 99; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Enrichment, p. 420 Numbers & Math, pp. 435, 439 Science, p. 437 Social Studies, pp.113, 167
At around 48 months of age	
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections & Centers, pp. 42–43; Book Connections, Numbers, Counting, Colors, Shapes, p. 99; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 429; Readiness & Writing, Enrichment, p. 420 Numbers & Math, pp. 227, 263, 297, 299, 435, 439 Science, pp. 215, 241, 437 Social Studies, pp. 15, 113, 167

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At around 60 months of age	
1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections & Centers, pp. 42–43; Book Connections, Numbers, Counting, Colors, Shapes, p. 99; Books All Year, pp. 102–105; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, Enrichment, p. 420 Numbers & Math, pp. 227, 263, 297, 299, 435, 439 Science, pp. 215, 241, 437 Social Studies, pp. 15, 113, 167

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Visual and Performing Arts	Get Set for School
Visual Art	
1.0 Notice, Respond, and Engage	
At around 48 months of age	
1.1 Notice and communicate about objects or forms that appear in art.	*Vol. 2, 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. 380; Numbers & Math, p. 261; Science, pp. 129, 265
At around 60 months of age	
1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 261 Science, pp. 129, 265
At around 48 months of age	
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	*Vol. 2, 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. 380; Language & Literacy, p. 384; Enrichment, pp. 142, 254; Readiness & Writing, Throughout, e.g., pp. 32, 36; Numbers & Math, p. 261; Science, pp. 129; Enrichment, pp. 191, 203, 253
At around 60 months of age	
1.2 Begin to plan art and show increasing care and persistence in completing it.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 302; Enrichment, p. 142; Science, p. 167, 253; Social Studies, p. 371
At around 48 months of age	
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	*Vol. 2, 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. 36, 142, 262, 302, 384; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Numbers & Math, p. 261; Social Studies, p. 163; Science, pp. 129, 253, 265; Enrichment, pp. 191, 203
At around 60 months of age	
1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 36, 142, 262, 302, 384; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Numbers & Math, p. 261; Social Studies, p. 163; Science, pp. 129, 253, 265; Enrichment, pp. 191, 203
At around 48 months of age	
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	*Vol. 2, 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; Numbers & Math, p. 261; Science, p. 129, 167, 253, 265
At around 60 months of age	
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 261; Science, p. 129, 167, 253, 265

2.0 Develop Skills in Visual Art	
At around 48 months of age	
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	*Vol. 2, 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. 380; Language & Literacy, p. 384; Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Numbers & Math, p. 261; Science, pp. 129
At around 60 months of age	
2.1 Draw single circle and add lines to create representations of people and things.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 384; Enrichment, pp. 142, 254; Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Numbers & Math, p. 261; Science, Enrichment, pp. 191, 203, 253
At around 48 months of age	
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	*Vol. 2, 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. 380; Readiness & Writing, Throughout, e.g., pp. 32, 36; Science, p. 79, 167, Enrichment, pp. 191
At around 60 months of age	
2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Science, p. 79, 167, Enrichment, pp. 191, 253
At around 48 months of age	
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, Day 5, p.393; Oral Language, p. 221 (see Materials list); Science, Enrichment, p. 359
At around 60 months of age	
2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, Day 5, p.393; Oral Language, p. 221 (see Materials list); Science, Enrichment, p. 359
At around 48 months of age	
2.4 Begin to use paper and other materials to assemble simple collages.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 262, 302, 384; Numbers & Math, p. 261; Science, pp. 129; Enrichment, pp. 203
At around 60 months of age	
2.4 Use paper and other materials to make two- and three-dimensional assembled works.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 262, 302; Numbers & Math, p. 261; Science, pp. 129; Enrichment, p. 203; Social Studies, p. 163, 371
At around 48 months of age	
2.5 Begin to recognize and name materials and tools used for visual arts.	*Vol. 1,* Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Teaching Grip0, p. 57; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Readiness & Writing, pp. 142, 264

At around 60 months of age	
2.5 Recognize and name materials and tools used for visual arts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Language & Literacy, p. 186; Enrichment, p. 142; Science, p. 129*
At around 48 months of age	
2.6 Demonstrate some motor control when working with visual arts tools.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*, Teaching Grip, p. 57; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p.254; Enrichment, p. 142; Readiness & Writing, pp. 32, 36; Science, p. 129
At around 60 months of age	
2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	*Vol. 1,* Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Teaching Grip, p. 57; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Readiness & Writing, pp. 32, 36, 142, 264
3.0 Create, Invent, and Express Through Visual Art	
At around 48 months of age	
3.1 Create art and sometimes name the work.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, for 3-Year-Olds, pp. 183, 233, 281, 380, 381, 392, 393, 429380; Readiness & Writing, Throughout, e.g., pp. 32, 36; Science, p. 79 167, Enrichment, pp. 191
At around 60 months of age	
3.1 Intentionally create content in a work of art.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Science, p. 79, 167, Enrichment, pp. 191, 253
At around 48 months of age	
3.2 Begin to draw figures or objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Week At-A-Glance, for 3-Year-Olds, pp. 183, 233, 281, 380, 381, 392, 393, 429, 380; Readiness & Writing, Throughout, e.g., pp. 32, 36; Science, p. 79 167, Enrichment, pp. 191
At around 60 months of age	
3.2 Draw more detailed figures or objects with more control of line and shape.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Readiness & Writing, Throughout, e.g., pp. 32, 36, 94, 102, 106; Science, p. 79, 167, Enrichment, pp. 191, 253
At around 48 months of age	
3.3 Begin to use intensity of marks and color to express a feeling or mood.	*Vol. 2, 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. 380; Language & Literacy, p. 384; Enrichment, pp. 142, 254; Readiness & Writing, Throughout, e.g., pp. 32, 36; Numbers & Math, p. 261; Science, pp. 129; Enrichment, pp. 191, 203, 253
At around 60 months of age	
3.3 Use intensity of marks and color more frequently to express a feeling or mood.	*Vol. 2, 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. 380; Language & Literacy, p. 384; Enrichment, pp. 142, 254; Readiness & Writing, Throughout, e.g., pp. 32, 36; Numbers & Math, p. 261; Science, pp. 129; Enrichment, pp. 191, 203, 253

Music	
1.0 Notice, Respond, and Engage	
At around 48 months of age	
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 34; Language & Literacy, pp. 16, 20, 40; Numbers & Math, p. 279; Social Studies, pp. 199, 215; Oral Language, p. 213, Support/ELL, p. 119; Science, p. 215
At around 60 months of age	
1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 207, 366; Language & Literacy, pp. 16, 20, 40; Numbers & Math, p. 279; Social Studies, pp. 199, 215; Oral Language, p. 213, Support/ELL, p. 119; Science, p. 215
At around 48 months of age	
1.2 Recognize simple repeating melody and rhythm patterns.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 207, 366; Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Social Studies, pp. 211, 215; Science, p. 203
At around 60 months of age	
1.2 Demonstrate more complex repeating melody and rhythm patterns.	*Vol. 2, 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. 173, 199, 201; Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Social Studies, pp. 211, 215; Science, p. 203
At around 48 months of age	
1.3 Identify the sources of a limited variety of musical sounds.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 207, 366; Language & Literacy, pp. 16, 20, 40; Numbers & Math, p. 279; Social Studies, pp. 199, 211, 215, 223; Oral Language, p. 213, Support/ELL, p. 119; Science, p. 215; Science, pp. 93, 203, 215, 227, 289, 301, 359, 445
At around 60 months of age	
1.3 Identify the sources of a wider variety of music and music-like sounds.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 207, 366; Language & Literacy, pp. 16, 20, 40; Numbers & Math, p. 279; Social Studies, pp. 199, 211, 215, 223; Oral Language, p. 213, Support/ELL, p. 119; Science, p. 215; Science, pp. 93, 203, 215, 227, 289, 301, 359, 445
At around 48 months of age	
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	*Vol. 2, 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. 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, pp. 213, 303; Support/ ELL, p. 119; Social Studies, pp. 199, 211; Science, pp. 93, 203, 289, 301, 445

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At around 60 months of age	
1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	*Vol. 2, 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. 173, 199, 201, 279; Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, pp. 213, 303; Support/ ELL, p. 119; Social Studies, pp. 199, 211; Science, pp. 93, 203, 289, 301, 445
2.0 Develops Skills in Music	
At around 48 months of age	
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 34, 207, 367; Language & Literacy, Throughout, e.g., pp. 16, 20, 40; Numbers & Math, Throughout, e.g., pp. 173, 199, 201; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Social Studies, pp. 211, 215, 223; Science, pp. 93, 203, 227, 289, 301, 359, 445
At around 60 months of age	
2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	*Vol. 2, 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. 173, 199, 201; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Social Studies, pp. 211, 215, 223; Science, pp. 93, 203, 227, 289, 301, 359, 445
At around 48 months of age	
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 293, 366, 377; Language & Literacy, p. 16; Readiness & Writing, p. 12; Numbers & Math, Throughout, e.g., pp. 199, 201; Oral Language, p. 213; Support/ ELL, p. 119; Social Studies, pp. 199, 211, 223; Science, pp. 93, 203, 227, 289, 301, 359, 445
At around 60 months of age	
2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 106; Readiness & Writing, p. 12; Numbers & Math, Throughout, e.g., pp. 199, 201; Oral Language, p. 213; Support/ ELL, p. 119; Social Studies, pp. 199, 211, 223; Science, pp. 93, 203, 227, 289, 301, 359, 445
3.0 Create, Invent, and Express Through Music	
At around 48 months of age	
3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 293, 366, 367; Language & Literacy, pp. 20, 40; Readiness & Writing, p. 12; Oral Language, p. 303; Science, p. 289; Social Studies, p. 211
At around 60 months of age	
3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 106; Readiness & Writing, p. 12; Oral Language, p.303; Science, p. 289; Social Studies, p. 211

At around 48 months of age	
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	*Vol. 2, 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. 173, 199, 201, 279; Support ELL, p. 79; Enrichment, p. 451; Oral Language, pp. 213, 303; Support/ ELL, p. 119; Social Studies, pp. 199, 211; Science, pp. 93, 203, 289, 301, 445
At around 60 months of age	
3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	*Vol. 2, 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. 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, pp. 213, 303; Support/ ELL, p. 119; Social Studies, pp. 199, 211; Science, pp. 93, 203, 289, 301, 445
At around 48 months of age	
3.3 Improvise vocally and instrumentally.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10; Language & Literacy, pp. 12, 20, 40; Oral Language, p. 213; Science, pp. 289, 301; Social Studies, pp. 199, 211
At around 60 months of age	
3.3 Explore, improvise, and create brief melodies with voice or instrument.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 106; Readiness & Writing, p. 12; Oral Language, p. 213; Science, pp. 289, 301; Social Studies, pp. 199, 211
Drama	
1.0 Notice, Respond, and Engage	
At around 48 months of age	
1.1 Demonstrate an understanding of simple drama vocabulary.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 292, 319, 428; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 60 months of age	
1.1 Demonstrate a broader understanding of drama vocabulary.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 163, 175, 211, 223, 297, 351*;* Science, pp. 191, 203, 277
At around 48 months of age	
1.2 Identify preferences and interests related to participating in drama.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 292, 319, 428; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 60 months of age	
1.2 Explain preferences and interests related to participating in drama.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 175, 297*;* Science, pp. 191, 203, 277

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At around 48 months of age	
1.3 Demonstrate knowledge of simple plot of a participatory drama.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 292, 319, 428; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 60 months of age	
1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
2.0 Develop Skills to Create, Invent, and Express Through Drama	
At around 48 months of age	
2.1 Demonstrate basic role-play skills with imagination and creativity.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 292, 319, 428; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 60 months of age	
2.1 Demonstrate extended role-play skills with increased imagination and creativity.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 163, 175, 211, 223, 297, 351; Science, pp. 191, 203, 277
At around 48 months of age	
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 159, 183, 233, 244, 268, 280, 319; Social Studies, pp. 163, 175, 211, 223, 351; Science, p. 277
At around 60 months of age	
2.2 Create and use an increasing variety of props, costumes, and scenery to enhance dramatization of familiar stories and fantasy play with peers.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Social Studies, pp. 163, 175, 211, 223, 351; Science, p. 277
Dance	
1.0 Notice, Respond, and Engage	
At around 48 months of age	
1.1 Engage in dance movements.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203

At around 60 months of age	
1.1 Further engage and participate in dance movements.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Science, p. 203
At around 48 months of age	
1.2 Begin to understand and use vocabulary related to dance.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ ELL, p. 79; Oral Language, p. 213; Support/ELL, p. 119
At around 60 months of age	
1.2 Connect dance terminology with demonstrated steps.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ELL, p. 79; Oral Language, p. 213
At around 48 months of age	
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ ELL, p. 79; Oral Language, p. 213
At around 60 months of age	
1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ELL, p. 79; Oral Language, p. 213
At around 48 months of age	
1.4 Explore and use different steps and movements to create or form a dance.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ELL, p. 79; Oral Language, p. 213; Science, p. 203

At around 60 months of age	
1.4 Use understanding of different steps and movements to create or form a dance.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201; Support/ELL, p. 79; Oral Language, p. 213; Science, p. 203
2.0 Develop Skills in Dance	
At around 48 months of age	
2.1 Begin to be aware of own body in space.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Science, p. 203
At around 60 months of age	
2.1 Continue to develop awareness of body in space.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203
At around 48 months of age	
2.2 Begin to be aware of other people in dance or when moving in space.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ ELL, p. 119; Science, p. 203
At around 60 months of age	
2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203
At around 48 months of age	
2.3 Begin to respond to tempo and timing through movement.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Oral Language, p. 213; Support/ELL, p. 119

At around 60 months of age	
2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Oral Language, p. 213; Support/ELL, p. 119
3.0 Create, Invent, and Express Through Dance	
At around 48 months of age	
3.1 Begin to act out and dramatize through music and movement patterns.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203
At around 60 months of age	
3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Throughout, e.g., pp. 129, 173, 199, 201, 279; Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Support/ELL, p. 119; Science, p. 203
At around 48 months of age	
3.2 Invent dance movements.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Science, p. 203
At around 60 months of age	
3.2 Invent and recreate dance movements.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213; Science, p. 203
At around 48 months of age	
3.3 Improvise simple dances that have a beginning and an end.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213

At around 60 months of age	
3.3 Improvise more complex dances that have a beginning, middle, and an end.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213
At around 48 months of age	
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213
At around 60 months of age	
3.4 Communicate and express feelings intentionally through dance.	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, Throughout, e.g., pp. 16, 20, Enrichment, p. 236; Numbers & Math, Support/ ELL, p. 79; Enrichment, p. 451; Oral Language, p. 213

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Physical Development	Get Set for School
Fundamental Movement Skills	
1.0 Balance	
At around 48 months of age	
1.1 Maintain balance while holding still; sometimes may need assistance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Oral Language, pp. 61, 87
At around 60 months of age	
1.1 Show increasing balance and control when holding still.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Oral Language, pp. 61, 87
At around 48 months of age	
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Oral Language, pp. 61, 87; Science, p. 89
At around 60 months of age	
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Oral Language, pp. 61, 87; Science, p. 89
2.0 Locomotor Skills	
At around 48 months of age	
2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Numbers & Math, p., 149; Social Studies, pp. 61; Science, p. 89; Oral Language p. 95

At around 60 months of age	
2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Social Studies, pp. 61; Science, p. 89; Oral Language p. 87, 95
At around 48 months of age	
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	*Vol. 1, Get Set for School Pre-K Teacher's Guide:* Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 61; Science, p. 89
At around 60 months of age	
2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	*Vol. 1, Get Set for School Pre-K Teacher's Guide:* Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 61; Science, p. 89
At around 48 months of age	
2.3 Jump for height (up or down) and for distance with beginning competence.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p. 149; Social Studies, p. 61; Science, p. 89
At around 60 months of age	
2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p., 149; Social Studies, p. 61; Science, p. 89
At around 48 months of age	
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p. 149; Social Studies, p. 61; Science, p. 89

At around 60 months of age	
2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p.149; Social Studies, p. 61; Science, p. 89
3.0 Manipulative Skills	
At around 48 months of age	
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, p. 375; Oral Language, p.235
At around 60 months of age	
3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, p. 375; Oral Language, p.235
At around 48 months of age	
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Teaching Grip, p. 57; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Readiness & Writing, pp. 142, 264
At around 60 months of age	
3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Teaching Grip, p. 57; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, p. 186; Readiness & Writing, pp. 142, 264, Enrichment, p. 142; Science, p. 129
Perceptual-Motor Skills and Movement Concepts	
1.0 Body Awareness	
At around 48 months of age	
1.1 Demonstrate knowledge of the names of body parts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 22, 71, 145, 307; Oral Language, Throughout My Body Unit, pp. 87, 95, 99, 103, 107, 115, 131; Science, pp. 93

At around 60 months of age	
1.1 Demonstrate knowledge of an increasing number of body parts.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 22, 71, 307; Oral Language, Throughout My Body Unit, pp. 115, 119, 123, 125, 135,143; Science, pp. 93
2.0 Spatial Awareness	
At around 48 months of age	
2.1 Use own body as reference point when locating or relating to other people or objects in space.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 88 (Step 4), 240
At around 60 months of age	
2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 88 (Step 4), 240
3.0 Directional Awareness	
At around 48 months of age	
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy p. 16, Multisensory Introduction; Numbers & Math, p. 27
At around 60 months of age	
3.1 Begin to understand and distinguish between the sides of the body.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy p. 16, Multisensory Introduction; Numbers & Math, p. 27
At around 48 months of age	
3.2 Move forward and backward or up and down easily.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Numbers & Math, p., 149; Social Studies, pp. 61; Science, p. 89; Oral Language p. 95
At around 60 months of age	
3.2 Can change directions quickly and accurately.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy p. 240; Numbers & Math, p., 149; Social Studies, pp. 61; Science, p. 89; Oral Language p. 95

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At around 48 months of age	
3.3 Can place an object on top of or under something with some accuracy.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Multisensory Activities & Centers, Throughout, e.g., pp. 39–90; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 369; Oral Language, pp. 53, 313, 353, 377; Science, pp. 129, 315, 323, 397; Social Studies, pp. 63, 75, 141, 153, 34
At around 60 months of age	
3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Multisensory Activities & Centers, Throughout, e.g., pp. 39–90; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 32, 60, 369; Oral Language, pp. 53, 313, 353, 377; Science, pp. 129, 315, 323, 397; Social Studies, pp. 63, 75, 141, 153, 34
At around 48 months of age	
3.4 Use any two body parts together.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, p.149; Social Studies, p. 61; Science, p. 89
At around 60 months of age	
3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Multisensory Activities*, pp. 88–89; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning; Numbers & Math, p. 277; Enrichment, p. 55
Active Physical Play	
1.0 Active Participation	
At around 48 months of age	
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Oral Language, p. 147, Step 2
At around 60 months of age	
1.1 Initiate more complex physical activities for a sustained period of time.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Example Schedule and Alternate Pacing, Recess/Gross Motor Play, p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 129, Step 1

2.0 Cardiovascular Endurance	
At around 48 months of age	
2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	*Vol. 1, Get Set for School Pre-K Teacher's Guide:* Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Science, p. 375
At around 60 months of age	
2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Example Schedule and Alternate Pacing, Recess/Gross Motor Play, p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 129, Step 1
3.0 Muscular Strength, Muscular Endurance, and Flexibility	
At around 48 months of age	
3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	*Vol. 1, Get Set for School Pre-K Teacher's Guide:* Schedules and Alternate Pacing, "Half-Day and Full-Day Schedules," p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Science, p. 375
At around 60 months of age	
3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Example Schedule and Alternate Pacing, Recess/Gross Motor Play, p. 136 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Numbers & Math, p. 129, Step 1

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Health	Get Set for School
Health Habits	
1.0 Basic Hygiene	
At around 48 months of age	
1.1 Demonstrate knowledge of some steps in the handwashing routine.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Science, p. 149
At around 60 months of age	
1.1 Demonstrate knowledge of more steps in the handwashing routine.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Science, p. 149
At around 48 months of age	
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 151, 153, 155*;* Science, p. 149
At around 60 months of age	
1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 151, 153, 155*;* Science, p. 149

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2.0 Oral Health	
At around 48 months of age	
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth with adult supervision and instruction.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-year-olds, p. 145; Oral Language, pp. 123, 125
At around 60 months of age	
2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done with less adult supervision.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-year-olds, p. 145; Oral Language, pp. 123, 125
3.0 Knowledge of Wellness	
At around 48 months of age	
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout My Body Unit, pp. 115, 119, 123, 125, 135,143; Science, pp. 93
At around 60 months of age	
3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98-99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout My Body Unit, pp. 115, 119, 123, 125, 135,143; Science, pp. 93
At around 48 months of age	
3.2 Begin to understand that healthcare providers try to keep people well and help them when they are not well.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 151, 153, 155

At around 60 months of age	
D3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 151, 153, 155
At around 48 months of age	
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, about a special health need with varying specificity and reliability.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98–99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, p. 145; Oral Language, pp. 151, 153, 155
At around 60 months of age	
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need with more specificity and reliability.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, pp. 98-99; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-year-olds, p. 145; Oral Language, pp. 151, 153, 155
4.0 Sun Safety	
At around 48 months of age	
4.1 Begin to practice sun-safe actions with adult support and guidance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections & Centers, pp. 42-43; Book Connections, Science/Weather, p.100; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 144, 257; Numbers & Math, pp. 251; Social Studies, p. 285
At around 60 months of age	
4.1 Practice sun-safe actions with decreasing adult support and guidance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections & Centers, pp. 42-43; Book Connections, Science/Weather, p.100; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Numbers & Math, pp. 251; Social Studies, p. 285

Safety	
1.0 Injury Prevention	
At around 48 months of age	
1.1 Follow safety rules with adult support and prompting.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 123; Science, p. 149
At around 60 months of age	
1.1 Follow safety rules more independently though may still need adult support and prompting.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Oral Language, p. 147, Step 2
At around 48 months of age	
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Oral Language, p. 147; Social Studies, p. 175, 347
At around 60 months of age	
1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Oral Language, p. 147; Social Studies, p. 175, 347
At around 48 months of age	
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Social Studies, p. 175, 347

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At around 60 months of age	
1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, Social-Emotional Learning, pp. 100–101; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Social Studies, p. 175, 347
Nutrition	
1.0 Nutrition Knowledge	
At around 48 months of age	
1.1 Identify different kinds of foods.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 217, 245; Language & Literacy, p. 18; Oral Language, pp. 225, Enrichment, p. 223;
At around 60 months of age	
1.1 Identify a larger variety of foods and may know some of the related food groups.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language, pp. 225, Enrichment, p. 223
2.0 Nutrition Choices	
At around 48 months of age	
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 217, 245; Language & Literacy, p.18; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227

At around 60 months of age	
2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227
At around 48 months of age	
2.2 Indicate food preferences that reflect familial and cultural practices.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 217, 245; Language & Literacy, p.18; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227
At around 60 months of age	
2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227
3.0 Self-Regulation of Eating	
At around 48 months of age	
3.1 Indicate awareness of own hunger and fullness.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; Example Schedule and Alternate Pacing, p.136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p.18; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227
At around 60 months of age	
3.1 Indicate greater awareness of own hunger and fullness.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum* Book Connections, p. 97; Example Schedule and Alternate Pacing, p. 136; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 225, Enrichment, p. 223; Science, p. 227

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History–Social Science	Get Set for School
Self and Society	
1.0 Culture and Diversity	
At around 48 months of age	
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 11, 85; Oral Language, pp. 141, 177, 205; Enrichment, p. 161; Social Studies, p. 113
At around 60 months of age	
1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 141, 177, 205; Social Studies, pp. 15, 19, 113, 141, 199
2.0 Relationships	
At around 48 months of age	
peers 2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100–101; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 182; Oral Language, pp. 33, 45; Social Studies, p. 175 (Step 5)
At around 60 months of age	
2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Classroom Management Tips, "Transition Tips," p. 33; Book Connections, pp. 100-101; Books All Year, pp. 102–105 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 182; Oral Language, pp. 33, 45; Social Studies, p. 175 (Step 5)
3.0 Social Roles and Occupations	
At around 48 months of age	
3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 244, 268, 280; Oral Language, pp. 153, 175, 211, 223, 297, 329

At around 60 months of age	
3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 244, 268, 280; Oral Language, pp. 153, 175, 211, 223, 237, 249, 261,273, 285
Becoming a Preschool Community Member (Civics)	
1.0 Skills for Democratic Participation	
At around 48 months of age	
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	*Vol. 1, 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-Led Activities, No. 1, Word Helper, p. 47; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Suggestions for 3-Year-Olds, pp. 23, 182; Oral Language, pp. 21, 33, 45; Social Studies, pp. 187, 199, 249
At around 60 months of age	
1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	*Vol. 1, 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-Led Activities, No. 1, Word Helper, p. 47; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Oral Language, pp. 21, 33, 45; Social Studies, pp. 187, 199, 249
2.0 Responsible Conduct	
At around 48 months of age	
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 23, 182; Social Studies, p. 175 (Step 5), p. 187 (Step 6)
At around 60 months of age	
2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Classroom Management Tips, "Transition Tips," p. 33; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 103-104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Social Studies, p. 175 (Step 5), p. 187 (Step 6)

3.0 Fairness and Respect for Other People	
At around 48 months of age	
3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Books All Year – Social Emotional Learning Books, I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other by Cindy Gainer, p. 103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 118
At around 60 months of age	
3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum*; Book Connections, Social-Emotional Learning, p. 100; Books All Year, pp. 102–103; Social-Emotional Books and Descriptions, Research and Support Resources, Classroom Resources, pp. 102–104; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; p. 109; Social Studies, p. 187
4.0 Conflict Resolution	
At around 48 months of age	
4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum;* Books All Year, pp. 102–103; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187
At around 60 months of age	
4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	*Vol. 1,* 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 *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, p. 187
Sense of Time (History)	
1.0 Understanding Past Events	
At around 48 months of age	
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 11, 145; Language & Literacy, Enrichment, p. 142; Oral Language, p. 201; Social Studies, pp. 187, 199, 223, 421

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At around 60 months of age	
1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, p. 142; Oral Language, p. 201; Social Studies, pp. 187, 199, 223, 421
2.0 Anticipating and Planning Future Events	
At around 48 months of age	
2.1 Anticipate events in familiar situations in the near future with adult assistance.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction;* Book Connections, Science/ Weather, p. 100; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, p. 254; Numbers and Math, pp. 41, 251; Oral Language, pp. 177, 201, 239, 267; Science, p. 289; Social Studies, p. 421
At around 60 months of age	
2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	*Vol. 1, Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction;* Book Connections, Science/ Weather, p. 100; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Enrichment, p. 254; Numbers and Math, pp. 41, 251; Oral Language, pp. 177, 201, 239, 267; Science, p. 289; Social Studies, p. 421
3.0 Personal History	
At around 48 months of age	
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 11, 145; Language & Literacy, p. 142, Oral Language, pp. 141, 205; Social Studies, pp. 19, 113, 421
At around 60 months of age	
3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, p. 142, Oral Language, pp. 141, 205; Social Studies, pp. 19, 113, 421
4.0 Historical Changes in People and the World	
At around 48 months of age	
4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 11; Oral Language, pp. 141, 205; Social Studies, pp. 19, 113

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At around 60 months of age	
4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 141, 205; Social Studies, pp. 19, 113
Sense of Place (Geography and Ecology)	
1.0 Navigating Familiar Locations	
At around 48 months of age	
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	*Vol. 1, Introduction to the Curriculum;* Readiness & Writing Multisensory Activities, Wood Pieces p. 62, No. 5, p. 63, No. 7; *Vol. 2, 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. 254; Numbers & Math, pp. 27, 33, 57; Science, pp. 79, 101, 129, 203, 323; Enrichment, pp. 137, 389
At around 60 months of age	
1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ELL, p. 254; Science, pp. 79, 101, 129, 203, 323; Enrichment, pp. 137, 389; Social Studies, pp. 63, 75, 105
2.0 Caring for the Natural World	
At around 48 months of age	
2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	*Vol. 1, Introduction to the Curriculum;* Book Connections, Environment/Recycling, p. 98; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 268, 269; Language & Literacy, Support/ELL, p. 254; Science, pp. 79, 101, 129, 203, 277, 323; Oral Language, pp. 271, 275; Social Studies, p. 273
At around 60 months of age	
2.1 Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	*Vol. 1, Introduction to the Curriculum;* Book Connections, Environment/Recycling, p. 98; *Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, Support/ ELL, p. 254; Science, pp. 79, 101, 129, 203, 277, 323; Oral Language, pp. 271, 275; Social Studies, p. 273

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3.0 Understanding the Physical World Through Drawings and Maps	
At around 48 months of age	
3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 257; Social Studies, pp. 63, 75, 105
At around 60 months of age	
3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Social Studies, pp. 63, 75, 105; Oral Language, p. 377; Science, p. 323; Social Studies, pp. 63, 75, 105, 347, Enrichment, p. 371
Marketplace (Economics)	
1.0 Exchange	
At around 48 months of age	
1.1 Understand ownership, limited supply, what stores do, give and take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 26; Oral Language, Enrichment, p. 275; Numbers & Math, pp. 445, 447
At around 60 months of age	
1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Enrichment, p. 275; Numbers & Math, pp. 445, 447

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Science	Get Set for School
Scientific Inquiry	
1.0 Observation and Investigation	
At around 48 months of age	
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Science, pp. 149, 265, 289, 301
At around 60 months of age	
1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 39, 289, 301, 311, 315, 363; Numbers & Math, p. 251; Oral Language, pp. 235, 239, 243, 287
At around 48 months of age	
1.2 Observe objects and events in the environment and describe them.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. *46, 132, 158, 170, 219,* 233, 244, 245, *268, 269,* 355, *404.* 417; Science, pp. 39, 289, 301, 311, 315, 363; Numbers & Math, p. 251; Oral Language, pp. 235, 239, 243, 287
At around 60 months of age	
1.2 Observe objects and events in the environment and describe them in greater detail.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 39, 289, 301, 311, 315, 363; Numbers & Math, p. 251; Oral Language, pp. 235, 239, 243, 287
At around 48 months of age	
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Science, pp. 149, 265, 289, 301
At around 60 months of age	
1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 289, 301, 315, 339, 375
At around 48 months of age	
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 233, 244, 245, 355
At around 60 months of age	
1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Oral Language, pp. 243, 247, 251, 309, 313, 333 Support/ELL, p. 235 Enrichment, p. 235 Science, pp. 137, 253, 311, 323, 335

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At around 48 months of age	
1.5 Make predictions and check them with adult support, through concrete experiences.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 22, 96, 218, 355; Science pp. 27, 179, 241, 265, 289
At around 60 months of age	
1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science pp. 27, 179, 241, 265, 289
At around 48 months of age	
1.6 Make inferences and form generalizations based on evidence.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 22, 96, 218, 355; Science pp. 27, 39, 179, 241, 265, 289
At around 60 months of age	
1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science pp. 27, 39, 179, 241, 265, 289, Enrichments, p. 311
2.0 Documentation and Communication	
At around 48 months of age	
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 195, 233, 281, 380, 393, 429
At around 60 months of age	
2.1 Record information more regularly and in greater detail in various ways with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 241, 311 Enrichment p. 179
At around 48 months of age	
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 195, 233, 281, 380, 393, 429
At around 60 months of age	
2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science pp. 39, 179, 215, 311, 375

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Physical Sciences	
1.0 Properties and Characteristics of Nonliving Objects	
At around 48 months of age	
1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 244, 245, 355; Oral Language, p. 337; Science, pp. 179, 301, 339
At around 60 months of age	
1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 117, 239, 289
2.0 Changes in Nonliving Objects and Materials	
At around 48 months of age	
2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 330, 342; Oral Language, p. 345; Science, pp. 61, 79, 101, 117, 129, 239, 283, 289, 315, 335, 339, 389
At around 60 months of age	
2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts, change in color, shape, texture, form, and temperature).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 345; Science, pp. 61, 79, 101, 117, 129, 239, 283, 289, 315, 335, 339, 389
At around 48 months of age	
2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Suggestions for 3-Year-Olds, pp. 330, 342; Oral Language, p. 345; Science, pp. 315, 335, 339

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At around 60 months of age	
2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, pp. 61, 79, 101, 129, 389
Life Sciences	
1.0 Properties and Characteristics of Living Things	
At around 48 months of age	
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 84, 158, 170, 183, 206
At around 60 months of age	
1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	*Vol. 2,* Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning, Science, pp. 43, 67, 191, 203, 227, 245, 247, 253, 255, 397, 427, 433, 449, 497; Enrichment, p. 79
At around 48 months of age	
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 10, 22, 71, 145, 307; Oral Language, Throughout My Body Unit, pp. 87, 95, 99, 103, 107, 115, 131; Science, pp. 93, 385, 395, 397, 407, 409, 419, 423, 425
At around 60 months of age	
1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Throughout My Body Unit, pp. 87, 95, 99, 103, 107, 115, 131; Science, pp. 93, 385, 395, 397, 407, 409, 419, 423, 425
At around 48 months of age	
1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 84, 158, 170, 183, 206; Science, pp. 385, 419, 423, 425
At around 60 months of age	
1.3 Recognize that living things have habitats in different environments suited to their unique needs.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 84, 158, 170, 183, 206; Science, pp. 385, 419, 423, 425

At around 48 months of age	
1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, 183; Science, p. 137, 191; Social Studies, p. 297
At around 60 months of age	
1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that only animals and plants undergo biological processes such as growth, illness, healing, and dying.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning;* Language & Literacy, pp. 86, 254, 264, 398; Science, pp. 43, 67, 137, 191, 203, 227, 245, 253, 397; Social Studies, p. 297; Oral Language, pp. 255
2.0 Changes in Living Things	
At around 48 months of age	
2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Science, p. 137; Social Studies, p. 297
At around 60 months of age	
2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grown and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 86, 254, 264, 398 Oral Language, p. 255
At around 48 months of age	
2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, p. 245; Science, p. 253; Social Studies, p. 249
At around 60 months of age	
2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Language & Literacy, pp. 86, 254, 264, 398; Oral Language, p. 255; Science, pp. 43, 67, 191

Earth Sciences	
1.0 Properties and Characteristics of Earth Materials and Objects	
At around 48 months of age	
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 233, 244, 245, 355
At around 60 months of age	
1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*, Oral Language, pp. 115, 239, 243, 247, 251, 309, 313, 333, Support/ELL, p. 235, Enrichment, p. 235; Science, pp. 117, 137, 239, 253, 289, 311, 323, 335
2.0 Changes in Living Things	
At around 48 months of age	
2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 96, 144, 257, 280, 293; Numbers & Math, p. 251Oral Language, pp. 235, 239, 243, 287
At around 60 months of age	
2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, pp. 235, 239, 243, 287; Science, pp. 241, 289
At around 48 months of age	
2.2 Notice and describe changes in weather.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 132, 158, 170, 219, 268, 269, 404. 417; Oral Language, Enrichment p. 287; Social Studies p. 285; Science p. 289
At around 60 months of age	
2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, Enrichment p. 287; Social Studies p. 285; Science p. 289
At around 48 months of age	
2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 46, 132, 158, 170, 219, 268, 269, 404. 417; Readiness & Writing, p. 24, 26, 28, 30; Science, p. 397, 401, 403, 411, 415, 427
At around 60 months of age	

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2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Readiness & Writing, p. 24, 26, 28, 30; Science, p. 397, 401, 403, 411, 415, 427
At around 48 months of age	
2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Suggestions for 3-Year-Olds, pp. 233, 268, 269
At around 60 months of age	
2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment and participate in activities related to its care.	*Vol. 2, Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*; Oral Language, p. 271; Social Studies, pp. 249, 273; Science, pp. 253, 255, 277, 279, 323

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