



## IgnitePanel by Hatch™ and Teaching Strategies GOLD® Alignment



Social-Emotional Domain	
TSG Objectives and Dimensions	IgnitePanel Activities
1. Regulates own emotions and behaviors a. Manages feelings	All IgnitePanel Activities
1. Regulates own emotions and behaviors b. Follows limits and expectations	All IgnitePanel Activities
1. Regulates own emotions and behaviors c. Takes care of own needs appropriately	All IgnitePanel Activities
2. Establishes and sustains positive relationships a. Forms relationships with adults	All IgnitePanel Activities
2. Establishes and sustains positive relationships b. Responds to emotional cues	All IgnitePanel Activities
2. Establishes and sustains positive relationships c. Interacts with peers	All IgnitePanel Activities
3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others	All IgnitePanel Activities
Physical Domain	
TSG Objectives and Dimensions	IgnitePanel Activities
7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands	All IgnitePanel Activities
7. Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools	All IgnitePanel Activities
Language Domain	
TSG Objectives and Dimensions	IgnitePanel Activities
8. Listens to and understands increasingly complex language a. Comprehends language	All IgnitePanel Activities

<p>8. Listens to and understands increasingly complex language b. Follows directions</p>	<p>All IgnitePanel Activities</p>
<p>9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</p>	<p>Guess the Picture and Talk About It - Community Helpers/Level 1: Children improve their vocabulary by learning to describe community helpers while playing a matching game. Clicking on squares one at a time reveals a picture of a community helper. Children guess at the hidden picture, then answer questions about the person and job depicted.</p> <p>Guess the Picture and Talk About It - Community Helpers/Level 2: Children improve their vocabulary by learning to describe community helpers while playing a matching game. Clicking on squares one at a time reveals a picture of a community helper. Children guess at the hidden picture, then answer questions about the person and job depicted.</p> <p>Guess the Picture and Talk About It - Community Helpers/Level 3: Children improve their vocabulary by learning to describe community helpers while playing a matching game. Clicking on squares one at a time reveals a picture of a community helper. Children guess at the hidden picture, then answer questions about the person and job depicted.</p>
<p>9. Uses language to express thoughts and needs b. Speaks clearly</p>	<p>Guess the Picture and Talk About It - People/Level 1: Children improve their vocabulary by learning to describe people while playing a matching game. Clicking on squares one at a time reveals a picture of a person one square at a time. Children guess at the hidden picture, then answer questions about the person shown.</p> <p>Guess the Picture and Talk About It - People/Level 2: Children improve their vocabulary by learning to describe people while playing a matching game. Clicking on squares one at a time reveals a picture of a person one square at a time. Children guess at the hidden picture, then answer questions about the person shown.</p> <p>Guess the Picture and Talk About It - People/Level 3: Children improve their vocabulary by learning to describe people while playing a matching game. Clicking on squares one at a time reveals a picture of a person one square at a time. Children guess at the hidden picture, then answer questions about the person shown.</p>

<p>9. Uses language to express thoughts and needs c. Uses conventional grammar</p>	<p>Guess the Picture and Talk About It - People/Level 1: Children improve their vocabulary by learning to describe people while playing a matching game. Clicking on squares one at a time reveals a picture of a person one square at a time. Children guess at the hidden picture, then answer questions about the person shown.</p> <p>Guess the Picture and Talk About It - People/Level 2: Children improve their vocabulary by learning to describe people while playing a matching game. Clicking on squares one at a time reveals a picture of a person one square at a time. Children guess at the hidden picture, then answer questions about the person shown.</p> <p>Guess the Picture and Talk About It - People/Level 3: Children improve their vocabulary by learning to describe people while playing a matching game. Clicking on squares one at a time reveals a picture of a person one square at a time. Children guess at the hidden picture, then answer questions about the person shown.</p>
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<b>Cognitive Domain</b>	
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TSG Objectives and Dimensions	IgnitePanel Activities
11. Demonstrates positive approaches to learning a. Attends and engages	All IgnitePanel Activities
11. Demonstrates positive approaches to learning b. Persists	All IgnitePanel Activities
11. Demonstrates positive approaches to learning c. Solves problems	All IgnitePanel Activities
11. Demonstrates positive approaches to learning d. Shows curiosity and motivation	All IgnitePanel Activities
11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking	All IgnitePanel Activities
12. Remembers and connects experiences a. Recognizes and recalls	All IgnitePanel Activities
12. Remembers and connects experiences b. Makes connections	All IgnitePanel Activities

<b>Literacy Domain</b>	
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TSG Objectives and Dimensions	IgnitePanel Activities
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15. Demonstrates phonological awareness, phonics skills, and word recognition  
a. Notices and discriminates rhyme

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 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 3: 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 4: 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.

15. Demonstrates phonological awareness, phonics skills, and word recognition  
b. Notices and discriminates alliteration

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 2 images. The activity supports the isolation and pronunciation of onset rime.

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 4 images. The activity supports the isolation and pronunciation of onset rime.

I Can Blend Sounds To Make Words/Level 7: Students touch 2 empty circles and hear 2 words onset rimes read aloud, then students touch the 5 pictures at the bottom to hear the pictures names. Students then practice matching the corresponding pictures to the onset rimes by dragging an image representing the word answer to the answer space from a bank of 5 images. The activity supports the isolation and pronunciation of onset rime.

I Can Hear Three Sounds To Make A Word/Level 5: Students click on a square divided into 3 parts to hear 3 parts of a word spoken, then drag 3 strips of a word picture from a bank of 2 word pictures below to fill the square. The activity supports the blending of 3 phonemes in CVC Words.

I Can Hear Three Sounds To Make A Word/Level 6: Students click on 2 squares divided into 3 parts to hear 3 parts of a word spoken, then drag 3 strips of a word picture from a bank of 2 word pictures below to fill the squares. The activity supports the blending of 3 phonemes in CVC Words.

I Can Hear Three Sounds To Make A Word/Level 7: Students click on 2 squares divided into 3 parts to hear 3 parts of a word spoken, then drag 3 strips of a word picture from a bank of 2 word pictures below to fill the squares. The activity supports the blending of 3 phonemes in CVC Words.

15. Demonstrates phonological awareness, phonics skills, and word recognition  
c. Notices and discriminates discrete units of sound

I Can Make & Write A Word/Level 5: Students read sentences that describe a picture above. One of the words in the sentence is scrambled. Students unscramble the word and write it in a space to complete an identical sentence below. The activity supports spelling of untaught words with root words and endings.

I Can Make & Write A Word/Level 6: Students read sentences that describe a picture above. One of the words in the sentence is scrambled. Students unscramble the word and write it in a space to complete an identical sentence below. The activity supports spelling of untaught words with root words and endings.

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15. Demonstrates phonological awareness, phonics skills, and word recognition  
d. Applies phonics concepts and knowledge of word structure to decode text

I Can Move Sounds To Make Words/Level 5: Students click on an image above to hear its name pronounced, then on 2 images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.

I Can Move Sounds To Make Words/Level 6: Students click on an image above to hear its name pronounced, then on 3 images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.

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<p>16. Demonstrates knowledge of the alphabet a. Identifies and names letters</p>	<p>Compare &amp; Contrast - Uppercase &amp; Lowercase/Level 4: Students sort 9 total uppercase and lowercase letters from a mixed bank into 1 of 2 labeled circles in a Venn Diagram. The activity allows students to distinguish between uppercase and lowercase letters.</p> <p>Compare &amp; Contrast - Uppercase &amp; Lowercase/Level 5: Students sort 10 total uppercase and lowercase letters from a mixed bank into 1 of 2 labeled circles in a Venn Diagram. The activity allows students to distinguish between uppercase and lowercase letters.</p> <p>Compare &amp; Contrast - Uppercase &amp; Lowercase/Level 6: Students sort 10 total uppercase or lowercase letters from a bank (all uppercase or lowercase) into 1 of 2 labeled circles in a Venn Diagram. The activity allows students to distinguish between uppercase and lowercase letters.</p>
<p>16. Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</p>	<p>I Can Move Sounds To Make Words/Level 5: Students click on an image above to hear its name pronounced, then on 2 images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p> <p>I Can Move Sounds To Make Words/Level 6: Students click on an image above to hear its name pronounced, then on 3 images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p> <p>I Can Move Sounds To Make Words/Level 7: Students click on an image above to hear its name pronounced, then on 3 images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p>

17. Demonstrates knowledge of print and its uses  
a. Uses and appreciates books and other texts

I Can Read A Book Cover & 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 & 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.

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17. Demonstrates knowledge of print and its uses  
b. Uses print concepts

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18. Comprehends and responds to books and other texts  
a. Interacts during reading experiences, book conversations,  
and text reflections

I Can Read A Book Cover & Other Pages - Non-fiction/Level 5: Students examine the front covers and first pages of several works of non-fiction, 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 & Other Pages - Non-fiction/Level 6: Students examine the front covers and first pages of several works of non-fiction, 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 & Other Pages - Non-fiction/Level 7: Students examine the front covers and first pages of several works of non-fiction, 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.

18. Comprehends and responds to books and other texts  
b. Uses emergent reading skills

I Hear More Words With Three Sounds/Level 5: Students click on a square divided into 3 parts to hear 3 parts of a word spoken (including a consonant digraph), then drag 3 strips of a word picture from a bank of 2 word pictures below to fill the square. The activity supports the blending of 3 phonemes with 1 phoneme as a digraph found in CVC words.

I Hear More Words With Three Sounds/Level 6: Students click on 2 squares divided into 3 parts to hear 3 parts of a word spoken (including a consonant digraph), then drag 3 strips of a word picture from a bank of 2 word pictures below to fill the squares. The activity supports the blending of 3 phonemes with 1 phoneme as a digraph found in CVC words.

I Hear More Words With Three Sounds/Level 7: Students click on 2 squares divided into 3 parts to hear 3 parts of a word spoken (including a consonant digraph), then drag 3 strips of a word picture from a bank of 3 word pictures below to fill the squares. The activity supports the blending of 3 phonemes with 1 phoneme as a digraph found in CVC words.

I Can Read A Book Cover & 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.

18. Comprehends and responds to books and other texts  
c. Retells stories and recounts details from informational texts

I Can Read A Book Cover & 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.

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18. Comprehends and responds to books and other texts  
d. Uses context clues to read and comprehend texts

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18. Comprehends and responds to books and other texts  
e. Reads fluently

I Can Read A Book Cover & 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.

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19. Demonstrates writing skills  
a. Writes name

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.

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.

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.

19. Demonstrates writing skills  
b. Writes to convey meaning

I Like To Write In My Scrapbook/Level 5: Students are invited to compose a scrapbook illustrated with images from the media bank or hand-drawn illustrations. Using the drawing tools, students write a story describing their pictures in full sentences on blank lines. The activity supports students production of writing products utilizing various prompts and topics□

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19. Demonstrates writing skills  
c. Writes using conventions

I Can Write Sentences/Level 5: Students write and illustrate sentences using the drawing tools on blank space and empty lines. The activity supports the student's ability to write sentences and draw for a purpose.

I Can Write Sentences/Level 6: Students write and illustrate sentences using the drawing tools on blank space and empty lines. The activity supports the student's ability to write sentences and draw for a purpose.

I Can Write Sentences/Level 7: Students write and illustrate sentences using the drawing tools on blank space and empty lines. The activity supports the student's ability to write sentences and draw for a purpose.

**Mathematics Domain**

**TSG Objectives and Dimensions**

**IgnitePanel Activities**

20. Uses number concepts and operations  
a. Counts

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 of 1-10, 10-20, 20-30. The activity supports students ability to recognize and write numerals in sequence.

I Can Count & 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 3 correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.

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 of 1-10, 10-20, 20-30. The activity supports students ability to recognize and write numerals in sequence.

20. Uses number concepts and operations  
b. Quantifies

I Can Solve A Math Story - Addition/Level 3: Children practice solving basic word problems by following instructions to add roses up 5 to a vase.

I Can Solve A Math Story - Subtraction/Level 3: Children practice solving basic word problems by following instructions to take away roses up to 5 from a vase.

I Know How To Add/Level 3: A short audio story guides children as they practice adding counters to sets, counting the total objects (4-5) and writing numerals by labeling the set with the correct numeral.

<p>20. Uses number concepts and operations c. Connects numerals with their quantities</p>	<p>I Know What Many Numbers Stand For/Level 5: Students spin a spinner to select a number, then count as they drag the correct number of counters (infinite cloners) to a mat/container. Spinner numbers range from 1-10. The activity supports students understanding of the relationship between numbers and quantities, connects counting to cardinality.</p> <p>I Know What Many Numbers Stand For/Level 6: Students spin a spinner to select a number, then count as they drag the correct number of counters (infinite cloners) to a mat/container. Spinner numbers range from 6-15. The activity supports students understanding of the relationship between numbers and quantities, connects counting to cardinality.</p> <p>I Know What Many Numbers Stand For/Level 7: Students spin a spinner to select a number, then count as they drag the correct number of counters (infinite cloners) to a mat/container. Spinner numbers range from 11-20. The activity supports students understanding of the relationship between numbers and quantities, connects counting to cardinality.</p>
<p>20. Uses number concepts and operations d. Understands and uses place value and base ten</p>	<p>I Know Many Ways To Make Twenty/Level 5: Students spin a die to generate a number between 11 and 19, then build that number from sets of white dots dragged to places on 2 dominoes. The activity supports students understanding of composing numbers 11-19 into tens and ones using pictures.</p> <p>I Know Many Ways To Make Twenty/Level 6: Students count the number of dots on 2 dominoes, one containing a full set of ten, and one a partial set. Students record the 2 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.</p> <p>I Know Many Ways To Make Twenty/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.</p>

20. Uses number concepts and operations  
e. Applies properties of mathematical operations and relationships

I Like Addition Stories/Level 5: Students practice adding 2 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 Subtraction Stories/Level 6: Students move a specified number of counters from a set inside 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.

I Like Addition Stories/Level 7: Students translate 2 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).

20. Uses number concepts and operations  
f. Applies number combinations and mental number strategies in mathematical operations

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 Can Add To Make Ten/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 Ten/Level 6: Students drag counters from a set outside the fence to join a set inside the fence, creating a total of 10. Students express the value of the 2 initial sets and the total by filling blanks in a "number sentence." The activity supports students understanding of addition as putting together, adding to and composing numbers to make 10.

<p>21. Explores and describes spatial relationships and shapes a. Understands spatial relationships</p>	<p>I Know Where I Am/Level 5: Students circle 1 of 2 objects that has a specified spatial relationship to a central object. The activity supports students understanding of positions of objects in terms of "above," "beside," "next to," etc.</p> <p>I Know Where I Am/Level 6: Students circle 1 of 3 objects that has a specified spatial relationship to a central object. The activity supports students understanding of positions of objects in terms of "above," "beside," "next to," etc.</p> <p>I Know Where I Am/Level 7: Students circle 1 of 4 objects that has a specified spatial relationship to a central object. The activity supports students understanding of positions of objects in terms of "above," "beside," "next to," etc.</p>
<p>21. Explores and describes spatial relationships and shapes b. Understands shapes</p>	<p>I Can Compare Shapes/Level 5: Students sort 2-D shapes of various colors into 1 of 2 circles in a Venn Diagram labeled with shape names. The activity supports students recognition of and ability to sort 2-D shapes by name and attributes.</p> <p>I Can Divide Shapes Into Shapes/Level 5: Students view shapes that are divided into smaller shapes, or "shares." Students count the number of shares and draw the divided shape within dashed outlines below. The activity supports students ability to partition shapes into 2 and 4 equal shares and to utilize the proper vocabulary.</p> <p>I Can Find Shapes/Level 6: Students view shapes composed of smaller shape outlines, then identify and count one specified type of smaller shape component. The activity supports students ability to visualize and compose simple shapes to from larger shapes.</p> <p>I Can Put Shapes Together/Level 7: Students reinforce the understanding of building a shape from smaller shapes by dragging and rotating 2-D shapes to fill a larger shape outline. The activity supports students ability to compose larger shapes using smaller shapes.</p>



22. Compares and measures  
a. Measures objects

Can You Measure How Tall?/Level 5: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to 1 of 2 columns in a T-chart on the right, labeled "yes" or "no." The number of measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions□

Can You Measure How Tall?/Level 6: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to 1 of 2 columns in a T-chart on the right, labeled "yes" or "no." The number of measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions□

Can You Weigh & Measure How Tall?/Level 5: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to 1 of 2 columns in a T-chart on the right, labeled "yes" or "no." The number of weighable/measurable objects is written below. The activity supports organization, representation and interpretation of data for the purpose of answering questions.

Can You Weigh & Measure How Tall?/Level 7: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to 1 of 2 columns in a T-chart on the right, labeled "yes" or "no." The number of weighable/measurable objects is written below. The activity supports organization, representation and interpretation of data for the purpose of answering questions.

22. Compares and measures  
b. Measures time and money

I Can Tell Time/Level 5: Students draw analog clock hands to represent a time specified using numerals, then copy the time in numerals around a colon below. Students then practice copying numerals to and from an analog clock to represent time in hours and half-hours. The activity supports students ability to tell and write time in hours and half-hours using analog and digital clocks.

I Can Tell Time/Level 6: Students draw analog clock hands to represent a time specified using numerals, then copy the time in numerals around a colon below. Students then practice copying numerals to and from an analog clock to represent time in hours and half-hours. The activity supports students ability to tell and write time in hours and half-hours using analog and digital clocks.

I Can Tell Time/Level 7: Students draw analog clock hands to represent a time specified using numerals, then copy the time in numerals around a colon below. Students then practice copying numerals to and from an analog clock to represent time in hours and half-hours. The activity supports students ability to tell and write time in hours and half-hours using analog and digital clocks.

<p>22. Compares and measures c. Represents and analyzes data</p>	<p>I Can Read Graphs/Level 5: Students view graphs filled with countable, image-based data and interpret the labels and graph meaning as they answer questions about the data. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p> <p>I Can Read Graphs/Level 6: Students view graphs filled with countable, image-based data and interpret the labels and graph meaning as they answer questions about the data. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p> <p>I Can Read Graphs/Level 7: Students view graphs filled with countable, image-based data and interpret the labels and graph meaning as they answer questions about the data. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p> <p>I Can Record Information/Level 3: Children practice sorting information and learning new vocabulary by responding to a variety of questions and then recording their responses in 1 of 2 columns.</p>
<p>23. Demonstrates knowledge of patterns</p>	<p>I Can Make Patterns/Level 1: Children learn to observe and recreate (ABAB) patterns by dragging counters (infinite cloners) into a row to match a model pattern of alternating shapes.</p> <p>I Can Make Patterns/Level 2: Children learn to observe and recreate (ABAB) patterns by dragging counters (infinite cloners) into a row to match a model pattern of alternating shapes.</p> <p>I Can Make Patterns/Level 3: Children learn to observe and recreate (A,B,A,B) patterns by dragging counters (infinite cloners) into a row to match a model pattern of alternating colors and shapes. The counter options include incorrect counters to make the activity more difficult.</p>

**Science and Technology Domain**

**TSG Objectives and Dimensions**

**IgnitePanel Activities**

24. Uses scientific inquiry skills

Calendar and Weather/ Level 1: Children learn about daily weather and time by labeling days on a calendar with images representing weather, making predictions, and observing nature.

Calendar and Weather/ Level 2: Children learn about daily weather and time by labeling days on a calendar with images representing weather, making predictions, and observing nature

Calendar and Weather/ Level 3: Children learn about daily weather and time by labeling days on a calendar with images representing weather, making predictions, and observing nature

25. Demonstrates knowledge of the characteristics of living things

Living and Nonliving/Level 1: Children improve their vocabulary by learning to recognize differences between living and nonliving things as they sort pictures into a Venn diagram. Children explain their choices and label objects.

Living and Nonliving/Level 2: Children improve their vocabulary by learning to recognize differences between living and nonliving things as they sort pictures into a Venn diagram. Children explain their choices and label objects.

Living and Nonliving/Level 3: Children improve their vocabulary by learning to recognize differences between living and nonliving things as they sort pictures into a Venn diagram. Children explain their choices and label objects.

<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>	<p>I Can Sort With a Venn diagram/Level 1: Children learn to compare and contrast by sorting pictures into a Venn diagram. Pictures fit into paired categories, such as letters and numerals, clothing for hot and cold weather, healthy and unhealthy foods, and soft and hard objects. Children explain their choices and label objects.</p> <p>I Can Sort With a Venn diagram/Level 2: Children learn to compare and contrast by sorting pictures into a Venn diagram. Pictures fit into paired categories, such as letters and numerals, clothing for hot and cold weather, healthy and unhealthy foods, and soft and hard objects. Children explain their choices and label objects.</p> <p>I Can Sort With a Venn diagram/Level 3: Children learn to compare and contrast by sorting pictures into a Venn diagram. Pictures fit into paired categories, such as letters and numerals, clothing for hot and cold weather, healthy and unhealthy foods, and soft and hard objects. Children explain their choices and label objects.</p>
<p>27. Demonstrates knowledge of Earth’s environment</p>	<p>Daily Questions - Environments/Level 1: Children learn about sorting and environments by stating whether or not they have visited different pictured places, then dragging their answers into one of two columns.</p> <p>Daily Questions - Environments/Level 2: Children learn about sorting and environments by stating whether or not they have visited different pictured places, then dragging their answers into one of two columns.</p> <p>Daily Questions - Environments/Level 3: Children learn about sorting and environments by stating whether or not they have visited different pictured places, then dragging their answers into one of two columns.</p>
<p>28. Uses tools and other technology to perform tasks</p>	<p>All IgnitePanel Activities</p>
<p><b>Social Studies Domain</b></p>	
<p><b>TSG Objectives and Dimensions</b></p>	<p><b>IgnitePanel Activities</b></p>

29. Demonstrates knowledge about self	<p>I Can Draw Myself/Level 1: Children demonstrate their creative drawing skills and self-concept as they use the drawing tools to sketch self-portraits.</p> <p>I Can Draw Myself/Level 2: Children demonstrate their creative drawing skills and self-concept as they use the drawing tools to sketch self-portraits.</p> <p>I Can Draw Myself/Level 3: Children demonstrate their creative drawing skills and self-concept as they use the drawing tools to sketch self-portraits.</p> <p>I Can Draw My Family/Level 1: Children demonstrate their creative drawing skills and self-concept as they use the drawing tools to create portraits of their family.</p> <p>I Can Draw My Family/Level 2: Children demonstrate their creative drawing skills and self-concept as they use the drawing tools to create portraits of their family.</p> <p>I Can Draw My Family/Level 3: Children demonstrate their creative drawing skills and self-concept as they use the drawing tools to create portraits of their family.</p>
30. Shows a basic understanding of people and how they live	<p>Wants and Needs/Level 1: Children improve their vocabulary by learning to recognize differences between wants and needs as they sort the pictures into a Venn diagram. Children explain their choices and label the items.</p> <p>Wants and Needs/Level 2: Children improve their vocabulary by learning to recognize differences between wants and needs as they sort the pictures into a Venn diagram. Children explain their choices and label the items.</p> <p>Wants and Needs/Level 3: Children improve their vocabulary by learning to recognize differences between wants and needs as they sort the pictures into a Venn diagram. Children explain their choices and label the items.</p>

<p>31. Explores change related to familiar people or places</p>	<p>Daily Questions - Environments/Level 1: Children learn about sorting and environments by stating whether or not they have visited different pictured places, then dragging their answers into one of two columns.</p> <p>Daily Questions - Environments/Level 2: Children learn about sorting and environments by stating whether or not they have visited different pictured places, then dragging their answers into one of two columns.</p> <p>Daily Questions - Environments/Level 3: Children learn about sorting and environments by stating whether or not they have visited different pictured places, then dragging their answers into one of two columns.</p>
<p>32. Demonstrates simple geographic knowledge</p>	<p>I Can Make a Map/Level 1: Children explore the concept of maps through an image of a classroom containing movable objects. Children compare the classroom map to their own classroom, drawing missing objects and moving digital objects to reflect reality.</p> <p>I Can Make a Map/Level 2: Children explore the concept of maps through an image of a classroom containing movable objects. Children compare the classroom map to their own classroom, drawing missing objects and moving digital objects to reflect reality.</p> <p>I Can Make a Map/Level 3: Children explore the concept of maps through an image of a classroom containing movable objects. Children compare the classroom map to their own classroom, drawing missing objects and moving digital objects to reflect reality.</p> <p>Where People Live/Level 1: Children view an image of a city street, then learn about living environments by explaining what they know, what they want to know, and what they have learned about the city, recording their answers in three labeled columns in a KWL chart (with teacher assistance).</p> <p>Where People Live/Level 2: Children view an image of a city street, then learn about living environments by explaining what they know, what they want to know, and what they have learned about the city, recording their answers in three labeled columns in a KWL chart (with teacher assistance).</p> <p>Where People Live/Level 3: Children view an image of a city street, then learn about living environments by explaining what they know, what they want to know, and what they have learned about the city, recording their answers in three labeled columns in a KWL chart (with teacher assistance).</p>

**English Language Acquisition Domain****TSG Objectives and Dimensions****IgnitePanel Activities**

37. Demonstrates progress in listening to and understanding English

All IgnitePanel Activities

38. Demonstrates progress in speaking English

All IgnitePanel Activities