

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

revised (01/30/2026)

Georgia Early Learning and Development Standards	Early Learning Matters (ELM) Curriculum: 3 – 5 Years <a href="http://www.elmcurriculum.org">www.elmcurriculum.org</a>
<p>The process for this crosswalk</p> <ol style="list-style-type: none"> <li>1. Identifying and pairing of Georgia Early Learning domains to ELM preschool areas of development.</li> <li>2. Identifying and pairing of Georgia Early Learning strands to ELM preschool foundation skills.</li> <li>3. Identifying and pairing of Georgia Early Learning standards to ELM preschool activity plan weeks/days, teaching strategies, and/or additional learning supports.</li> </ol>	
Physical Development and Motor Skills	Physical/Health; Science
<b>Health and Well-Being</b>	Good Health Practices
<b>PDM1</b> – The child will practice healthy and safe habits.	<p>In ELM, children are introduced to basic care practices that contribute to healthy bodies and a broad range of ways to stay safe. Topics include:</p> <ul style="list-style-type: none"> <li>- Germs and Handwashing (Weeks 1 and 2)</li> <li>- Safety rules and routines; Emergency procedures (Week 3)</li> <li>- Physical activity safety (Week 4)</li> <li>- Oral health (Week 11)</li> <li>- Rest and sleep (Weeks 13 and 42)</li> <li>- Safe and not safe actions; Emergency safety (Week 26)</li> <li>- Vehicle safety; Bike safety (Week 27 and 48)</li> <li>- Sun safety (Week 33)</li> <li>- Doctor; Dentist (Week 34)</li> <li>- Body parts (Week 35)</li> <li>- Bones; First aid kit (Week 36)</li> </ul> <p>Building on Activity Plans</p> <ul style="list-style-type: none"> <li>- Acknowledge children's good health practices. Example: "You are resting quietly on your cot."</li> </ul>
<b>PDM2:</b> The child will participate in activities related to nutrition	<ul style="list-style-type: none"> <li>- Different types of farms food comes from (Weeks 19 and 41)</li> <li>- Five different kinds of healthy foods (Weeks 20 and 42)</li> <li>- Healthy foods (Weeks 24 and 25)</li> </ul> <p>Building on Activity Plans</p>

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	<ul style="list-style-type: none"> <li>- Acknowledge children's good health practices. Example: "There is something from all the types of food on your plate."</li> </ul>
<b>Use of Senses</b>	<p><b>Motor Development; Inquiry Skills</b></p> <p><b>PDM3</b> - The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</p> <p>In the ELM curriculum, there are descriptions of and practice with personal space and activity space to learn their boundaries. Children are encouraged to reflect on and increase their awareness of how parts of their body move in movement activities.</p> <ul style="list-style-type: none"> <li>- Walking and Marching (Weeks 4 and 5)</li> <li>- Catching and throwing (Weeks 17 and 18)</li> </ul> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"> <li>- Use a specific physical movement for helping children transition to/from an activity. Examples: "March to the sink to wash your hands when I say your name." "Jump to the table."</li> <li>- Invite children to incorporate a specific physical movement into an existing outdoor game. Example: When playing hide-and-seek, invite children to gallop to their hiding spot.</li> <li>- Provide cones during an outside time and encourage children to decide how they would like to use the cones. Examples: Walk around the cones, hop to one cone, run to the next, and gallop to a third cone.</li> </ul>
<b>PDM4</b> - The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	<p>In ELM, our five senses—seeing, hearing, touching, tasting, and smelling—are explored as ways to learn about something.</p> <ul style="list-style-type: none"> <li>- Five Senses (Weeks 8–9).</li> </ul> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"> <li>- Encourage children to explore their world by using their five senses. Example: "I see you are working with green clay. What does the clay smell like? What does the clay feel like?"</li> </ul>
<b>Motor Skills</b>	<b>Motor Development</b>
<b>PDM5</b> - The child will demonstrate gross motor skills.	<p>In ELM, most locomotor movements are introduced and practiced through games. Gross motor movements emphasized in ELM include:</p> <ul style="list-style-type: none"> <li>- Walking and marching (Weeks 4 and 5)</li> </ul>

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	<ul style="list-style-type: none"><li>- Galloping (Week 6)</li><li>- Hopping (Week 7)</li><li>- Balancing (Week 8)</li><li>- Turning and balancing (Week 9)</li><li>- Bending and balancing (Week 10)</li><li>- Running and jogging (Week 14)</li><li>- Jogging and walking (Week 15)</li><li>- Throwing (Week 16)</li><li>- Catching and throwing (Week 17)</li><li>- Underarm throwing and throwing at a target (Week 18)</li><li>- Jumping and landing (Week 21)</li><li>- Shifting weight (Week 23)</li><li>- Rolling our bodies (Week 28)</li><li>- Moving around obstacles (Week 29)</li><li>- Skipping (Week 30)</li><li>- Kicking a ball (Week 31)</li><li>- Kicking and throwing a ball (Week 32)</li></ul> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"><li>- Use a specific physical movement for helping children transition to/from an activity. Examples: "March to the sink to wash your hands when I say your name." "Jump to the table."</li><li>- Invite children to incorporate a specific physical movement into an existing outdoor game. Example: When playing hide-and-seek, invite children to gallop to their hiding spot.</li><li>- Designate an outside area and target for throwing and kicking practice, perhaps alternating days so some are "throwing days" and others are "catching days." Provide one or more boxes for children to use as targets.</li><li>- Integrate turning and bending into dance movements. Encourage children to add turning, bending, marching, and/or jumping into their dance.</li></ul>
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	<ul style="list-style-type: none"> <li>- Share with families the instructions for games played in physical activities. Example: Gallop and Get (Week 6, Day 5) may appeal to many families for use at home.</li> <li>- Provide cones during an outside time and encourage children to decide how they would like to use the cones. Examples: Walk around the cones, hop to one cone, run to the next, and gallop to a third cone.</li> <li>- Draw children's attention to how they are balancing their bodies as part of yoga poses.</li> </ul>
<b>PDM6</b> - The child will demonstrate fine motor skills.	<p>ELM's support of fine motor development occurs in activities offered in multiple areas of the curriculum. Holding up a specified number of fingers is a common request in math activities, particularly early in the curriculum. There are frequent opportunities to draw and write letters, and to move objects, such as counters, with fingers.</p> <ul style="list-style-type: none"> <li>- Using tools to create art, painting, drawing, and sculpture (Weeks 6 and 7 – Creative Expression)</li> <li>- Simple patterns (using blocks and beads; Weeks 19 and 20 Mathematics)</li> <li>- Fine motor skills (using clothespins and fingers; Week 25)</li> </ul>
<b>Social and Emotional Development</b>	<b>Social-Emotional; Social Studies</b>
<b>Developing a Sense of Self</b>	Positive sense of self; Respecting individual differences; Personal responsibility
<b>SED1</b> - The child will develop self-awareness.	<p>ELM supports self-awareness in activity plans that promote a positive sense of self and respecting individual differences and personal responsibility.</p> <ul style="list-style-type: none"> <li>- Same and different (Weeks 1 and 2)</li> <li>- Unique (Weeks 1 and 3)</li> <li>- Abilities and adaptations (Week 4)</li> <li>- Goal (Week 32)</li> <li>- Making decisions (Week 33)</li> <li>- Making good choices (Week 34)</li> </ul> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"> <li>- Take the initiative to learn about children's home languages and backgrounds.</li> <li>Provide books for children to look at and enjoy that reflect their backgrounds</li> </ul>

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	<p>and home languages. Offer an opportunity and support for a child(ren) to teach other children several words in their home language</p>
<b>SED2- The child will engage in self-expression.</b>	<ul style="list-style-type: none"> <li>- Different kinds of feelings and happy and silly (Week 10)</li> <li>- Sad and ways to feel better (Week 11)</li> <li>- Angry and managing anger (Week 12)</li> <li>- Bored (Week 13)</li> <li>- Disappointed and excited (Week 14)</li> <li>- Shy (Week 15)</li> <li>- Embarrassed (Week 16)</li> <li>- Loved (Week 17)</li> <li>- Disgusted (Week 18)</li> <li>- Proud (Week 19)</li> <li>- Scared and frustrated (Week 20)</li> <li>- Nervous (Week 21)</li> <li>- Lonely (Week 22)</li> <li>- Guilty (Week 23)</li> <li>- Thankful (Week 24)</li> <li>- Different emotions (Week 25)</li> <li>- Different situations, facial expressions, and emotions (Weeks 26 and 27)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children</li> <li>- help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2)</li> <li>- accept children's emotions (positive and negative) by showing awareness through verbalizations or gestures</li> </ul>
<b>Self-Regulation</b>	Self-control

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<p><b>SED3-</b> The child will demonstrate self-control.</p>	<p>In the ELM curriculum, the use of self-control is highlighted across various daily life situations. Activities are designed to help children understand the benefits of listening carefully, waiting patiently for their turn to talk or act, and the importance of pausing to think before acting to resist temptations and distractions.</p> <ul style="list-style-type: none"> <li>- Routines (Week 1)</li> <li>- Rules (Week 2)</li> <li>- Listening and talking (Week 3)</li> <li>- Stop and think (Week 5)</li> <li>- Waiting patiently (Weeks 6 and 7)</li> <li>- Ways to feel better (Week 11)</li> <li>- Managing anger (Week 12)</li> <li>- Managing feelings (Weeks 47 and 48)</li> <li>- Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions.</li> </ul> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"> <li>- remind children of how Tucker the Turtle calms down (Week 12, Day 2)</li> <li>- remind children of key ideas in getting along with others and managing our emotions</li> </ul> <p>Suggestions for successfully facilitating children's transitions from activities (<i>ELM Curriculum User Guide: 3-5 Years</i> pp.93-94)</p>
<p><b>Developing a Sense of Self with Others.</b></p>	<p><b>Relationship skills</b></p>
<p><b>SED4-</b> The child will develop relationships with adults.</p> <p><b>SED5-</b> The child will develop relationships with peers.</p>	<p>To promote children's relationship skills, the ELM curriculum activities focus on a range of important aspects of getting along with others through intentional teaching including demonstrations, visuals, and focused discussions of books read aloud.</p> <ul style="list-style-type: none"> <li>- Types of play (Week 1)</li> <li>- Asking to play (Weeks 1, 2, and 44)</li> <li>- Sharing an item (Weeks 3 and 45)</li> <li>- Cooperating (Weeks 4 and 45)</li> <li>- Social problem solving (Weeks 5, 6, and 46)</li> <li>- Being helpful (Weeks 7 and 50)</li> </ul>

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	<ul style="list-style-type: none"> <li>- Being friendly (Weeks 8 and 50)</li> <li>- Compliments (Week 9)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children</li> <li>- respond promptly and sensitively to child signals of distress in order to foster child trust and confidence in the relationship with the caregiver</li> <li>- offer verbal praise for a child's spontaneous demonstration of a target behavior such as waiting for a turn or initiating positive interactions with a peer</li> <li>- remind children of key ideas in getting along with others and managing our emotions</li> <li>- support children's emerging friendships by acknowledging and encouraging play within pairs or small groups</li> </ul>
<b>Approaches to Play and Learning (APL)</b>	<b>Self-Regulation</b>
<b>Initiative and Exploration</b>	Self-control; Personal responsibility
<b>APL1</b> - The child will demonstrate initiative and self-direction.	The ELM Curriculum provides opportunities for children to learn through responsive interactions and child-initiated, staff-led, and guided play learning experiences. ELM activities include the use of developmentally appropriate teaching strategies such as acknowledging children's abilities and explorations and encouraging children's curiosities and interests. Additionally, staff are encouraged to adapt and individualize all ELM activities to support meaningful learning by providing challenging and achievable experiences to each child.
<b>APL2</b> - The child will demonstrate interest and curiosity.	
<b>Attentiveness and Persistence</b>	Self-control; Concentration; Executive function
<b>APL3</b> - The child will sustain attention to a specific activity and demonstrate persistence.	<ul style="list-style-type: none"> <li>- Listening and talking (Week 3)</li> <li>- Paying attention (Week 4)</li> <li>- Stop and think (Week 5)</li> <li>- Waiting patiently (Weeks 6 and 7)</li> <li>- Focusing (Week 8)</li> </ul>

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	<ul style="list-style-type: none"> <li>- Paying close attention (Week 9)</li> <li>- Looking closely (Weeks 20 and 45)</li> </ul> <p>To promote children's concentration skills, ELM incorporates mindfulness strategies of deep breathing and yoga throughout the curriculum. Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions. Yoga poses are featured during 1–2 days of eight different weeks (Weeks 11, 14, 23, 29, 35, 46, 48, 50) to allow children to focus their attention on the sensations occurring within their bodies at a given moment in a given pose.</p>
<b>Play</b> <b>APL4-</b> The child will engage in a progression of individualized and imaginative play.	<b>Relationship skills</b> <p>To promote children's relationship skills and play, the ELM curriculum activities focus on a range of important aspects of getting along with others through intentional teaching including demonstrations, visuals, and focused discussions of books read aloud.</p>
<b>APL5-</b> The child will demonstrate a cooperative and flexible approach to play.	<ul style="list-style-type: none"> <li>- Types of play (Week 1)</li> <li>- Asking to play (Weeks 1, 2, and 44)</li> <li>- Sharing an item (Weeks 3 and 45)</li> <li>- Cooperating (Weeks 4 and 45)</li> <li>- Social problem solving (Weeks 5, 6, and 46)</li> <li>- Being helpful (Weeks 7 and 50)</li> <li>- Being friendly (Weeks 8 and 50)</li> <li>- Compliments (Week 9)</li> <li>- Pretending (Week 30)</li> <li>- Imitating and props (Week 31)</li> </ul>
<b>Communication, Language, and Literacy (CLL)</b>	<b>Language/Literacy</b>
<b>Receptive Language (Listening)</b>	<b>Oral Language</b>
<b>Standard CLL1-</b> The child will listen to conversations for a variety of purposes and demonstrate comprehension.	<p>ELM supports children's understanding and use of oral language in multiple ways during ELM activities. Examples of these supports include:</p> <ul style="list-style-type: none"> <li>- opportunities to follow directions;</li> </ul>

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	<ul style="list-style-type: none"> <li>- naming and labeling objects, people, and events;</li> <li>- describing observations, understandings, and ideas;</li> <li>- engaging in back-and-forth conversations;</li> <li>- understanding, comprehending, and interpreting a short book or passage read aloud (Weeks 2-43).</li> </ul> <p>ELM encourages staff to ask children questions during ELM activities to help children to focus on the topic, recall, and to engage in high-level thinking (e.g., thinking about why or how certain things work).</p> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"> <li>- Promote give-and-take conversations with individuals or groups of children by using open-ended questions focused on children's interests or comments</li> </ul>
<p><b>Standard CLL2-</b> The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</p>	<ul style="list-style-type: none"> <li>- Word knowledge (Weeks 2-50)</li> <li>- Rhyming words (Weeks 4-6)</li> <li>- Alphabet, letters, and words (Week 6)</li> <li>- Sentences (Week 7)</li> <li>- Compound words (Weeks 8-11)</li> </ul> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"> <li>- Use routine activities, such as mealtimes, to further discuss children's ideas about the day's activities and reinforce children's use of new words in conversation.</li> <li>- Provide a wide range of books and other texts, including information books and storybooks that range in level of difficulty and topic. Include books related to children's backgrounds, experiences, and interests. Include books on topics children are currently exploring in the classroom and books made by children. Include recorded books</li> </ul>
<p><b>Expressive Language</b></p>	<p>Oral language; <b>Social Emotional-</b> Emotion Knowledge</p>
<p><b>Standard CLL3-</b> The child will use non-verbal communication for a variety of purposes.</p>	<ul style="list-style-type: none"> <li>- Different kinds of feelings (Week 10)</li> <li>- Different emotions (Week 25)</li> <li>- Different situations, facial expressions and emotions (Weeks 26 and 27)</li> </ul>

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	<p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2)</li> </ul>
<p><b>Standard CLL4-</b> The child will use increasingly complex spoken language.</p>	<p>ELM supports children's understanding and use of oral language in multiple ways during ELM activities. Examples of these supports include:</p> <ul style="list-style-type: none"> <li>- opportunities to follow directions;</li> <li>- naming and labeling objects, people, and events;</li> <li>- describing observations, understandings, and ideas;</li> <li>- engaging in back-and-forth conversations;</li> <li>- understanding, comprehending, and interpreting a short book or passage read aloud (Weeks 2-43).</li> </ul> <p>ELM encourages staff to ask children questions during ELM activities to help children to focus on the topic, recall, and to engage in high-level thinking (e.g., thinking about why or how certain things work).</p> <p>Building on Activity Plans</p> <ul style="list-style-type: none"> <li>- Invite children to contribute to the development of the Morning Message when their understanding of how to form a sentence is reasonably firm.</li> <li>- Promote give-and-take conversations with individuals or groups of children by using openended questions focused on children's interests or comments. Repeat and slightly expand on children's statements.</li> </ul>
<p><b>Early Reading</b></p>	<p>Oral language; Phonological awareness</p>
<p><b>Standard CLL5-</b> The child will acquire meaning from a variety of materials read to him/her.</p>	<p>ELM curriculum uses a shared book reading approach to encourage active engagement of book's text and illustrations. ELM uses repeated reading of the same book to strengthen children's understanding, comprehension, and interpretation of the book's basic information (Weeks 2-43).</p> <p>ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children's own experiences, and children's interpretations of book characters, events, or other information.</p>

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	<ul style="list-style-type: none"> <li>- Author study (Carle): writing fiction books, creating illustrations (Week 44)</li> <li>- Author study (Cannon): writing fiction books, creating illustrations (Week 45)</li> <li>- 18 Optional Repeated Reading Activity Plans</li> </ul>	
<p><b>Standard CLL6-</b> The child will develop early phonological awareness (awareness of units of sound).</p>	<ul style="list-style-type: none"> <li>- Single sounds (Week 1)</li> <li>- Several sounds (Week 2)</li> <li>- Sequence of sounds (Week 3)</li> <li>- Rhyming words (Weeks 4-6)</li> <li>- Compound words (Weeks 8-11)</li> <li>- Syllables (Weeks 13-16)</li> <li>- Beginning sounds (Weeks 17, 18, 20 - 23)</li> <li>- Blending two sounds (Weeks 24, 25, 27-30)</li> <li>- Initial sound (Week 26)</li> <li>- Taking away a sound (Week 31)</li> <li>- Ending sound (Weeks 33 and 34)</li> <li>- Beginning and ending sounds (Week 35)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Use outdoor time to practice literacy skills children are learning. For example, road signs, such as “Stop” and “Curve,” can be added to a bike path. Signage provides a way to talk about letters and sounds as children learn to recognize familiar words. Playing the game I Spy offers opportunities to reinforce letters and sounds (example: I spy something that flies in the air and sings songs. It’s a /b/-/b/-/b/ . . . Yes, it’s a bird!).</li> </ul>	
<p><b>Standard CLL7-</b> The child will demonstrate increasing knowledge of the alphabet.</p>	<ul style="list-style-type: none"> <li>- Alphabet, letters, and words (Week 6)</li> <li>- Letter B (Week 7)</li> <li>- Letter C (Week 8)</li> <li>- Letter O (Week 9)</li> <li>- Letter A (Week 10)</li> <li>- Letter B, C, O, and A (Week 11)</li> <li>- Review letters B, C, O, and A (Week 12)</li> <li>- Letter X (Week 13)</li> </ul>	<ul style="list-style-type: none"> <li>- Review of selected letters (Week 46-50)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Record children’s ideas by writing during group and individual activities (examples: writing words</li> </ul>

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	<ul style="list-style-type: none"> <li>- Letter S (Week 14)</li> <li>- Letter P (Week 15)</li> <li>- Review letters X, S, and P (Week 16)</li> <li>- Letter E (Week 17)</li> <li>- Letter H (Week 18)</li> <li>- Review letters X, S, P, E, and H (Week 19)</li> <li>- Letter M (Week 20)</li> <li>- Letter R (Week 21)</li> <li>- Letter F (Week 22)</li> <li>- Letters E, H, M, R, and F (Week 23)</li> <li>- Letter T (Week 24)</li> <li>- Letter W (Week 25)</li> <li>- Review letters M, T, R, F, and W (Week 26)</li> <li>- Letter D (Week 27)</li> <li>- Letter L (Week 28)</li> <li>- Letter N (Week 29)</li> <li>- Review letters D, L, and N (Week 30)</li> <li>- Letter G (Week 31)</li> <li>- Review letter D, L, N, and G (Week 32)</li> <li>- Letter K (Week 33)</li> <li>- Letter J (Week 34)</li> <li>- Letter Y (Week 35)</li> <li>- Review letters K, J, and Y (Week 36)</li> <li>- Letter Z (Week 37)</li> <li>- Letter Q (Week 38)</li> <li>- Letter I (Week 39)</li> <li>- Letter U (Week 40)</li> <li>- Letter V (Week 41)</li> <li>- Review letters Z, Q, I, U, and V (Week 42)</li> <li>- Letter assessment (Week 43)</li> </ul>	<p>that start with a particular letter, writing a child's description on a drawing).</p> <ul style="list-style-type: none"> <li>- Use transition activities as an opportunity for children to respond to questions (example: What did you see on the way to our center today?), as a way to reinforce understanding of letters and sounds (examples: What letter is this? What sound does it make?), and as a way to reinforce the meanings of new words (example: I'm thinking of a word that means small or little; it starts with /t/).</li> <li>- In one or more highly visible locations, put a high-quality alphabet chart along with laminated cards with one letter each (uppercase and lowercase forms). Provide templates that help children form letters, such as alphabet stencils,</li> </ul>
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		sandpaper letters, and rubber stamps. Provide laminated cards with children's names and other familiar words.
<b>Standard CLL8-</b> The child will demonstrate awareness of print concepts.	<ul style="list-style-type: none"> <li>- Parts of a book and proper care of books (Week 1)</li> <li>- Alphabet, letters, and words (Week 6)</li> <li>- Sentences (Week 7)</li> <li>- Author study (Cannon): writing fiction books, creating illustrations (Week 45)</li> </ul> <p><b>Building on Activity Plans:</b></p> <ul style="list-style-type: none"> <li>- Provide regular opportunities (at least once or twice a week) for children to write and draw in their journals. Writing topics might include writing/drawing an idea from a book or an experience during a field trip.</li> <li>- Provide meaningful reasons for children to write, such as writing a note to a parent or peer.</li> <li>- Record children's ideas by writing during group and individual activities (examples: writing words that start with a particular letter, writing a child's description on a drawing).</li> </ul>	
<b>Early Writing</b>	<b>Writing</b>	
<b>CLL9-</b> The child will use writing for a variety of purposes.	<ul style="list-style-type: none"> <li>- Writing upper-case and lower-case letters in letter journals (beginning Week 7)</li> <li>- Recording (writing down) information and ideas in science journal (beginning Week 14- Science)</li> </ul> <p><b>Building on Activity Plans:</b></p> <ul style="list-style-type: none"> <li>- Encourage children to write their names on their work.</li> <li>- Provide a distinct area for writing that is not used for other purposes. Include varieties of paper and writing tools, such as pencils, markers, colored pencils, chalk, and a whiteboard.</li> </ul>	

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Provide regular opportunities (at least once or twice a week) for children to write and draw in their journals.</li> <li>- Provide meaningful reasons for children to write, such as writing a note to a parent or peers</li> </ul>
<b>Cognitive Development: MATHEMATICS (CD-MA)</b>	<b>Mathematics</b>
<b>Health and Well-Being Number and Quantity</b>	<b>Number Knowledge</b>
<b>CD-MA1- The child will organize, represent, and build knowledge of quantity and number.</b>	<p>In the ELM curriculum, counting activities have meaningful purposes, focusing on counting items, identifying 'how many' without counting to develop number sense, and introducing one-to-one counting through matching items.</p> <ul style="list-style-type: none"> <li>- Counting items/actions (1-to-1 counting; Weeks 1, 2, 6, 7, 8, 13, 20, 22, 23, 27, 28, 29, 41, and 46)</li> <li>- Verbal counting (Week 3)</li> <li>- Number words (Weeks 3 and 41)</li> <li>- Number after (Weeks 17 and 18)</li> <li>- Number list (Weeks 17, 18, 21, 22, and 23)</li> <li>- Number chart (Week 18)</li> <li>- Groups of items (Weeks 2, 3, and 6)</li> <li>- Last number counted tells how many (cardinality; Weeks 11, 12, 13, 49, and 50)</li> <li>- Numerals 0, 1, 2, 3, and 4 (Week 13)</li> <li>- Numerals 5, 6, 7, and 8 (Week 16)</li> <li>- Numerals 9 and 10 (Week 17)</li> <li>- Written numerals (Week 22)</li> <li>- Numerals 1-20 (Weeks 35 and 36)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Be specific about quantities when talking about groups of items. Example: Say "We need to pick these three books up off the floor," rather than "Let's pick these books up off the floor." Using specific numbers may reinforce children's number understanding.</li> </ul>

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EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Provide math-related games during center times. Games that involve dice encourage one-to-one counting. Linear board games may improve children's developing concept of the number sequence (similar to the number list used in the activities). Dominoes can be a great way to work on one-to-one counting and comparing/ matching groups. Decks of playing cards also may help children to connect written numerals with sets of items as well as identifying which numbers mean more.</li> </ul>
<b>CD-MA2-</b> The child will manipulate, compare, and describe relationships using quantity and number.	<ul style="list-style-type: none"> <li>- Groups of items (Weeks 2, 3, and 6)</li> <li>- Equal groups (Week 8)</li> <li>- Forming groups (Week 11, 12, and 17)</li> <li>- Sorting and counting items (Week 11, 13, 20, 29, and 30)</li> <li>- Comparing groups (Week 13,16, and 42)</li> <li>- Organizing information on a chart (Week 29)</li> <li>- Graphing (Weeks 36 and 50)</li> <li>- Number comparison words (Week 45)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Ask questions that invite children to respond with comparative language, such as fewer, more, less, many. "Are there more boys or girls in the room today?" "Whose glass has less milk in it?"</li> <li>- Make spontaneous comparisons throughout the day. Examples: "You have more grapes than I do!" "Whose block tower is taller? How do we know?"</li> </ul>
<b>Measurement and Comparison</b>	<b>Measurement knowledge</b>
<b>CD-MA3-</b> The child will explore and communicate about distance, weight, length, height, and time.	<ul style="list-style-type: none"> <li>- Measuring and comparing size (Week 24)</li> <li>- Measuring length and height (Week 25)</li> <li>- Ruler (Week 25)</li> <li>- Measuring weight (Week 26)</li> <li>- Scales (Week 26)</li> <li>- Length and Height (Week 30)</li> </ul>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Make spontaneous comparisons throughout the day. Examples: "Whose block tower is taller? How do we know?"</li> <li>- During transitions in and out of the classroom, have children line up by height (e.g., shortest to tallest) or in a pattern (e.g., boy-girl-boy-girl).</li> </ul>
<b>CD-MA4-</b> The child will sort, order, classify, and create patterns.	<ul style="list-style-type: none"> <li>- Identifying, making, and extending ABAB patterns (simple patterns; Weeks 14, 15, 19, 20, 35, 47, and 48)</li> <li>- Other kinds of patterns (AABAAB) (Weeks 19 and 20)</li> <li>- Identifying patterns (Week 19)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- During transitions in and out of the classroom, have children line up by height (e.g., shortest to tallest) or in a pattern (e.g., boy-girl-boy-girl).</li> <li>- Make spontaneous comparisons throughout the day. Examples: "You have more grapes than I do!" "Whose block tower is taller? How do we know?"</li> </ul>
<b>Geometry and Spatial Thinking</b>	Geometric and spatial knowledge
<b>CD-MA5-</b> The child will explore, recognize, and describe spatial relationships between objects.	<p><b>Language/Literacy: Oral Language</b></p> <ul style="list-style-type: none"> <li>- Word knowledge including prepositions and relational words (Week 3)</li> </ul>
<b>CD-MA6-</b> The child will explore, recognize, and describe shapes and shape concepts.	<p>ELM encourages children to feel the outlines of basic shapes and names, and engages them in shape hunts to identify shapes in their surroundings.</p> <ul style="list-style-type: none"> <li>- Circle, square, triangle (Week 4)</li> <li>- Rectangles and triangles (Week 5)</li> <li>- Squares and triangles (Week 6)</li> <li>- Variations of four basic shapes (Weeks 9 and 10)</li> <li>- Shapes (Weeks 30, 35, 36, 43, and 44)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- The outdoors provides many opportunities for children to engage in real world math. Children can also classify items that they find outside by categories (examples: color, shape, size).</li> </ul>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

<b>Mathematical Reasoning</b>	<b>Number Knowledge</b>
<b>CD-MA7-</b> The child will use mathematical problem solving, reasoning, estimation, and communication.	<ul style="list-style-type: none"> <li>- Concept of more (Week 3)</li> <li>- More and fewer (Week 6)</li> <li>- One more (Weeks 21, 23, 27, and 37)</li> <li>- Splitting a group of items into two parts (Part-whole; Weeks 27, 28, and 38)</li> <li>- Adding (Weeks 31 – 34, 36, and 39)</li> <li>- Taking away/Subtracting (Weeks 31- 34, 40)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Ask questions that invite children to respond with comparative language, such as fewer, more, less, many. “Are there more boys or girls in the room today?” “Whose glass has less milk in it?”</li> </ul>
<b>Cognitive Development: Science (CD-SC)</b>	<b>Science</b>
<b>CD-SC1-</b> The child will demonstrate scientific inquiry skills.	<p><b>Inquiry Skills</b></p> <ul style="list-style-type: none"> <li>- Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4)</li> <li>- Five senses (Weeks 8 and 9)</li> <li>- Tools (Week 10)</li> </ul> <p>Building on Activity Plans</p> <ul style="list-style-type: none"> <li>- Encourage children to explore their world by using their five senses. Example: “I see you are working with green clay. What does the clay smell like? What does the clay feel like?”</li> <li>- Provide clipboards, paper, and drawing tools to promote children’s skills in recording and representing their ideas in all areas of the classroom.</li> <li>- To help promote inquiry skills, plant a garden in the play yard or a small planter box. Encourage children to observe, describe, compare, predict, represent, and ask questions while using a hands-on approach to learning.</li> <li>- Help children use a chart to record changes in the weather, temperature, changes in plants and/ or animals, and movement of the sun during the day.</li> </ul>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<p>The activity will promote children's predictions and observations of patterns and change.</p>
<b>Earth and Space</b> <b>CD-SC2-</b> The child will demonstrate knowledge related to dynamic properties of the earth and sky.	<p>Knowledge of earth and space</p> <ul style="list-style-type: none"> <li>- Water (Week 26)</li> <li>- Day and Night (Week 38)</li> <li>- Weather (Week 39)</li> <li>- Seasons (Week 40)</li> <li>- Recycling (Week 43)</li> <li>- Soil (Week 44)</li> <li>- Rocks (Week 45)</li> </ul> <p>Building on Activity Plans</p> <ul style="list-style-type: none"> <li>- Help children use a chart to record changes in the weather, temperature, changes in plants and/ or animals, and movement of the sun during the day. The activity will promote children's predictions and observations of patterns and change.</li> </ul>
<b>Living Creatures</b> <b>CD-SC3-</b> The child will demonstrate knowledge related to living things and their environments.	<p>Knowledge of living things</p> <ul style="list-style-type: none"> <li>- Characteristics of living things (Week 12)</li> <li>- Animals (Week 13)</li> <li>- Insects (Week 14)</li> <li>- Plants (Week 15)</li> <li>- People and puppies and kittens (Week 19)</li> <li>- Chickens and penguins (Week 20)</li> <li>- Frogs (Week 21)</li> <li>- Butterflies (Week 22)</li> <li>- Bean plant (Week 23)</li> </ul> <p>Building on Activity Plans</p> <ul style="list-style-type: none"> <li>- Provide opportunities for hands-on exploration of nature. Include regular observations of living things in their environment.</li> </ul>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Point out characteristics of natural habitats explored by children. Example: "Our playground has many different plants and trees. What kinds of animals might like to live here?"</li> </ul>
<b>Physical Science</b>	<p><b>Inquiry skills</b></p> <p><b>CD-SC4-</b> The child will demonstrate knowledge related to physical science.</p> <ul style="list-style-type: none"> <li>- Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4)</li> <li>- Five senses (Weeks 8 and 9)</li> <li>- Tools (Week 10)</li> </ul> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"> <li>- Encourage exploration of items and materials in new and different ways. Example: Add animals or natural items to the block center or water table.</li> <li>- Help children use a chart to record changes in the weather, temperature, changes in plants and/ or animals, and movement of the sun during the day. The activity will promote children's predictions and observations of patterns and change.</li> <li>- To help promote inquiry skills, plant a garden in the play yard or a small planter box. Encourage children to observe, describe, compare, predict, represent, and ask questions while using a hands-on approach to learning.</li> </ul>
<b>Interaction with Environment</b>	<p><b>Knowledge of earth and space</b></p> <p><b>CD-SC5-</b> The child will demonstrate and awareness of and the need to protect his/her environment.</p> <ul style="list-style-type: none"> <li>- Recycling (Week 43)</li> </ul> <p><b>Building on Activity Plans</b></p> <ul style="list-style-type: none"> <li>- Encourage daily recycling in your classroom to promote children's awareness of responsible care of the earth.</li> </ul>
<b>Cognitive Development: Social Studies (CD-SS)</b>	<b>Social Studies</b>
<b>Family</b>	<p><b>Respecting individual and family differences</b></p> <p><b>CD-SS1-</b> The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</p> <ul style="list-style-type: none"> <li>- Same and different (Weeks 1 and 2)</li> <li>- Unique (Weeks 1 and 3)</li> <li>- Abilities and adaptations (Week 4)</li> </ul>

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EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Family backgrounds (Week 5)</li> <li>- Special family activities (Week 6)</li> <li>- Special family activities and grandparents (Week 7)</li> <li>- Grandparents and older family members (Week 8)</li> <li>- Family differences (Week 9)</li> </ul> <p>Building on Activity Plans</p> <ul style="list-style-type: none"> <li>- Take the initiative to learn about children's home languages and backgrounds. Provide books for children to look at and enjoy that reflect their backgrounds and home languages. Offer an opportunity and support for a child(ren) to teach other children several words in their home language.</li> </ul>
<p><b>People and Community</b></p> <p><b>CD-SS2-</b> The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.</p>	<p>Knowledge of social and physical environments</p> <ul style="list-style-type: none"> <li>- Family differences (Week 9)</li> <li>- Community (Week 16)</li> <li>- Rules for adults and laws (Week 26)</li> <li>- News (Week 27)</li> <li>- American flag, Pledge of Allegiance, National anthem (Week 28)</li> <li>- Voting (Weeks 29 and 30)</li> </ul> <p>Building on Activity Plans</p> <ul style="list-style-type: none"> <li>- Display children's artwork and drawings in the classroom to help promote a sense of community within the group.</li> <li>- Compare and contrast rules in your classroom and your community. Ask children to describe to a pretend "new person" how the rules help them stay safe and respect others</li> <li>- Create a weekly or monthly classroom newsletter for families. Share the newsletter with children to promote a better understanding of how the news relays important information.</li> <li>- Support opportunities for children to vote during center play by providing slips of paper and a ballot box. Encourage children to vote with a show of hands</li> </ul>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<p>during outdoor time when deciding on a game to play together or changes in the rules of a game.</p>
<p><b>CD-SS3-</b> The child will demonstrate an awareness of geography in his/her community.</p>	<ul style="list-style-type: none"> <li>- Types of homes (Week 10)</li> <li>- Home characteristics (Weeks 11 and 12)</li> <li>- Neighborhood and places in a neighborhood (Week 13)</li> <li>- Places in the center neighborhood (Week 14)</li> <li>- Neighborhood maps (Week 15)</li> <li>- Community (Week 16)</li> <li>- City and skyscrapers (Week 17)</li> <li>- Town, farm, and barn and silo (Week 18)</li> <li>- Geography (Weeks 19, 20, 21)</li> <li>- Bridges (Week 19)</li> <li>- Railroad tracks (Week 20)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Promote a better understanding of the geography of your center's community by providing a simple map and photographs of nearby buildings and spaces. Encourage children's drawing of maps of their classroom, home, center, and community.</li> </ul>
<p><b>CD-SS4-</b> The child will demonstrate an awareness of economics in his/her community.</p>	<ul style="list-style-type: none"> <li>- Community helpers (Week 22)</li> <li>- Community helper tools (Week 23)</li> <li>- Community helper uniforms (Week 24)</li> <li>- Job uniforms (Week 25)</li> <li>- Economy (Weeks 35 and 36)</li> </ul> <p>Building on Activity Plans:</p>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Encourage role play with community helpers' clothing, military uniforms and patches to help children gain a better understanding of the range of work roles in their community.</li> </ul>
<b>History and Events</b>	<p><b>Concepts of Time</b></p> <p><b>CD-SS5-</b> The child will understand the passage of time and how events are related.</p> <ul style="list-style-type: none"> <li>- Yesterday, today, and tomorrow, morning and afternoon (Week 31)</li> <li>- Amounts of time and change over time (Week 32)</li> <li>- Moving long ago (Week 33)</li> <li>- Games played long ago (Week 34)</li> </ul> <p><b>Building on Activity Plans:</b></p> <ul style="list-style-type: none"> <li>- Create a picture timeline for each child to strengthen understanding of the passage of time. Include 3–4 snapshots of children from infancy through preschool age (provided by families). Discuss how children have changed over time.</li> <li>- Promote a better understanding of the past by sharing pictures, items, and stories from the past that correspond to current activities in the classroom. Example: When discussing a child's favorite toy, share information about the toys you played with when you were a child.</li> </ul>
<b>Cognitive Development: Creative Development (CD-CR)</b>	<b>Creative Expression</b>
<b>Creative Movement and Dance</b>	<p>Knowledge of creative process; Skills that support creative expression</p> <p><b>CD-CR1-</b> The child participate in dance to express creativity.</p> <ul style="list-style-type: none"> <li>- Dance movements (Weeks 11 and 25)</li> <li>- Dancing (Week 24)</li> </ul> <p><b>Building on Activity Plans:</b></p> <ul style="list-style-type: none"> <li>- Encourage small groups of children to create music and dance together. Several children can make music as several other children dance with the music.</li> </ul>
<b>Visual Arts</b>	<p>Knowledge of creative process</p> <p><b>CD-CR2-</b> The child will create, observe, and analyze visual art forms to develop artistic expression.</p> <ul style="list-style-type: none"> <li>- Artist, types of art, and creating art (Week 5)</li> <li>- Art tools and using art tools to create art (Week 6)</li> </ul>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Tools for painting, drawing, and sculpting and using tools to create a painting, drawing, and sculpture (Week 7)</li> <li>- Using lines (Week 35)</li> <li>- Using shapes and using color (Week 36)</li> <li>- Designing books (Week 37)</li> <li>- Types of art (Week 48)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Use new experiences as opportunities to create art. Example: After taking children to a museum, park, or other area of interest, encourage children to create art or drama based on something they saw or heard.</li> <li>- Use clean recycled materials to encourage artistic expression. Examples: paper bags, egg cartons, craft tubes.</li> <li>- Encourage children to use natural outdoor items to create art. Examples: leaves, sticks, flowers.</li> </ul>
<b>Music</b> <b>CD-CR3-</b> The child will use his/her voice, instruments, and objects to musically express creativity.	<b>Knowledge of creative processes</b> <ul style="list-style-type: none"> <li>- Musical instruments and songs (Week 16)</li> <li>- Instruments (Week 17)</li> <li>- Marching band, instrumental music, and beat (Week 18)</li> <li>- Music (Week 24)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Encourage children to use music to accompany activities such as cleaning up, washing hands, or creating art.</li> <li>- Encourage small groups of children to create music and dance together. Several children can make music as several other children dance with the music.</li> </ul>
<b>Drama</b> <b>CD-CR4-</b> The child will use drama to express creativity.	<b>Skills that support creative expression</b> <ul style="list-style-type: none"> <li>- Imitating (Week 29)</li> <li>- Pretending (Week 30)</li> <li>- Imitating and props (Week 31)</li> </ul>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

	<ul style="list-style-type: none"> <li>- Telling stories (Week 41)</li> <li>- Using puppets (Week 42)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Encourage children to use dance or drama to transition from one activity to another activity. Example: "Let's pretend to be our favorite animal as we take turns finding a seat on a carpet square."</li> </ul>
<b>Cognitive Development: Cognitive Processes (CD-CP)</b>	<b>Science; Creative Expression; Social-Emotional; Social Studies</b>
<b>Thinking Skills</b>	Inquiry skills; Skills that support creative expression
<b>CD-CP1</b> - The child will demonstrate awareness of cause and effect.	<ul style="list-style-type: none"> <li>- Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4)</li> <li>- Art tools and using art tools to create art (Week 6)</li> <li>- Tools for painting, drawing, and sculpting and using tools to create a painting, drawing, and sculpture (Week 7)</li> <li>- Five senses (Weeks 8 and 9)</li> <li>- Tools (Week 10)</li> </ul>
<b>CD-CP2</b> - The child will use prior knowledge to build new knowledge.	<ul style="list-style-type: none"> <li>- Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4)</li> <li>- Five senses (Weeks 8 and 9)</li> <li>- Tools (Week 10)</li> </ul> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> <li>- Encourage children to explore their world by using their five senses. Example: "I see you are working with green clay. What does the clay smell like? What does the clay feel like?"</li> <li>- Provide daily opportunities, both indoors and outdoors, for children to observe and explore their environment with scientific tools.</li> <li>- To help promote inquiry skills, plant a garden in the play yard or a small planter box. Encourage children to observe, describe, compare, predict, represent, and ask questions while using a hands-on approach to learning.</li> </ul>

**CROSSWALK: GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

Problem Solving	Inquiry skills; Social problem-solving skills
<p><b>CD-CP3-</b> The child will demonstrate problem solving skills.</p>	<ul style="list-style-type: none"> <li>- Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4)</li> <li>- Five senses (Weeks 8 and 9)</li> <li>- Tools (Week 10)</li> <li>- Social problem solving (Weeks 5, 6, and 46)</li> </ul> <p>Building on Activity Plans Science:</p> <ul style="list-style-type: none"> <li>- Encourage children to explore their world by using their five senses. Example: "I see you are working with green clay. What does the clay smell like? What does the clay feel like?"</li> <li>- Provide daily opportunities, both indoors and outdoors, for children to observe and explore their environment with scientific tools.</li> <li>- To help promote inquiry skills, plant a garden in the play yard or a small planter box. Encourage children to observe, describe, compare, predict, represent, and ask questions while using a hands-on approach to learning.</li> </ul> <p>Building on Activity Plans Social-Emotional:</p> <ul style="list-style-type: none"> <li>- provide informal coaching to a child faced with a problem by gently asking questions in the problem-solving chart posted in the classroom</li> </ul>