

**NEBRASKA EARLY LEARNING GUIDELINES**

Week 1 Week 2 Week 3 Week 4 Resources

**Social & Emotional Development**

Self Concept - Standard (SE.01): Develops self-awareness and sense of self	X	X	X	X	X
Self Control - Standard (SE.02): Manages emotions with increasing independence	X	X	X	X	X
Cooperation and Prosocial Behavior - Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior	X	X	X	X	X
Social Relationships - Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others	X	X	X	X	X
Knowledge of Families and Communities - Standard (SE.05): Develops a sense of belonging to family, community, and other groups	X	X	X	X	X

**Approaches to Learning**

Initiative and Curiosity - Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner	X	X	X	X	X
Sensory Exploration, Reasoning, and Problem Solving - Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations	X	X	X	X	X

**Health & Physical Development**

Fine (Small) Motor Skills - Standard (HP.01): Uses finger and hand control to operate and use small objects demonstrating fine motor coordination	X	X	X	X	X
Gross (Large) Motor Skills - Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment	X	X	X	X	X
Health and Safety Practices - Standard (HP.03): Child develops an awareness and understanding of health, physical activity, and safety	X	X	X	X	X
Nutrition - Standard (HP.04): Develops healthy eating habits and exhibits increasing independence in eating abilities	X	X	X	X	X

**Language & Literacy Development**

Listening and Understanding - Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary	X	X	X	X	X
Speaking and Communicating - Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes	X	X	X	X	X
Phonological Awareness - Standard (LL.03): Demonstrates knowledge of phonological awareness	X	X	X	X	X
Book Knowledge and Appreciation - Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities	X	X	X	X	X
Print Awareness and Early Writing - Standard (LL.05): Conveys meaning through drawing, letters, and words	X	X	X	X	X

<b>Mathematics</b>					
Number and Operations - Standard (M.01): Demonstrates awareness of quantity, counting, and numeric competencies	X	X	X	X	X
Geometry and Spatial Sense - Standard (M.02): Develops understanding of geometric shapes and spatial relationships	X	X	X	X	X
Patterns and Measurements - Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured	X	X	X	X	X
Data Analysis - Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description	X	X	X	X	X
<b>Science</b>					
Scientific Knowledge - Standard (S.01): Demonstrates a basic awareness and use of scientific concepts	X	X	X	X	X
Scientific Skills and Methods - Standard (S.02): Develops foundational skills in learning and understanding about the world through exploration and investigation	X	X	X	X	X
<b>Creative Arts</b>					
Music - Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects	X	X	X	X	X
Visual Art - Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms	X	X	X	X	X
Movement - Standard (CA.03): Develops foundational skills that support creative expression through movement	X	X	X	X	X
Dramatic Play - Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater	X	X	X	X	X

NEBRASKA KINDERGARTEN STANDARDS

<b>Language Arts</b>					
<b>L.A. 0.1 Students will learn and apply reading skills and strategies to comprehend text</b>					
LA 0.1.1.a Identify variations in print			X	X	X
LA 0.1.1.b Explain that the purpose of print is to carry information		X	X	X	X
LA 0.1.1.c Demonstrate voice to print match					X
LA 0.1.1.d Demonstrate understanding that words are made up of letters					
LA 0.1.1.e Identify parts of a book					
LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom					
LA 0.1.1.g Identify punctuation					
<b>LA0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.</b>					
LA0.1.2.a Segment spoken sentences into words		X			X
LA0.1.2.b Identify and produce oral rhymes	X		X		X



LA 0.1.6.d Indicate that authors use words in different ways (rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)					
LA 0.1.6.e Retell main ideas from informational text	X	X	X	X	X
LA 0.1.6.f Identify text features in informational text (titles, bold print, illustrations)	X				X
LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (fairy tales, nursery rhymes, picture books, how-to-books)					
LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures	X	X	X	X	X
LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	X	X	X	X	X
LA 0.1.6.j Identify different purposes for reading (information, pleasure)					
LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	X	X	X	X	X
LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles	X	X	X	X	X
LA 0.1.6.m Respond to text verbally, in writing, or artistically					
<b>Writing Genres - Standards</b>					
<b>LA 0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.</b>					
LA 0.2.2a Write for a specific purpose (lists, alphabet book, story with picture, label objects in classroom)	X	X	X	X	X
LA 0.2.2b Write to known audience or specific reader (letter to a familiar person, note to teacher, thank you note)		X			
<b>Writing Process - Standards</b>					
<b>LA 0.2.1 Writing Process: Students will use writing to communicate.</b>					
LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas	X	X	X	X	X
LA 0.2.1.b Apply prewriting activities to generate ideas (brainstorming, discussions, drawing, literature, personal/classroom experiences)	X	X	X	X	X
LA 0.2.1.c Generate representations of ideas (pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic	X	X	X		X
LA 0.2.1.d Revise writing by adding details					
LA 0.2.1.e Edit writing for format and conventions (correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)					
LA 0.2.1.f Publish a legible document (handwritten)					
LA 0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters					
<b>Speaking Skills - Standards</b>					
<b>LA 0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations</b>					
LA 0.3.1a Communicate ideas orally in daily classroom activities and routine	X	X	X	X	X
<b>Reciprocal Communication - Standards</b>					

<b>LA 0.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.</b>					
LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (helpful and hurtful words)					
LA 0.3.3.b Demonstrate conversation strategies (face the speaker, listen while others are talking, take turns talking, eye contact)					
LA 0.3.3.c Participate in learning situations (small groups, show and share, cooperative problem solving, play)	x	x	x	x	x
<b>Listening Skills - Standards</b>					
<b>LA 0.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.</b>					
LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (stories, songs, conversations, student sharing, teacher presentation)	x		x	x	x
LA 0.3.2.b Complete a task after listening for information	x	x	x	x	x
LA 0.3.3.c Listen and retell main ideas of information		x	x	x	x
<b>Multiple Literacies - Standards</b>					
<b>LA 1.4 Students will identify, locate, and evaluate information.</b>					
LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital)	x				
LA 1.4.1.a Identify resources to find information (print, electronic)					
LA 1.4.1.b Demonstrate understanding of authorship of print and online resources					
LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (safe information to share online)					
LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means, Podcasts, video chats, distance learning, e-pals)					

Week1 Week2 Week3 Week4 Resources

<b>KINDERGARTEN Standards</b>					
<b>Mathematics</b>					
<b>MA 0.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</b>					
MA 0.1.1a Count, read and write numbers 0-20	x	x	x	x	x
MA 0.1.1b Count objects using one-to-one correspondence 0-20	x	x	x	x	x
MA 0.1.1.c Sequence objects using ordinal numbers (first through fifth)	x	x	x	x	x
MA 0.1.1.d Match numerals to the quantities they represent 0-20, using a variety of models and representations	x	x	x	x	x
MA 0.1.1.e Demonstrate and identify multiple equivalent representations for numbers 1-10 (e.g., 10 is 1 and 9, 10 is 6 and 4)	x	x	x	x	x
MA 0.1.1.f Demonstrate relative position of whole numbers 0-10 (e.g., 5 is between 3 and 10; 7 is greater than 3)	x	x	x	x	x
<b>Operations - Standards</b>					
<b>MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole number</b>					

MA 0.1.2a Use objects and words to explain the meaning of addition as a joining action (Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)	x	x	x	x	x
MA 0.1.2b Use objects and words to explain the meaning of addition as parts of a whole (Three boys and two girls are going to the zoo. How many children are going to the zoo?)	x	x	x	x	x
MA 0.1.2c Use objects and words to explain the meaning of subtraction as a separation action. (Five girls are sitting at a table, two girls leave. How many girls are left sitting at the table?)	x	x	x	x	x
MA 0.1.2d Use objects and words to explain the meaning of subtraction as finding part of a whole. (Jacob has 5 pencils. Three are blue and the rest are red. How many red pencils does Jacob have?)	x	x	x	x	x
<b>Characteristics - Standards</b>					
<b>MA 0.2.1 Characteristics: Students will identify two-dimensional geometric shapes</b>					
MA 0.2.1.a Sort and name two-dimensional shapes (square, circle, rectangle, triangle)	x	x	x	x	x
<b>Spatial Modeling - Standards</b>					
<b>MA 0.2.4 Spatial Modeling: Students will communicate relative positions in space.</b>					
MA 0.2.4.a Demonstrate positional words. (e.g., above/below, near/far, over/under, in/out, down/up, around/through)	x	x	x	x	x
	Week1	Week2	Week3	Week4	Resources
<b>Measurement - Standards</b>					
<b>MA 0.2.5 Measurement: Students will measure using nonstandard units and time.</b>					
MA 0.2.5a Identify the name and amount of a penny, nickel, dime and quarter					
MA 0.2.5.b Identify time to the hour	x	x	x	x	x
MA 0.2.5.c Measure using nonstandard units	x	x	x	x	x
MA 0.2.5.d Compare objects according to length	x	x	x	x	x
<b>Algebra - Standards</b>					
<b>MA 0.3.1 Relationships: Students will sort, classify, and order objects by relationships.</b>					
MA 0.3.1.a Sort by color, shape, or size	x	x	x	x	x
MA 0.3.1.b Create own rule for sorting other than color shape, and size	x	x	x	x	x
<b>Modeling in Context - Standards</b>					
<b>MA 0.3.2 Modeling in Context: Students will use objects as models to represent mathematical situations.</b>					
MA 0.3.2a Model situations that involve the addition and subtraction of whole numbers 0-10 using objects	x	x	x	x	x
<b>Procedures - Standards</b>					
<b>MA 0.3.3 Procedures: Students will use concrete and verbal representations to solve number stories.</b>					
MA 0.3.3.a Use objects to solve addition and subtraction of whole numbers 0 – 10	x	x	x	x	x
<b>Display &amp; Analysis - Standards</b>					
<b>MA 0.4.1 Display and Analysis: Students will sort, classify, represent, describe, and compare sets of objects.</b>					
MA 0.4.1.a Sort and classify objects according to an attribute (e.g., size, color, shape)	x	x	x	x	x

MA 0.4.1.b Identify the attributes of sorted data	x	x	x	x	x
MA 0.4.1.c Compare the attributes of the data (most, least, same)	x	x	x	x	x