DRDP				IgnitePanel Activities
ID	**Domain**	**Measure**	**Developmental Level**	
DRDPPS-2A-3A-4C	Approaches to Learning: Self-Regulation	ATL-REG 1: Attention Maintenance	Exploring-Earlier: Maintains attention, on their own or with adult support, during brief activities	All IgnitePanel Activities
DRDPPS-2A-3A-4D	Approaches to Learning: Self-Regulation	ATL-REG 1: Attention Maintenance	Exploring-Later: Maintains attention, with adult support, during activities that last for extended periods of time	All IgnitePanel Activities
DRDPPS-2A-3A-4E	Approaches to Learning: Self-Regulation	ATL-REG 1: Attention Maintenance	Building-Earlier: Maintains attention on their own during activities that last for extended periods of time	All IgnitePanel Activities
DRDPPS-2A-3D-4E	Approaches to Learning: Self-Regulation	ATL-REG 4: Curiosity and Initiative in Learning	Building-Earlier: Explores through simple observations, manipulations, or asking simple questions	All IgnitePanel Activities
DRDPPS-2A-3D-4F	Approaches to Learning: Self-Regulation	ATL-REG 4: Curiosity and Initiative in Learning	Building-Middle: Explores by engaging in specific observations or manipulations or by asking specific questions	All IgnitePanel Activities
DRDPPS-2A-3F-4A	Approaches to Learning: Self-Regulation	ATL-REG 6: Engagement and Persistence	Exploring-Earlier: Participates in a simple activity briefly	All IgnitePanel Activities
DRDPPS-2A-3F-4C	Approaches to Learning: Self-Regulation	ATL-REG 6: 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. Free Play/Level 3: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition. 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.

DRDPPS-2A-3F-4D	Approaches to Learning: Self-Regulation	ATL-REG 6: Engagement and Persistence	Building-Middle: Continues self-selected activities on their own, seeking adult support to work through challenges	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. 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. 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.
DRDPPS-2A-3F-4E	Approaches to Learning: Self-Regulation	ATL-REG 6: 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. 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. 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. 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.

DRDPPS-2A-3F-4F	Approaches to Learning: Self-Regulation	ATL-REG 6: Engagement and Persistence	Integrating-Earlier: Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity	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. Free Play/Level 3: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition. 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.
DRDPPS-2B-3A-4C	Social and Emotional Development	SED 1: Identity of Self in Relation to Others	Exploring-Earlier: Recognizes self and familiar people	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.
DRDPPS-2B-3A-4F	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.
DRDPPS-2C-3A-4D	Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Exploring-Middle: Shows an understanding of a variety of single words	All IgnitePanel Activities
DRDPPS-2C-3A-4E	Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Exploring-Later: Shows an understand-ing of frequently used simple phrases or sentences	All IgnitePanel Activities
DRDPPS-2C-3A-4F	Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Building-Earlier: Shows an understand-ing of a wide variety of phrases or sentences	All IgnitePanel Activities
DRDPPS-2C-3A-4G	Language and Literacy Development	LLD 1: Understanding of Language (Receptive)	Building-Middle: Shows an understanding of some complex vocabulary, phrases, or sentences used in conversations, stories or learning activities	All IgnitePanel Activities
DRDPPS-2C-3B-4E	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
DRDPPS-2C-3B-4F	Language and Literacy Development	LLD 2: Responsiveness to Language	Building-Middle: Carries out a one-step request that relates to a new or unfamiliar activity or situation	All IgnitePanel Activities
DRDPPS-2C-3B-4G	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

DRDPPS-2C-3B-4H	Language and Literacy Development	LLD 2: Responsiveness to Language	Integrating-Earlier: Carries out multistep requests that involve a new or unfamiliar activity or situation	All IgnitePanel Activities
DRDPPS-2C-3C-4F	Language and Literacy Development	LLD 3: Communication and Use of Language (Expressive)	Building-Earlier: Uses short phrases or sentences of more than two words to communicate	Guess the Picture and Talk About It - Animals/Level 1: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown. Guess the Picture and Talk About It - Animals/Level 3: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown. Guess the Picture and Talk About It - Construction/Level 1: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown. Guess the Picture and Talk About It - Construction/Level 3: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown. 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. Guess the Picture and Talk About It - Hygiene/Level 1: Children improve their vocabulary by learning to describe personal hygiene while playing a matching game. Clicking on squares one at a time reveals a picture of a personal care item. Children guess at the hidden picture, then answer questions about the pictured item.
DRDPPS-2C-3C-4G	Language and Literacy Development	LLD 3: Communication and Use of Language (Expressive)	Building-Middle: Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Guess the Picture and Talk About It - Animals/Level 1: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown. Guess the Picture and Talk About It - Animals/Level 3: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown. Guess the Picture and Talk About It - Construction/Level 1: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown. Guess the Picture and Talk About It - Construction/Level 3: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown. Guess the Picture and Talk About It - Hygiene/Level 1: Children improve their vocabulary by learning to describe personal hygiene while playing a matching game. Clicking on squares one at a time reveals a picture of a personal care item. Children guess at the hidden picture, then answer questions about the pictured item.

DRDPPS-2C-3C-4H	Language and Literacy Development	LLD 3: Communication and Use of Language (Expressive)	Building-Later: Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Guess the Picture and Talk About It - Animals/Level 1: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown. Guess the Picture and Talk About It - Animals/Level 3: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown. Guess the Picture and Talk About It - Construction/Level 1: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown. Guess the Picture and Talk About It - Construction/Level 3: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown. Guess the Picture and Talk About It - Hygiene/Level 1: Children improve their vocabulary by learning to describe personal hygiene while playing a matching game. Clicking on squares one at a time reveals a picture of a personal care item. Children guess at the hidden picture, then answer questions about the pictured item.
DRDPPS-2C-3C-4I	Language and Literacy Development	LLD 3: Communication and Use of Language (Expressive)	Integrating-Earlier: Combines phrases and sentences with a variety of word forms to commu-nicate ideas or to describe people, objects, or events	Guess the Picture and Talk About It - Insects/Level 1: Children improve their vocabulary by learning to describe insects while playing a matching game. Clicking on squares one at a time reveals a picture of an insect. Children guess at the hidden picture, then answer questions about the insect shown. Guess the Picture and Talk About It - Insects/Level 2: Children improve their vocabulary by learning to describe insects while playing a matching game. Clicking on squares one at a time reveals a picture of an insect. Children guess at the hidden picture, then answer questions about the insect shown. Guess the Picture and Talk About It - Insects/Level 3: Children improve their vocabulary by learning to describe insects while playing a matching game. Clicking on squares one at a time reveals a picture of an insect. Children guess at the hidden picture, then answer questions about the insect shown. Guess the Picture and Talk About It - Transportation/Level 1: Children improve their vocabulary by learning to describe transportation while playing a matching game. Clicking on squares one at a time reveals a picture of an vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown. Guess the Picture and Talk About It - Transportation/Level 2: Children improve their vocabulary by learning to describe transportation while playing a matching game. Clicking on squares one at a time reveals a picture of an vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown. Guess the Picture and Talk About It - Transportation/Level 3: Children improve their vocabulary by learning to describe transportation while playing a matching game. Clicking on squares one at a time reveals a picture of an vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.
DRDPPS-2C-3D-4D	Language and Literacy Development	LLD 4: Reciprocal Communication and Conversation	Exploring-Middle: Engages in brief back-and-forth communi-cation with a familiar adult, using simple words or conventional gestures to communi-cate meaning	All IgnitePanel Activities
DRDPPS-2C-3D-4E	Language and Literacy Development	LLD 4: Reciprocal Communication and Conversation	Exploring-Later: Engages in brief back-and-forth communication, combining words to communicate meaning	All IgnitePanel Activities
DRDPPS-2C-3D-4F	Language and Literacy Development	LLD 4: Reciprocal Communication and Conversation	Building-Earlier: Engages in brief back-and-forth communication, using short phrases and sentences	All IgnitePanel Activities
DRDPPS-2C-3D-4G	Language and Literacy Development	LLD 4: Reciprocal Communication and Conversation	Building-Middle: Engages in brief conversations with a shared focus	All IgnitePanel Activities

DRDPPS-2C-3D-4H	Language and Literacy Development	LLD 4: Reciprocal Communication and Conversation	Building-Later: Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas	All IgnitePanel Activities
DRDPPS-2C-3D-4I	Language and Literacy Development	LLD 4: Reciprocal Communication and Conversation	Integrating-Earlier: Engages in extended focused conversations that involve reasoning, predicting, problem-solving, or understanding ideas	All IgnitePanel Activities
DRDPPS-2C-3E-4B	Language and Literacy Development	LLD 5: Interest in Literacy	Responding-Later: Plays with books and responds to other literacy activities	All IgnitePanel E-Book Activities
DRDPPS-2C-3E-4C	Language and Literacy Development	LLD 5: Interest in Literacy	Exploring-Earlier: Attends briefly to a familiar adult reading books, singing songs, or saying rhymes	All IgnitePanel E-Book Activities
DRDPPS-2C-3E-4D	Language and Literacy Development	LLD 5: Interest in Literacy	Exploring-Later: Looks at books on their own briefly or chooses to join reading, singing, or rhyming activities led by an adult	All IgnitePanel E-Book Activities
DRDPPS-2C-3E-4E	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
DRDPPS-2C-3F-4B	Language and Literacy Development	LLD 6: Comprehension of Age-Appropriate Text	Exploring-Later: Provides simple one- or two-word responses to questions when attending to, with an adult, books or other materials that include text	All IgnitePanel E-Book Activities
DRDPPS-2C-3F-4C	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
DRDPPS-2C-3F-4D	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
DRDPPS-2C-3F-4E	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
DRDPPS-2C-3F-4F	Language and Literacy Development	LLD 6: Comprehension of Age-Appropriate Text	Integrating-Earlier: Demonstrates an un-derstanding of both narrative and infor-mational text by sum-marizing, comparing, or making inferences about people, objects, or events	All IgnitePanel E-Book Activities
DRDPPS-2C-3G-4A	Language and Literacy Development	LLD 7: Concepts About Print	Exploring-Middle: Explores books	All IgnitePanel E-Book Activities
DRDPPS-2C-3G-4B	Language and Literacy Development	LLD 7: Concepts About Print	Exploring-Later: Engages with print materials while being read to by an adult	All IgnitePanel E-Book Activities

| DRDPPS-2C-3G-4C | Language and Literacy Development | LLD 7: Concepts About Print | Building-Earlier: Demonstrates an awareness of the way books are handled | I Can Read a Book Cover and Other Pages - Fiction/Level 6: Students examine the front covers and first pages of several works of fiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, author, illustrator) and following words from left to right, top to bottom, and page by page.

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

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

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

I Can Read a Book Cover and Other Pages - Nonfiction/Level 7: Students examine the front covers and first pages of several works of nonfiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, table of contents, author, illustrator) and following words from left to right, top to bottom and page by page. |
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| DRDPPS-2C-3G-4D | 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 |
| DRDPPS-2C-3G-4E | Language and Literacy Development | LLD 7: Concepts About Print | Building-Later: Demonstrates an understanding of how to follow print on a page of text | Cloze and Reveal/Level 1: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.

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

Cloze and Reveal/Level 3: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud. |
| DRDPPS-2C-3G-4F | Language and Literacy Development | LLD 7: Concepts About Print | Integrating-Earlier: Demonstrates an understanding that print is organized into units, such as letters, sounds, and words | Cloze and Reveal/Level 1: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what missing words are, then uncover missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.

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

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

How Many Words Do You Hear?/Level 1: Children listen to sentences and drag dinosaur-shaped word markers to a line to practice identifying and counting individual words in a sentence (two-word sentences).

How Many Words Do You Hear?/Level 2: Children listen to sentences and drag bear-shaped word markers to a line to practice identifying and counting individual words in a sentence (three-word sentences).

How Many Words Do You Hear?/Level 3: Children listen to sentences and drag a variety of word markers to a line to practice identifying and counting individual words in a sentence (four-word sentences).

How Many Words Do You Hear?/Level 4: Children listen to sentences and drag a variety of word markers to a line to practice identifying and counting individual words in a sentence (five-word sentences). |

DRDPPS-2C-3H-4A	Language and Literacy Development	LLD 8: Phonological Awareness	Exploring-Middle: Attends to sounds or elements of language	I Can Hear First Sounds in More Words/Level 5: Students click on two word pictures to hear them spoken, then select the matching initial letter from a bank of two letters (infinite cloners) below and drag it to the space beside the word pictures. The word pictures share the same initial letter. The activity supports the understanding that the first letter in a word has a sound. I Can Hear Same Sounds/Level 1: Children learn to match a letter to its initial sound by first touching a picture to hear its name, then touching the two letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the picture. I Can Sort More Words by Sounds/Level 5: Students sort five to six word cards onto one of two pages of a book labeled with matching initial word sounds. All words cards are sorted. The activity supports the ability to discriminate the initial consonant sounds in words.
DRDPPS-2C-3H-4B	Language and Literacy Development	LLD 8: Phonological Awareness	Exploring-Later: Demonstrates an awareness of variations in sound	I Can Sort Words by Sounds/Level 5: Students identify two word cards with matching initial sounds from a group of three word cards with images laid over a book. Some of the word cards are nonsense words. Students drag word cards without matching initial sounds into the trash. The activity supports auditory initial sound discrimination in words. I Can Sort Words by Sounds/Level 6: Students identify two word cards with matching initial sounds from a group of five word cards with images laid over a book. Some of the word cards feature images. Some of the word cards are nonsense words. Students drag word cards without matching initial sounds into the trash. The activity supports auditory initial sound discrimination in words. I Can Sort Words by Sounds/Level 7: Students identify two word cards with matching initial sounds from a group of six word cards with images laid over a book. Some of the word cards are nonsense words. Students drag word cards without matching initial sounds into the trash. The activity supports auditory initial sound discrimination in words. I Spy a Word With the Same Consonant Sound/Level 1: Children learn to match letters to their consonant sounds by following along with a reading of several poems, then finding and circling letters that begin with certain consonant sounds, as directed by the teacher.
DRDPPS-2C-3H-4C	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	I Can Rhyme/Level 1: Children touch an empty circle to hear a word sound, then touch two or three pictures at the bottom to hear the pictures' names. Children choose the two rhyming words and drag them into the empty circle to practice listening for rhyming words. I Can Rhyme/Level 2: Children two empty circles to hear two word sounds, then touch the four pictures at the bottom to hear the pictures' names. Children then sort the pictures into circles that rhyme with the corresponding word sounds. I Can Rhyme/Level 3: Children two empty circles to hear two word sounds, then touch the five pictures at the bottom to hear the pictures' names. Children then sort four of the five pictures into circles that rhyme with the corresponding word sounds. I Can Rhyme/Level 4: Children two empty circles to hear two word sounds, then touch the six or seven pictures at the bottom to hear the pictures' names. Children then sort the pictures into circles that rhyme with the corresponding word sounds.
DRDPPS-2C-3H-4D	Language and Literacy Development	LLD 8: Phonological Awareness	Building-Middle: Demonstrates an awareness of larger units of language (e.g. words and syllables)	I Can Break Words Apart/Level 3: Children click on two pictures in a series, a two-syllable compound word, and one of that compound word's one-syllable segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing one-syllable word segment and then drag the image that matches that sound to the empty circle from the two choices at the bottom. This activity is designed to reinforce segmenting syllables by segmenting two-syllable compound words. I Can Break Words Apart/Level 4: Children click on two pictures in a series, a two-syllable compound word, and one of that compound word's one-syllable segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing one-syllable word segment and then drag the image that matches that sound to the empty circle from the three choices at the bottom. This activity is designed to reinforce segmenting syllables by segmenting two-syllable compound words.

DRDPPS-2C-3H-4E	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	Breaking Words Apart/Level 1: Children click on two pictures in a series, a compound word and one of that compound word's segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing word segment, and then drag the image that matches that sound to the empty circle from the two choices at the bottom. This activity is designed to reinforce segmenting compound words by listening. Breaking Words Apart/Level 2: Children click on two pictures in a series, a compound word and one of that compound word's segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing word segment, and then drag the image that matches that sound to the empty circle from the three choices at the bottom. This activity is designed to reinforce segmenting compound words by listening. Breaking Words Apart/Level 3: Children click on two pictures in a series, a compound word and one of that compound word's segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing word segment, and then drag the image that matches that sound to the empty circle from the four choices at the bottom. This activity is designed to reinforce segmenting compound words by listening.
DRDPPS-2C-3H-4F	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	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. 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.
DRDPPS-2C-3I-4B	Language and Literacy Development	LLD 9: Letter and Word Knowledge	Exploring-Later: Demonstrates an awareness of a few common simple symbols in the environment	How Are We Alike? Literacy/Level 1: Children learn to recognize letter shapes by sorting letters into columns by shape attributes. Children spin a letter dice to decide what letter to match text. How Are We Alike? Literacy/Level 2: Children learn to recognize letter shapes by sorting letters into columns by shape attributes. Children spin a letter dice to decide what letter to match text. How Are We Alike? Literacy/Level 3: Children learn to recognize letter shapes by sorting letters into columns by shape attributes. Children spin a letter dice to decide what letter to match text.
DRDPPS-2C-3I-4C	Language and Literacy Development	LLD 9: Letter and Word Knowledge	Building-Earlier: Demonstrates an awareness of a few letters in the environment	What Is a Letter?/Level 1: Children find two letters from a set of three objects and letters, then drag them into boxes to practice letter recognition. What Is a Letter?/Level 2: Children find three letters from a set of four objects and letters, then drag them into boxes to practice letter recognition. What Is a Letter?/Level 3: Children find three letters from a set of five objects and letters, then drag them into boxes to practice letter recognition. What Is a Letter?/Level 4: Children find three letters from a set of six objects and letters, then drag them into boxes to practice letter recognition.
DRDPPS-2C-3I-4D	Language and Literacy Development	LLD 9: Letter and Word Knowledge	Building-Middle: Identifies some letters by name	I Spy a Letter/Level 1: Children learn to distinguish letters (uppercase and lowercase) from numerals by finding and dragging letters into a circle from a set of two letters and one numeral. I Spy a Letter/Level 2: Children learn to distinguish letters (uppercase and lowercase) from numerals by finding and dragging letters into a circle from a set of three letters and one numeral. I Spy a Letter/Level 3: Children learn to distinguish letters (uppercase and lowercase) from numerals by finding and dragging letters into a circle from a set of four letters and one numeral. I Spy a Letter/Level 4: Children learn to distinguish letters (uppercase and lowercase) from numerals by finding and dragging letters into a circle from a set of four letters and two numerals.

DRDPPS-2C-3I-4E	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 understanding that letters make up words	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. I Can Make A Letter Wall/Level 2: Children learn to recognize initial letters by sorting words into columns labeled with letters of the alphabet. Three words fit into each column. I Can Make A Letter Wall/Level 3: Children learn to recognize initial letters by sorting words into columns labeled with letters of the alphabet. Three words fit into each column, and some words do not belong in a column. I Can Make A Letter Wall/Level 4: Children learn to recognize initial letters by sorting words into columns labeled with letters of the alphabet. Three words fit into each column, and an increased number of words do not belong in a column.
DRDPPS-2C-3I-4F	Language and Literacy Development	LLD 9: Letter and Word Knowledge	Integrating-Earlier: Identifies most uppercase letters, identifies most lowercase letters, and shows understanding that letters correspond to sounds in words	Where Is My Mother?/Level 1: Children learn to identify uppercase and lowercase letters by dragging the "mother," or uppercase letters, to the space beside its lowercase, or "child," form. Children spin a letter dice to decide what "mother" letter to match next. Where Is My Mother?/Level 2: Children learn to identify uppercase and lowercase letters by dragging the "mother," or uppercase letters, to the space beside its lowercase, or "child," form. Children spin a letter dice to decide what "mother" letter to match next. Where Is My Mother?/Level 3: Children learn to identify uppercase and lowercase letters by dragging the "mother," or uppercase letters, to the space beside its lowercase, or "child," form. Children spin a letter dice to decide what "mother" letter to match next.
DRDPPS-2C-3J-4B	Language and Literacy Development	LLD 10: Emergent Writing	Exploring-Later: Makes scribble marks	I Like to Write in My Scrapbook/Level 5: Students are invited to compose a scrapbook illustrated with images from the media bank or hand-drawn illustrations. Using the drawing tools, students write a story describing their pictures in full sentences on blank lines. The activity supports students' production of writing products utilizing various prompts and topics. I Like to Write in My Scrapbook/Level 6: Students are invited to compose a scrapbook illustrated with images from the media bank or hand-drawn illustrations. Using the drawing tools, students write a story describing their pictures in full sentences on blank lines. The activity supports students' production of writing products utilizing various prompts and topics. I Like to Write in My Scrapbook/Level 7: Students are invited to compose a scrapbook illustrated with images from the media bank or hand-drawn illustrations. Using the drawing tools, students write a story describing their pictures in full sentences on blank lines. The activity supports students' production of writing products utilizing various prompts and topics.
DRDPPS-2C-3J-4C	Language and Literacy Development	LLD 10: Emergent Writing	Building-Earlier: Makes scribble marks or simple drawings that represent people, things, or events	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. 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. 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.
DRDPPS-2C-3J-4D	Language and Literacy Development	LLD 10: Emergent Writing	Building-Middle: Makes marks to represent their own name or words	It Is Fun to Write My Name/Level 1: The teacher models for the children by writing the children's names in the left of two columns on the board. In the right column, children practice writing their name using the teacher's example. It Is Fun to Write My Name/Level 2: The teacher models for the children by writing the children's names in the left of two columns on the board. In the right column, children practice writing their name using the teacher's example. It Is Fun to Write My Name/Level 3: The teacher models for the children by writing the children's names in the left of two columns on the board. In the right column, children practice writing their name using the teacher's example.

DRDPPS-2C-3J-4E	Language and Literacy Development	LLD 10: Emergent Writing	Building-Later: Uses letters or clearly recognizable approximations of letters to write their own name	I Can Unscramble My Name/Level 1: The teacher models for the children by writing the children's names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box. I Can Unscramble My Name/Level 2: The teacher models for the children by writing the children's names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box. I Can Unscramble My Name/Level 3: The teacher models for the children by writing the children's names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box.
DRDPPS-2C-3J-4F	Language and Literacy Development	LLD 10: Emergent Writing	Integrating-Earlier: Writes several words, a few simple phrases, or clearly recognizable approximations	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. 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. 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.
DRDPPS-2D-3A-4B	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 Activities
DRDPPS-2D-3A-4C	English-Language Development	ELD 1: Comprehension of English (Receptive English)	Exploring English: Attends to interactions in English, sometimes participates in activities conducted in English, and shows an understanding of a few common English words in familiar contexts or routines	Attendance Chart/Level 1: Children learn the importance of attendance as they practice writing their name on the board, then dragging their name to the "home" or "school" attendance list. All audio and written text is provided in Spanish for Spanish-speaking English-language learners. Attendance Chart/Level 2: Children learn the importance of attendance as they practice writing their name on the board, then dragging their name to the "home" or "school" attendance list. All audio and written text is provided in Spanish for Spanish-speaking English-language learners. Attendance Chart/Level 3: Children learn the importance of attendance as they practice writing their name on the board, then dragging their name to the "home" or "school" attendance list. All audio and written text is provided in Spanish for Spanish-speaking English-language learners. Classroom Helpers/Level 1: Children learn the importance of being a classroom helper and assign themselves classroom helper roles by writing their name on the board, then dragging it to one of several images that represent classroom chores. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.
DRDPPS-2D-3A-4D	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
DRDPPS-2D-3A-4E	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

DRDPPS-2D-3A-4F	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
DRDPPS-2D-3C-4A	English-Language Development	ELD 3: Understanding and Response to English Literacy Activities	Discovering Language: Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language	All IgnitePanel E-book Activities
DRDPPS-2D-3C-4B	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	All IgnitePanel E-book Activities
DRDPPS-2D-3C-4C	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 understanding of literacy activities in English	All IgnitePanel E-book Activities
DRDPPS-2D-3C-4D	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
DRDPPS-2D-3C-4E	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
DRDPPS-2D-3C-4F	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
DRDPPS-2D-3D-4A	English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Discovering Language: Demonstrates awareness that pictures or objects can represent people or things	All IgnitePanel E-book Activities
DRDPPS-2D-3D-4B	English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Discovering English: Demonstrates awareness that symbols carry meaning or that print in home language carries meaning	All IgnitePanel E-book Activities
DRDPPS-2D-3D-4C	English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Exploring English: Demonstrates awareness that print in English carries meaning	All IgnitePanel E-book Activities
DRDPPS-2D-3D-4D	English-Language Development	ELD 4: Symbol, Letter, and Print Knowledge in English	Developing English: Demonstrates understanding that English print consists of distinct letters with names in English	All IgnitePanel E-book Activities

DRDPPS-2D-3D-4E	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	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. 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. 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. I Can Unscramble My Name/Level 1: The teacher models for the children by writing the children's names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box. All audio and written text is provided in Spanish for Spanish-speaking English-language learners. I Can Unscramble My Name/Level 2: The teacher models for the children by writing the children's names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box. All audio and written text is provided in Spanish for Spanish-speaking English-language learners. I Can Unscramble My Name/Level 3: The teacher models for the children by writing the children's names in the left of two columns, then unscrambling the letters. Next, the teacher demonstrates how to unscramble the letters. Then, in the right column, children practice writing letters by writing their name in the correct order in the right box. All audio and written text is provided in Spanish for Spanish-speaking English-language learners.
DRDPPS-2D-3D-4F	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	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. 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. 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.
DRDPPS-2E-3B-4E	Cognition, Including Math and Science	COG 2: Classification	Building-Earlier: Sorts objects into two groups based on one attribute, but not always accurately	I Can Sort/Level 1: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set. I Can Sort/Level 2: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set. I Can Sort/Level 3: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.
DRDPPS-2E-3B-4F	Cognition, Including Math and Science	COG 2: Classification	Building-Middle: Sorts objects accurately into two or more groups based on one attribute	I Can Sort/Level 1: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set. I Can Sort/Level 2: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set. I Can Sort/Level 3: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.

DRDPPS-2E-3B-4G	Cognition, Including Math and Science	COG 2: 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	I Can Sort/Level 1: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set. I Can Sort/Level 2: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set. I Can Sort/Level 3: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.
DRDPPS-2E-3B-4H	Cognition, Including Math and Science	COG 2: Classification	Integrating-Earlier: Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute	I Can Sort/Level 1: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set. I Can Sort/Level 2: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set. I Can Sort/Level 3: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.
DRDPPS-2E-3C-4C	Cognition, Including Math and Science	COG 3: Number Sense of Quantity	Exploring-Earlier: Demonstrates an awareness of quantity	I Can Listen and Count/Level 1: Children learn to recognize numerals, sequences, and number words by following along as poems are read aloud, then circling or highlighting numerals, as directed by the teacher. I Can Listen and Count/Level 2: Children learn to recognize numerals, sequences, and number words by following along as poems are read aloud, then circling or highlighting numerals, as directed by the teacher.
DRDPPS-2E-3C-4D	Cognition, Including Math and Science	COG 3: Number Sense of Quantity	Exploring-Later: Uses number names, but not always correctly, in situations related to number or quantity	I Like to Count/Level 1: Children drag 5–10 numeral beads onto a necklace to build counting and sequencing skills. The difficulty increases between two activities as the number of beads increases. 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.
DRDPPS-2E-3C-4E	Cognition, Including Math and Science	COG 3: Number Sense of Quantity	Building-Earlier: Identifies small quantities without counting, up to three	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. 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.
DRDPPS-2E-3C-4F	Cognition, Including Math and Science	COG 3: Number Sense of Quantity	Building-Middle: Counts up to five objects using one-to-one correspondence and recites numbers in order, 1 through 10	I Can See How Many Are in a Set/Level 1: Teacher creates model sets of one to five bear counters for the children to refer to. Children drag bear counters into sets of one to five and then write the number of bears on the screen to practice building sets and writing numerals. I Can See How Many Are in a Set/Level 3: Children drag bug counters into sets of one to five and then write the number of bugs on the screen to practice building sets and writing numerals.
DRDPPS-2E-3C-4G	Cognition, Including Math and Science	COG 3: Number Sense of Quantity	Building-Later: Shows an understanding that the last number counted is the total in the group	I Can See How Many Are in a Set/Level 1: Teacher creates model sets of one to five bear counters for the children to refer to. Children drag bear counters into sets of one to five and then write the number of bears on the screen to practice building sets and writing numerals. I Can See How Many Are in a Set/Level 3: Children drag bug counters into sets of one to five and then write the number of bugs on the screen to practice building sets and writing numerals.

DRDPPS-2E-3C-4H	Cognition, Including Math and Science	COG 3: 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	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. 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. 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.
DRDPPS-2E-3D-4A	Cognition, Including Math and Science	COG 4: Number Sense of Math Operations	Exploring-Earlier: Demonstrates an awareness of quantity	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. I Know What Many Numbers Stand For/Level 6: Students spin a spinner to select a number, then count as they drag the correct number of counters (infinite cloners) to a mat/container. Spinner numbers range from 6–15. The activity supports students; understanding of the relationship between numbers and quantities and connects counting to cardinality. I Know What Many Numbers Stand For/Level 7: Students spin a spinner to select a number, then count as they drag the correct number of counters (infinite cloners) to a mat/container. Spinner numbers range from 11–20. The activity supports students; understanding of the relationship between numbers and quantities and connects counting to cardinality.
DRDPPS-2E-3D-4B	Cognition, Including Math and Science	COG 4: Number Sense of Math Operations	Exploring-Later: Manipulates objects and explores the change in the number in a group	I Can See How Many Are in a Set/Level 1: Teacher creates model sets of one to five bear counters for the children to refer to. Children drag bear counters into sets of one to five and then write the number of bears on the screen to practice building sets and writing numerals. I Can See How Many Are in a Set/Level 3: Children drag bug counters into sets of one to five and then write the number of bugs on the screen to practice building sets and writing numerals.
DRDPPS-2E-3D-4C	Cognition, Including Math and Science	COG 4: 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	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. 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. 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.
DRDPPS-2E-3D-4D	Cognition, Including Math and Science	COG 4: 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	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. 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. 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.

DRDPPS-2E-3D-4E	Cognition, Including Math and Science	COG 4: 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	I Can Draw a Picture to Add/Level 5: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students' ability to understand addition and subtraction while using pictures to problem solve. I Can Draw a Picture to Add/Level 6: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students' ability to understand addition and subtraction while using pictures to problem solve. I Can Draw a Picture to Add/Level 7: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students' ability to understand addition and subtraction while using pictures to problem solve. I 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. 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.
DRDPPS-2E-3D-4F	Cognition, Including Math and Science	COG 4: 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	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. 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.
DRDPPS-2E-3E-4A	Cognition, Including Math and Science	COG 5: Measurement	Exploring-Earlier: Demonstrates an awareness that objects differ by properties (e.g., size, length, weight, or capacity)	Can You Weigh These Objects?/Level 5: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh 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 weighable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions. Can You Weigh These Objects?/Level 6: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh 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 weighable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions. Can You Weigh These Objects?/Level 7: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh 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 weighable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.
DRDPPS-2E-3E-4B	Cognition, Including Math and Science	COG 5: Measurement	Exploring-Later: Explores how objects differ by properties (e.g., size, length, weight, capacity)	Can You Weigh These Objects?/Level 5: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh 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 weighable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions. Can You Weigh These Objects?/Level 6: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh 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 weighable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions. Can You Weigh These Objects?/Level 7: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh 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 weighable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.

DRDPPS-2E-3E-4C	Cognition, Including Math and Science	COG 5: 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	Can You Weigh and Measure How Tall?/Level 5: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of weighable/measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions. Can You Weigh and Measure How Tall?/Level 6: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of weighable/measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions. Can You Weigh and Measure How Tall?/Level 7: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of weighable/measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.
DRDPPS-2E-3E-4D	Cognition, Including Math and Science	COG 5: Measurement	Building-Middle: Identifies differences in size, length, weight, or capacity between two objects using com-parative words (e.g., "bigger," "smaller") or showing an understanding of comparative words	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. 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. 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. I Can Compare How Tall/Level 5: Students view two images and circle the taller or shorter of the two, as guided by instructions. The activity supports students' ability to visualize the difference in length of two or more objects. 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. 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.
DRDPPS-2E-3E-4E	Cognition, Including Math and Science	COG 5: Measurement	Building-Later: Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)	Can You Measure How Tall?/Level 5: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to 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. 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. 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.

DRDPPS-2E-3E-4F	Cognition, Including Math and Science	COG 5: 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)	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. 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. 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. 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. I Can Compare to Measure Objects/Level 7: Students drag objects (infinite cloners) 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.
DRDPPS-2E-3F-4D	Cognition, Including Math and Science	COG 6: Patterning	Building-Middle: Attempts to create simple, repeating patterns (with two elements)	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. 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. 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.
DRDPPS-2E-3F-4E	Cognition, Including Math and Science	COG 6: Patterning	Building-Later: Extends a simple, repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	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. 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. 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.
DRDPPS-2E-3G-4C	Cognition, Including Math and Science	COG 7: Shapes	Building-Middle: Identifies or names several shapes in the environment (e.g. circles, squares, triangles)	I Know My Shapes/Level 1: Children learn how to identify basic geometric shapes by rolling a dice to pick a shape, then drawing that shape. I Know My Shapes/Level 2: Children learn how to identify basic geometric shapes by rolling a dice to pick a shape, then drawing that shape. I Know My Shapes/Level 3: Children learn how to identify basic geometric shapes by rolling a dice to pick a shape, then drawing that shape.
DRDPPS-2E-3G-4D	Cognition, Including Math and Science	COG 7: Shapes	Building-Earlier: Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	I Can Compare Shapes/Level 5: Students sort 2D shapes of various colors into one of two circles in a Venn diagram labeled with the shape names. The activity supports student recognition of and ability to sort 2D shapes by name and attributes. I Can Compare Shapes/Level 6: Students sort 3D shapes of various colors into one of two circles in a Venn diagram labeled with the shape names. The activity supports student recognition of and ability to sort 3D shapes by name and attributes. I Can Compare Shapes/Level 7: Students find, circle, and label 2D and 3D shapes as they appear in a classroom. The activity supports students' recognition of 2D and 3D shapes in an environment.

DRDPPS-2E-3G-4E	Cognition, Including Math and Science	COG 7: Shapes	Building-Later: Recognizes shapes when they are presented in different orientations or as parts of other objects	I Can Move Shapes/Level 1: Children practice shape recognition and build an understanding of shape manipulation by naming basic shapes while rotating them to fit outlines. I Can Move Shapes/Level 2: Children practice shape recognition and build an understanding of shape manipulation by naming basic multicolored shapes while rotating them to fit outlines. I Can Move Shapes/Level 3: Children practice shape recognition and build an understanding of shape manipulation by naming basic multicolored shapes while rotating and resizing them to fit outlines.
DRDPPS-2E-3G-4F	Cognition, Including Math and Science	COG 7: Shapes	Integrating-Earlier: Describes several shapes and the differences between them	I Know More Shapes/Level 5: Students touch a dice to select a 2D shape, say the name of the shape, and draw the shape in a box next to the matching shape. The activity supports students' understanding of identifying and describing 2D shapes. I Know More Shapes/Level 6: Students view 3D shapes (a cylinder, a square, and a cube) and touch a dice to decide which shape to label with a word card. The activity supports students' understanding of identifying and describing 3D shapes. I Know More Shapes/Level 7: Students sort 2D and 3D shapes into gridded charts with columns and rows, respectively, labeled for the shape type. The activity supports students' understanding of 2D and 3D shapes based on attributes.
DRDPPS-2E-3J-4D	Cognition, Including Math and Science	COG 10: 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	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. 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. 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.
DRDPPS-2E-3J-4E	Cognition, Including Math and Science	COG 10: Documentation and Communication of Inquiry	Building-Later: Includes details when recording observations or investigations	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. 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. 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.
DRDPPS-2E-3K-4C	Cognition, Including Math and Science	COG 11: Knowledge of the Natural World	Exploring-Earlier: Shows an interest in the characteristics of living or nonliving things in the environment	Living and Nonliving/Level 1: Children improve their vocabulary by learning to recognize differences between living and nonliving things as they sort pictures into a Venn diagram. Children explain their choices and label objects. Living and Nonliving/Level 2: Children improve their vocabulary by learning to recognize differences between living and nonliving things as they sort pictures into a Venn diagram. Children explain their choices and label objects. Living and Nonliving/Level 3: Children improve their vocabulary by learning to recognize differences between living and nonliving things as they sort pictures into a Venn diagram. Children explain their choices and label objects.
DRDPPS-2E-3K-4F	Cognition, Including Math and Science	COG 11: Knowledge of the Natural World	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, etc.)	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. 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. 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.
DRDPPS-2F-3D-4B	Physical Development–Health	PD-HLTH 4: Fine Motor Manipulative Skills	Responding-Later: Uses arms or hands to make contact with objects in the environment	All IgnitePanel Activities

DRDPPS-2F-3D-4I	Physical Development-Health	PD-HLTH 4: Fine Motor Manipulative Skills	Integrating-Earlier: Performs, with efficiency, a variety of tasks that require precise manipulation of small objects	All IgnitePanel Activities
DRDPPS-2F-3F-4B	Physical Development-Health	PD-HLTH 6: Personal Care Routines: Hygiene	Responding-Later: Responds in ways that demonstrate an awareness of a hygiene routine	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. 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. 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.
DRDPPS-2F-3K-4C	Physical Development-Health	PD-HLTH 10: Nutrition	Building-Earlier: Recognizes or identifies a variety of foods	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. 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. 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.
DRDPPS-2F-3K-4D	Physical Development-Health	PD-HLTH 10: Nutrition	Building-Middle: Demonstrates knowledge of the characteristics of a variety of foods	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. 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. 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.
DRDPPS-2F-3K-4E	Physical Development-Health	PD-HLTH 10: Nutrition	Building-Later: Shows an awareness that some foods are more healthful than others	You Are What You Eat/Level 1: Children learn to compose a healthy, nutritious meal by dragging images of healthy food items from a set below to a plate above. You Are What You Eat/Level 2: Children learn to compose a healthy, nutritious meal by dragging images of healthy food items from a set below to a plate above. You Are What You Eat/Level 3: Children learn to compose a healthy, nutritious meal by dragging images of healthy food items from a set below to a plate above.
DRDPPS-2H-3A-4A	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	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. Free Play/Level 3: Children independently play and interact with activities that build drawing skills, concentration, vocabulary, reading skills, nutrition knowledge, and color recognition.