

Florida Early Learning and Developmental Standards and Activity Plan Crosswalk

| Florida Early Learning and Developmental Standards 4 Years Old to Kindergarten | Related Activity Plan Title |
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I. Physical Development Domain

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| I.A.a.1. | Engages in physical activities with increasing balance, coordination, endurance and intensity | Jumpin' and Rollin' Relay Jumpin' and Rollin' Relay (Spanish) "Popcorn" Parachute Play "Popcorn" Parachute Play (Spanish) |
| I.A.b.1. | Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities | |
| I.A.c.1. | Responds to and initiates care routines that support personal hygiene | |
| I.A.d.1. | Responds to feeding or feeds self with increasing efficiency and demonstrated increasing interest in eating habits and making food choices | Healthy Foods Collage Healthy Foods Collage (Spanish) Healthy Food Sort Healthy Food Sort (Spanish) Snack by the Numbers Snack by the Numbers (Spanish) |
| I.B.a.1. | Demonstrates use of large muscles for movement, position, strength and coordination | Outdoor Obstacle Course Outdoor Obstacle Course (Spanish) Animal Moves Animal Moves (Spanish) |
| I.B.a.2. | Demonstrates use of large muscles to move in the environment | |
| I.B.b.1. | Uses perceptual information to guide motions and interactions with objects and other people | |
| I.B.c.1. | Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks | Salty Shapes & Letters Salty Shapes & Letters (Spanish) |
| I.B.c.2. | Increasingly coordinated hand and eye movements to perform a variety of actions with increasing precision | Button Stacking Button Stacking (Spanish) |

III. Social and Emotional Development Domain

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| III.A.1. | Expresses, identifies and responds to a range of emotions | Color Cues Color Cues (Spanish) Chatty Towers Chatty Towers (Spanish) Play Dough Faces Play Dough Faces (Spanish) |
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| III.A.2. | Demonstrates appropriate affect (emotional response) between behavior and facial expression | |
| III.B.1. | Demonstrates ability to self-regulate | How Are You Feeling? How Are You Feeling? (Spanish) Calming Corner Calming Corner (Spanish) |
| III.B.2. | Attends to sights, sounds, objects, people and activities | |
| III.C.1. | Develops positive relationships with adults | |
| III.C.2. | Develops positive relationships with peers | The Giving Box The Giving Box (Spanish) Friendship Rocks! Friendship Rocks! (Spanish) Hats On, Hats Off Hats On, Hats Off (Spanish) Be A Buddy, Not A Bully Bookmarks Be A Buddy, Not A Bully Bookmarks (Spanish) |
| III.C.3. | Develops increasing ability to engage in social problem solving | Problem Solving with Puppets Problem Solving with Puppets (Spanish) |
| III.C.4. | Exhibits empathy by demonstrating care and concern for others | |
| III.D.1. | Develops sense of identity and belonging through play | |
| III.D.2. | Develops sense of identity and belonging through exploration and persistence | Alike and Different Alike and Different (Spanish) |
| III.D.3. | Develops sense of identity and belonging through routines, rituals and interactions | |
| III.D.4. | Develops sense of self-awareness and independence | Alike and Different Alike and Different (Spanish) A Book About Me A Book About Me (Spanish) |

IV. Language and Literacy Domain

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| IV.A.1. | Demonstrates understanding when listening | |
| IV.A.2. | Increases knowledge through listening | |
| IV.A.3. | Follows directions | |
| IV.B.1. | Speaks and is understood when speaking | |
| IV.C.1. | Shows an understanding of words and their meanings (receptive) | Picture Bags Sort It Out |

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| IV.C.2. | Uses increased vocabulary to describe objects, actions and events (expressive) | |
| IV.D.1. | Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences | |
| IV.D.2. | Connects words, phrases and sentences to build ideas | |
| IV.E.1. | Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems | Manners “Please” and “Thank You” May I Take Your Order? |
| IV.E.2. | Asks questions, and responds to adults and peers in a variety of settings | |
| IV.E.3. | Demonstrates understanding of the social conventions of communication and language use | Our Favorite Foods |
| IV.F.1. | Shows motivation for and appreciation of reading | |
| IV.F.2. | Shows age-appropriate phonological awareness | Compound Word Snakes Guess the Word Guessing Game Puppet Word Detectives Rime Train Sound Detective The Name Game What Doesn’t Belong? |
| IV.F.3. | Shows alphabetic and print knowledge | Brown Bag It Letter Names and Letter Sounds Letter-Sound Placemats Letter-Sound Pyramid Letter-Sound Sort Letter-Sound Train Mystery Letter Game Photo Chart |
| IV.F.4. | Demonstrates comprehension of books read aloud | The Little Red Hen |
| IV.G.1. | Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition | |

V. Mathematical Thinking Domain

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| V.A.1 | Subitizes (immediately recognizes without counting) up to five objects | Simon Says |
| V.A.2. | Counts and identifies the number sequence “1 to 31” | Cinderella Dressed in Yellow How Many Are There? One, Two, Tie My Shoe |

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| V.A.3. | Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond) | A Name Game A Birthday Wish |
| V.A.4. | Identifies the last number spoken tells "how many" up to 10 (cardinality) | |
| V.A.5. | Constructs and counts sets of objects (one to 10 and beyond) | Old MacDonald's Counting Farm |
| V.A.6. | Uses counting and matching strategies to find which is more, less than or equal to 10 | |
| V.A.7. | Reads and writes some numerals one to 10 using appropriate activities | |
| V.B.1. | Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems | Mouse Count-Addition and Subtraction |
| V.B.2. | Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out | Apples and Oranges Ten Bears Riding on a Sled Ten Little Spotted Frogs |
| V.C.1. | Identifies and extends a simple AB repeating pattern | Fruity Patterns Paper Chain Patterns Pizza Patterns What Comes Next? |
| V.C.2. | Duplicates a simple AB pattern using different objects | Fruity Patterns |
| V.C.3. | Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC) | |
| V.D.1. | Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation | Circle, Triangle, Rectangle, Square-I see Shapes Everywhere Sponge Paint Shapes |
| V.D.2. | Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices) | Ladybugs |
| V.D.3. | Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle) | |
| V.D.4. | Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area) | It's a Snowman Kind of Day Shapes All Around Us |
| V.E.1. | Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under) | Diagonal, Horizontal, and Vertical I See |
| V.E.2. | Uses directions to move through space and find places in space | |
| V.F.1. | Measures object attributes using a variety of standard and nonstandard tools | Sea Creatures Wormy Worms |

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| V.F.2. | Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects | Flower Power What I Like About Me |
| V.F.3. | Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks) | |
| V.F.4. | Represents, analyzes and discusses data (e.g. charts, graphs and tallies) | |
| V.F.5. | Begins to predict the results of data collection | |

VI. Scientific Inquiry Domain

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| VI.A.1. | Uses senses to explore and understand their social and physical environment | |
| VI.A.2. | Uses tools in scientific inquiry | Seeds Seeds (Spanish) |
| VI.A.3. | Uses understanding of causal relationships to act on social and physical environments | |
| VI.B.1. | Demonstrates knowledge related to living things and their environments | |
| VI.C.1. | Demonstrates knowledge related to physical science | |
| VI.D.1. | Demonstrates knowledge related to the dynamic properties of earth and sky | |
| VI.E.1. | Demonstrates awareness of relationship to people, objects and living/non-living things in their environment | |
| VI.F.1. | Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures | |

VII. Social Studies Domain

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| VII.A.1. | Identifies self as a member of a culture | |
| VII.A.2. | Understands everyone belongs to a culture | |
| VII.A.3. | Explores culture of peers and families in the classroom and community | |
| VII.A.4. | Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations) | |
| VII.B.1. | Identifies characteristics of self as an individual | |
| VII.B.2. | Identifies the ways self is similar to and different from peers and others | The Same Yet Different: Celebrating Inclusion The Same Yet Different: Celebrating Inclusion. (Spanish) |
| VII.B.3. | Recognizes individual responsibility as a member of a group (e.g., classroom or family) | |
| VII.C.1. | Identifies differences and similarities of self and others as part of a group | |
| VII.C.2. | Explains the role of groups within a community | |

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| VII.C.3. | Demonstrates awareness of group rules (e.g., family, classroom, school or community) | |
| VII.C.4. | Exhibits leadership skills and roles (e.g., line leader and door holder) | |
| VII.D.1. | Identifies the relationship of personal space to surroundings | |
| VII.D.2. | Identifies differences and similarities between own environment and other locations | |
| VII.D.3. | Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features) | |
| VII.D.4. | Uses spatial words (e.g., far/close, over/under and up/down) | |
| VII.D.5. | Recognizes some geographic tools and resources (e.g., maps, globes or GPS) | |
| VII.D.6. | Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation) | |
| VII.E.1. | Identifies changes within a sequence of events to establish a sense of order and time | |
| VII.E.2. | Observes and recognizes changes that take place over time in the immediate environment | |
| VII.F.1. | Recognizes and follows rules and expectations in varying settings | |
| VII.F.2. | Participates in problem solving and decision making | |
| VII.F.3. | Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities) | |
| VII.G.1. | Recognizes the difference between wants and needs | |
| VII.G.2. | Begins to recognize that people work to earn money to buy things they need or want | |
| VII.H.1. | Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players) | |

VIII. Creative Expression Through the Arts Domain

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| VIII.A.1. | Combines with intention a variety of open-ended, process-oriented and diverse art materials | |
| VIII.B.1. | Actively participates in a variety of individual and group musical activities | |
| VIII.B.2. | Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities | |
| VIII.C.1. | Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge | |

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| VIII.D.1. | Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment | |
| VIII.E.1. | Uses appropriate art vocabulary to describe own art creations and those of others | |
| VIII.E.2. | Compares own art to similar art forms | |
| VIII.E.3. | Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past | |