

New Jersey Preschool Teaching and Learning Standards–2013

Social/Emotional Development

Standard

Preschool Indicator

Curiosity Corner 2nd Edition

About Curiosity Corner 2nd Edition

Curiosity Corner 2nd Edition is an update of our original Curiosity Corner Preschool curriculum that has been a nationwide favorite since 2000. The latest edition is currently being piloted in several schools throughout the country including Ohio, Louisiana, and in Prince George’s County in Maryland. The new program in its final form will be available for the 2014-2015 school year.

The Curiosity Corner 2nd Edition program is presented through 18 themes, 17 of which are two weeks in length. (A special three-day unit is included to be used during the week of Thanksgiving.) All instructional activities unfold in the themes over a period of ten days and within a series of instructional components. Short video clips produced by Sesame Workshop, Sirius Thinking, and the Success for All Foundation are infused throughout the day to help support lesson content. The instructional components include:

Greetings, Readings, & Writings: Children put away belongings then self-select a learning lab (center) to explore with peers.

Gathering Circle: Children are called together for general “housekeeping” activities such as attendance, calendar, weather chart, classroom jobs, etc.

Move It!: Children participate in a short activity that develops gross motor skills and gets the blood pumping.

Clues & Questions: With the help of the class mascot, Curiosity (a cat puppet), teachers introduce the theme content, vocabulary, and letter of the day.

Rhyme Time: Children recite poems, rhymes and songs, and then use the content to engage in activities that develop phonological and phonemic awareness.

Getting Along Together: Children learn to control their emotions and to deal with social problems in a positive way.

Plan & Play: Children engage in imaginative play within theme-related scenarios (the airport, a farm, a grocery store, etc.)

STaR (Story Telling and Retelling): Children are engaged in ongoing discussion as teacher read quality literature aloud. On the subsequent day, they engage in an activity such as dramatization or picture sequencing to retell the story content.

Math Moments: Children develop mathematical concepts and skills by participating in a short mini-lesson each day.

Question/Reflection: Children review the daily thematic content and vocabulary, check their progress on cooperative behaviors and demonstration of Getting Along Together skills, and participate in a theme extension activity.

Home Link: Children watch a special Home Link show four nights per week that includes videos seen in class that day (or different videos that cover the same content), plus a digital story book. The shows reinforce and expand concepts for children and also inform families about what was learned at school.

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0.1: Children demonstrate self-confidence.	0.1.1 Express individuality by making independent decisions about which materials to use.	<ul style="list-style-type: none"> • The Curiosity Corner 2nd Edition curriculum is built around a collection of two-week thematic units. Each day within a unit follows a predictable schedule of instructional components that are seamlessly woven together within the context of the theme. Instructional components lead children through a series of predictable student-directed and teacher-directed activities and routines. Through the instructional components, children develop both academic and social/personal/emotional skills. Children have the opportunity to practice and demonstrate showing self-direction as they respond to transition prompts between components, engage in group activities with peers, and interact with assigned partners during whole-group instruction. <p>Specific Instruction</p> <ul style="list-style-type: none"> • Children are taught in Getting Along Together to discuss their feelings and actions. Strategies include rating the intensity of their feelings using a Feelings Thermometer. They are also taught a series of Stay Cool steps to calm down and to go to a Thinking Spot when they feel like they are about to lose control because they are angry or upset as an intervention to acting out. <p>Self-Selected Activities</p> <ul style="list-style-type: none"> • Children are given the opportunity to make choices daily as they self-select learning centers (called learning labs) during the Greetings, Readings, & Writings component each day. Adults interact with children as they explore labs with peers, providing social/emotional support as needed. Children also self-direct as they choose a scenario and a role for imaginative play that they engage in daily in the Plan & Play component.
	0.1.1 Express ideas for activities and initiate discussions.	
	0.1.1 Actively engage in activities and interactions with teachers and peers.	
	0.1.1 Discuss their own actions and efforts.	

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		<p>Interactions with Classroom Materials</p> <ul style="list-style-type: none"> • <u>Learning Labs</u>: puzzles, games, picture cards, letter cards, plastic or magnetic letters, blocks, toy vehicles, magnifying glasses, objects from nature (pine cones, rocks, etc.), art supplies, writing supplies, books, etc. • <u>Move It!</u>: balls, balloons • <u>Clues & Questions</u>: Getting Along Together: puppets, blocks, picture cards • <u>Plan & Play</u>: imaginary play props (real and improvised or created by children) • <u>STaR</u>: Star Story Retell picture cards for sequencing • <u>Math Moments</u>: Math manipulatives (attribute bears, linking cubes, beans, non-standard measuring tools, etc.) • <u>Question/Reflection</u>: ear and mouth cards, picture cards, concept-of-print books, musical instruments, map • Children play organized games during outdoor play or engage in unstructured play. (Teachers select from a list of theme-related games and activities found in the appendix of each theme guide.) • Children are given specific instruction on how to build friendships <ul style="list-style-type: none"> Examples from Unit 1: Welcome to Curiosity Corner <ul style="list-style-type: none"> ○ <u>Clues & Questions, day 1, p. 75</u>: Curiosity (the class mascot cat puppet) introduces the class to her friend, another puppet. She tells the story of how they became friends (says hello, introduces herself, invites him to play.) ○ <u>Clues & Questions, day 2, p. 90</u>: Children review steps to make a new

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		<p>friend.</p> <ul style="list-style-type: none"><li data-bbox="1499 326 1898 521">○ <u>Clues & Questions, day 4, p. 120:</u> Children learn about sharing. Note: Based on feedback from pilot teachers, this lesson has been revised for the final version of the program. The book seen in the pilot lesson is no longer used.<li data-bbox="1499 529 1898 634">○ <u>Clues & Questions, day 5, p. 134:</u> Puppet friends share things they both like and things that one likes to do and the other does not.

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0.2: Children demonstrate self-direction.	0.2.1 Make independent choices and plans from a broad range of diverse interest centers.	<p>Children have the opportunity to practice and demonstrate self-direction and self-help skills during the Greetings, Readings, & Writings component as they follow an established routine and put away belongings then self-select a learning lab (center) to explore with peers.</p> <ul style="list-style-type: none"> • Children are given specific instruction in self help skills in Unit 1 Example from Unit 1: <i>Welcome to Curiosity Corner</i> <ul style="list-style-type: none"> ○ <u>Clues & Questions, day 3, p. 106:</u> Children help puppets decide how to solve a problem: they both want to work in another lab and neither wants to put away the puzzle they've been playing with. <p>Activities to Encourage Persistence</p> <ul style="list-style-type: none"> • Many learning labs provide the opportunity to children experiment with and explore materials. Teachers are provided with ideas for challenging students who are ready (or providing support for students who are struggling) on the Learning Labs Facilitation Guide in the appendix of each theme guide. Examples for Unit 11: <i>Here We Go!</i> <u>Transportation, Day 6, p.71:</u> <ul style="list-style-type: none"> ○ Math Lab: Children make patterns with toy cars ○ Art Lab: Children use a variety of materials to create airplanes ○ Science Lab: Children test items to see which is heavier/lighter ○ Puzzle & Games Lab: Children make up stories with felt vehicles • Teachers coach children to extend their imaginative play scenarios during Plan & Play
	0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	
	0.2.31 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	
	0.2.4 Attend to tasks for a period of time.	

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		<p>over a period for more than one day in units 16-18.</p> <ul style="list-style-type: none"> • Children work independently or with peers in student-led activities as they explore learning labs each day. Lab activities frequently include puzzles and other manipulatives as well as paint, scissors and glue. Children have many opportunities to persist at tasks, and to develop persistence as they continue to engage in these activities throughout the year. • One of the learning labs offered each day is the Art Lab. Children are encouraged to freely explore a variety of mediums in the Art Lab. In each unit, children can select between theme-related crafts or they can create their own pieces. • Jigsaw puzzles, lacing cards and other items that might require multiple attempts are supplied with several units. Teachers are encouraged to incorporate their own puzzles and games as well.
<p>0.3: Children identify and express feelings</p>	<p>0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p>	<p>In the Getting Along Together (GAT) component children are taught to control their emotions and to deal with social problems in a positive ways .They rate the intensity of their feelings and are taught a series of steps to calm down and to go to a Thinking Spot when they feel like they are about to lose control because they are angry or upset as an intervention to acting out.</p> <p>GAT Strategies A group of specific, concrete strategies for dealing with emotions are taught as a part of the Getting Along Together lesson, and practiced throughout the remainder of the day. These include:</p> <p>“I” Messages An “I” Message allows a student to tell how he or she</p>
	<p>0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).</p>	
	<p>0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).</p>	

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		<p>feels and why. Students learn to use the sentence stem “I feel _____ when _____.” This provides students with a mechanism to start the conflict-solving process.</p> <p>The Feelings Thermometer In addition to learning many words that can describe a person’s feelings, using the Feelings Thermometer helps students to understand that each feeling can be felt in degrees. One person might be moderately happy about something while another is ecstatic.</p> <p>The Feelings Tree Students learn to name and recognize a wide variety of feelings throughout the Getting Along Together lessons. As these feelings are identified, the feelings words are added to the Feelings Tree. The tree serves as a reminder for students when they need to express how they feel.</p> <p>Stay Cool Steps Students learn to use a set Stay Cool Steps to help them calm themselves down before their feelings erupt into conflicts. They use self-talk and self-soothing techniques so they can proceed with resolving conflicts. Several Getting Along Together lessons focus on understanding and managing emotions.</p> <ul style="list-style-type: none"> • Lessons also promote the development of empathy Examples from Unit 1: Welcome to Curiosity Corner • During the Clues & Questions part of the day, children are engaged in the following activities: <ul style="list-style-type: none"> ○ <u>Day 9, p. 120</u>: Children learn about sharing. ○ <u>Day 10, p. 134</u>: Puppet friends share things they both like and things that one likes to do and the other does not. • Empathy is also addressed during Getting

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		Along Together lessons. There are lessons on cooperation, joining in play, giving apologies, and including others.

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0.4: Children exhibit positive interactions with other children and adults	0.4.1 Engage appropriately with peers and teachers in classroom activities.	General Structures that Support Positive Social Interactions <ul style="list-style-type: none"> • Children in Curiosity Corner work in assigned partnerships that change weekly. By working closely with different partners throughout the year, they practice communicating and negotiating with different personalities, genders, and ethnicities. This helps to develop a comfort level in engaging with all classmates. • Adults are encouraged to interact with children as they work in learning labs. They engage with each student in a small-group instructional setting once per week. • During Plan & Play, adults are encouraged to interact with children, but by joining in the play as opposed to providing instruction. These interactions, combined with whole-group-instruction, help children get to know teachers and assistants. • Children learn and practice skills that support relationship building throughout the year during Getting Along Together lessons. • Whole group instruction usually includes activities done in partnerships or small groups. <p>Examples:</p> <ul style="list-style-type: none"> • Unit 2: <i>Marvelous Me</i>: Children work with partners to find sets of three in pictures. (p.60) • Unit 6: <i>To Market, To Market</i>: Children work in small groups to retell a story. (p.25) <p>Equipping children with friendship skills:</p> <ul style="list-style-type: none"> • The second week of Unit 1, Welcome to Curiosity Corner, focuses on making friends. During the Clues & Questions part of the day, children are engaged in the following activities: <ul style="list-style-type: none"> ○ <u>Day 6, p. 75:</u> Curiosity (the class mascot cat puppet) introduces the class to her friend, another puppet. She tells the story
	0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	
	0.4.3 Say “thank you,” “please,” and “excuse me.”	
	0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).	
	0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).	
	0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	

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		<p>of how they became friends (says hello, introduces herself, invites him to play.)</p> <ul style="list-style-type: none"> ○ <u>Day 7, p. 90</u>: Children review steps to make a new friend. ○ <u>Day 8, p. 106</u>: Children help puppets decide how to solve a problem: they both want to work in another lab and neither wants to put away the puzzle they've been playing with. ○ <u>Day 9, p. 120</u>: Children learn about sharing. Note: Based on feedback from pilot teachers, this lesson has been revised for the final version of the program. The book seen in the pilot lesson is no longer used. ○ <u>Day 10, p. 134</u>: Puppet friends share things they both like and things that one likes to do and the other does not. ● Making friends is also addressed during Getting Along Together lessons. There are lessons on cooperation, joining in play, giving apologies, and including others. <p>Working with assigned partners or groups during lessons: Children work closely together with an assigned partner throughout the day. New partnerships are announced each week during Gathering Circle morning routines. Partnerships increased student engagement during lessons, but also help children learn to work with one another, including with children who are different from themselves.</p> <p>Working or playing with peers during free-choice times: Children have many opportunities to interact and/or play with peers during Greetings, Readings & Writings, Plan & Play, snack time, and outdoor/gross motor play.</p> <p>Children have the opportunity to share equipment and</p>

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		<p>materials throughout the day.</p> <p>Examples from Day 1 in Unit 6: <i>To Market, To Market:</i></p> <p><u>Learning Labs, p.3:</u> (books, plastic letters, math manipulatives, electronic devices, writing supplies, art supplies, “smell jars”)</p> <p><u>Clues & Questions, p.6:</u> partners discuss sample grocery items</p> <p><u>Plan & Play, p.8:</u> small groups of children share imaginative play props</p> <p><u>Math Moments, p. 13:</u> Partnerships measure with paper plates</p> <ul style="list-style-type: none"> • Children are taught a set of “conflict solvers” as a part of Getting Along Together lessons as well as other lessons that will help children develop these skills such as apologizing after accidents and including others. • Children have the opportunity to negotiate with peers as they work together during Learning Labs and Plan & Play. <ul style="list-style-type: none"> ○ <u>Example:</u> In Unit 2, <i>Marvelous Me</i>, one of the Plan & Play scenario options is to play at an imaginary doctor’s office. Children must negotiate to determine roles such as doctor, patient, etc. as well as to determine props (this empty toilet paper roll will be the medicine) etc. • Using a Unit Record Form, teachers rate the following skills for each child as “not evident,” “evident with prompting,” or “used independently.” Two skills are rated in each unit. Each skill is rated at various points throughout the year. Teachers use the information to provide additional support to children who need it. <ul style="list-style-type: none"> ○ Shares classroom materials

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		<ul style="list-style-type: none"> ○ Uses active listening ○ Takes turns ○ Waits to speak-- resists interrupting ○ Gives "I" Messages to share feelings ○ Uses Stay Cool steps when excited or angry ○ Asks for help if needed. ○ Follows directions
0.5: Children exhibit pro-social behaviors	0.5.1 Play independently and cooperatively in pairs and small groups.	<p>Children practice and demonstrate a variety of pro-social behaviors including cooperative play, pretend play, sharing, and turn-taking throughout the program.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Plan & Play: Children engage in imaginative play within theme-related scenarios (the airport, a farm, a grocery store, etc.) ● Unit 11: <i>Here We Go!</i> Transportation Plan & Play.(p. 82) –possible roles: <ul style="list-style-type: none"> ▪ Taxi driver, passenger, police officer, crossing guard ▪ Car wash worker, cashier, customer ▪ Train ticket seller, customer, engineer, snack stand worker ● Sometimes children dramatize non-human objects as a part of thematic instruction. <ul style="list-style-type: none"> ○ Unit 9: <i>Winter Wonders</i> (p. 55) Children say a poem about the movement of snowflakes as they pretend to be snowflakes, floating to the ground. ○ Unit 11: <i>Here We Go!</i> Transportation (p. 82) Children pretend to be airplanes taking off and landing. <p>Children have the opportunity to share equipment and materials throughout the day.</p>
	0.5.2 Engage in pretend play.	
	0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.	
	0.5.4 Take turns.	
	0.5.5 Demonstrate understanding the concept of sharing by attempting to share.	

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		<p>Examples:</p> <p>Day 1 in Unit 6: <i>To Market, To Market:</i></p> <ul style="list-style-type: none">• <u>Learning Labs, p.3:</u> (books, plastic letters, math manipulatives, electronic devices, writing supplies, art supplies, “smell jars”)• <u>Plan & Play, p.8:</u> small groups of children share imaginative play props

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<p>1.1: Children express themselves through and develop an appreciation of creative movement and dance</p>	<p>1.1.1 Move the body in a variety of ways, with and without music.</p> <p>1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</p> <p>1.1.3 Participate in simple sequences of movements.</p> <p>1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.</p> <p>1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</p> <p>1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.</p> <p>1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.</p> <p>1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.</p>	<p>Children experience creative movement and dance in a variety of times and places throughout Curiosity Corner.</p> <p>Examples:</p> <ul style="list-style-type: none"> ○ <u>Move It!</u> activities frequently use music from CDs provided with program materials or Sesame Street/SFAF videos. Children move and dance to a variety of musical genres: <ul style="list-style-type: none"> ▪ Unit 8: Express Yourself: “The Elmo Slide” (p. 91) ▪ Unit 5: Fall Into Fall: “Aloha ‘Oe” (p. 21) ▪ Unit 9: Winter Wonders: “Skip to My Lou” (p. 87) • Unit 8: Express Yourself: <ul style="list-style-type: none"> ○ <u>Clues & Questions</u> (p. 131) Children clap to the beats of different genres of music. ○ <u>Question/Reflection</u> (p. 136) Children perform the “response” part of a “call and response” song from a CD provided with program materials. <p>Children see examples of dancers from around the world through video clips during Unit 16: Around the World.</p> <p>Examples:</p> <ul style="list-style-type: none"> ○ <u>Day 7, Clues & Questions:</u> Global Grover: Russian Dance ○ <u>Day 9, Clues & Questions:</u> Kids Far and Wide, Bali ○ <u>Day 10, Clues & Questions:</u> Global Grover: Trinidad Stilts
<p>1.2: Children express themselves through and develop an appreciation of music</p>	<p>1.2.1 Sing a variety of songs with expression, independently and with others.</p>	<p>Children experience music in a variety of times and places throughout Curiosity Corner.</p> <p>Examples:</p>

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	1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	<ul style="list-style-type: none"> ○ <u>Move It!</u> activities frequently use music from CDs provided with program materials or Sesame Street/SFAF videos. Children move and dance to a variety of musical genres: <ul style="list-style-type: none"> ▪ Unit 8: Express Yourself: “The Elmo Slide” (p. 91) ▪ Unit 5: Fall Into Fall: “Aloha ‘Oe” (p. 21) ▪ Unit 9: Winter Wonders: “Skip to My Lou” (p. 87) ○ In some units, children sing a song during Rhyme Time. <ul style="list-style-type: none"> ▪ Unit 9: Winter Wonders: “Come Sing a Song of Winter” (p. 8) ▪ Unit 11: Here We Go! Transportation: “The Wheels on the Bus” (p.8) <p>Children learn about music as a part of thematic instruction.</p> <p>Unit 8: Express Yourself:</p> <ul style="list-style-type: none"> • <u>Clues & Questions</u> (p. 91) Children listen to and move to music from a variety of genres. • Unit 16: Around the World <u>Clues & Questions</u> (p. 89) Children watch videos about examples of different kinds of music from around the world. They compare the different examples. • Unit 8: Express Yourself: <u>Clues & Questions</u> (p. 120) Informative text and a video are used to explore musical
	1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	
	1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.	
	1.2.5 Participate in and listen to music from a variety of cultures and times.	
	1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.	
	1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.	
	1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.	

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		<p>instruments used in an orchestra and a marching band.</p> <ul style="list-style-type: none"> • Many of the Sesame Street videos shown in class and at home via the Home Link videos show music used in a variety of disciplines. • Unit 8: Express Yourself <ul style="list-style-type: none"> ○ <u>Clues & Questions</u> (p. 78) Children listen to music and hear an informative text about people who enjoy creating music. ○ <u>Question/Reflection:</u> (p. 85) Children look at written music in an informative text and listen to music. ○ <u>Clues & Questions</u> (p. 91) Children listen to and move to music from a variety of genres. ○ <u>Clues & Questions</u> (p. 120) Informative text and a video are used to explore musical instruments used in an orchestra and a marching band. ○ <u>Clues & Questions</u> (p. 131) Children clap to the beats of different genres of music. ○ <u>Question/Reflection</u> (p. 136) Children perform the “response” part of a “call and response” song from a CD provided with program materials.
<p>1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling</p>	<p>1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).</p>	<p>There are a variety of opportunities for students to engage in dramatic play and storytelling throughout Curiosity Corner.</p>

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	1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	<p>Examples:</p> <p>Plan & Play: Children engage in imaginative play within theme-related scenarios (the airport, a farm, a grocery store, etc.)</p> <p>STaR (Story Telling and Retelling): Children are engaged in ongoing discussion as teacher read quality literature aloud. On the subsequent day, they engage in an activity such as dramatization or picture sequencing to retell the story content.</p> <ul style="list-style-type: none"> • Children frequently use dramatization to retell stories during STaR. <ul style="list-style-type: none"> ○ Unit 9: <i>Winter Wonders</i> (p. 53) ○ Unit 2: <i>Marvelous Me</i> (p. 71) • Children move as inspired by different types of music. <ul style="list-style-type: none"> ○ Unit 8: <i>Express Yourself</i> (p. 91) • Children play a variety of roles as they engage in imaginative play each day during Plan & Play. <ul style="list-style-type: none"> ○ Unit 11: <i>Here We Go! Transportation</i> (p. 82) –possible roles: <ul style="list-style-type: none"> ▪ Taxi driver, passenger, police officer, crossing guard ▪ Car wash worker, cashier, customer ▪ Train ticket seller, customer, engineer, snack stand worker • Sometimes children dramatize non-human objects as a part of thematic instruction. <ul style="list-style-type: none"> ○ Unit 9: <i>Winter Wonders</i> (p. 55) Children say a poem about the movement of snowflakes as they pretend to be snowflakes, floating to the ground.
	1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	
	1.3.4 Differentiate between fantasy/pretend play and real events.	
	1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	
	1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	
	1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	
	1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.	

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		<ul style="list-style-type: none"> ○ Unit 11: <i>Here We Go! Transportation</i> (p. 82) Children pretend to be airplanes taking off and landing.
1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	<p>Children are encouraged to freely explore a variety of visual mediums throughout the program and particularly in the Art Lab.</p> <p>Examples:</p> <p><u>Unit 2: <i>Marvelous Me</i></u></p> <ul style="list-style-type: none"> ○ Self-Portraits: p. 38 ○ Groovy glasses: p. 80 ○ Texture Art: p. 122 ○ Smelly Art: p. 136 <ul style="list-style-type: none"> ● Drawing is used during express feelings inspired by music during Question/Reflection in Unit 8: <i>Express Yourself</i> on day 2 (p. 30) ● Unit 8: <i>Express Yourself</i> <ul style="list-style-type: none"> ○ <u>Clues & Questions</u> (p. 7) An informative text is used to introduce the concept that our feelings can be expressed through art and music. ○ <u>Clues & Questions</u> (p. 24) Children explore tools (paintbrushes, pencils, etc.) used by artists. ○ <u>Question/Reflection</u> (p. 30) Children draw and color as inspired by different genres of music. ○ <u>Clues & Questions</u> (p. 37) An informative text is used to explore different styles of art. ○ <u>Clues & Questions</u> (p. 51) Children discuss the fact that some people create art for their jobs and others for fun. They read a concepts-of-print book, <i>We Are Artists</i>. ○ <u>Question/Reflection</u> (p. 58) Children
	1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	
	1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	
	1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	
	1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	
	1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	
	1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	

New Jersey Preschool Teaching and Learning Standards–2013

Visual & Performing Arts

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>drop paint into folded paper to create a symmetrical design.</p> <ul style="list-style-type: none">○ <u>Clues & Questions</u> (p. 65): An informational text (<i>13 Artists Children Should Know</i>) is used to share classic paintings from around the world to children.

New Jersey Preschool Teaching and Learning Standards–2013

Health, Safety, and Physical Education

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
2.1: Children develop self-help and personal hygiene skills	2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	Children learn personal care and good hygiene practices in several units in program, including: <ul style="list-style-type: none"> ○ Unit 2: <i>Marvelous Me</i> ○ Unit 3: <i>Family Matters</i> ○ Unit 10: <i>Healthy Me!</i> ○ Unit 18: <i>Splash into Summer!</i> <ul style="list-style-type: none"> • Sesame Street videos are utilized throughout these units to reinforce healthy habits and safety rules. • Teachers prompt children to practice healthy behaviors and good hygiene by modeling and encouraging proper hand washing techniques, wearing seasonally appropriate clothing and outdoor, and reminding children to apply sunscreen and hydrate. • Children are educated on safe indoor and outdoor play behaviors during structured and unstructured gross motor movement and activities.
	2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	

New Jersey Preschool Teaching and Learning Standards–2013

Health, Safety, and Physical Education

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
<p>2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices</p>	<p>2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p>	<p>Children learn about healthy foods in the program.</p> <p>Examples:</p> <p>Unit 10: <i>Healthy Me!</i></p> <ul style="list-style-type: none"> • Clues & Questions, Day 4, p. 48: Children discuss the merits of eating vegetables. The fact that eating healthy foods can help prevent sickness is emphasized in an introduction to the concepts-of-print book, <i>Achoo!</i> • Question/Reflection, Day 4, p. 53: Children discuss the benefits of healthy foods illustrated on picture cards. • Clues & Questions, Day 5, p. 60: Children discuss the importance of eating a variety of healthy foods. They work with partners to create a “meal” by cutting out and pasting pictures of foods onto a paper plate. <p>Teachers are encouraged to serve healthy snacks each day. A list of snack ideas which includes general healthy snack and theme-related ideas is included in the Appendix of each theme guide. (Example: Unit 10: <i>Healthy Me!</i> see p. 136)</p>
	<p>2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p>	
<p>2.3: Children begin to develop an awareness of potential hazards in their environment</p>	<p>2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p>	<p>Children learn about personal safety and safe communities throughout the program.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Emergency personnel are explored during Unit 4: <i>Places and Faces in Communities:</i> <ul style="list-style-type: none"> ○ <u>Small Group Instruction, Days 7-10, p. 113:</u> The teacher reads a set of scenarios illustrated on picture cards and children have to determine whether calling 9-1-1 would be the appropriate response to each
	<p>2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p>	
	<p>2.3.3 Identify community helpers who assist in maintaining a safe environment.</p>	
	<p>2.3.4 Know how to dial 911 for help.</p>	

New Jersey Preschool Teaching and Learning Standards–2013

Health, Safety, and Physical Education

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>situation.</p> <ul style="list-style-type: none"> ○ <u>Clues & Questions, Day 6, p. 94:</u> Children discuss community helpers that provide assistance during emergencies as they explore an informational text. ○ <u>Question/Reflection, Day 6, p. 101:</u> Children play a “stand up, sit down” game to distinguish emergencies from non-emergencies. ○ <u>Clues & Questions, Day 7, p. 110:</u> Children watch a video about firefighters, then sort picture cards into groups of items related to or not related to fire stations. <ul style="list-style-type: none"> ● Appropriate responses to emergency situations are also a probable discussion topic as a part of lesson on safety that occur in Unit 10: Healthy Me! <ul style="list-style-type: none"> ○ <u>Clues & Questions, Day 6, p. 72:</u> Children use brainstorming to create a list of safety rules. ○ <u>Question/Reflection, Day 6, p. 79:</u> Children talk about a set of safety rules and how/why they keep them safe. ○ <u>Clues & Questions, Day 7, p. 85:</u> Teachers use an informational text to introduce and discuss bicycle safety rules. ○ <u>Question/Reflection, Day 7, p. 92:</u> Children review a list of bicycle safety rules. ○ <u>Clues & Questions, Day 8, p. 97:</u> Children determine whether objects pictured on cards are safe or unsafe to touch. ○ <u>Clues & Questions, Day 9, p. 109:</u> Children explore an informational

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Health, Safety, and Physical Education

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>text about Curiosity (<i>Curiosity Stays Safe</i>) to discuss things that are unsafe to touch.</p> <ul style="list-style-type: none"> ○ <u>Question/Reflection, Day 9, p.115:</u> The Mr. Yuk symbol is introduced as a way to identify unsafe products. ○ <u>Clues & Questions, Day 10, p. 121:</u> Children dramatize a trip in a car. An emphasis is placed on using seatbelts. ○ <u>Question/Reflection, Day 10, p.126:</u> Children sing a song “Buckle Your Seatbelt” from a CD provided with program materials.
<p>2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.</p>	<p>2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).</p>	<p>Children practice gross and fine motor skill throughout the program.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Teachers are provided with a variety gross motor games and activities with each thematic unit. The games involve running, kicking, throwing balls and creative movements. • Teachers are encouraged to include Outdoor/Gross motor play in their schedules each day. A list of theme-related structured activities is provided in the appendix of each theme guide. (Example: See pp. 142-143 in Unit 11: Here We Go! Transportation) • Movement activities are also included in the classroom during the Move It! and Rhyme Time components. In Move It!, children participate in a short activities that utilize gross motor skills. Many of the Move It! activities are done along with a video (such as “The Elmo Slide” or “Skip to My Lou”). In Rhyme Time, they stand and perform motions as they say
	<p>2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).</p>	
	<p>2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</p>	

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Health, Safety, and Physical Education

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>each rhyme.</p> <p><u>Examples of Move It! activities:</u></p> <p>Jumping Bean: The teacher randomly draws a number card and children must jump or perform another movement the number of times shown on the card. (see Unit 11, p. 21)</p> <p>Kitty Walk: Children move like animals named. (See Unit 12, p. 115)</p> <p>Balloon Ball: Children work to keep an inflated balloon from touching the ground. (See Unit 12, p. 75)</p> <ul style="list-style-type: none"> • Teachers are encouraged to include opportunities for structured or unstructured gross motor play (either outside or indoors in a gym or other large space) in their schedules daily. Teachers select from a list of theme-related games and activities found in the appendix of each theme guide. Safety guidelines are included as needed. <ul style="list-style-type: none"> ○ Example: Unit 2: <i>Marvelous Me</i>, see Activity Suggestions for Outdoor Play on pp. 168-170 • Children engage in fine motor skills activities with manipulatives in Plan & Play scenarios such as ‘Construction Zone’ and ‘Restaurant’. Children use a variety of materials and tools to reinforce fine motor skills, including pencils, crayons, markers, glue, and scissors.

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English Language Arts- Reading: Literature

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
Key Ideas and Details	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem	<p>Children engage with the key ideas and details of quality literature in the STaR component on days 2, 4, 7, and 9. During STaR children retell the story content from the book read the previous day.</p> <ul style="list-style-type: none"> • Sample retell activities include: <ul style="list-style-type: none"> ○ Dramatization ○ Retelling the story in their own words using the illustrations ○ Comparing similar texts ○ Using picture cards to sequence the story <p>Characters, the setting, and major story events are identified as a natural part of the comprehension questions that are asked during the STaR Interactive Story Reading lessons. These concepts are reviewed and reinforced during STaR Story Retell lessons.</p>
	RL.PK.2 With prompting and support, retell familiar stories or poems.	
	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story	
Craft and Structure	RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<p>During the STaR component on days 1,3,6, and 8 of each unit, teachers use a quality piece of literature (stories and poems) to engage children in an interactive story reading lesson. The lesson consists of three primary parts:</p> <ul style="list-style-type: none"> ○ Before Reading: The title and author are introduced. Children make predictions based on the cover illustration and/or a few pictures within the text. The teacher introduces one or two vocabulary words that children should listen for as they listen to the story. ○ During Reading: The teacher asks comprehension questions from various levels of Bloom’s taxonomy as he or she reads the story to the children. He or she also discusses the vocabulary words that were introduced s they are encountered within the context of the story.
	RL.PK.5 Recognize common types of literature (storybooks and poetry books).	
	RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	

New Jersey Preschool Teaching and Learning Standards–2013

English Language Arts- Reading: Literature

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<ul style="list-style-type: none"> ○ After Reading: Summary questions are asked about the story and the vocabulary words are reviewed. <p>All children are engaged responding to questions asked because teachers have them discuss their responses with assigned partners before selecting a child to share with the group (Think-Pair-Share.)</p> <p>On days 2, 4, 7, and 9, children retell the story content from the book read the previous day.</p>
Integration of Knowledge and Ideas	<p>RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story. (RL.PK.8 Not applicable to literature)</p> <p>RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.</p>	<ul style="list-style-type: none"> ● During the STaR component, on days 2, 4, 7, and 9, children retell the story content from the book read the previous day. ● Sample retell activities include: <ul style="list-style-type: none"> ○ Dramatization ○ Retelling the story in their own words using the illustrations ○ Comparing similar texts ○ Using picture cards to sequence the story <p>Several STaR Retell lesson invite children to compare texts.</p>
Range of Reading and Level of Text Complexity	<p>RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.</p>	<p>STaR (Story Telling and Retelling): Children are engaged in ongoing discussion as teacher read quality literature aloud. On the subsequent day, they engage in an activity such as dramatization or picture sequencing to retell the story content.</p>

New Jersey Preschool Teaching and Learning Standards–2013

English Language Arts- Reading: Informational Text

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
Key Ideas and Details	RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	<p>Children engage with informational text throughout the curriculum.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Each two-week theme addresses a scientific or civic (social studies) topic. A different focus within the theme topic is explored each day. (Example, we explore the fact that a dentist is a doctor who cares for our teeth in a unit about staying healthy- unit 10.) • During the Clues & Questions component, children learn content associated with the daily focus. Frequently, this content is relayed through the use of an informational text. • Other content-related activities refer back to the text throughout the unit. (For example, after the class has been read a book about dentists, they might compare a real toothbrush to a picture of one shown in the book. Teachers might leave the book in an area where children are pretending to run a dentist’s office during Plan & Play to be used as a reference.) • When books are introduced, the children think about the title of the book and the cover illustration and link them to what might be inside. Children are engaged in an ongoing discussion about the book as it is read. • Sesame Street and SFAF-produced videos shown in class reinforce and expand information introduced through informational text. • Different types of information text (expository books, cookbooks, maps, etc.) are used throughout the year to relay information. • Questions asked during the reading of
	RI.PK.2 With prompting and support, recall important facts from a familiar text.	
	RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.	

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English Language Arts- Reading: Informational Text

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<p>informational text frequently ask children to relate the content to their personal experiences.</p> <ul style="list-style-type: none"> ○ Example: In a theme about cultures around the world (unit 16), children are read a book about toys and games played with in different countries. They talk about their own favorite toys and games and compare them to those introduced in the book. • Many topics introduced in informational texts are sequential in nature. <p>Example: Children learn about the life stages of a pumpkin plant (unit 5), a bean plant (unit 15), and a butterfly (unit 14).</p>
Craft and Structure	RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	<p>Children engage with informational text throughout the curriculum.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Each two-week theme addresses a scientific or civic (social studies) topic. A different focus within the theme topic is explored each day. (Example, we explore the fact that a dentist is a doctor who cares for our teeth in a unit about staying healthy- unit 10.) • During the Clues & Questions component, children learn content associated with the daily focus. Frequently, this content is relayed through the use of an informational text. • When books are introduced, the children think about the title of the book and the cover illustration and link them to what might be inside. Children are engaged in an ongoing discussion about the book as it is read. • Other content-related activities refer back to the text throughout the unit. (For example,
	RI.PK.5 Identify the front and back cover of a book.	
	RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	

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English Language Arts- Reading: Informational Text

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<p>after the class has been read a book about dentists, they might compare a real toothbrush to a picture of one shown in the book. Teachers might leave the book in an area where children are pretending to run a dentist’s office during Plan & Play to be used as a reference.)</p>
Integration of Knowledge and Ideas	RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	<p>Children engage with informational text throughout the curriculum.</p> <ul style="list-style-type: none"> • When books are introduced, the children think about the title of the book and the cover illustration and link them to what might be inside. Children are engaged in an ongoing discussion about the book as it is read. • The focus skill for the concept-of-print book lesson unit 9 is, “The illustrator makes the pictures (or takes/finds the photographs) for a book.” • Teachers often refer the illustrations in informational books as they ask questions about the content during Clues & Questions.
	RI.PK.8 (Begins in kindergarten)	

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English Language Arts- Reading: Informational Text

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
<p>Range of Reading and Level of Text Complexity</p>	<p>RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</p>	<p>Children engage with informational text throughout the curriculum.</p> <p>Examples:</p> <ul style="list-style-type: none"> • During the Clues & Questions component, children learn content associated with the daily focus. Frequently, this content is relayed through the use of an informational text. • Other content-related activities refer back to the text throughout the unit. (For example, after the class has been read a book about dentists, they might compare a real toothbrush to a picture of one shown in the book. Teachers might leave the book in an area where children are pretending to run a dentist’s office during Plan & Play to be used as a reference.) • When books are introduced, the children think about the title of the book and the cover illustration and link them to what might be inside. Children are engaged in an ongoing discussion about the book as it is read. • Sesame Street and SFAF-produced videos shown in class reinforce and expand information introduced through informational text. • Different types of information text (expository books, cookbooks, maps, etc.) are used throughout the year to relay information. • Questions asked during the reading of informational text frequently ask children to relate the content to their personal experiences. <ul style="list-style-type: none"> ○ Example: In a theme about cultures around the world (unit 16), children are read a book about toys and games played with in different

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English Language Arts- Reading: Informational Text

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<p>countries. They talk about their own favorite toys and games and compare them to those introduced in the book.</p>

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English Language Arts- Reading: Foundational Skills

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
Print Concepts	<p>RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print.</p> <p>a) Follow words from left to right, top to bottom, page by page.</p> <p>b) Recognize that spoken words can be written and read.</p> <p>c) Recognize that words are separated by spaces.</p> <p>d) Recognize and name many upper and lower case letters of the alphabet.</p>	<ul style="list-style-type: none"> • Children explore their own copies of concepts-of-print book with each theme. These are a part of the consumable Curiosity Corner materials, so children can take them home to keep. Most of the books are informational texts. The focus skills include: <ul style="list-style-type: none"> ○ Hold the book right-side-up (units 1 and 2) ○ Find the first page of the story (unit 3) ○ Turn pages correctly (units 4 and 5) ○ Link the title to story content (units 6 and 7) ○ Link the illustrations to the text (unit 8) ○ Understand that the illustrator makes the pictures (unit 9) ○ Understand that an exclamation mark tells us to read with excitement unit 10) ○ Follow the text from page to page (unit 11) ○ Track print from left to right (unit 12) ○ Track print with one-to-one correspondence (units 13, 15, 17, 18) ○ Understand that sentences end with periods (unit 14) ○ Understand that question marks tell us the sentence is asking something (unit 16) • Children get hands-on practice with book handling each week. Teachers focus on a specific print concept in every unit, including identifying the front and back covers. • Children’s experiences with the concept-of-print books provide opportunities to “try out” and practice book handling that has been modeled by teachers each day. <p>As a part of the Clues & Questions lesson each day, teachers write a Daily Message in front of children.</p>
Creative Expression: Movement and Dance	<p>CE 35 Express through movement what is felt and heard in various rhythmic patterns</p> <p>CE 36 Demonstrate an awareness of different musical tempos, patterns, and beats through music</p> <p>CE 37 Gain awareness of different cultures through experiences with a variety of music and movement activities</p> <p>CE 38 Experience and use movement to reinforce learning in other curricular areas</p>	

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English Language Arts- Reading: Foundational Skills

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<p>Teachers then:</p> <ul style="list-style-type: none"> ○ Invite children to say the message with them. They read the message, touching each word as it is read. ○ Address the content, which generally relates to the theme content. <p>Point out one print feature. (Example, the teacher might state that the first letter is an uppercase letter because we always begin the first word of a sentence with an uppercase letter.)</p>
Phonological Awareness	<p>RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).</p> <p>a) Recognize and produce simple rhyming words.</p> <p>b) Segment syllables in spoken words by clapping out the number of syllables.</p> <p>c) Identify many initial sounds of familiar words.</p> <p>d) (Begins in kindergarten)</p> <p>e) (Begins in kindergarten)</p>	<p>Each week in the Rhyme Time component, children learn and recite a rhyme, poem, or song. The recitation/singing is followed by an activity designed to develop phonological and/or phonemic awareness skills.</p> <ul style="list-style-type: none"> ● Children identify alliteration during Rhyme Time in: <ul style="list-style-type: none"> ○ Unit 5, days 6, 9 and 10 ● Children identify initial sounds during Rhyme Time in: <ul style="list-style-type: none"> ○ Unit 8, days 1,4 and 5 ○ Unit 16, days 1,4 and 5 ● Children blend the onset and rime of words during Rhyme Time in: <ul style="list-style-type: none"> ○ Unit 12, days 6, 9, and 10 ○ Unit 13, days 1, 2, and 5 ○ Unit 14 on days 6, 9, and 10 ● Children blend initial, medial, and ending sounds to create a whole word during Rhyme Time in: <ul style="list-style-type: none"> ○ Unit 15, days 6,9 and 10 ○ Unit 16, days 6,9 and 10 ○ Unit 18, day 1 ● Listening activities are used in the following places: <ul style="list-style-type: none"> ○ Unit 1, days 6 and 9 ○ Unit 11, days 9 and 10 ○ Unit 12, days 1, 4, and 5

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English Language Arts- Reading: Foundational Skills

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<ul style="list-style-type: none"> • Rhyme recognition and/or production activities are used in the following places: <ul style="list-style-type: none"> ○ Unit 1, day 10 ○ Unit 2, days 1,4,5,6 and 10 ○ Unit 3, days 1,4,6 and 9 ○ Unit 4, days 1,4,5, 6, 9 and 10 ○ Unit 5, day 1 ○ Unit 6, day 1 ○ Unit 7, day 1 ○ Unit 8, days 6,9, and 10 ○ Unit 10, days 1,6,9 and 10 ○ Unit 11, day 1 ○ Unit 14, days 1,4, and 5 ○ Unit 15, days 1,4, and 5
Phonics and Word Recognition	RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)	<ul style="list-style-type: none"> • Children learn to recite the alphabet by rote in unit 1. • Children match uppercase and lowercase letters in unit 1. • Beginning in unit 2, children explore a letter of the week. The following activities are conducted with each letter: <ul style="list-style-type: none"> ○ The letter name is taught ○ The shape of the uppercase and lowercase forms of the letter are introduced and described ○ The (most common) sound of the letter is introduced ○ Children look for the letter in the Daily Message each day ○ Children do a letter search around the classroom to find a letter, or an object (or classmate’s name) that begins with the letter sound ○ Children do a craft or other activity with each letter in the Letter Lab ○ Children watch 4-5 different Sesame Street videos during the week in the classroom and also oat home on the

New Jersey Preschool Teaching and Learning Standards–2013

English Language Arts- Reading: Foundational Skills

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<p>Home Link shows.</p> <ul style="list-style-type: none"> ○ Children sign in each day as they enter the classroom. Teachers work with them throughout the year, increasing expectations as appropriate for each child, to help them learn to write their names
Fluency	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.	<ul style="list-style-type: none"> • Teachers model good reading fluency as they read a variety of types of quality literature during STaR and Informational texts during Clues & Questions and Question/Reflection • Teachers use “Jump Right In” to have children supply repetitive text when applicable • Children recite rhymes, poems, and songs in Rhyme Time each week • Finger plays are used during Question/Reflection and Math Moments

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English Language Arts- Speaking and Listening

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
Text Types and Purposes	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	<ul style="list-style-type: none"> • Children are encouraging to write to a thematic writing prompt each week in the Writing Lab. Teachers use a special guide to help determine the emergent writing stage of each child and provide the appropriate support. • In some themes, children share what they know about the theme topic and what they'd like to learn about it at the beginning of the theme, then participate in shared writing experience where their ideas are put into an informative paragraph written by the teacher (with help from the children.) This process is done with the topics: <ul style="list-style-type: none"> ○ Unit 13 – dinosaurs ○ Unit 15 – plants ○ Unit 17 - outer space <p>Children use what they have learned about protecting the Earth's resources to create "Take Care of the Earth" posters in Unit 17.</p>
	W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	
	W.PK.3 (Begins in kindergarten)	
Production and Distribution of Writing	W.PK.4 (Begins in grade 3)	<ul style="list-style-type: none"> • Children are encouraging to write to a thematic writing prompt each week in the Writing Lab. Teachers use a special guide to help determine the emergent writing stage of each child and provide the appropriate support. • Examples of writing lab prompts include: <ul style="list-style-type: none"> ○ In unit 3, children are encouraged to write about a fun thing they've done with their families. ○ In unit 4, they tell about a visit to a place in their community. ○ In unit 12, they tell about a pet they've had (or would like to have.)
	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	
	W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	
Research to Build and Present Knowledge	W.PK.7 With guidance and support, participate in shared research and shared writing projects.	<ul style="list-style-type: none"> • Children are encouraging to write to a thematic writing prompt each week in the Writing Lab. Teachers use a special guide to help determine the emergent writing stage of each child and provide the appropriate support. • In some themes, children share what they know
	W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.	
	W.PK.9 (Begins in grade 4)	

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English Language Arts- Speaking and Listening

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<p>about the theme topic and what they'd like to learn about it at the beginning of the theme, then participate in shared writing experience where their ideas are put into an informative paragraph written by the teacher (with help from the children.) This process is done with the topics:</p> <ul style="list-style-type: none">○ Unit 13 – dinosaurs○ Unit 15 – plants○ Unit 17 - outer space <p>Children use what they have learned about protecting the Earth's resources to create "Take Care of the Earth" posters in Unit 17.</p>

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English Language Arts- Speaking and Listening

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
Comprehension and Collaboration	<p>SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.</p> <p>a) Follow-agreed upon rules for discussions during group interactions.</p> <p>b) Continue a conversation through several back and forth exchanges.</p> <hr/> <p>SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.</p> <hr/> <p>SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.</p>	<ul style="list-style-type: none"> • Teachers frequently use Think-Pair-Share during whole-group instruction. Children answer questions in partnerships before individuals are selected to share their ideas with the whole group. When children are learning this process, each partnership uses a set of ear and mouth cards (each child holds one card) so they will know whose turn it is to speak, and who’s turn it is to listen. • Getting Along Together lessons focus specifically on Active Listening and paraphrasing (Say-It-Back) in: <ul style="list-style-type: none"> ○ Unit 1, days 1-5 ○ Unit 5, days 2-3 • Getting Along Together lessons focus specifically on waiting for a turn and not interrupting in: <ul style="list-style-type: none"> ○ Unit 11, days 7-8 <p>Unit 15, days 2-3</p> <ul style="list-style-type: none"> • Specific instructional strategies for teachers to help children expand their language in the <i>Curiosity Corner 2nd Edition Teacher’s Manual</i> (Chapter 3, Developing Oral Language.) The strategies can be applied in a variety of situations. Some examples of the strategies include: <ul style="list-style-type: none"> ○ Modeling rich language ○ Extending students’ answers ○ Prompting oral responses ○ Prompting the use of complete or elaborated sentences ○ Providing sentence starters ○ Providing direct feedback • Although all students are actively engaged in sharing ideas with partners during whole-group instruction, each child also participates in small group instruction one day each week. The teacher has opportunities, in a structured way, to converse with each student. • Teachers are also encouraged to converse with children one-to-one as they explore learning labs, engage in imaginative play (we ask teacher to join

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		in the pretending as opposed to “instructing” during this time), snack, outdoor play, etc.
Presentation of Knowledge and Ideas	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	<ul style="list-style-type: none"> • Class discussions are structured in a way that will motivate children to connect new learning to their experiences and provide them with motivation to share. For example, in unit 2, as the children are discussion the sense of sight as described in an informational text, the teacher mentions that some people need to wear special lenses to help them see better, then shows a Sesame Street clip that tells the story of a princess who needed glasses. Children are motivated to talk about their own experiences with glasses or people they know who wear them. • Children are encouraged to use writing and drawing in response to writing prompts in the writing lab each week.
	SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	
	SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	

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English Language Arts- Language

Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
Conventions of Standard English	L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions.	<ul style="list-style-type: none"> • Children write their names on crafts, writing lab responses, and other products created throughout the year. • Teachers point out spaces between the words as a part of presenting the Daily Message in several units. (See RF1.c) • Teachers point out uppercase and lowercase letters as a part of presenting the Daily Message in several units. • Children match uppercase and lowercase letter cards in the Letter Lab in unit 1. • Children are taught numerous vocabulary words and encouraged to use them as they speak in complete and elaborated sentences. • Teachers assess children’s language production and provide necessary support as their language develops throughout the year. • Teachers are provided with strategies for modeling, “praising and rephrasing” and gently correcting errors in a developmentally appropriate manner in the <i>Curiosity Corner 2nd Edition Teacher’s Manual</i> (Chapter 3, Developing Oral Language.) • Children are encouraged to use question words as they ask questions. • Children ask questions about things they’d like to learn at the beginning of many themes. • Question words are seen in print during the Daily Message in: <ul style="list-style-type: none"> ○ See: Unit 3, day 7; Unit 5, day 8; Unit 6, day 3; Unit 7, day 3; Unit 9, day 7; Unit 14, days 5 and 10; Unit 16, days 2 and 7; Unit 18, day 10 • Many of the sentences in the concept-of-print book used in the concepts-of-print book used in Unit 16 begin with the word, “where.” • Children hear prepositions in teacher speech and in books that are read to them. They see some prepositions in their concept-of-print books.
	L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten)	
	L.PK.3 (Begins in grade 2)	

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Sub-heading	Preschool Standards	Curiosity Corner 2 nd Edition
		<ul style="list-style-type: none"> • Children often use prepositions to participate successfully in class activities and games. For example, they must tell where they saw the letter of the week in the classroom. • Teachers help children convert their thoughts into complete sentences which they write in front of children as a part of shared writing experiences. Some examples: <ul style="list-style-type: none"> ○ Question/Reflection: Unit 13, day 10 ○ Question/Reflection: Unit 15, day 10 • Question/Reflection: Unit 17, day 5
Vocabulary Acquisition and Use	L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)	<ul style="list-style-type: none"> • Teachers frequently clarify word meanings as they are encountered in informational text and from content-related videos. • Teachers stop to point out 1-2 specific words in literature during STaR Interactive Story Reading lessons. • Some classroom activities help children explore word meanings in more depth: Examples: <ul style="list-style-type: none"> ○ In the Daily Message for Unit 2, day 4, teachers make a connection between the words “see” and “sight.” ○ In the Daily Message for Unit 10, day 7, teachers make a connection between the words “bike” and “bicycle.” ○ In the Daily Message for Unit 10, day 10, teachers make a connection between the words “also” and “and.” <p>During Question/Reflection in Unit 2, day play a game where they determine whether the word “feel” means and emotion or sense of touch in a variety of contexts.</p> <ul style="list-style-type: none"> • Children classify objects by their attributes (and explain why they grouped them) during Math Moments in unit 1. • Children also consider and describe the attributes of objects as they identify, create and extend
	L.PK.5,a,b,c,d With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). d) (Begins in kindergarten)	
	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.	

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		<p>patterns in units 2, 4, 8, and 15.</p> <p>Children sometimes classify and describe objects in other lessons as well. Example: In Unit 11, <i>Here We Go! Transportation</i> children sort vehicle picture cards into groups based on whether they travel by land, sea, or air.</p> <ul style="list-style-type: none">• Children work with partners to name words that name the antonyms (opposites) of many verbs and adjectives as they play an opposites game in:<ul style="list-style-type: none">○ Question/Reflection: Unit 10, day 5○ Question/Reflection: Unit 11, day 5○ Question/Reflection: Unit 12, day 5

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Approaches to Learning

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
9.1: Children demonstrate initiative, engagement, and persistence.	9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)	<p>Activities to Encourage Initiative, Engagement, and Persistence</p> <ul style="list-style-type: none"> • Many learning labs provide the opportunity to children experiment with and explore materials. Teachers are provided with ideas for challenging students who are ready (or providing support for students who are struggling) on the Learning Labs Facilitation Guide in the appendix of each theme guide. <p><u>Examples for Unit 11: Here We Go!</u> <u>Transportation, Day 6, p.71:</u></p> <ul style="list-style-type: none"> ○ Math Lab: Children make patterns with toy cars ○ Art Lab: Children use a variety of materials to create airplanes ○ Science Lab: Children test items to see which is heavier/lighter ○ Puzzle & Games Lab: Children make up stories with felt vehicles <ul style="list-style-type: none"> • Teachers coach children to extend their imaginative play scenarios during Plan & Play over a period for more than one day in units 16-18. <ul style="list-style-type: none"> ○ Unit 16 pp. 11-12 and 26-27 ○ Unit 17 pp. 10-11 and 24-25 ○ Unit 18 pp. 9-10 and 24-25 • Children work independently or with peers in student-led activities as they explore learning labs each day. Lab activities frequently include puzzles and other manipulatives as well as paint, scissors and glue. Children have many opportunities to persist at tasks, and to develop persistence as they continue to engage in these activities throughout the year. • One of the learning labs offered each day is the Art Lab. Children are encouraged to freely explore a variety of mediums in the Art Lab. In
	9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).	
	9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).	
	9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, ‘This is hard. Can you help me figure it out?’).	
	9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).	

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Approaches to Learning

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>each unit, children can select between theme-related crafts or they can create their own pieces.</p> <p>Examples:</p> <ul style="list-style-type: none"> ○ Unit 13: <i>Wild and Woolly</i>, p. 4: Drawing and coloring skills are utilized as children create a class zoo mural ○ Unit 13: <i>Wild and Woolly</i>, p. 76: Children use playdough to create dinosaur bones. <ul style="list-style-type: none"> • Jigsaw puzzles, lacing cards and other items that might require multiple attempts are supplied with several units. Teachers are encouraged to incorporate their own puzzles and games as well. <p>Examples:</p> <ul style="list-style-type: none"> ○ Unit 18: <i>Splash Into Summer</i>, p. 3-4 ○ Math Lab: children use magnetic fishing poles (provided) to fish for a fish with a specific number on it <p><u>Puzzles & Games Lab:</u> Children explore a lacing and tracing sea life animals set (provided)</p>
9.2: Children show creativity and imagination.	9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	<p>Children use creativity and imagination throughout the program.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Sometimes children dramatize non-human objects as a part of thematic instruction. <ul style="list-style-type: none"> ○ Unit 9: <i>Winter Wonders</i> (p. 55) Children say a poem about the movement of snowflakes as they pretend to be snowflakes, floating to the ground. ○ Unit 11: <i>Here We Go! Transportation</i> (p. 82) Children pretend to be airplanes
	9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	
	9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	

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Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p style="text-align: right;">taking off and landing.</p> <ul style="list-style-type: none"> • Children frequently use dramatization to retell stories during STaR. <ul style="list-style-type: none"> ○ Unit 9: <i>Winter Wonders</i> (p. 53) ○ Unit 2: <i>Marvelous Me</i> (p. 71) • Children move as inspired by different types of music. <ul style="list-style-type: none"> ○ Unit 8: <i>Express Yourself</i> (p. 91) • Children play a variety of roles as they engage in imaginative play each day during Plan & Play. <ul style="list-style-type: none"> ○ Unit 11: <i>Here We Go! Transportation</i> (p. 82) –possible roles: <ul style="list-style-type: none"> ▪ Taxi driver, passenger, police officer, crossing guard ▪ Car wash worker, cashier, customer ▪ Train ticket seller, customer, engineer, snack stand worker
<p>9.3: Children identify and solve problems.</p>	<p>9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)</p> <p>9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).</p> <p>9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).</p> <p>9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</p>	<ul style="list-style-type: none"> • Children work as group to solve problems during Math Moments on days 5 and 10 in nearly every unit. These experiences teach them to approach problems from a variety of angles. • Examples: <ul style="list-style-type: none"> ○ Unit 2: <i>Marvelous Me</i> <ul style="list-style-type: none"> ○ Day 5, p. 86 – Children must determine that solve a problem they must combine two sets and count how many there are all together. ○ Day 10, p. 156 – Children must identify a missing piece of an established pattern. • In Number Sense lessons children work as a class to help Curiosity, the class mascot cat puppet, to solve a problem on days 5 and 10 of each unit. The problems require applying what they have learned about the numbers to solve. <p>Example:</p>

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Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>In unit 2, day 5, one puppet has 1 crayon and another has 2. The children must use counting to help the puppets figure out how many crayons they have altogether.</p> <ul style="list-style-type: none"> • Children are encouraged to explore new and different ways to solve problems by applying conceptual learning, prior knowledge and personal experiences. • Thematic units allow children to explore a vast array of topics including seasons, wildlife, music and art, communities, family life, health, and nature. • Various learning labs allow children hands-on educational exploration opportunities with science, math, letters, games, and puzzles.
<p>9.4: Children apply what they have learned to new situations.</p>	<p>9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).</p> <p>9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).</p> <p>9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters’ emotions).</p>	<ul style="list-style-type: none"> • Questions asked during the reading of informational text frequently ask children to relate the content to their personal experiences. <ul style="list-style-type: none"> ○ Example: In a theme about cultures around the world (unit 16), children are read a book about toys and games played with in different countries. They talk about their own favorite toys and games and compare them to those introduced in the book. • Many of the questions asked as teachers read informational text and literature require children to describe familiar people, places, things and events. Class discussions are structured in a way that will motivate children to connect new learning to their experiences and provide them with motivation to share. For example, in unit 2, as the children are discussion the sense of sight as described in an informational text, the teacher mentions that some people need to wear special lenses to help them see better, then shows a

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Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		Sesame Street clip that tells the story of a princess who needed glasses. Children are motivated to talk about their own experiences with glasses or people they know who wear them.

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Mathematics

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
4.1: Children begin to demonstrate an understanding of number and counting.	4.1.1 Count to 20 by ones with minimal prompting.	<ul style="list-style-type: none"> • The Math Moments component begins each day with a warm-up activity called Count with Curiosity. Children count by rote with Curiosity (a cat puppet that serves as the class mascot). • Children use counting to determine the number of objects in a set and also to solve problems through Math Moments activities during number sense lessons throughout the year. • Identifying the number just before and just after a given number (to 20) is the primary objective of Math Moments mini-lessons in unit 16, days 1-5. • The concepts are taught via teacher modeling, and hands-on partner activities and reinforced through fun instructional videos designed specifically to address this objective, which are shown both during class and at home via the Home Links show during this week. • Children are encouraged to further explore this concept during the Math Lab in unit 16. • Children spend 2 days exploring each number in depth during number sense mini-lessons. Exploration activities include: <ul style="list-style-type: none"> ○ Counting sets of various manipulatives ○ Working with partners to create sets ○ Counting items in sets with one-to-one correspondence ○ Rearranging items in a set to ensure they still represent the same number • Each lesson is reinforced by Sesame Street videos that demonstrate various aspects of the numbers discussed (numeral recognition, counting, etc.) • Children further explore concepts in Learning Labs
	4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	
	4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	
	4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”): (a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration. (b)Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).	
	4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	
	4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).	

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<p>4.2: Children demonstrate an initial understanding of numerical operations.</p>	<p>4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).</p> <p>4.2.2 Begin to represent simple word problem data in pictures and drawings.</p>	<ul style="list-style-type: none"> • Children work together to solve a problem on days 5 and 10 of each week. In the number sense weeks, addition is often required to solve the problem. <ul style="list-style-type: none"> ○ Example: In unit 2, day 5, one puppet has 1 crayon and another has 2. The children must use counting to help the puppets figure out how many crayons they have altogether. • Combining sets is the primary objective of Math Moments mini-lessons in unit 15, days 1-5. Teachers model, and children work with in partnerships to combine sets of various manipulatives, then determine how many there are in all. • Children continue to create and combine sets in the Math Lab for unit 15. • Addition and subtraction are illustrated in several Sesame Street videos shown in class and also at home via the Home Link shows. • In unit 15, on day 5, children help two puppet friends solve a problem. One says that 4 and 1 make 5, and the other says 3 and two make five. The puppets ask the children to help them figure out who is right. • In unit 12, as a part of developing number sense for 10, children work in partnerships to find different ways to combine counting bears to make ten. • Children often need to determine how many more items will be needed to make a set as they help the puppet solve problems on days 5 and 10. <ul style="list-style-type: none"> • Example: In unit 4, day 10, a puppet brings different numbers of paper plates, forks, and napkins for a party. The children work with partners to help determine how many more of each item she needs (or how many she should take away) in order to have the correct number

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Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>of each items for her guests.</p> <ul style="list-style-type: none"> • Opportunities for problem-solving are built into the Math Moments component on days 5 and 10 of most units. Example: <ul style="list-style-type: none"> ○ Unit 1, day 10, p. 129: Children solved word problems by answering questions with number cards.
<p>4.3: Children begin to conceptualize measurable attributes of objects.</p>	<p>4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).</p> <p>4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).</p> <p>4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.</p>	<ul style="list-style-type: none"> • Children classify objects by their attributes (and explain why they grouped them) during Math Moments in unit 1. • Children also consider and describe the attributes of objects as they identify, create and extend patterns in units 2, 4, 8, and 15. • Children sometimes classify and describe objects in other lessons as well. Example: In Unit 11, <i>Here We Go! Transportation</i> children sort vehicle picture cards into groups based on whether they travel by land, sea, or air. • Children measure and compare the weight of objects in unit 1, days 6-10; they do the same with capacity in unit 12, days 6-10, length in unit 16, days 6-10. • Children seriate items (put them in order) by height or length in unit 18, days 6-10. • Vocabulary words/phrases such as “longer than” and “heavier than” are taught as a part of these mini-lessons. • Children also consider and describe the attributes of objects as they identify, create and extend patterns in units 2, 4, 8, and 15. • Children sort various objects by their attributes (and describe how they were sorted) in unit 1, days 3-5 and unit 5, days 1-4. • Children organize and interpret comparative data on pictographs in unit 6, days 6-10. <ul style="list-style-type: none"> ○ Example, children vote for the Curiosity cat to cook then one of three entrees (chicken,

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Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>fish, or pizza) for dinner. They write their names on a picture card that displays their choice. The teacher tapes the pictures on chart paper to form a pictograph. Children determine which dish the puppet will prepare.</p>
<p>4.4: Children develop spatial and geometric sense.</p>	<p>4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).</p> <p>4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).</p> <p>4.4.3 Manipulate, compare and discuss the attributes of:</p> <p>(a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).</p> <p>(b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).</p>	<ul style="list-style-type: none"> • Children explore the characteristics of two-dimensional shapes (circles, triangles, rectangles—including squares) in various ways in unit 3, days 6-10, and unit 9, days 1-5. • Sample activities include: <ul style="list-style-type: none"> ○ Describing whether the shapes have straight lines or curved lines ○ Counting the sides and corners (of applicable) ○ Finding objects that have the shape in the classroom ○ Matching similar shapes ○ Creating patterns with shapes ○ Creating shapes with their bodies (standing holding hands to create circle, lying on floor to create squares, etc.) ○ Determine which shape is being described upon hearing a group of descriptive clues • Children are also introduced to other shapes: heart, diamond, crescent (moon) • Children watch Sesame Street videos about two-dimensional shapes in class and at home as a part of Home Link shows. • Children explore the characteristics of three-dimensional shapes (cubes, spheres, and cones) in various ways in unit 9, days 6-10, and unit 10, days 6-10. • Sample activities include: <ul style="list-style-type: none"> ○ Partners create a ball with playdough and compare it to a flat paper circle (difference

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Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
		<p>described as “flat” shapes and “fat” shapes)</p> <ul style="list-style-type: none">○ Find the circle on the bottom of a cone model.○ Find squares on the sides of a cube model.○ Identify three-dimensional; shapes in photographs from a book.○ Identify objects in the classroom with three-dimensional shapes.○ Sort groups of 3-dimensional objects by shape. <ul style="list-style-type: none">● Children are taught and encouraged to use a set of theme-related vocabulary words in a variety of contexts throughout each unit. The following categories of words are taught in each unit:<ul style="list-style-type: none">○ Theme-related words○ Math Words○ Getting Along Together words (social/emotional)○ STaR Words (words that help support understanding of literature)○ Basic words (colors, positional words, etc.)

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Science

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
5.1: Children develop inquiry skills.	5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	In the Science Lab and other program components children hypothesize, formulate questions, test theories, and record their findings. Examples: <ul style="list-style-type: none"> • The concepts of objects and materials changing are explored through activities in Science Lab. • Children learn about motion of objects, including modes of transportation and cause and effects in Unit 11: <i>Here We Go!</i> Example: Children hypothesize and conduct experiments related to objects that will roll or not roll. Children then classify and sort the objects by the way they move. • Sesame Street videos are utilized to reinforce scientific concepts. C • Children observe nonliving objects and materials in Science Lab, Clues & Questions, Learning with Curiosity, and in Plan & Play scenarios. • Children observe soil, rock, and mineral samples in the Science Lab using magnifiers. • Several units in the Curiosity Corner program address concepts related to living things and natural processes including units 2, 12, 13, 15, 16, and 17. • There is a unit for each season of the year where children explore weather conditions related to each specific season. • Weather is observed and discussed daily in the Gathering Circle component of Curiosity Corner. Children are encouraged to use weather-related vocabulary to describe current weather conditions. A weather chart is utilized to record and track weather observations and patterns. E • Season-specific units are integrated within into the Curiosity Corner curriculum to expose children to the characteristics and weather-
	5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	
	5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	
	5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	
	5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	

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		<p>related experiences and changes that occur in winter, spring, summer, and fall. These units are–</p> <ul style="list-style-type: none"> ○ Unit 5, <i>Fall into Fall</i> ○ Unit 9, <i>Winter Wonders</i> ○ Unit 14, <i>Swing into Spring</i> ○ Unit 18, <i>Splash into Summer</i> <p>Children explore concepts related to space, recycling, reusing and reducing the use of natural resources in Unit 17, <i>Our Big, Beautiful Earth</i>.</p>
<p>5.2: Children observe and investigate matter and energy.</p>	<p>5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p>	<ul style="list-style-type: none"> • The concepts of objects and materials changing are explored through activities in Science Lab. • Children learn about motion of objects, including modes of transportation and cause and effects in Unit 11: <i>Here We Go!</i> Example: Children hypothesize and conduct experiments related to objects that will roll or not roll. Children then classify and sort the objects by the way they move. • Science Lab, Sand Sounds, exploring sounds in environment, sand filled containers create various musical sounds when struck with rhythm sticks
	<p>5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).</p>	
	<p>5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).</p>	
	<p>5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).</p>	
<p>5.3: Children observe and investigate living things.</p>	<p>5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects;</p>	<ul style="list-style-type: none"> • Living things are observed, examined, and discussed in units specifically designed to allow children to explore and better understand the

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	<p>sorting leaves by shape; comparing animals with fur to those with feathers).</p> <p>5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).</p> <p>5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).</p> <p>5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).</p>	<p>various plants and animals in the natural environment around them.</p> <ul style="list-style-type: none"> • Children are exposed to and develop an emerging understanding of the characteristics of living things and develop a foundational understanding of basic needs required for survival. • Theme learning experiences occur during the Clues & Questions and Question/Reflection components within each of these units. The units include– <ul style="list-style-type: none"> ○ Unit 12, <i>Baa-Baa, Moo-Moo, Woof, Meow</i> ○ Unit 13, <i>Wild and Woolly</i> ○ Unit 15, <i>Roots and Shoots</i> • Children learn about the life stages of a pumpkin plant (unit 5), a bean plant (unit 15), and a butterfly (unit 14).
Standard 5.4: Children observe and investigate the Earth.	<p>5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind’s effect on playground objects).</p> <p>5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects).</p> <p>5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).</p> <p>5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean</p>	<ul style="list-style-type: none"> • Children observe soil, rock, and mineral samples in the Science Lab using magnifiers. • Children learn about the life stages of a pumpkin plant (unit 5), a bean plant (unit 15), and a butterfly (unit 14). • There is a unit for each season of the year where children explore weather conditions related to each specific season. • Weather is observed and discussed daily in the Gathering Circle component of Curiosity Corner. Children are encouraged to use weather-related vocabulary to describe current weather conditions. A weather chart is utilized to record and track weather observations and patterns. • Children learn about concepts related to the environment, protecting natural resources, and

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	paper goods for classroom collage and sculpture projects).	reusing, reducing, and recycling in Unit 17, <i>Our Big, Beautiful Earth</i> .
5.5: Children gain experience in using technology.	5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	<ul style="list-style-type: none"> • Teachers are encouraged to offer children the opportunity to explore computers and other digital media forms in the classroom. • Children observe soil, rock, and mineral samples in the Science Lab using magnifiers. • Weight—Unit 11, days 6-10, Math Moments, (see pp. 80, 94, 107, and 120): Children make predictions about the weights of items and determine which item is heavier by comparing two items on a balance scale. Children predict which of two items is lighter and compare the weights of two objects by using a balance scale. Children compare the weights of different items and identify items in the classroom that are heavier than a particular item. Children compare the weights of different items and identify items in the classroom that are lighter than a particular item.

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6.1: Children identify unique characteristics of themselves, their families, and others.	6.1.1 Describe characteristics of oneself, one’s family, and others.	<ul style="list-style-type: none"> • Children learn about family diversity, dynamics, roles, and structures in Unit 3, <i>Family Matters</i>. • Unit 4, Places and Faces in Communities affords children opportunities to learn about social roles, jobs, and dynamics through Plan & Play scenarios, STaR readings, and various lab activities. • Sesame Street videos reinforce learning experiences related to concepts of family relationships and communities, including similarities and differences in families and jobs people have in communities.
	6.1.2 Demonstrate an understanding of family roles and traditions.	
	6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).	
6.2: Children become contributing members of the classroom community.	6.2.1 Demonstrate understanding of rules by following most classroom routines.	<ul style="list-style-type: none"> • Children work closely together with an assigned partner throughout the day. New partnerships are announced each week during Gathering Circle morning routines. Partnerships increased student engagement during lessons, but also help children learn to work with one another, including with children who are different from themselves. • Working or playing with peers during free-choice times: • Children have many opportunities to interact and/or play with peers during Greetings, Readings & Writings, Plan & Play, snack time, and outdoor/gross motor play. • Gathering Circle: Children are called together for general “housekeeping” activities such as attendance, calendar, weather chart, classroom jobs, etc. • Getting Along Together: Children learn to control their emotions and to deal with social
	6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.	
	6.2.3 Demonstrate appropriate behavior when collaborating with others.	

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		problems in a positive way.
6.3: Children demonstrate knowledge of neighborhood and community.	6.3.1 Develop an awareness of the physical features of the neighborhood/community.	<ul style="list-style-type: none"> • Unit 4, Places and Faces in Communities affords children opportunities to learn about social roles, jobs, and dynamics through Plan & Play scenarios, STaR readings, and various lab activities. • Sesame Street videos reinforce learning experiences related to concepts of family relationships and communities, including similarities and differences in families and jobs people have in communities. • In Unit 4, children compare a community map in present day to the same community as it was in the past, noting similarities and differences in the maps, including changes in the environment and landscape.
	6.3.2 Identify, discuss, and role-play the duties of a range of community workers.	
6.4: Children develop an awareness of the cultures within their classroom and their community.	6.4.1 Learn about and respect other cultures within the classroom and community.	<ul style="list-style-type: none"> • Children learn about family diversity, dynamics, roles, and structures in Unit 3, <i>Family Matters</i>. • Unit 4, Places and Faces in Communities affords children opportunities to learn about social roles, jobs, and dynamics through Plan & Play scenarios, STaR readings, and various lab activities. • Sesame Street videos reinforce learning experiences related to concepts of family relationships and communities, including similarities and differences in families and jobs people have in communities.

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		<ul style="list-style-type: none">• Children learn and use Getting Along Together strategies to assist in building healthy relationships and successful interactions with adults and peers throughout the Curiosity Corner program.• The STaR book collection encompasses a wide variety of literature. We were purposeful in selecting books that included:<ul style="list-style-type: none">○ Representation of various cultures, genders, and family structures• Questions asked during the reading of informational text frequently ask children to relate the content to their personal experiences.<ul style="list-style-type: none">○ Example: In a theme about cultures around the world (unit 16), children are read a book about toys and games played with in different countries. They talk about their own favorite toys and games and compare them to those introduced in the book.• In Unit 4, <i>Places and Faces in Communities</i>:<ul style="list-style-type: none">○ <i>My Neighborhood</i> by Susan Ring – illustrations (photographs) depict multiple cultures and places from around neighborhoods in both big cities and towns

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World Languages

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<p>7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.</p>	<p>7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).</p>	<ul style="list-style-type: none"> • Children learn about family diversity, dynamics, roles, and structures in Unit 3, <i>Family Matters</i>. • Unit 4, Places and Faces in Communities affords children opportunities to learn about social roles, jobs, and dynamics through Plan & Play scenarios, STaR readings, and various lab activities. • Sesame Street videos reinforce learning experiences related to concepts of family relationships and communities, including similarities and differences in families and jobs people have in communities. • The STaR book collection encompasses a wide variety of literature. We were purposeful in selecting books that included: <ul style="list-style-type: none"> ○ Representation of various cultures, genders, and family structures • Questions asked during the reading of informational text frequently ask children to relate the content to their personal experiences. <ul style="list-style-type: none"> ○ Example: In a theme about cultures around the world (unit 16), children are read a book about toys and games played with in different countries. They talk about their own favorite toys and games and compare them to those introduced in the book.
	<p>7.1.2 Say simple greetings, words, and phrases in a language other than their own.</p>	
	<p>7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.</p>	
	<p>7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</p>	

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Technology

Standard	Preschool Indicator	Curiosity Corner 2 nd Edition
8.1: Navigate simple on screen menus.	8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	<ul style="list-style-type: none"> Teachers are encouraged to offer children the opportunity to explore computers and other digital media forms in the classroom as a part of a Media Lab during Greetings, Readings, & Writings each day
	8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	
8.2: Use electronic devices independently.	8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	<ul style="list-style-type: none"> Teachers are encouraged to offer children the opportunity to explore computers and other digital media forms in the classroom as a part of a Media Lab during Greetings, Readings, & Writings each day. Home Link: Children watch a special Home Link show four nights per week that includes videos seen in class that day (or different videos that cover the same content) , plus a digital story book. The shows reinforce and expand concepts for children and also inform families about what was learned at school.
	8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”	
	8.2.3 Turn smart toys on and/or off.	
	8.2.4 Recognize that the number keys are in a row on the top of the keyboard.	
	8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	
	8.2.6 Use a digital camera to take a picture.	
8.3: Begin to use electronic devices to communicate.	8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	<ul style="list-style-type: none"> Teachers are encouraged to offer children the opportunity to explore computers and other digital media forms in the classroom as a part of a Media Lab during Greetings, Readings, & Writings each day.
8.4: Use common technology vocabulary.	8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	<ul style="list-style-type: none"> Teachers are encouraged to offer children the opportunity to explore computers and other digital media forms in the classroom as a part of a Media Lab during Greetings, Readings, & Writings each day.
8.5: Begin to use electronic devices to gain information.	8.5.1 Use the Internet to explore and investigate questions with a teacher’s support.	<ul style="list-style-type: none"> Teachers are encouraged to offer children the opportunity to explore computers and other digital media forms in the classroom as a part of a Media Lab during Greetings, Readings, & Writings each day. Home Link: Children watch a special Home Link show four nights per week that includes videos seen in class that day (or different videos that cover the same content) , plus a digital story

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		book. The shows reinforce and expand concepts for children and also inform families about what was learned at school.