



# IGNITE PANEL BY HATCH™ AND CIRCLE PROGRESS MONITORING SYSTEM (PRE-K) ALIGNMENT



CIRCLE Measure	Ignite Panel Activities
Rapid Letter Naming	Compare and Contrast - Uppercase and Lowercase/Level 4: Students sort nine total uppercase and lowercase letters from a mixed bank into one of two labeled circles in a Venn diagram. The activity allows students to distinguish between uppercase and lowercase letters.
	Compare and Contrast - Uppercase and Lowercase/Level 5: Students sort 10 total uppercase and lowercase letters from a mixed bank into one of two labeled circles in a Venn diagram. The activity allows students to distinguish between uppercase and lowercase letters.
	Compare and Contrast - Uppercase and Lowercase/Level 6: Students sort 10 total uppercase and lowercase letters from a bank (all uppercase or lowercase) into one of two labeled circles in a Venn diagram. The activity allows students to distinguish between uppercase and lowercase letters.
	Compare and Contrast - Uppercase and Lowercase/Level 7: Students sort eight words (some with initial caps, some all lowercase) from a bank into one of two labeled circles in a Venn diagram. The activity allows students to distinguish between uppercase and lowercase letters.
	How Are We Alike? Literacy/Level 1: Children learn to recognize letter shapes by sorting letters into columns by shape attributes. Children spin a letter dice to decide what letter to match text.
	How Are We Alike? Literacy/Level 2: Children learn to recognize letter shapes by sorting letters into columns by shape attributes. Children spin a letter dice to decide what letter to match text.
	How Are We Alike? Literacy/Level 3: Children learn to recognize letter shapes by sorting letters into columns by shape attributes. Children spin a letter dice to decide what letter to match text.
	I Spy a Letter/Level 1: Children learn to distinguish letters (uppercase and lowercase) from numerals by finding and dragging letters into a circle from a set of two letters and one numeral.
	I Spy a Letter/Level 2: Children learn to distinguish letters (uppercase and lowercase) from numerals by finding and dragging letters into a circle from a set of three letters and one numeral.
	I Spy a Letter/Level 3: Children learn to distinguish letters (uppercase and lowercase) from numerals by finding and dragging letters into a circle from a set of four letters and one numeral.
	I Spy a Letter/Level 4: Children learn to distinguish letters (uppercase and lowercase) from numerals by finding and dragging letters into a circle from a set of four letters and two numerals.
	What Is a Letter?/Level 1: Children find two letters from a set of three objects and letters, then drag them into boxes to practice letter recognition.
	What Is a Letter?/Level 2: Children find three letters from a set of four objects and letters, then drag them into boxes to practice letter recognition.
	What Is a Letter?/Level 3: Children find three letters from a set of five objects and letters, then drag them into boxes to practice letter recognition.
	What Is a Letter?/Level 4: Children find three letters from a set of six objects and letters, then drag them into boxes to practice letter recognition.
Where Is My Mother?/Level 1: Children learn to identify uppercase and lowercase letters by dragging the "mother," or uppercase letters, to the space beside its lowercase, or "child," form. Children spin a letter dice to decide what "mother" letter to match next.	
Where Is My Mother?/Level 2: Children learn to identify uppercase and lowercase letters by dragging the "mother," or uppercase letters, to the space beside its lowercase, or "child," form. Children spin a letter dice to decide what "mother" letter to match next.	
Where Is My Mother?/Level 3: Children learn to identify uppercase and lowercase letters by dragging the "mother," or uppercase letters, to the space beside its lowercase, or "child," form. Children spin a letter dice to decide what "mother" letter to match next.	

Rapid Vocabulary	Rapid Vocabulary 3	<p>Guess the Picture and Talk About It - Animals/Level 1: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown.</p>
		<p>Guess the Picture and Talk About It - Animals/Level 2: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown.</p>
		<p>Guess the Picture and Talk About It - Animals/Level 3: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown.</p>
		<p>Guess the Picture and Talk About It - Construction/Level 1: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.</p>
		<p>Guess the Picture and Talk About It - Construction/Level 2: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.</p>
		<p>Guess the Picture and Talk About It - Construction/Level 3: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.</p>
		<p>Guess the Picture and Talk About It - Food/Level 1: Children improve their vocabulary by learning to describe food while playing a matching game. Clicking on squares one at a time reveals a picture of a food item. Children guess at the hidden picture, then answer questions about the food shown.</p>
		<p>Guess the Picture and Talk About It - Food/Level 2: Children improve their vocabulary by learning to describe food while playing a matching game. Clicking on squares one at a time reveals a picture of a food item. Children guess at the hidden picture, then answer questions about the food shown.</p>
		<p>Guess the Picture and Talk About It - Food/Level 3: Children improve their vocabulary by learning to describe food while playing a matching game. Clicking on squares one at a time reveals a picture of a food item. Children guess at the hidden picture, then answer questions about the food shown.</p>
		<p>Guess the Picture and Talk About It - Hygiene/Level 1: Children improve their vocabulary by learning to describe personal hygiene while playing a matching game. Clicking on squares one at a time reveals a picture of a personal care item. Children guess at the hidden picture, then answer questions about the pictured item.</p>
		<p>Guess the Picture and Talk About It - Hygiene/Level 2: Children improve their vocabulary by learning to describe personal hygiene while playing a matching game. Clicking on squares one at a time reveals a picture of a personal care item. Children guess at the hidden picture, then answer questions about the pictured item.</p>
		<p>Guess the Picture and Talk About It - Hygiene/Level 3: Children improve their vocabulary by learning to describe personal hygiene while playing a matching game. Clicking on squares one at a time reveals a picture of a personal care item. Children guess at the hidden picture, then answer questions about the pictured item.</p>
		<p>Guess the Picture and Talk About It - Insects/Level 1: Children improve their vocabulary by learning to describe insects while playing a matching game. Clicking on squares one at a time reveals a picture of an insect. Children guess at the hidden picture, then answer questions about the insect shown.</p>
<p>Guess the Picture and Talk About It - Insects/Level 2: Children improve their vocabulary by learning to describe insects while playing a matching game. Clicking on squares one at a time reveals a picture of an insect. Children guess at the hidden picture, then answer questions about the insect shown.</p>		

Rapid Vocabulary	Rapid Vocabulary 3	Guess the Picture and Talk About It - Insects/Level 3: Children improve their vocabulary by learning to describe insects while playing a matching game. Clicking on squares one at a time reveals a picture of an insect. Children guess at the hidden picture, then answer questions about the insect shown.
		Guess the Picture and Talk About It - Transportation/Level 1: Children improve their vocabulary by learning to describe transportation while playing a matching game. Clicking on squares one at a time reveals a picture of an vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.
		Guess the Picture and Talk About It - Transportation/Level 2: Children improve their vocabulary by learning to describe transportation while playing a matching game. Clicking on squares one at a time reveals a picture of an vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.
		Guess the Picture and Talk About It - Transportation/Level 3: Children improve their vocabulary by learning to describe transportation while playing a matching game. Clicking on squares one at a time reveals a picture of an vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.
Phonological Awareness	Syllabication	Breaking Words Apart/Level 1: Children click on two pictures in a series, a compound word and one of that compound word's segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing word segment, and then drag the image that matches that sound to the empty circle from the two choices at the bottom. This activity is designed to reinforce segmenting compound words by listening.
		Breaking Words Apart/Level 2: Children click on two pictures in a series, a compound word and one of that compound word's segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing word segment, and then drag the image that matches that sound to the empty circle from the three choices at the bottom. This activity is designed to reinforce segmenting compound words by listening.
		Breaking Words Apart/Level 3: Children click on two pictures in a series, a compound word and one of that compound word's segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing word segment, and then drag the image that matches that sound to the empty circle from the four choices at the bottom. This activity is designed to reinforce segmenting compound words by listening.
		Breaking Words Apart/Level 4: Children click on two pictures in a series, a compound word and one of that compound word's segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing word segment, and then drag the image that matches that sound to the empty circle from the five choices at the bottom. This activity is designed to reinforce segmenting compound words by listening.
		How Many Words Do You Hear?/Level 1: Children listen to sentences and drag dinosaur-shaped word markers to a line to practice identifying and counting individual words in a sentence (two-word sentences).
		How Many Words Do You Hear?/Level 2: Children listen to sentences and drag bear-shaped word markers to a line to practice identifying and counting individual words in a sentence (three-word sentences).
		How Many Words Do You Hear?/Level 3: Children listen to sentences and drag a variety of word markers to a line to practice identifying and counting individual words in a sentence (four-word sentences).
		How Many Words Do You Hear?/Level 4: Children listen to sentences and drag a variety of word markers to a line to practice identifying and counting individual words in a sentence (five-word sentences).
		I Can Break Words Apart/Level 3: Children click on two pictures in a series, a two-syllable compound word, and one of that compound word's one-syllable segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing one-syllable word segment and then drag the image that matches that sound to the empty circle from the two choices at the bottom. This activity is designed to reinforce segmenting syllables by segmenting two-syllable compound words.

	Syllabication	<p>I Can Break Words Apart/Level 4: Children click on two pictures in a series, a two-syllable compound word, and one of that compound word's one-syllable segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing one-syllable word segment and then drag the image that matches that sound to the empty circle from the three choices at the bottom. This activity is designed to reinforce segmenting syllables by segmenting two-syllable compound words.</p> <p>I Can Separate Sounds in Words/Level 5: Students click on two dots labeled with audio sounds, then choose the dot that plays the sound matching the image above and drag it to a circle beside the image. The activity supports the blending of the onset rime sounds in CVC words.</p> <p>I Can Separate Sounds in Words/Level 6: Students click on two dots labeled with audio sounds, then choose the dot that plays the sound matching the image above and drag it to a circle beside the image. The activity supports the blending of the onset rime sounds in CVC words.</p> <p>I Can Separate Sounds in Words/Level 7: Students click on two dots labeled with audio sounds, then choose the dot that plays the sound matching the image above and drag it to a circle beside the image. The activity supports the blending of the onset rime sounds in CVC words.</p>
Phonological Awareness	Onset-Rime	<p>I Can Blend Sounds to Make Words/Level 5: Students click on colored circles labeled with audio to hear parts of words combined in an equation. Students drag an image representing the word answer to the answer space from a bank of two images. The activity supports the isolation and pronunciation of onset rime.</p> <p>I Can Blend Sounds to Make Words/Level 6: Students click on colored circles labeled with audio to hear parts of words combined in an equation. Students drag an image representing the word answer to the answer space from a bank of four images. The activity supports the isolation and pronunciation of onset rime.</p> <p>I Can Hear Sounds to Make Words/Level 1: Children touch an empty circle and hear a word's onset and rime read aloud, then children touch the two or three pictures at the bottom to hear the pictures' names. Children then practice matching the picture to the onset rime by dragging the correct picture into the corresponding circle.</p> <p>I Can Hear Sounds to Make Words/Level 2: Children touch two empty circles and hear two words' onset rimes read aloud, then children touch the four pictures at the bottom to hear the pictures' names. Children then practice matching the picture to the onset rimes by dragging the correct pictures into the corresponding circles.</p> <p>I Can Hear Sounds to Make Words/Level 3: Children touch two empty circles and hear two words' onset rimes read aloud, then children touch the five pictures at the bottom to hear the pictures' names. Children then practice matching the picture to the onset rimes by dragging the correct pictures into the corresponding circles.</p> <p>I Can Hear Sounds to Make Words/Level 4: Children touch two empty circles and hear two words' onset rimes read aloud, then children touch the six or seven pictures at the bottom to hear the pictures' names. Children then practice matching the picture to the onset rimes by dragging the correct pictures into the corresponding circles.</p>
	Alliteration	<p>I Can Hear the First Sounds in Words/Level 1: Children touch an empty circle to hear an initial consonant's sound, then touch the two or three pictures at the bottom to hear the pictures' names. Children practice hearing initial sounds by dragging two or three pictures that begin with the corresponding beginning sound into the circle.</p> <p>I Can Hear the First Sounds in Words/Level 2: Children touch an empty circle to hear an initial consonants sound, then touch the three pictures at the bottom to hear the pictures' names. Children practice hearing initial sounds by dragging two out of three pictures that begin with the corresponding beginning sound into the circle.</p> <p>I Can Hear the First Sounds in Words/Level 3: Children touch an empty circle to hear an initial consonants sound, then touch the four pictures at the bottom to hear the pictures' names. Children practice hearing initial sounds by dragging three out of four pictures that begin with the corresponding beginning sound into the circle.</p>

Phonological Awareness	Rhyming I	I Can Rhyme/Level 1: Children touch an empty circle to hear a word sound, then touch two or three pictures at the bottom to hear the pictures' names. Children choose the two rhyming words and drag them into the empty circle to practice listening for rhyming words.
		I Can Rhyme/Level 2: Children two empty circles to hear two word sounds, then touch the four pictures at the bottom to hear the pictures' names. Children then sort the pictures into circles that rhyme with the corresponding word sounds.
		I Can Rhyme/Level 3: Children two empty circles to hear two word sounds, then touch the five pictures at the bottom to hear the pictures' names. Children then sort four of the five pictures into circles that rhyme with the corresponding word sounds.
		I Can Rhyme/Level 4: Children two empty circles to hear two word sounds, then touch the six or seven pictures at the bottom to hear the pictures' names. Children then sort the pictures into circles that rhyme with the corresponding word sounds.
Optional PA	Listening	All IgnitePanel™ Activities
	Words in a Sentence	How Many Words Do You Hear?/Level 1: Children listen to sentences and drag dinosaur-shaped word markers to a line to practice identifying and counting individual words in a sentence (two-word sentences).
		How Many Words Do You Hear?/Level 2: Children listen to sentences and drag bear-shaped word markers to a line to practice identifying and counting individual words in a sentence (three-word sentences).
		How Many Words Do You Hear?/Level 3: Children listen to sentences and drag a variety of word markers to a line to practice identifying and counting individual words in a sentence (four-word sentences).
		How Many Words Do You Hear?/Level 4: Children listen to sentences and drag a variety of word markers to a line to practice identifying and counting individual words in a sentence (five-word sentences).
	Rhyming II	I Can Rhyme/Level 1: Children touch an empty circle to hear a word sound, then touch two or three pictures at the bottom to hear the pictures' names. Children choose the two rhyming words and drag them into the empty circle to practice listening for rhyming words.
		I Can Rhyme/Level 2: Children two empty circles to hear two word sounds, then touch the four pictures at the bottom to hear the pictures' names. Children then sort the pictures into circles that rhyme with the corresponding word sounds.
		I Can Rhyme/Level 3: Children two empty circles to hear two word sounds, then touch the five pictures at the bottom to hear the pictures' names. Children then sort four of the five pictures into circles that rhyme with the corresponding word sounds.
I Can Rhyme/Level 4: Children two empty circles to hear two word sounds, then touch the six or seven pictures at the bottom to hear the pictures' names. Children then sort the pictures into circles that rhyme with the corresponding word sounds.		
Mathematics	Rote Counting	I Can Write Numbers/Level 5: Students practice writing numbers 1–30 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students' ability to write numbers in sequence.
		I Can Write Numbers/Level 6: Students practice writing numbers 31–60 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students' ability to write numbers in sequence.
		I Can Write Numbers/Level 7: Students practice writing numbers 61–100 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students' ability to write numbers in sequence.
		I Can Count and Count/Level 5: Students label a row of dinosaurs with numbers arranged in counting order to learn new numbers, to practice counting in sequence, and to develop an understanding of cardinality. Numbers range between 1 and 40, and three correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.

Mathematics	Rote Counting	I Can Count and Count/Level 6: Students label a row of dinosaurs with numbers arranged in counting order to learn new numbers, to practice counting in sequence, and to develop an understanding of cardinality. Numbers range between 41 and 80, and three correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.
		I Can Count and Count/Level 7: Students label a row of dinosaurs with numbers arranged in counting order to learn new numbers, to practice counting in sequence, and to develop an understanding of cardinality. Numbers range between 81 and 120, and three correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.
	Shape Naming	I Can Make a Shape Picture/Level 1: Children build familiarity with basic geometric shapes and the idea that different shapes can be assembled to make a picture by manipulating and combining a variety of shapes (which are infinite cloners) to create their own unique pictures.
		I Can Make a Shape Picture/Level 2: Children build familiarity with basic geometric shapes and the idea that different shapes can be assembled to make a picture by manipulating and combining a variety of shapes (which are infinite cloners) to create their own unique pictures.
		I Can Make a Shape Picture/Level 3: Children build familiarity with basic geometric shapes and the idea that different shapes can be assembled to make a picture by manipulating and combining a variety of shapes (which are infinite cloners) to create their own unique pictures.
		I Can Match Shapes/Level 1: Children learn the features of basic geometric shapes while playing a matching game that involves turning over digital cards to seek pairs of matching shapes.
		I Can Match Shapes/Level 2: Children learn the features of basic geometric shapes while playing a matching game that involves turning over digital cards to seek pairs of matching shapes.
		I Can Match Shapes/Level 3: Children learn the features of basic geometric shapes while playing a matching game that involves turning over digital cards to seek pairs of matching shapes.
		I Can See Shapes Everywhere/Level 1: Children learn to recognize basic geometric shapes in the world around them by circling shapes that appear in an image of a house.
		I Can See Shapes Everywhere/Level 2: Children learn to recognize basic geometric shapes in the world around them by circling shapes that appear in an image of a house.
		I Can See Shapes Everywhere/Level 3: Children learn to recognize basic geometric shapes in the world around them by circling shapes that appear in an image of a house.
		I Know My Shapes/Level 1: Children learn how to identify basic geometric shapes by rolling a dice to pick a shape, then drawing that shape.
		I Know My Shapes/Level 2: Children learn how to identify basic geometric shapes by rolling a dice to pick a shape, then drawing that shape.
		I Know My Shapes/Level 3: Children learn how to identify basic geometric shapes by rolling a dice to pick a shape, then drawing that shape.
I Know More Shapes/Level 5: Students touch a dice to select a 2D shape, say the name of the shape, and draw the shape in a box next to the matching shape. The activity supports students' understanding of identifying and describing 2D shapes.		
I Know More Shapes/Level 6: Students view 3D shapes (a cylinder, a square, and a cube) and touch a dice to decide which shape to label with a word card. The activity supports students' understanding of identifying and describing 3D shapes.		
I Know More Shapes/Level 7: Students sort 2D and 3D shapes into gridded charts with columns and rows, respectively, labeled for the shape type. The activity supports students' understanding of 2D and 3D shapes based on attributes.		

Mathematics	Number Discrimination	I Know What a Number Stands For/Level 3: Children spin a spinner and drag the indicated number of counters (1–10) to the mat to build numeral recognition and counting skills. The counters are presented as infinite cloners, and the numbers on the spinner increase from 1–5 to 6–10.
		How Are We Alike?/Level 1: Children practice recognizing visual attributes of numerals by sorting them into columns based on the stick and round attributes.
		How Are We Alike?/Level 2: Children practice recognizing visual attributes of numerals by sorting them into columns based on the stick and round attributes.
		How Are We Alike?/Level 3: Children practice recognizing visual attributes of numerals by sorting them into columns based on the stick and round attributes.
		I Can Count/Level 5: Students complete connect-the-dot drawings of common shapes by counting the dots in sequence. Counting ranges increase between ranges 1–10, 10–20, 20–30. The activity supports students’ ability to recognize and write numerals in sequence.
		I Can Count/Level 6: Students complete connect-the-dot drawings of common shapes by counting the dots in sequence. Counting ranges increase between ranges 1–10, 10–20, 20–30. The activity supports students’ ability to recognize and write numerals in sequence.
		I Can Count/Level 7: Students complete connect-the-dot drawings of common shapes by counting the dots in sequence. Counting ranges increase between ranges 1–10, 10–20, 20–30. The activity supports students’ ability to recognize and write numerals in sequence.
		I Can Write Numbers/Level 5: Students practice writing numbers 1–30 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students’ ability to write numbers in sequence.
		I Can Write Numbers/Level 6: Students practice writing numbers 31–60 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students’ ability to write numbers in sequence.
		I Can Write Numbers/Level 7: Students practice writing numbers 61–100 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students’ ability to write numbers in sequence.
		What Is a Number? What Is an Object?/Level 1: Children choose two numerals from a mixed set of both objects and numerals and drag them into boxes to practice numeral recognition.
		What Is a Number? What Is an Object?/Level 2: Children choose three numerals from a mixed set of both objects and numerals and drag them into boxes to practice numeral recognition.
		What Is a Number? What Is an Object?/Level 3: Children choose three numerals from an increasingly complex mixed set of both objects and numerals and drag them into boxes to practice numeral recognition.
		What Is a Number? What Is an Object?/Level 4: Children choose three numerals from a mixed set of both objects and numerals and drag them into boxes to practice numeral recognition.
Go! I Can Count/Level 5: Students practice counting by ones, tens, and twos by completing a counting sequence of number-word cards on the body of a bookworm. Students recognize the nature of the sequence, then drag number-word cards to fill the sequence gaps. Numbers range from 1–100. The activity supports students in recognizing number words.		
Go! I Can Count/Level 6: Students practice counting by ones, tens, and twos by completing a counting sequence of number-word cards on the body of a bookworm. Students recognize the nature of the sequence, then drag number-word cards to fill the sequence gaps. Numbers range from 1–100. The activity supports students in recognizing number words.		

Mathematics	Number Discrimination	Go! I Can Count/Level 7: Students practice counting by ones, tens, and twos by completing a counting sequence of number-word cards on the body of a bookworm. Students recognize the nature of the sequence, then drag number-word cards to fill the sequence gaps. Numbers range from 1–100. The activity supports students in recognizing number words.
		I Can Count Numbers/Level 5: Students practice writing numerals between 1–30 (10 per page) by translating a number word into a numeral and writing it on a blank space on planks of a white picket fence. The activity supports the students' ability to recognize and write numbers in sequence.
		I Can Count Numbers/Level 6: Students practice writing numerals between 31–60 (10 per page) by translating a number word into a numeral and writing it on a blank space on planks of a white picket fence. The activity supports the students' ability to recognize and write numbers in sequence.
		I Can Count Numbers/Level 7: Students practice writing numerals between 61–100 (10 per page) by translating a number word into a numeral and writing it on a blank space on planks of a white picket fence. The activity supports the students' ability to recognize and write numbers in sequence.
	Number Naming	I Can Write Numbers/Level 5: Students practice writing numbers 1–30 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students' ability to write numbers in sequence.
		I Can Write Numbers/Level 6: Students practice writing numbers 31–60 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students' ability to write numbers in sequence.
		I Can Write Numbers/Level 7: Students practice writing numbers 61–100 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students' ability to write numbers in sequence.
	Shape Discrimination	I Can Compare Shapes/Level 5: Students sort 2D shapes of various colors into one of two circles in a Venn diagram labeled with the shape names. The activity supports student recognition of and ability to sort 2D shapes by name and attributes.
		I Can Compare Shapes/Level 6: Students sort 3D shapes of various colors into one of two circles in a Venn diagram labeled with the shape names. The activity supports student recognition of and ability to sort 3D shapes by name and attributes.
		I Can Compare Shapes/Level 7: Students find, circle, and label 2D and 3D shapes as they appear in a classroom. The activity supports students' recognition of 2D and 3D shapes in an environment.
		I Can Move Shapes/Level 1: Children practice shape recognition and build an understanding of shape manipulation by naming basic shapes while rotating them to fit outlines.
		I Can Move Shapes/Level 2: Children practice shape recognition and build an understanding of shape manipulation by naming basic multicolored shapes while rotating them to fit outlines.
		I Can Move Shapes/Level 3: Children practice shape recognition and build an understanding of shape manipulation by naming basic multicolored shapes while rotating and resizing them to fit outlines.
I Can Move Shapes/Level 4: Children practice shape recognition and build an understanding of shape manipulation by naming basic shapes while rotating and resizing them to fit outlines. This activity presents shapes in pairs to emphasize that shapes can be resized but remain the same shape.		
I Can Sort/Level 1: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.		
I Can Sort/Level 2: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.		



Mathematics	Shape Discrimination	I Can Sort/Level 3: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.
	Counting Sets	I Can See How Many Are in a Set/Level 1: Teacher creates model sets of one to five bear counters for the children to refer to. Children drag bear counters into sets of one to five and then write the number of bears on the screen to practice building sets and writing numerals.
		I Can See How Many Are in a Set/Level 3: Children drag bug counters into sets of one to five and then write the number of bugs on the screen to practice building sets and writing numerals.
		I Can See How Many Make a Set/Level 5: Students click on a question mark and drag orange dots into gridded columns to build a visual representation of a two-digit number spoken. The activity supports students' knowledge of composing numbers 11–19 into tens and ones (e.g., by using pictures and writing numerals to match the pictures).
		I Can See How Many Make a Set/Level 6: Students identify one- and two-digit numbers by counting dots in gridded columns that represent place value. After counting the dots, students circle the number represented. The activity supports students' ability to recognize a picture matching a written number.
		I Can See How Many Make a Set/Level 7: Students count the number of dots in two separate columns, recording numerals representing each column in spaces in an equation. Students then total the dots. The activity supports students' ability to recognize a picture and write a number equation to reflect the picture.
	Operations	I Can Add to Make 10/Level 5: Students drag counters from a set outside the fence to join a set inside the fence, totaling 10. Students record the total as a numeral in the blank space provided. The activity supports students' understanding of addition as putting together, adding to, and composing numbers to make 10.
		I Can Add to Make 10/Level 6: Students drag counters from a set outside the fence to join a set inside the fence, totaling 10. Students express the value of the two initial sets and the total by filling in blanks in a number sentence. The activity supports students' understanding of addition as putting together, adding to, and composing numbers to make 10.
		I Can Draw a Picture to Add/Level 5: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students' ability to understand addition and subtraction while using pictures to problem solve.
		I Can Draw a Picture to Add/Level 6: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students' ability to understand addition and subtraction while using pictures to problem solve.
		I Can Draw a Picture to Add/Level 7: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students' ability to understand addition and subtraction while using pictures to problem solve.
		I Know Many Ways to Make 20/Level 5: Students spin a dice to generate a number between 11 and 19, then build that number from sets of white dots dragged to places on two dominoes. The activity supports students' understanding of composing numbers 11–19 into tens and ones using pictures.
		I Know Many Ways to Make 20/Level 6: Students count the number of dots on two dominos, one containing a full set of ten and one containing a partial set. Students record the two numbers in an equation below and total the equation. The activity supports students' understanding of composing numbers 11–19 into tens and ones using pictures.
I Know Many Ways to Make 20/Level 7: Students fill blanks in equations with stacks of colored blocks to reach a specified total. Students must choose the stacks from a bank below, deciding which will combine to reach the correct total. The activity supports students' understanding of composing numbers 11–19 into tens and ones using pictures.		
I Know Two Ways to Solve a Problem/Level 5: Students view two sets of objects and three equations. Students must count and add the sets of objects to decide which two of the three equations are best illustrated by the sets shown above. The activity supports students' ability to compose and decompose numbers 1–19 with drawings or equations.		

Mathematics	Operations	I Know Two Ways to Solve a Problem/Level 6: Students view two sets of objects and three equations. Students must count and add the sets of objects to decide which two of the three equations are best illustrated by the sets shown above. The activity supports students' ability to compose and decompose numbers 1–19 with drawings or equations.
		I Know Two Ways to Solve a Problem/Level 7: Students view two sets of objects and three equations. Students must count and add the sets of objects to decide which two of the three equations are best illustrated by the sets shown above. The activity supports students' ability to compose and decompose numbers 1–19 with drawings or equations.
		I Like Addition Stories/Level 5: Students practice adding two sets of numbers by dragging a set of bird counters one at a time to a mat (tree) to create a total number of birds. Students write the total number as a numeral in the space below. The activity supports adding numbers with objects (1–10).
		I Like Addition Stories/Level 6: Students practice adding two sets of numbers by dragging a set of bird counters one at a time to a mat (tree) to create a total number of birds. Students record the numbers from the two initial sets in the blanks of an equation or a number sentence below, then record the total number of birds in the combined set. The activity supports adding numbers with objects (1–10).
		I Like Addition Stories/Level 7: Students translate two visual equations that add sets of objects into numeral equations below. Students total both equations to show that the answers are equal. The activity supports adding numbers with objects (1–10).
		I Like Subtraction Stories/Level 5: Students move a specified number of counters from a set inside of a fence to the outside. Students then count the remaining objects and record the answer in a nearby blank space. The activity supports students' ability to decompose groups of objects numbering 1–19.
		I Like Subtraction Stories/Level 6: Students move a specified number of counters from a set inside of a fence to the outside. Students fill in blanks in a subtraction equation or number sentence to represent the original set, the number subtracted, and the difference. The activity supports students' ability to decompose groups of objects numbering 1–19.
Letter–Sound Correspondence		I Like Subtraction Stories/Level 7: Students view two complete subtraction equations, two of which are false. Students identify and circle the true equation. The activity supports students' ability to decompose groups of objects numbering 1–19.
		I Can Hear First Sounds in More Words/Level 5: Students click on two word pictures to hear them spoken, then select the matching initial letter from a bank of two letters (infinite cloners) below and drag it to the space beside the word pictures. The word pictures share the same initial letter. The activity supports the understanding that the first letter in a word has a sound.
		I Can Hear First Sounds in More Words/Level 6: Students click on two word pictures to hear them spoken, then select the matching initial letter from a bank of three letters (infinite cloners) below and drag it to the space beside the word pictures. The word pictures share the same initial letter. The activity supports the understanding that the first letter in a word has a sound.
		I Can Hear First Sounds in More Words/Level 7: Students click on two word pictures to hear them spoken, then select the matching initial letter from a bank of four letters (infinite cloners) below and drag it to the space beside the word pictures. The word pictures share the same initial letter. The activity supports the understanding that the first letter in a word has a sound.
		I Can Hear Same Sounds/Level 1: Children learn to match a letter to its initial sound by first touching a picture to hear its name, then touching the two letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the picture.
		I Can Hear Same Sounds/Level 2: Children learn to match a letter to its initial sound by first touching two pictures to hear their names, then touching the three letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the pictures. The letters are infinite cloners to allow the child to choose the same letter for both pictures if applicable.
	I Can Hear Same Sounds/Level 3: Children learn to match a letter to its initial sound by first touching two pictures to hear their names, then touching the 4 letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the pictures. The letters are infinite cloners to allow the child to choose the same letter for both pictures if applicable.	

Letter–Sound Correspondence	<p>I Can Hear Same Sounds/Level 4: Children learn to match a letter to its initial sound by first touching two pictures to hear their names, then touching the five letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the pictures. The letters are infinite clones to allow the child to choose the same letter for both pictures if applicable.</p>
	<p>I Can Sort More Words by Sounds/Level 5: Students sort five to six word cards onto one of two pages of a book labeled with matching initial word sounds. All words cards are sorted. The activity supports the ability to discriminate the initial consonant sounds in words.</p>
	<p>I Can Sort More Words by Sounds/Level 6: Students sort seven to nine word cards onto one of two pages of a book labeled with matching initial word sounds. All words cards are sorted. The activity supports the ability to discriminate the initial consonant sounds in words.</p>
	<p>I Can Sort More Words by Sounds/Level 7: Students sort 10–12 word cards onto one of two pages of a book labeled with matching initial word sounds. Some of the word cards do not match either page. This activity supports the ability to discriminate the initial consonant sounds in words.</p>
	<p>I Can Sort Words by Sounds/Level 5: Students identify two word cards with matching initial sounds from a group of three word cards with images laid over a book. Some of the word cards are nonsense words. Students drag word cards without matching initial sounds into the trash. The activity supports auditory initial sound discrimination in words.</p>
	<p>I Can Sort Words by Sounds/Level 6: Students identify two word cards with matching initial sounds from a group of five word cards with images laid over a book. Some of the word cards feature images. Some of the word cards are nonsense words. Students drag word cards without matching initial sounds into the trash. The activity supports auditory initial sound discrimination in words.</p>
	<p>I Can Sort Words by Sounds/Level 7: Students identify two word cards with matching initial sounds from a group of six word cards with images laid over a book. Some of the word cards are nonsense words. Students drag word cards without matching initial sounds into the trash. The activity supports auditory initial sound discrimination in words.</p>
	<p>I Spy a Word With the Same Consonant Sound/Level 1: Children learn to match letters to their consonant sounds by following along with a reading of several poems, then finding and circling letters that begin with certain consonant sounds, as directed by the teacher.</p>
	<p>I Spy a Word With the Same Consonant Sound/Level 2: Children learn to match letters to their consonant sounds by following along with a reading of several poems, then finding and circling letters that begin with certain consonant sounds, as directed by the teacher.</p>
<p>I Spy a Word With the Same Consonant Sound/Level 3: Children learn to match letters to their consonant sounds by following along with a reading of several poems, then finding and circling letters that begin with certain consonant sounds, as directed by the teacher.</p>	
Story Retell and Comprehension	<p>Silly Millie eBook/Students track highlighted text and hear a story about a silly puppy named Millie. After observing details from the illustrations and story, students answer discussion questions. The activity supports students’ interactions with emerging text to obtain information and other foundational skills.</p>
	<p>Leela’s First Day of School eBook/Students track highlighted text and hear a story about Leela’s morning routine for her first day of school. After observing details from the illustrations and story, students answer discussion questions. The activity supports students’ interactions with emerging text to obtain information and other foundational skills.</p>
	<p>Gus on the Farm eBook/Students track highlighted text and hear a story about Gus the rabbit and his farm. After observing details from the illustrations and story, students answer discussion questions. The activity supports students’ interactions with emerging text to obtain information and other foundational skills.</p>

Story Retell and Comprehension

Nivi's Song eBook/Students track highlighted text and hear a story about a whale named Nivi. After observing details from the illustrations and story, students answer discussion questions. The activity supports students' interactions with emerging text to obtain information and other foundational skills.
Zion and the Yellow Jacket eBook/Students track highlighted text and hear a story about a little boy and his favorite jacket. After observing details from the illustrations and story, students answer discussion questions. The activity supports students' interactions with emerging text to obtain information and other foundational skills.
Animal Homes eBook/Discover all about different animals and their habitats. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!
Flower Parts eBook/Discover all about the parts of a flower and how they work to help the flower grow. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!
Arctic Foxes eBook/Discover all about arctic foxes, including where they live, what they eat, and their physical characteristics. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!
Community Helpers eBook/Learn about community helpers. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!
All About Sloths eBook/Discover all about sloths, including where they live, what they eat, and the different types of sloths. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!
Cloze and Reveal/Level 1: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.
Cloze and Reveal/Level 2: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.
Cloze and Reveal/Level 3: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.
Read Aloud/Level 1: Children learn to read through charts/poems by first tracking print as the teacher reads, then eventually reading them independently. A descriptive graphic reinforces the poem's content, and the charts can be touched to have them read aloud.
Read Aloud/Level 2: Children learn to read through charts/poems by first tracking print as the teacher reads, then eventually reading them independently. A descriptive graphic reinforces the poem's content, and the charts can be touched to have them read aloud.
Read Aloud/Level 3: Children learn to read through charts/poems by first tracking print as the teacher reads, then eventually reading them independently. A descriptive graphic reinforces the poem's content, and the charts can be touched to have them read aloud.

Book Print and Knowledge

I Can Find Punctuation Marks/Level 1: Children learn to identify punctuation in content by hearing and following along as a poem is read aloud and then finding and circling punctuation marks in the poem, as prompted by the teacher.

I Can Find Punctuation Marks/Level 2: Children learn to identify punctuation in content by hearing and following along as a poem is read aloud and then finding and circling punctuation marks in the poem, as prompted by the teacher.

I Can Find Punctuation Marks/Level 3: Children learn to identify punctuation in content by hearing and following along as a poem is read aloud and then finding and circling punctuation marks in the poem, as prompted by the teacher.

I Can Find Uppercase Letters/Level 1: Children learn to identify uppercase letters in content by hearing and following along as a poem is read aloud, then finding and circling uppercase letters in the poem, as prompted by the teacher.

I Can Find Uppercase Letters/Level 2: Children learn to identify uppercase letters in content by hearing and following along as a poem is read aloud, then finding and circling uppercase letters in the poem, as prompted by the teacher.

I Can Find Uppercase Letters/Level 3: Children learn to identify uppercase letters in content by hearing and following along as a poem is read aloud, then finding and circling uppercase letters in the poem, as prompted by the teacher.

I Can Find Uppercase Letters and Punctuation Marks/Level 1: Children learn to identify capital letters and punctuation in content by hearing and following along as a poem is read aloud, then finding and circling capital letters and punctuation marks in the poem, as prompted by the teacher.

I Can Find Uppercase Letters and Punctuation Marks/Level 2: Children learn to identify capital letters and punctuation in content by hearing and following along as a poem is read aloud, then finding and circling capital letters and punctuation marks in the poem, as prompted by the teacher.

I Can Find Uppercase Letters and Punctuation Marks/Level 3: Children learn to identify capital letters and punctuation in content by hearing and following along as a poem is read aloud, then finding and circling capital letters and punctuation marks in the poem, as prompted by the teacher.

I Can Read a Book Cover and Other Pages - Fiction/Level 5: Students examine the front covers and first pages of several works of fiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, author, illustrator) and following words from left to right, top to bottom and page by page.

I Can Read a Book Cover and Other Pages - Fiction/Level 6: Students examine the front covers and first pages of several works of fiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, author, illustrator) and following words from left to right, top to bottom, and page by page.

I Can Read a Book Cover and Other Pages - Fiction/Level 7: Students examine the front covers and first pages of several works of fiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, author, illustrator) and following words from left to right, top to bottom, and page by page.

I Can Read a Book Cover and Other Pages - Nonfiction/Level 5: Students examine the front covers and first pages of several works of nonfiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, table of contents, author, illustrator) and following words from left to right, top to bottom, and page by page.

I Can Read a Book Cover and Other Pages - Nonfiction/Level 6: Students examine the front covers and first pages of several works of nonfiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, table of contents, author, illustrator) and following words from left to right, top to bottom, and page by page.

I Can Read a Book Cover and Other Pages - Nonfiction/Level 7: Students examine the front covers and first pages of several works of nonfiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, table of contents, author, illustrator) and following words from left to right, top to bottom and page by page.

Book Print and Knowledge

Cloze and Reveal/Level 1: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.

Cloze and Reveal/Level 2: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.

Cloze and Reveal/Level 3: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.

Read Aloud/Level 1: Children learn to read through charts/poems by first tracking print as the teacher reads, then eventually reading them independently. A descriptive graphic reinforces the poem's content, and the charts can be touched to have them read aloud.

Read Aloud/Level 2: Children learn to read through charts/poems by first tracking print as the teacher reads, then eventually reading them independently. A descriptive graphic reinforces the poem's content, and the charts can be touched to have them read aloud.

Read Aloud/Level 3: Children learn to read through charts/poems by first tracking print as the teacher reads, then eventually reading them independently. A descriptive graphic reinforces the poem's content, and the charts can be touched to have them read aloud.

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Animal Homes eBook/Discover all about different animals and their habitats. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!

Flower Parts eBook/Discover all about the parts of a flower and how they work to help the flower grow. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!

Book Print and Knowledge		<p>Artic Foxes eBook/Discover all about arctic foxes, including where they live, what they eat, and their physical characteristics. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!</p>
		<p>Community Helpers eBook/Learn about community helpers. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!</p>
		<p>All About Sloths eBook/Discover all about sloths, including where they live, what they eat, and the different types of sloths. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!</p>
Social–Emotional Behaviors	Positive Social Behaviors	All IgnitePanel™ Activities
	Classroom Community and Safety	All IgnitePanel™ Activities
	Emotion and Behavior Regulation	All IgnitePanel™ Activities
	Approaches to Learning	All IgnitePanel™ Activities
Early Writing Skills		<p>I Can Unscramble My Name/Level 1: The teacher models for the children by writing the children’s names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box.</p>
		<p>I Can Unscramble My Name/Level 2: The teacher models for the children by writing the children’s names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box.</p>
		<p>I Can Unscramble My Name/Level 3: The teacher models for the children by writing the children’s names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box.</p>
		<p>It Is Fun to Write My Name/Level 1: The teacher models for the children by writing the children’s names in the left of two columns on the board. In the right column, children practice writing their name using the teacher’s example.</p>
		<p>It Is Fun to Write My Name/Level 2: The teacher models for the children by writing the children’s names in the left of two columns on the board. In the right column, children practice writing their name using the teacher’s example.</p>
		<p>It Is Fun to Write My Name/Level 3: The teacher models for the children by writing the children’s names in the left of two columns on the board. In the right column, children practice writing their name using the teacher’s example.</p>
	<p>I Can Write Words/Level 1: Children learn to write new words by viewing photos and labeling parts of them using the writing tools and teacher assistance.</p>	
	<p>I Can Write Words/Level 2: Children learn to write new words by viewing photos and labeling parts of them using the writing tools and teacher assistance.</p>	

Early Writing Skills		I Can Write Words/Level 3: Children learn to write new words by viewing photos and labeling parts of them using the writing tools and teacher assistance.
		Words Are Fun to Write/Level 1: Children are invited to write words on Word Walls that show three columns containing three images per column. Children learn to form letters as they label the images, guided by a column header indicating the initial letter of the word.
		Words Are Fun to Write/Level 2: Children are invited to write words on Word Walls that show three columns containing three images per column. Children learn to form letters as they label the images, guided by a column header indicating the initial letter of the word.
		Words Are Fun to Write/Level 3: Children are invited to write words on Word Walls that show three columns containing three images per column. Children learn to form letters as they label the images, guided by a column header indicating the initial letter of the word.
		How Many Letters Can You Write/Level 4: Children demonstrate their ability to identify and write uppercase and lowercase letters by touching a "letter domino," then writing the lowercase and uppercase letters that appear on the domino.
		I Can Hear and Write Letters/Level 1: Children touch a green dot to hear a letter named. Children repeat the letter name aloud, then draw the letter beside the dot to build basic writing skills.
		I Can Hear and Write Letters/Level 2: Children touch a green dot to hear a letter named. Children repeat the letter name aloud, then draw the letter beside the dot to build basic writing skills.
		I Can Hear and Write Letters/Level 3: Children touch a green dot to hear a letter named. Children repeat the letter name aloud, then draw the letter beside the dot to build basic writing skills.
Approaches to Learning, Expanded	Flexibility	All IgnitePanel™ Activities
	Art/Creativity and Dramatic Play	I Can Pretend/Level 1: Children encounter a story setting in the form of a photo, then practice storytelling by composing a tale using the scene as an interactive backdrop, using props if available, or drawing images on the screen. Children's actions and audio are captured using the screen recorder and a headset.
		I Can Pretend/Level 2: Children encounter a story setting in the form of a photo, then practice storytelling by composing a tale using the scene as an interactive backdrop, using props if available, or drawing images on the screen. Children's actions and audio are captured using the screen recorder and a headset.
		I Can Pretend/Level 3: Children encounter a story setting in the form of a photo, then practice storytelling by composing a tale using the scene as an interactive backdrop, using props if available, or drawing images on the screen. Children's actions and audio are captured using the screen recorder and a headset.
		I Can Tell a Story/Level 1: Children learn to tell stories by composing a structured tale aloud and manipulating or drawing their own digital props within an image to illustrate while their actions and audio are captured using the screen recorder and a headset.
		I Can Tell a Story/Level 2: Children learn to tell stories by composing a structured tale aloud and manipulating or drawing their own digital props within an image to illustrate while their actions and audio are captured using the screen recorder and a headset.
		I Can Tell a Story/Level 3: Children learn to tell stories by composing a structured tale aloud and manipulating or drawing their own digital props within an image to illustrate while their actions and audio are captured using the screen recorder and a headset.



Physical Development and Health	Fine and Visual Motor	All IgnitePanel™ Activities
	Health Status	You Are What You Eat/Level 1: Children learn to compose a healthy, nutritious meal by dragging images of healthy food items from a set below to a plate above.
		You Are What You Eat/Level 2: Children learn to compose a healthy, nutritious meal by dragging images of healthy food items from a set below to a plate above.
		You Are What You Eat/Level 3: Children learn to compose a healthy, nutritious meal by dragging images of healthy food items from a set below to a plate above.
		Daily Questions - Food/Level 1: Children learn to develop health-conscious food preferences and sort information by stating their like or dislike of a pictured food item by dragging their answers into one of two columns.
		Daily Questions - Food/Level 2: Children learn to develop health-conscious food preferences and sort information by stating their like or dislike of a pictured food item by dragging their answers into one of two columns.
	Daily Questions - Food/Level 3: Children learn to develop health-conscious food preferences and sort information by stating their like or dislike of a pictured food item by dragging their answers into one of two columns.	