

MATH CENTER

Explore relationships that are the foundations for early mathematics concepts using hands-on materials. Encourages choice making and independence.



Ask open-ended questions:



- “How many are there?”
- “Who has the most...?”
- “How can you find the longest...?”
- “How many ways can you...?”

What do children learn while playing?

Exploring and Describing:	Part/whole	Problem Solving
Similarities	Spatial Relationships	Measuring
Differences	1:1 Correspondence	Counting
Attributes	Making a Plan	Cooperation
Fine Motor Skills	Size and Shape	Time
Hand-Eye Coordination	Positional Attributes	Turn Taking
Creating series and patterns	Same and Different	Drawing Conclusions

Alignment to the Texas Prekindergarten Guidelines

Physical Development

- IX.A.2. Child coordinates sequence of movements to perform tasks.
- IX.B.1. Child shows control of tasks that require small-muscle strength and control.
- IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Science

- VI.A.1. Child observes, investigates, describes and discusses properties and characteristics of common objects.
- VI.A.2. Child observes, investigates, describes and discusses position and motion of objects.
- VI.A.3. Child uses simple measuring devices to learn about objects.

Mathematics

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1-5.
- V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.
- V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.
- V.C.1., V.C.2 Child names and creates shapes.
- V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).
- V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.
- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.E.3. Child recognizes and creates patterns.

Social Emotional

- I.A.1 Child is aware of where own body is in space and respects personal boundaries.
- I.B.1.b. Child takes care of and manages classroom materials.
- I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.
- I.C.3. Child shows competence in initiating social interactions.
- I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.

Language and Communication

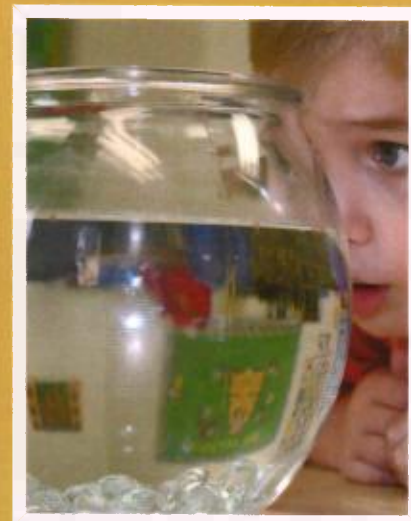
- II.A.1. Child shows understanding by responding appropriately.
- II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
- II.B.1. Child is able to use language for different purposes.
- II.B.2. Child engages in conversations in appropriate ways.
- II.B.6. Child matches language to social contexts.
- II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

Technology

- X.A.1. Child opens and navigates through digital learning applications and programs.
- X.A.4. Child uses technology to access appropriate information.

SCIENCE CENTER

Involves the child in hands-on observation, investigation, and manipulation of materials to acquire knowledge and communicate discoveries.



Ask open-ended questions:



“How would you describe it?”

“What changes do you notice...?”

“How can you found out..?”

“What does it look/feel/smell/taste/sound like?”

“Can you think of another way?”

What do children learn while playing?

Descriptive Skills

Observation Skills

Classification Skills

Comparison Skills

Measurement Skills

Investigation Skills

Cause and Effect

Vocabulary

How Things Work

Same and Different

Problem Solving

Using their Senses

Inquiry Skills

Prediction

Taking Turns

Comparisons

Categorizing

Sorting

Alignment to the Texas Prekindergarten Guidelines

Emerging Literacy: Reading

III.A.1 Child engages in pre-reading and reading-related activities

III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Science

VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.

VI.A.2. Child observes, investigates, describes, and discusses position and motion of objects.

VI.A.3. Child uses simple measuring devices to learn about objects.

VI.A.4. Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

VI.C.1. Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

Mathematics

V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Social Emotional

I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.

I.B.1.b. Child takes care of and manages classroom materials.

I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.

I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal

I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.

I.C.6. Child demonstrates empathy and caring for others.

Language and Communication

II.B.1. Child is able to use language for different purposes.

II.B.3. Child provides appropriate information for various situations.

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.

Fine Arts

VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.

WRITING CENTER

Involves the child in pre-writing activities that promote a sense of importance and confidence with written expression.



Ask questions and provide supportive comments:



“What did you write?”

“Can you read it to me?”

“Thanks for writing this down/drawing this so I can see what *you* are thinking.”

“What will happen next? I can’t wait to find out!”

What do children learn while playing?

Motor Skills

Feel Comfortable “Writing”

Spatial Relationships

Pre-Writing Concepts

Directional Concepts

Positional Concepts

Language Skills

Develop an Understanding that:

Thoughts and ideas can be represented using symbols

“Writing” can be used for many purposes, e.g. labeling, notes, lists, cards, stories

Emotions can be represented through pictures/text

Certain shaped marks mean different things

Alignment to the Texas Prekindergarten Guidelines

Physical Development

IX.A.2. Child coordinates sequence of movements to perform tasks.

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Emerging Literacy: Writing Domain

IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

IV.C.1. Child writes own name (first name or frequent nickname), using legible letters in proper sequence.

IV.C.2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.

IV.C.3 Child independently uses letters to make words or parts of words.

IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right).

IV.C.5. Child begins to experiment with punctuation when writing.

Mathematics

V.A.9. Child recognizes one-digit numerals, 0-9.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Social Emotional

I.B.1.b. Child takes care of and manages classroom materials.

1.C.2. Child assumes various roles and responsibilities as part of a classroom community.

I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.

Emerging Literacy: Reading Domain

III.A.1. Child engages in pre-reading and reading related activities.

III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

III.D.1. Child retells or reenacts a story after it is read aloud.

Fine Arts

VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.

VIII.A.2. Child uses art as a form of creative self-expression and representation.

MANIPULATIVES

Encourages choice making, independence, toy manipulation, and sharing.



Ask open-ended questions:



“What can you do with that?”

“What do you think would happen if...?”

“Is there another way to...?”

“What should happen next?”

What do children learn while playing?

Concept Development

Fine Motor Skills

Sensory Integration

Hand-Eye Coordination

Spatial Relationships

Strengthening Arms and Hands

Imagination

1:1 Correspondence

Making a Plan

Size and Shape

Positional Attributes

Same and Different

Problem Solving

Making Models

Counting

Cooperation

Turn Taking

Patterning

Alignment to the Texas Prekindergarten Guidelines

Physical Development

- IX.A.2. Child coordinates sequence of movements to perform tasks.
- IX.B.1. Child shows control of tasks that require small-muscle strength and control.
- IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Science

- VI.A.1. Child observes, investigates, describes and discusses properties and characteristics of common objects.
- VI.A.2. Child observes, investigates, describes and discusses position and motion of objects.
- VI.A.3. Child uses simple measuring devices to learn about objects.

Mathematics

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1-5.
- V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.
- V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.
- V.C.1., V.C.2 Child names and creates shapes.
- V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).
- V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.
- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.E.3. Child recognizes and creates patterns.

Social Emotional

- I.A.1 Child is aware of where own body is in space and respects personal boundaries.
- I.B.1.b. Child takes care of and manages classroom materials.
- I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.
- I.C.3. Child shows competence in initiating social interactions.
- I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.

Language and Communication


- II.A.1. Child shows understanding by responding appropriately.
- II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
- II.B.1. Child is able to use language for different purposes.
- II.B.2. Child engages in conversations in appropriate ways.
- II.B.6. Child matches language to social contexts.
- II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

Fine Arts

- VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.
- III.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.

LIBRARY CENTER

Promotes confidence and comfort with books while developing the motivation and skills needed for reading.



Ask open-ended questions:



- “What are you reading about?”
- “What do you think will happen next?”
- “Tell me about...”
- “How would you end the story?”
- “What do you see in the pictures?”

What do children learn while playing?

Predicting	Empathy	Number Recognition
Verbal is Represented in Print	Same and Different	Rhymes
Letter Recognition	Fine Motor Development	Phonological Awareness
Word Recognition	Visual Tracking	Left to Right
Book Orientation	Vocabulary	Top to Bottom
Memory	Counting	Sequencing

Alignment to the Texas Prekindergarten Guidelines

Emerging Literacy: Reading III.A.1. Child engages in pre-reading and reading related activities. III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors. III.A.3. Child recognizes that text has meaning. III.B.6. Child can recognize rhyming words. III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support. III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction. III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction. III.D.1. Child retells or reenacts a story after it is read aloud. III.D.3. Child asks and responds to questions relevant to the text read aloud.
Science VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.
Mathematics V.C.1. Child names common shapes. V.E.3. Child recognizes and creates patterns.
Social Emotional I.B.1.b. Child takes care of and manages classroom materials.
Language and Communication II.B.1. Child is able to use language for different purposes. II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions. II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom. II.D.3. Child demonstrates understanding in a variety of ways of knowing the meaning of 3,000-4,000 words, many more than he or she uses.
Social Studies VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences. VII.B.1. Child demonstrates that all people need food, clothing and shelter. VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers. VII.D.1. Child identifies flags of the United States and Texas.
Fine Arts VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.

COMPUTER CENTER

Involves the child fully in physical, intellectual, creative, social emotional, and open-ended play.



Ask open-ended questions:



- “What is it that you want to do here?”
- “What would happen if...?”
- “Is there another way to...?”
- “What else might work?”
- “How did you get to the ____?”

What do children learn while playing?

- | | |
|------------------------------|---------------------------|
| Problem Solving | Positional Attributes |
| Fine Motor Control | Cooperation |
| Cause/Effect Relationships | Taking Turns |
| Dexterity | Basic Computer Vocabulary |
| Follow Multi-Step Directions | Hand Eye Coordination |

Alignment to the Texas Prekindergarten Guidelines

Technology

- X.A.1. Child opens and navigates through digital learning applications and programs.
- X.A.2. Child uses, operates, and names a variety of digital tools.
- X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.
- X.A.4. Child uses technology to access appropriate information.
- X.A.5. Child practices safe behavior while using digital tools and resources.

Physical Development

- IX.A.2. Child coordinates sequence of movements to perform tasks.
- IX.B.1. Child shows control of tasks that require small-muscle strength and control.
- IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Language and Communication

- II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
- II.B.1. Child is able to use language for different purposes.

Emerging Literacy: Writing Domain

- IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
- IV.C.3. Child independently uses letters to make words or parts of words.

Mathematics

- V.E.2. Child collects data and organizes it in a graphic representation.
- V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).

Social Emotional

- I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.
- I.B.1.b. Child takes care of and manages classroom materials.
- I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.
- I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.

Emerging Literacy: Reading

- III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.

DRAMATIC PLAY

Involves the child fully in physical, intellectual, creative, social emotional, and open-ended play .



Ask open-ended questions:



- “What are you playing?”
- “What will you do with that?”
- “What would a doctor do next?”
- “How do you feed the baby, wash the dishes...?”
- “Who are you?”

What do children learn while playing?

Negotiation	Requesting and Questioning	Pretend
Expression of Feelings	Role Playing	Plan Play
Sharing	Reality and Fantasy	Problem Solving
Related Vocabulary	Relating Past, Present, and Future	Cooperation
Sequence of Events	Small and Large Muscle Control	Turn Taking

Alignment to the Texas Prekindergarten Guidelines

Language and Communication

- II.A.1. Child shows understanding by responding appropriately.
- II.B.1. Child is able to use language for different purposes.
- II.B.2. Child engages in conversations in appropriate ways.
- II.B.4. Child demonstrates knowledge of verbal conversational rules.
- II.B.6. Child matches language to social contexts.
- II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
- II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.
- II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.
- II.E.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)

Emerging Literacy: Writing

- IV.A.1. Child intentionally marks, letters, or symbols to record language and verbally shares meaning.

Emerging Literacy: Reading

- III.A.1. Child engages in pre-reading and reading-related activities.
- III.B.6. Child can recognize rhyming words.
- III.D.1. Child retells or reenacts a story after it is read aloud.

Social Emotional

- I.A.1. Child is aware of where own body is in space and respects personal boundaries.
- I.B.1.b. Child takes care of and manages classroom materials.
- I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.
- I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.
- I.C.3. Child shows competence in initiating social interactions.
- I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
- I.C.6. Child demonstrates empathy and caring for others.
- I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own .

Fine Arts

- VIII.A.2. Child uses art as a form of creative self-expression and representation.
- VIII.B.2. Child responds to different musical styles through movement and play.
- VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

Social Studies

- VII.B.1. Child demonstrates that all people need food, clothing, and shelter.
- VII.B.2. Child demonstrates understanding of what it means to be a consumer.
- VII.B.3. Child discusses the roles and responsibilities of family, school and community helpers.
- VII.C.1. Child identifies and creates common features in the natural environment.

BLOCK CENTER

Involves the child fully in physical, intellectual, creative, social emotional, and open-ended play.



Ask open-ended questions:



- “Can you tell me about what you built?”
- “What would happen if...?”
- “Is there another way to...?”
- “Can you tell me about the blocks you are using?”
- “What do you think will happen now?”

What do children learn while playing?

Planning and Building Together	How to Make a Plan	Counting
Small/Large Muscle Development	Size and Shape	Cooperation
Spatial Relationships	Positional Attributes	Turn Taking
Strengthening Arms and Hands	Same and Different	Patterning
Imaginative Play	Problem Solving	Categorizing
1:1 Correspondence	Making Models	Sorting

Alignment to the Texas Prekindergarten Guidelines

Physical Development

- IX.A.2. Child coordinates sequence of movements to perform tasks.
- IX.B.1. Child shows control of tasks that require small-muscle strength and control.
- IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Science

- VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.
- VI.A.2. Child investigates, describes, and discusses position and motion of objects.
- VI.A.3. Child uses simple measuring devices to learn about objects.

Mathematics

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.
- V.B.3. Child uses informal strategies to share or divide up to 10 items equally.
- V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).
- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.E.3. Child recognizes and creates patterns.

Social Emotional

- I.B.1.b. Child takes care of and manages classroom materials.
- I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.
- I.C.3. Child shows competence in initiating social interactions.
- I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
- I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.

Language and Communication

- II.B.1. Child is able to use language for different purposes.
- II.B.2. Child engages in conversations in appropriate ways.
- II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

Fine Arts

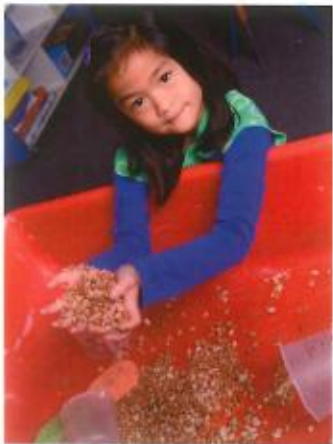
- VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.
- VIII.A.2. Child uses art as a form of creative self-expression and representation.
- VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.

SENSORY CENTER

Involves the child in hands-on, multisensory experiences and active learning by providing intentional opportunities for children to use their senses to explore and learn.



Ask open-ended questions:



- “How are those different (same)...?”
- “What changes do you notice...?”
- “How did you do that...?”
- “What do you think will happen if...?”
- “What do you feel (smell, hear, see)...?”

What do children learn while playing?

Physical Awareness	Cause and Effect	Problem Solving
Observation Skills	Making Choices	Using their Senses
Classification Skills	Vocabulary	Inquiry Skills
Comparison Skills	Recording Data	Fine Motor Skills
Measurement Skills	Retelling Stories	Taking Turns
Investigation Skills	Same and Different	Comparisons

Alignment to the Texas Prekindergarten Guidelines

Physical Development

- IX.A.2. Child coordinates sequence of movements to perform tasks.
- IX.B.1. Child shows control of tasks that require small-muscle strength and control
- IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Science

- VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.
- VI.A.2. Child observes, investigates, describes and discusses position and motion of objects.
- VI.A.3. Child uses simple measuring devices to learn about objects.
- VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.

Mathematics

- V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).
- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.D.2. Child recognizes how much can be placed within an object.
- V.D.3. Child informally recognizes and compares weights of objects or people.
- V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Social Emotional

- I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.
- I.B.1.b. Child takes care of and manages classroom materials.
- I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.
- I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.

Language and Communication

- II.B.1. Child is able to use language for different purposes.
- II.B.3. Child provides appropriate information for various situations.
- II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
- II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.

Fine Arts

- VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.

ART CENTER



Promotes a sense of artistic inquiry by focusing on the artistic process rather than product in the visual, verbal, written, dramatic, and musical arts.

Ask open-ended questions:



- “What can you tell me about your...?”
- “How were you feeling when you made your...?”
- “How does that feel when you touch it?”
- “How did you think of doing that?”
- “Is there another way to...?”
- “What do you like about your...?”

What do children learn while creating?

Small and Large Muscle Control	Hand-Eye Coordination	Creativity and Expression
Interpretation of Experiences	Making Models	Observation Skills
Symbolic Representation	Cooperation	Spatial Relationships
Creative Representation	Taking Turns	Patience and Persistence
Color, Shape and Texture	Patterning	Language Expansion
Exploration of Materials	Sorting	Strengthening Arms and Hands

Alignment to the Texas Prekindergarten Guidelines

Physical Development IX.A.2. Child coordinates sequence of movements to perform tasks. IX.B.1. Child shows control of tasks that require small-muscle strength and control. IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.
Science VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects. VI.A.2. Child investigates and describes position and motion of objects. VI.A.3. Child uses simple measuring devices to learn about objects.
Mathematics V.A.1. Child knows that objects, or parts of an object, can be counted. V.A.3. Child counts 1-10 items, with one count per item. V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order. V.B.3. Child uses informal strategies to separate up to 10 items into equal groups. V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). V.D.1. Child recognizes and compares heights or lengths of people or objects. V.E.3. Child recognizes and creates patterns.
Social Emotional I.B.1.b. Child takes care of and manages classroom materials. I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time. I.C.3. Child shows competence in initiating social interactions. I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.
Language and Communication II.B.1. Child is able to use language for different purposes. II.B.2. Child engages in conversations in appropriate ways. II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
Fine Arts VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration. VIII.A.2. Child uses art as a form of creative self-expression and representation. VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.