



## IgnitePanel by Hatch™ and DRDP Kindergarten Alignment



DRDP			IgnitePanel Activities
Domain	Measure	Developmental Level	
Approaches to Learning-Self-Regulation	ATL-REG 3: Engagement and Persistence	Building-Earlier: Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.
			Free Play/Level 2: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.
Approaches to Learning-Self-Regulation	ATL-REG 3: Engagement and Persistence	Building-Middle: Continues self-selected activities on their own, seeking adult support to work through challenges	Free Play/Level 3: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.
			Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.
Approaches to Learning-Self-Regulation	ATL-REG 3: Engagement and Persistence	Building-Later: Works through challenges on their own while engaged in self-selected activities	Independent Play/Level 5: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills.
			Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.
Approaches to Learning-Self-Regulation	ATL-REG 3: Engagement and Persistence	Building-Later: Works through challenges on their own while engaged in self-selected activities	Free Play/Level 2: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.
			Free Play/Level 3: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.
Approaches to Learning-Self-Regulation	ATL-REG 3: Engagement and Persistence	Building-Later: Works through challenges on their own while engaged in self-selected activities	Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.
			Independent Play/Level 5: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills.

Approaches to Learning-Self-Regulation	ATL-REG 3: Engagement and Persistence	Integrating-Earlier: Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity	<p>Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 2: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 3: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>Independent Play/Level 5: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills.</p>
Approaches to Learning-Self-Regulation	ATL-REG 3: Engagement and Persistence	Integrating-Middle: Pursues simple multi-step activities, following the steps through to completion	<p>Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 2: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 3: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>Independent Play/Level 5: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills.</p>
Approaches to Learning-Self-Regulation	ATL-REG 3: Engagement and Persistence	Integrating-Later: Completes complex multi-step activities, making and adjusting plans as needed	<p>Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 2: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 3: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.</p> <p>Free Play/Level 1: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>Independent Play/Level 5: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills.</p>
Social and Emotional Development	SED 1: Identity of Self in Relation to Others	Building-Earlier: Expresses simple ideas about self and connections to others	<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>

Social and Emotional Development	SED 1: Identity of Self in Relation to Others	Building-Middle: Describes self or others based on physical characteristics	"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. 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. 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. "
Social and Emotional Development	SED 1: Identity of Self in Relation to Others	Integrating-Earlier: Compares their own preferences or feelings to those of others	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. 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. 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.
Social and Emotional Development	SED 3: Relationships and Social Interactions with Familiar Adults	Integrating-Earlier: Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems	All IgnitePanel Activities
Social and Emotional Development	SED 3: Relationships and Social Interactions with Familiar Adults	Integrating-Middle: Seeks to be cooperative or to promote cooperation by showing an understanding of familiar adults' goals through words or actions	All IgnitePanel Activities
Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Building-Earlier: Shows an understanding of a wide variety of phrases or sentences	All IgnitePanel Activities
Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Building-Middle: Shows an understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	All IgnitePanel Activities
Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Building-Later: Shows an understanding of language that refers to abstract concepts, including imaginary events	All IgnitePanel Activities
Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Integrating-Earlier: Shows an understanding of a series of complex statements that explain how or why things happen	All IgnitePanel Activities
Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Integrating-Middle: Shows an understanding that language can be used to express different intentions and demonstrates an understanding of word play, jokes, and riddles	All IgnitePanel Activities
Language and Literacy Development	LLD 2: Responsiveness to Language	Building-Earlier: Responds to one-step requests or questions that involve a familiar activity or routine	All IgnitePanel Activities
Language and Literacy Development	LLD 2: Responsiveness to Language	Building-Middle: Carries out a one-step request that relates to a new or an unfamiliar activity or situation	All IgnitePanel Activities

Language and Literacy Development	LLD 2: Responsiveness to Language	Building-Later: Carries out multistep requests that involve a familiar activity or situation	All IgnitePanel Activities
Language and Literacy Development	LLD 2: Responsiveness to Language	Integrating-Earlier: Carries out multistep requests that involve a new or an unfamiliar activity or situation	All IgnitePanel Activities
Language and Literacy Development	LLD 2: Responsiveness to Language	Integrating-Middle: Carries out multistep, detailed instructions that involve a new or an unfamiliar sequence of events or directions	All IgnitePanel Activities
Language and Literacy Development	LLD 2: Responsiveness to Language	Integrating-Later: Carries out multistep, detailed instructions that involve imaginary sequences of events or directions or rules of a new or an unfamiliar activity (e.g., a game)	All IgnitePanel Activities
Language and Literacy Development	LLD 5: Interest in Literacy	Building-Earlier: Looks at books page by page or participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	All IgnitePanel e-book Activities
Language and Literacy Development	LLD 6: Comprehension of Age-Appropriate Text	Building-Earlier: Makes comments or asks questions about text presented in books or the environment	All IgnitePanel e-book Activities
Language and Literacy Development	LLD 6: Comprehension of Age-Appropriate Text	Building-Middle: Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	All IgnitePanel e-book Activities
Language and Literacy Development	LLD 6: Comprehension of Age-Appropriate Text	Building-Later: Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	All IgnitePanel e-book Activities
Language and Literacy Development	LLD 6: Comprehension of Age-Appropriate Text	Integrating-Earlier: Demonstrates an understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events	All IgnitePanel e-book Activities
Language and Literacy Development	LLD 6: Comprehension of Age-Appropriate Text	Integrating-Middle: Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	All IgnitePanel e-book Activities
Language and Literacy Development	LLD 6: Comprehension of Age-Appropriate Text	Integrating-Later: Demonstrates an understanding of detailed informational or narrative text by asking or answering questions to monitor their own comprehension	All IgnitePanel e-book Activities

Language and Literacy Development	LLD 7: Concepts About Print	Building-Earlier: Demonstrates an awareness of the way books are handled	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Language and Literacy Development	LLD 7: Concepts About Print	Building-Middle: Demonstrates an understanding that print and symbols carry meaning	All IgnitePanel e-book Activities
Language and Literacy Development	LLD 7: Concepts About Print	Building-Later: Demonstrates an understanding of how to follow print on a page of text	<p>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.</p> <p>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.</p> <p>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.</p>
Language and Literacy Development	LLD 7: Concepts About Print	Integrating-Later: Demonstrates an understanding that print material is organized into sentences that have first-letter capitalization and ending punctuation	<p>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.</p> <p>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.</p> <p>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.</p>

Language and Literacy Development	LLD 8: Phonological Awareness	Building-Earlier: Engages actively in play with sounds in words or rhymes, sings simple songs, or repeats simple nursery rhymes	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Language and Literacy Development	LLD 8: Phonological Awareness	Building-Middle: Demonstrates an awareness of larger units of language (e.g. words, syllables)	<p>Hearing Parts of Words/Level 1: Children practice basic listening skills by choosing and dragging into a circle one of two single-syllable pictures to match the word that is asked for.</p> <p>Hearing Parts of Words/Level 3: Children touch two separate blank puzzle pieces, hearing the two syllables of a word pronounced separately (one for each), then touch two puzzle pieces joined together to hear the syllables blended together. Children choose the image that matches it from the two or three choices at the bottom and then drag it to the joined puzzle pieces.</p> <p>Hearing Parts of Words/Level 4: Children touch three separate blank puzzle pieces, hearing the three syllables of a word pronounced separately (one for each), then touch three puzzle pieces joined together to hear the syllables blended together. Children choose the image that matches it from the two or three choices at the bottom and then drag it to the joined puzzle pieces.</p>
Language and Literacy Development	LLD 8: Phonological Awareness	Building-Later: Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects and segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects	<p>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.</p> <p>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.</p>
Language and Literacy Development	LLD 8: Phonological Awareness	Integrating-Earlier: Blends smaller units of language (e.g., onsets and rimes) with or without the support of pictures or objects and segments smaller units of language (e.g., onsets and rimes) with or without the support of pictures or objects	<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>

Language and Literacy Development	LLD 8: Phonological Awareness	Integrating-Middle: Matches initial and final sounds of words and segments and blends initial and final phonemes of words	<p>I Can Make New Words/Level 5: Students create words by dragging letters from a bank to lines below, then copying the built words into a writing space. The activity supports the ability to spell simple words phonetically, drawing on the knowledge of letter–sound relationships.</p> <p>I Can Make New Words/Level 6: Students create words by dragging letters from a bank to lines below, then copying the built words into a writing space. The activity supports the ability to spell simple words phonetically, drawing on the knowledge of letter–sound relationships.</p> <p>I Can Make New Words/Level 7: Students create words by dragging letters from a bank to lines below, then copying the built words into a writing space. The activity supports the ability to spell simple words phonetically, drawing on the knowledge of letter–sound relationships.</p>
Language and Literacy Development	LLD 8: Phonological Awareness	Integrating-Later: Isolates the initial sound, middle sound, and final sound in three-phoneme (consonant-vowel-consonant) words	<p>I Can Move Sounds to Make Words/Level 5: Students click on an image above to hear its name pronounced, then on two 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 three 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 four 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>
Language and Literacy Development	LLD 9: Letter and Word Knowledge	Building-Earlier: Demonstrates an awareness of a few letters in the environment	<p>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.</p> <p>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.</p> <p>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.</p>
Language and Literacy Development	LLD 9: Letter and Word Knowledge	Building-Middle: Identifies some letters by name	<p>I Can Name These Letters/Level 1: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter.</p> <p>I Can Name These Letters/Level 2: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter.</p> <p>I Can Name These Letters/Level 3: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter.</p>
Language and Literacy Development	LLD 9: Letter and Word Knowledge	Building-Later: Identifies 10 or more letters (not necessarily at the same time) and shows an understanding that letters make up words	<p>I Can Name These Letters/Level 1: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter.</p> <p>I Can Name These Letters/Level 2: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter.</p> <p>I Can Name These Letters/Level 3: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter.</p>
Language and Literacy Development	LLD 9: Letter and Word Knowledge	Integrating-Earlier: Identifies most uppercase letters, identifies most lowercase letters, and shows an understanding that letters correspond to sounds in words	<p>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.</p> <p>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.</p> <p>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.</p>

Language and Literacy Development	LLD 9: Letter and Word Knowledge	Integrating-Middle: Demonstrates knowledge of all the letters of the alphabet (uppercase and lower case) and corresponding sounds for the majority of consonants and many vowels, and identifies frequently used words (e.g. the, of, is, to, you, she, may)	<p>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.</p> <p>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.</p> <p>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.</p>
Language and Literacy Development	LLD 9: Letter and Word Knowledge	Integrating-Later: Assembles or splits apart words to make new words and identifies both short and long vowel sounds for most vowels	<p>I Can Hear and Make Long "A" Sounds/Level 5: Students practice spelling the long "A" sound by dragging the appropriate spelling, written on one of two puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long "A" sounds can be spelled in different ways.</p> <p>I Can Hear and Make Long "A" Sounds/Level 6: Students practice spelling the long "A" sound by dragging the appropriate spelling, written on one of two puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long "A" sounds can be spelled in different ways.</p> <p>I Can Hear and Make Long "E" Sounds/Level 5: Students practice spelling the long "E" sound by dragging the appropriate spelling, written on one of two puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long "A" sounds can be spelled in different ways.</p> <p>I Can Hear and Make Long "E" Sounds/Level 6: Students practice spelling the long "E" sound by dragging the appropriate spelling, written on one of two puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long "A" sounds can be spelled in different ways.</p>
Language and Literacy Development	LLD 10: Emergent Writing	Building-Middle: Makes marks to represent their own name or words	<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 Spell Words/Level 5: Students click on four images per page, hearing image words spoken aloud and writing the words on lines nearby. Words on the same page all share a common ending to ease writing. The activity supports the spelling and writing of common words.</p> <p>I Can Spell Words/Level 6: Students click on four images per page, hearing image words spoken aloud and writing the words on lines nearby. Words on the same page have two common endings to ease writing. The activity supports the spelling and writing of common words.</p>
Language and Literacy Development	LLD 10: Emergent Writing	Building-Later: Uses letters or clearly recognizable approximations of letters to write their own name	<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>
Language and Literacy Development	LLD 10: Emergent Writing	Integrating-Earlier: Writes several words, a few simple phrases, or clearly recognizable approximations	<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> <p>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.</p> <p>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.</p>



Language and Literacy Development	LLD 10: Emergent Writing	Integrating-Middle: Writes and composes simple sentences to communicate ideas to others	<p>I Can Write Sentences/Level 5: Students write and illustrate sentences using the drawing tools on blank spaces and empty lines. The activity supports students' ability to write sentences and draw for a purpose.</p> <p>I Can Write Sentences/Level 6: Students write and illustrate sentences using the drawing tools on blank spaces and empty lines. The activity supports students' ability to write sentences and draw for a purpose.</p> <p>I Can Write Sentences/Level 7: Students write and illustrate sentences using the drawing tools on blank spaces and empty lines. The activity supports students' ability to write sentences and draw for a purpose.</p>
Language and Literacy Development	LLD 10: Emergent Writing	Integrating-Later: Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical, etc.) or that provide information about people, things, places, or events	<p>I Can Write Stories/Level 5: Students are provided with images and word cards as prompts for writing, as well as several pages of blank line space. Students use the drawing tools and word cards to compose a story. The activity supports students' production of writing products utilizing various prompts and topics.</p> <p>I Can Write Stories/Level 6: Students are provided with images and word cards as prompts for writing, as well as several pages of blank line space. Students use the drawing tools and word cards to compose a story. The activity supports students' production of writing products utilizing various prompts and topics.</p> <p>I Can Write Stories/Level 7: Students are provided with images and word cards as prompts for writing, as well as several pages of blank line space. Students use the drawing tools and word cards to compose a story. The activity supports students' production of writing products utilizing various prompts and topics.</p>
English-Language Development	ELD 1: Comprehension of English (Receptive English)	Discovering English: Shows an understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)	All IgnitePanel E-book Activities
English-Language Development	ELD 1: Comprehension of English (Receptive English)	Exploring English: Attends to interactions in English and sometimes participates in activities conducted in English, and shows an understanding of a few common English words in familiar contexts or routines	All IgnitePanel Activities
English-Language Development	ELD 1: Comprehension of English (Receptive English)	Developing English: Shows an understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	All IgnitePanel Activities
English-Language Development	ELD 1: Comprehension of English (Receptive English)	Building English: Shows an understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	All IgnitePanel Activities
English-Language Development	ELD 1: Comprehension of English (Receptive English)	Integrating English: Shows an understanding of most information and concepts communicated in English for both instructional and social purposes	All IgnitePanel Activities

English-Language Development	ELD 3: Understanding and Response to English Literacy Activities	Discovering English: Participates in literacy activities in home language and attends to simple literacy activities in English with some support	<p>Ants/Level 1: Discover that there are more than 8,000 kinds of ants of different sizes, how they live, where they live, and how they reproduce. This book is a nonfiction, interactive e-book that engages young readers with fun, age-appropriate, and 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 audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>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. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>I Can Make A Letter Wall/Level 1: Children learn to recognize initial letters by sorting words into columns labeled with letters of the alphabet. Two words fit into each column. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p>
English-Language Development	ELD 3: Understanding and Response to English Literacy Activities	Exploring English: Uses home language, gestures, or single words in English to show an understanding of literacy activities in English	All IgnitePanel E-book Activities
English-Language Development	ELD 3: Understanding and Response to English Literacy Activities	Developing English: Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem that is told, read, or sung in English (often uses actions; may mix English with home language)	All IgnitePanel E-book Activities
English-Language Development	ELD 3: Understanding and Response to English Literacy Activities	Building English: Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem that is told, read, or sung in English (sometimes uses actions; may mix English with home language)	All IgnitePanel E-book Activities
English-Language Development	ELD 3: Understanding and Response to English Literacy Activities	Integrating English: Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)	All IgnitePanel E-book Activities
English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Discovering English: Demonstrates an awareness that symbols carry meaning or that print in home language carries meaning	All IgnitePanel E-book Activities
English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Exploring English: Demonstrates an awareness that print in English carries meaning	All IgnitePanel E-book Activities
English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Developing English: Demonstrates an understanding that English print consists of distinct letters with names in English	<p>All IgnitePanel E-book Activities</p> <p>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. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>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. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>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. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p>

English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Building English: Identifies several English letters and recognizes their own name in English print	<p>I Can Name These Letters/Level 1: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>I Can Name These Letters/Level 2: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>I Can Name These Letters/Level 3: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p>
English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Integrating English: Identifies at least 10 English letters and identifies a few printed words frequently used in English	<p>I Can Name These Letters/Level 1: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>I Can Name These Letters/Level 2: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p> <p>I Can Name These Letters/Level 3: Children demonstrate their ability to identify letters as the teacher reveals, line by line, a set of letters, asking the child to name each letter. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.</p>
Cognition: Math	COG: MATH 1: Classification	Building-Earlier: Sorts objects into two groups based on one attribute, but not always accurately	<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>
Cognition: Math	COG: MATH 1: Classification	Building-Middle: Sorts objects accurately into two or more groups based on one attribute	<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>
Cognition: Math	COG: MATH 1: Classification	Building-Later: Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups	<p>Why Do These Words Belong Together?/Level 5: Students sort like objects represented by word pictures from a bank of five into a circle above, leaving unlike objects outside. The activity supports the understanding that common objects belong to categories.</p> <p>Why Do These Words Belong Together?/Level 6: Students sort like objects represented by word pictures from a bank of five into a circle above, leaving unlike objects outside. The activity supports the understanding that common objects belong to categories.</p> <p>Why Do These Words Belong Together?/Level 7: Students sort like objects represented by word pictures from a bank of five into a circle above, leaving unlike objects outside. The activity supports the understanding that common objects belong to categories.</p>
Cognition: Math	COG: MATH 2: Number Sense of Quantity	Building-Earlier: Identifies small quantities without counting, up to three	<p>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.</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 and connects counting to cardinality.</p>

Cognition: Math	COG: MATH 2: Number Sense of Quantity	Building-Middle: Counts up to five objects using one-to-one correspondence and recites numbers in order, 1 through 10	<p>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.</p> <p>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.</p>
Cognition: Math	COG: MATH 2: Number Sense of Quantity	Building-Later: Shows an understanding that the last number counted is the total in the group	<p>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.</p> <p>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.</p>
Cognition: Math	COG: MATH 2: Number Sense of Quantity	Integrating-Earlier: Solves simple, everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence, and recites numbers correctly, up to 20	<p>I Can Count When I Move Objects/Level 2: Children keep track as they drag up to 15 counters from a pile to a mat to build basic counting skills.</p> <p>I Can Count When I Move Objects/Level 3: Children keep track as they drag up to 20 counters from a pile to a mat to build basic counting skills.</p> <p>I Can Count When I Move Objects/Level 4: Children keep track as they drag up to 20 counters from a pile to a mat to build basic counting skills. Children may wear headsets to record counting aloud.</p>
Cognition: Math	COG: MATH 2: Number Sense of Quantity	Integrating-Middle: Recites numbers in order up to 100 by ones and tens, starting at any given number, counts at least 20 objects correctly using one-to-one correspondence, demonstrates an understanding that teen numbers are composed of 10 and additional ones (10–19), and reads and writes numerals from 0 to 20	<p>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.</p> <p>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.</p> <p>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.</p>
Cognition: Math	COG: MATH 2: Number Sense of Quantity	Integrating-Later: Counts beyond 100, starting at any given number, demonstrates an understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones, and reads and writes two-digit numerals up to 100	<p>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.</p>
Cognition: Math	COG: MATH 3: Number Sense of Math Operations	Building-Earlier: Demonstrates an understanding that adding objects to a group makes more or that taking away objects makes fewer	<p>I Know How to Add/Level 1: A short audio story guides children as they practice adding one counter to sets, counting the total objects (two to five) and writing numerals by labeling the set with the correct numeral.</p> <p>I Know How to Add/Level 3: A short audio story guides children as they practice adding counters to sets, counting the total objects (four to five) and writing numerals by labeling the set with the correct numeral.</p> <p>I Can Subtract/Level 1: A short audio story guides children as they practice subtracting one counter from sets, counting the remaining objects (one to four) and writing numerals by labeling the set with the correct numeral.</p> <p>I Can Subtract/Level 3: A short audio story guides children as they practice subtracting one counter from sets, counting the remaining objects (one to four) and writing numerals by labeling the set with the correct numeral.</p>

Cognition: Math	COG: MATH 3: Number Sense of Math Operations	Building-Middle: Identifies the new number of objects after one object is added to or removed from a set of two or three objects	<p>I Know How to Add/Level 1: A short audio story guides children as they practice adding one counter to sets, counting the total objects (two to five) and writing numerals by labeling the set with the correct numeral.</p> <p>I Know How to Add/Level 3: A short audio story guides children as they practice adding counters to sets, counting the total objects (four to five) and writing numerals by labeling the set with the correct numeral.</p> <p>I Can Subtract/Level 1: A short audio story guides children as they practice subtracting one counter from sets, counting the remaining objects (one to four) and writing numerals by labeling the set with the correct numeral.</p> <p>I Can Subtract/Level 3: A short audio story guides children as they practice subtracting one counter from sets, counting the remaining objects (one to four) and writing numerals by labeling the set with the correct numeral.</p>
Cognition: Math	COG: MATH 3: Number Sense of Math Operations	Building-Later: Uses counting to add or subtract one or two objects to or from a group of at least four objects	<p>I Can Solve a Math Story - Addition/Level 3: Children practice solving basic word problems by following instructions to add roses, up to five to a vase.</p> <p>I Can Solve a Math Story - Subtraction/Level 3: Children practice solving basic word problems by following instructions to take away roses, up to five to a vase.</p>
Cognition: Math	COG: MATH 3: Number Sense of Math Operations	Integrating-Earlier: Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation	<p>I Know How to Add/Level 1: A short audio story guides children as they practice adding one counter to sets, counting the total objects (two to five) and writing numerals by labeling the set with the correct numeral.</p> <p>I Know How to Add/Level 3: A short audio story guides children as they practice adding counters to sets, counting the total objects (four to five) and writing numerals by labeling the set with the correct numeral.</p> <p>I Can Subtract/Level 1: A short audio story guides children as they practice subtracting one counter from sets, counting the remaining objects (one to four) and writing numerals by labeling the set with the correct numeral.</p> <p>I Can Subtract/Level 3: A short audio story guides children as they practice subtracting one counter from sets, counting the remaining objects (one to four) and writing numerals by labeling the set with the correct numeral.</p>
Cognition: Math	COG: MATH 3: Number Sense of Math Operations	Integrating-Middle: Represents and solves addition and subtraction problems with totals up to 10 by using objects, drawings, or fingers or by mental calculation; and demonstrates an understanding that numbers (10 or less) can be decomposed in more than one way (e.g., $7 = 5 + 2$ and $7 = 6 + 1$ )	<p>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.</p> <p>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.</p> <p>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.</p>
Cognition: Math	COG: MATH 3: Number Sense of Math Operations	Integrating-Later: Represents and solves addition and subtraction word problems with totals up to 20 by using objects, drawings, and equations and by applying advanced strategies (e.g., count on), including strategies that reflect understanding of properties of addition and subtraction	<p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p>

Cognition: Math	COG: MATH 4: Measurement	Building-Earlier: Shows an understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties	<p>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 one of two 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.</p> <p>Can You Measure How Tall?/Level 7: 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 one of two 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.</p>
Cognition: Math	COG: MATH 4: Measurement	Building-Middle: Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing an understanding of comparative words	<p>I Can Compare How Long/Level 5: Students view two images and circle the longer or shorter of the two, as guided by instructions. The activity supports students' ability to visualize the difference in length of objects.</p> <p>I Can Compare How Long/Level 6: Students view three images and circle the longer or shorter of the three, as guided by instructions. The activity supports students' ability to visualize the difference in length of objects.</p> <p>I Can Compare How Long/Level 7: Students view four images and circle the longer or shorter of the four, as guided by instructions. The activity supports students' ability to visualize the difference in length of objects.</p>
Cognition: Math	COG: MATH 4: Measurement	Building-Later: Orders three or more objects by directly comparing them by using a measurable property (e.g., size, length, weight, capacity)	<p>I Can Compare How Tall/Level 6: Students view three images and circle the taller or shorter of the three, as guided by instructions. The activity supports students' ability to visualize the difference in length of two or more objects.</p> <p>I Can Compare How Tall/Level 7: Students view four images and circle the taller or shorter of the four, as guided by instructions. The activity supports students' ability to visualize the difference in length of two or more objects.</p> <p>I Can Compare to Measure Objects/Level 6: Students use a ruler as a reference point to compare the heights of two or three objects. The activity supports students' ability to measure objects with measuring tools.</p> <p>I Can Compare to Measure Objects/Level 7: Students drag objects (infinite clones) into a red-dashed box to practice using nonstandard units of measurement. After measuring, students write the total number of units in a space below. The activity supports students' ability to express the length of an object as whole length of units placed end to end.</p>
Cognition: Math	COG: MATH 4: Measurement	Integrating-Earlier: Explores the properties of objects (e.g. size, length, weight, capacity) through either the use of measurement tools with standard units (e.g. ruler, scale) or the use of nonstandard units (e.g. footsteps, blocks)	<p>I Know How to Measure/Level 1: Children build measurement vocabulary by viewing images of objects in a range of sizes and circling the item that fits a descriptive measurement word.</p> <p>I Know How to Measure/Level 2: Children build measurement vocabulary by viewing images of objects in a range of sizes and circling the item that fits a descriptive measurement word.</p> <p>I Know How to Measure/Level 3: Children build measurement vocabulary by viewing images of objects in a range of sizes and circling the item that fits a descriptive measurement word.</p>
Cognition: Math	COG: MATH 4: Measurement	Integrating-Middle: Measures objects (e.g., length, area, volume) using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units	<p>Shortest, Longest, and Tallest/Level 1: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p> <p>Shortest, Longest, and Tallest/Level 2: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p> <p>Shortest, Longest, and Tallest/Level 3: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p>

Cognition: Math	COG: MATH 4: Measurement	Integrating-Later: Measures objects (e.g., length, area, volume) using equal-size units, counts the number of units, and avoids gaps or overlaps between units	<p>Shortest, Longest, and Tallest/Level 1: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p> <p>Shortest, Longest, and Tallest/Level 2: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p> <p>Shortest, Longest, and Tallest/Level 3: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p>
Cognition: Math	COG: MATH 5: Patterning	Building-Earlier: Matches simple sequences that are seen, heard, or experienced	<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 colors.</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 (ABAB) 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>
Cognition: Math	COG: MATH 5: Patterning	Building-Middle: Attempts to create simple, repeating patterns (with two elements)	<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 colors.</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 (ABAB) 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>
Cognition: Math	COG: MATH 5: Patterning	Building-Later: Extends a simple, repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	<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 colors.</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 (ABAB) 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>
Cognition: Math	COG: MATH 6: Shapes	Building-Middle: Identifies or names several shapes in the environment (e.g. circles, squares, triangles)	<p>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.</p> <p>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.</p> <p>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.</p>
Cognition: Math	COG: MATH 6: Shapes	Building-Earlier: Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	<p>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.</p> <p>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.</p> <p>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.</p>

Cognition: Math	COG: MATH 6: Shapes	Building-Later : Recognizes shapes when they are presented in different orientations or as parts of other objects	<p>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.</p> <p>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.</p> <p>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.</p>
Cognition: Math	COG: MATH 6: Shapes	Integrating-Earlier: Describes several shapes and the differences between them	<p>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.</p> <p>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.</p> <p>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.</p>
Cognition: Math	COG: MATH 6: Shapes	Integrating-Middle: Names, describes, and compares a variety of two-dimensional shapes in different sizes and orientations (e.g., rectangle and hexagon) and some three-dimensional shapes (e.g., cylinder, cube)	<p>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.</p> <p>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.</p>
Cognition: Math	COG: MATH 6: Shapes	Integrating-Later: Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles) and creates representations of shapes based on knowledge of defining attributes	<p>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.</p> <p>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.</p> <p>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.</p>
Cognition: Science	COG: SCI 3: Documentation and Communication of Inquiry	Building-Middle: Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations	<p>I Can Record Information/Level 1: Children practice sorting information and learning new vocabulary by responding to a variety of questions, then recording their responses in one of two columns.</p> <p>I Can Record Information/Level 2: Children practice sorting information and learning new vocabulary by responding to a variety of questions, then recording their responses in one of two columns.</p> <p>I Can Record Information/Level 3: Children practice sorting information and learning new vocabulary by responding to a variety of questions, then recording their responses in one of two columns.</p>
Cognition: Science	COG: SCI 3: Documentation and Communication of Inquiry	Integrating-Earlier: Participates in recording detailed information by tallying, charting, making simple graphs, or making complex drawings; and communicates about findings, related ideas, or simple explanations	<p>I Can Record Information/Level 1: Children practice sorting information and learning new vocabulary by responding to a variety of questions, then recording their responses in one of two columns.</p> <p>I Can Record Information/Level 2: Children practice sorting information and learning new vocabulary by responding to a variety of questions, then recording their responses in one of two columns.</p> <p>I Can Record Information/Level 3: Children practice sorting information and learning new vocabulary by responding to a variety of questions, then recording their responses in one of two columns.</p>



Cognition: Science	COG: SCI 3: Documentation and Communication of Inquiry	Integrating-Middle: Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others	<p>I Can Read Graphs/Level 5: Students view graphs filled with countable, image-based data and interpret the labels' and graphs' meanings 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 graphs' meanings 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 graphs' meanings as they answer questions about the data. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p>
Cognition: Science	COG: SCI 4: Knowledge of the Natural Word	Building-Earlier: Identifies basic characteristics of living things, earth materials, or events in the environment (e.g. how they look, feel, sound, or behave)	<p>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.</p> <p>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.</p> <p>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>
Cognition: Science	COG: SCI 4: Knowledge of the Natural Word	Building-Middle: Demonstrates an awareness of basic needs and processes that are unique to living things (e.g., need for water and food, change and growth)	<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>
Cognition: Science	COG: SCI 4: Knowledge of the Natural Word	Building-Later: Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)	<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>
Cognition: Science	COG: SCI 4: Knowledge of the Natural Word	Integrating-Earlier: Demonstrates knowledge of categories of living things, earth materials, or events in the environment and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)	<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>
Cognition: Science	COG: SCI 4: Knowledge of the Natural Word	Integrating-Middle: Demonstrates knowledge of what living things (plants, animals, and humans) need to survive, and demonstrates knowledge of the relationship between what living things need to survive and where 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>
Physical Development	PD 4: Fine Motor Manipulative Skills	Integrating-Earlier: Performs, with efficiency, a variety of tasks that require precise manipulation of small objects	All IgnitePanel Activities

Physical Development	PD 4: Fine Motor Manipulative Skills	Integrating-Middle: Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects	All IgnitePanel Activities
Health	HLTH 2: Personal Care Routines	Integrating-Middle: Demonstrates a general understanding about why personal care routines are important for health	<p>I Can Concentrate - Hygiene/Level 1: Children play a matching game, overturning pairs of digital cards to reveal two images at a time to seek matches, then replacing and marking mismatched cards. As they reveal images, children discuss the personal hygiene item represented.</p> <p>I Can Concentrate - Hygiene/Level 2: Children play a matching game, overturning pairs of digital cards to reveal two images at a time to seek matches, then replacing and marking mismatched cards. As they reveal images, children discuss the personal hygiene item represented.</p> <p>I Can Concentrate - Hygiene/Level 3: Children play a matching game, overturning pairs of digital cards to reveal two images at a time to seek matches, then replacing and marking mismatched cards. As they reveal images, children discuss the personal hygiene item represented.</p>
Health	HLTH 4: Nutrition	Building-Earlier: Recognizes or identifies a variety of foods	<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>
Health	HLTH 4: Nutrition	Building-Middle: Demonstrates knowledge of the characteristics of a variety of foods	<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>
Health	HLTH 4: Nutrition	Building-Later: Shows an awareness that some foods are more healthful than others	<p>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.</p> <p>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.</p> <p>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.</p>
Health	HLTH 4: Nutrition	Integrating-Earlier: Communicates simple explanations about the healthfulness of different food choices	<p>Healthy and Unhealthy Foods/Level 1: Children improve vocabulary by learning to recognize differences between healthy and unhealthy foods as they sort pictures into a Venn diagram. Children explain their choices and label the food items.</p> <p>Healthy and Unhealthy Foods/Level 2: Children improve vocabulary by learning to recognize differences between healthy and unhealthy foods as they sort pictures into a Venn diagram. Children explain their choices and label the food items.</p> <p>Healthy and Unhealthy Foods/Level 3: Children improve vocabulary by learning to recognize differences between healthy and unhealthy foods as they sort pictures into a Venn diagram. Children explain their choices and label the food items.</p>

Health	HLTH 4: Nutrition	Integrating-Middle: Communicates details about the healthfulness of specific foods or why eating healthful foods is important	<p>Healthy and Unhealthy Foods/Level 1: Children improve vocabulary by learning to recognize differences between healthy and unhealthy foods as they sort pictures into a Venn diagram. Children explain their choices and label the food items.</p> <p>Healthy and Unhealthy Foods/Level 2: Children improve vocabulary by learning to recognize differences between healthy and unhealthy foods as they sort pictures into a Venn diagram. Children explain their choices and label the food items.</p> <p>Healthy and Unhealthy Foods/Level 3: Children improve vocabulary by learning to recognize differences between healthy and unhealthy foods as they sort pictures into a Venn diagram. Children explain their choices and label the food items.</p>
Health	HLTH 4: Nutrition	Integrating-Later: Communicates a basic understanding about the importance of eating a balanced diet and relates nutrients to healthy development	<p>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.</p> <p>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.</p> <p>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.</p>
History-Social Science	HSS 1: Sense of Time	Integrating-Middle: Anticipates events in the weekly schedule, describes the way things were in their own past, predicts future events related to personal experience, or describes age differences among people (such as family members)	<p>Daily Schedule/Level 1: Children learn to construct a daily schedule of classroom events to track time by dragging labels to a list to show daily schedule. Current events are indicated by a clock marker that is moved throughout the day.</p>
History-Social Science	HSS 2: Sense of Place	Integrating-Middle: Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates an understanding of both obvious and less apparent aspects of familiar physical locations	<p>Guess the Picture and Talk About It - Homes/Level 1: See descriptions for puzzles and games.</p> <p>Guess the Picture and Talk About It - Homes/Level 2: See descriptions for puzzles and games.</p> <p>Guess the Picture and Talk About It - Homes/Level 3: See descriptions for puzzles and games.</p>
History-Social Science	HSS 2: Sense of Place	Integrating-Later: Uses simple maps and globes with adult assistance and draws maps to represent familiar environments	<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>
History-Social Science	HSS 5: Responsible Conduct as a Group Member	Building-Middle: Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end	All IgnitePanel Activities
History-Social Science	HSS 5: Responsible Conduct as a Group Member	Building-Later: Follows through with group expectations on their own during extended activities	All IgnitePanel Activities
History-Social Science	HSS 5: Responsible Conduct as a Group Member	Integrating-Earlier: Communicates about group expectations and cooperates with others in carrying out group expectations	All IgnitePanel Activities

History-Social Science	HSS 5: Responsible Conduct as a Group Member	Integrating-Middle: Participates in making new group expectations and demonstrates an understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair	All IgnitePanel Activities
History-Social Science	HSS 5: Responsible Conduct as a Group Member	Integrating-Later: Demonstrates an understanding that group expectations are to ensure people's welfare	All IgnitePanel Activities
Visual and Performing Arts	VPA 1: Visual Art	Building-Earlier: Experiments with tools and materials for painting and drawing (two-dimensional) or sculpting or assemblage (three-dimensional), sometimes representing a concrete thing	Independent Play/Level 5: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills. Independent Play/Level 6: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills. Independent Play/Level 7: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills.
Visual and Performing Arts	VPA 1: Visual Art	Building-Middle: Creates two-dimensional and three-dimensional representations of things and experiments with detail or color	Independent Play/Level 5: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills. Independent Play/Level 6: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills. Independent Play/Level 7: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills.
Visual and Performing Arts	VPA 1: Visual Art	Building-Later: Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization	Independent Play/Level 5: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills. Independent Play/Level 6: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills. Independent Play/Level 7: Students independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, and number-recognition skills. The activities support students' acquisition of critical problem-solving skills.