



NOTE: Most ReadyRosie activities represent a variety of standards. For purposes of curriculum alignment and planning, we have intentionally chosen to list each activity only once in this document. Each activity is listed next to the standard that best reflects the primary learning goal.

Texas 2015 Pre-K Guidelines	ReadyRosie Activities
SOCIAL & EMOTIONAL DEVELOPMENT DOMAIN: Self-Concept Skills	
I.A.1. Child is aware of where own body is in space and respects personal boundaries.	The ReadyRosie library consists of hundreds of videos showing a variety of real families modeling healthy interactions. Each family operates with unique cultural and individual values and behaviors. ReadyRosie users are exposed to many opportunities to see how parents and caregivers influence a child’s view of himself as an individual and a member of a family.
I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.	
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	
SOCIAL & EMOTIONAL DEVELOPMENT DOMAIN: Self-Regulation Skills	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	All ReadyRosie videos are approximately two minutes long. This standard length provides viewers the opportunity to see a child participate in an activity with sustained focus and attention that is developmentally appropriate and may or may not extend for a longer amount of time. Parents and caregivers are also given models where adults initiate an engaging and enjoyable structured activity in which a child can practice following directions and regulating behavior.
I.B.1.b. Child takes care of and manages classroom materials.	
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	
I.B.2.a. Child begins to understand difference and connection between <i>emotions/feelings</i> and <i>behaviors</i> .	
I.B.2.b. Child can communicate basic emotions/feelings.	
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	
I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	
I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.	



SOCIAL & EMOTIONAL DEVELOPMENT DOMAIN: Relationships with Others	
I.C.1. Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.	The goal of all ReadyRosie videos is to inspire parents and caregivers to invest time in bonding with their children. These bonding experiences provide a safe and fun context for children to practice listening and speaking and learning positive ways to interact with others.
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	
I.C.3. Child shows competence in initiating social interactions.	
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	
I.C.6. Child demonstrates empathy and caring for others.	
I.C.7. Child interacts with a variety of playmates and may have preferred friends.	
SOCIAL & EMOTIONAL DEVELOPMENT DOMAIN: Social Awareness Skills	
I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<ul style="list-style-type: none"> • If You're Happy and You Know It (<i>Si estás contento y lo sabes</i>)
LANGUAGE & COMMUNICATION DOMAIN: Listening Comprehension Skills	
II.A.1 Child shows understanding by responding appropriately.	<p>Due to the nature of the interactions modeled by parents/care-givers with children, ALL ReadyRosie activities are designed to support Listening Comprehension skills. However, the activities listed below were designed to intentionally focus on critical listening.</p> <ul style="list-style-type: none"> • Listening for Sounds (<i>Escuchando sonidos</i>) • Sequences of Sounds (<i>Secuencia de sonidos</i>) • SEE ALSO ACTIVITIES LISTED FOR III.D.3.
II.A.2 Child shows understanding by following two-step oral directions and usually follows three-step directions.	
II.A.3 Child shows understanding of the language being spoken by teachers and peers.	
LANGUAGE & COMMUNICATION DOMAIN: Speaking (Conversation) Skills	
II.B.1 Child is able to use language for different purposes.	<p>Due to the nature of the interactions modeled by parents/care-givers with children, ALL ReadyRosie activities are designed to elicit the development of Speaking and Conversation skills. However, the</p>
II.B.2 Child engages in conversations in appropriate ways.	

<p>II.B.3 Child provides appropriate information for various situations.</p>	<p>activities listed below were designed to intentionally focus on developing appropriate verbal and non-verbal skills for communication.</p> <ul style="list-style-type: none"> • Grocery Store Conversation (<i>Conversaciones del Supermercado</i>) • My Address (<i>Mi dirección</i>)
<p>II.B.4 Child demonstrates knowledge of verbal conversational rules.</p>	<ul style="list-style-type: none"> • Taking Turns (<i>Tomando su Turno</i>)
<p>II.B.5 Child demonstrates knowledge of nonverbal conversational rules.</p>	<ul style="list-style-type: none"> • Funny Faces (<i>Caras chistosas</i>)
<p>II.B.6 Child matches language to social contexts.</p>	<ul style="list-style-type: none"> • Choosing the Right Voice (<i>Elijiendo la voz más apropiada</i>)
<p>LANGUAGE & COMMUNICATION DOMAIN: Speech Production Skills</p>	
<p>II.C.1 Child's speech is understood by both the teacher and other adults in the school.</p>	<ul style="list-style-type: none"> • Mirror, Mirror (<i>Espejo, Espejo</i>)
<p>II.C.2 Child perceives differences between similar sounding words.</p>	<ul style="list-style-type: none"> • Thumbs Up/Thumbs Down (<i>Pulgares arriba, pulgares abajo</i>)
<p>II.C.3 Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p>	<ul style="list-style-type: none"> • Sliding to Nursery Rhymes (<i>Deslizándonos a las canciones de cuna</i>)
<p>LANGUAGE & COMMUNICATION DOMAIN: Vocabulary Skills</p>	
<p>II.D.1 Child uses a variety of words to label and describe people, places, things, and actions.</p>	<ul style="list-style-type: none"> • Pantry Talk Descriptions (<i>Describir la Comida</i>) • Mystery Bag (<i>La bolsa misteriosa</i>) • Silent Opposites (<i>Opuestos silenciosos</i>) • What's the Opposite (<i>¿Cuál es el opuesto?</i>) • How Many Can You Name? (<i>¿Cuántos puedes nombrar?</i>) • Guess the Group (<i>Adivina el grupo</i>)
<p>II.D.2 Child demonstrates understanding of terms used in the instructional language of the classroom.</p>	<ul style="list-style-type: none"> • Following Directions (<i>Siguiendo instrucciones</i>) • Little Miss Muffet Role Play (<i>Representación de Debajo de un botón</i>)
<p>II.D.3 Child demonstrates understanding in a variety of ways of knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.</p>	<ul style="list-style-type: none"> • Kitchen Labeling (<i>Etiquetando la cocina</i>) • Sink or Float (<i>Hundir o flotar</i>) • Putting Away the Groceries (<i>Guardando la comida</i>)
<p>II.D.4 Child uses a large speaking vocabulary, adding several new words daily.</p>	<ul style="list-style-type: none"> • Predicting Vocabulary (<i>Prediciendo vocabulario</i>) • My Favorite Part (<i>Mi parte favorita</i>)



<p>II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p>	<ul style="list-style-type: none"> • Table Riddles (<i>Adivinanzas en la mesa</i>)
LANGUAGE & COMMUNICATION DOMAIN: Sentences and Structure Skills	
<p>II.E.1 Child typically uses complete sentences of four or more words and grammatically complexity usually with subject, verb, and object order.</p>	<ul style="list-style-type: none"> • All Mixed Up (<i>Todo revuelto</i>) • I'm Thinking of an Animal (<i>Estoy pensando en un animal</i>)
<p>II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<ul style="list-style-type: none"> • What Did I Do? (<i>¿Qué hice?</i>)
<p>II.E.3 Child uses sentences with more than one phrase.</p>	<ul style="list-style-type: none"> • Zoo in My Room (<i>Un Zoológico en Mi Cuarto</i>)
<p>II.E.4 Child combines more than one idea using complex sentences.</p>	<ul style="list-style-type: none"> • Phone Fun (<i>Teléfono Divertido</i>)
<p>II.E.5 Child combines sentences that give lots of detail, sticks to the topics, and clearly communicates intended meaning.</p>	<ul style="list-style-type: none"> • Toy Stories (<i>Historias de juguetes</i>)
EMERGENT LITERACY READING DOMAIN: Motivation to Read Skills	
<p>III.A.1 Child engages in pre-reading and reading-related activities.</p>	<ul style="list-style-type: none"> • Chime In (<i>Repite Conmigo</i>) • Starting a Word Bank (<i>Empezando un banco de palabras</i>)
<p>III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.</p>	<ul style="list-style-type: none"> • Book Selection (<i>Selección de libros</i>)
<p>III.A.3 Child recognizes that text has meaning</p>	<ul style="list-style-type: none"> • Morning Message (<i>Mensaje de la Mañana</i>) • Reading with Jack and Jill (<i>Leyendo con los Pollitos</i>)
EMERGENT LITERACY READING DOMAIN: Phonological Awareness Skills	
<p>III.B.1 Child separates a normally spoken four-word sentence into individual words.</p>	<ul style="list-style-type: none"> • Sentence Segmenting (<i>Separando palabras de las oraciones</i>) • Color Words Sentences (<i>Oraciones de colores</i>)
<p>III.B.2 Child combines words to make a compound word.</p>	<ul style="list-style-type: none"> • Compound Words (<i>Palabras compuestas</i>)
<p>III.B.3 Child deletes a word from a compound word.</p>	<ul style="list-style-type: none"> • Take Away (<i>Quitar la palabra</i>)
<p>III.B.4 Child combines syllables into words.</p>	<ul style="list-style-type: none"> • Grocery Sack Syllables (<i>Las sílabas en la bolsa del mandado</i>)
<p>III.B.5 Child can segment a syllable from a word.</p>	<ul style="list-style-type: none"> • Deconstructing Words (<i>Deshaciendo Palabras</i>)



<p>III.B.6 Child can recognize rhyming words.</p>	<ul style="list-style-type: none"> • Twinkle, Twinkle Rhymes (<i>Rima, rima que rima</i>) • Rhyming Toss (<i>Aventando rimas</i>) • Finish the Rhyme (<i>Termina la rima</i>) • Rhyming with Jack and Jill (<i>Rimando con los Pollitos</i>) • Rhyming Purse (<i>La bolsita de las rimas</i>) • Hopping Rhyming (<i>Rimas saltarinas</i>) • Little Bo Peep Substitutions (<i>Substituciones con Poemas</i>)
<p>III.B.7 Child can produce a word that begins with the same sound as a given pair of words.</p>	<ul style="list-style-type: none"> • Swinging to Sounds (<i>Columpiándonos con los sonidos</i>) • Signaling for Sounds (<i>Haciendo señales a los sonidos</i>) • Listen My Children (<i>Escuchen Mis Niños</i>)
<p>III.B.8 Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p>	<ul style="list-style-type: none"> • Laundry Riddles (English only)
<p>III.B.9 Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</p>	<ul style="list-style-type: none"> • Frog Hopping (<i>Saltos de rana</i>) • Echo Game (<i>El juego del eco</i>) • Pushing for Sounds (<i>Empujando las Sílabas</i>) • Drumming Sounds (<i>Sonidos del tambor</i>)
<p>EMERGENT LITERACY READING DOMAIN: Alphabet Knowledge Skills</p>	
<p>III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p>	<ul style="list-style-type: none"> • Letter Sort (<i>Clasificación de letras</i>) • Alphabet Clapping (<i>Aplaudiendo el abecedario</i>) • Making Letter Soup (<i>Haciendo sopa de letras</i>) • Letter Hunt (<i>Caza de letras</i>) • Point the ABC Song (<i>Señalando la canción del ABC</i>) • Looking for Letters in Ads (<i>Buscando letras en el periódico</i>) • Magnetic Letter Mix Up (<i>Enredo de letras magnéticas</i>) • Stomp the Letter (<i>Pisotea la letra</i>)
<p>III.C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<ul style="list-style-type: none"> • Reading the Grocery List (<i>Leyendo la lista del mandado</i>)
<p>III.C.3 Child produces at least 20 distinct letter sound correspondences in the language of instruction</p>	<ul style="list-style-type: none"> • Searching for Sounds at the Store (<i>Buscando sonidos en la tienda</i>) • Lazy Letters (<i>Letras flojas</i>)



EMERGENT LITERACY READING DOMAIN: Comprehension of Text Read Aloud Skills	
III.D.1 Child retells or reenacts a story after it is read aloud.	<ul style="list-style-type: none"> • Retelling the Story (<i>Volver a Contar la Historia</i>) • Act it Out (<i>Actuarlo</i>)
III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> • Funny Reading (<i>La lectura chistosa</i>) • Making Connections (<i>Haciendo conexiones</i>) • Book Cover Conversations (<i>Conversaciones de Portadas de Libros</i>) • Itsy Bitsy Spider Illustrations (<i>Ilustraciones de la Araña Pequeñita</i>) • Just the Facts (<i>Información Importante</i>)
III.D.3 Child asks and responds to questions relevant to the text read aloud.	<ul style="list-style-type: none"> • Getting Information from Pictures (<i>Obtener Información de los Dibujos</i>) • Who Should We Ask? (<i>¿A quién debemos preguntar?</i>) • Book Bag Descriptions (<i>Describiendo los libros</i>)
III.D.4 Child will make inferences and predictions about text.	<ul style="list-style-type: none"> • Picture Walk Predictions (<i>Predicción de imágenes</i>) • Think About It (<i>¡Piénsalo!</i>)
EMERGENT LITERACY READING DOMAIN: Print Concepts	
III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	<ul style="list-style-type: none"> • Words on the Page (<i>Palabras en una página</i>) • Stuffed Animal Stories (<i>Historias con animalitos de peluche</i>) • Shopping for Clothes (<i>Comprar ropa</i>)
III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.	
III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	
EMERGENT LITERACY WRITING DOMAIN: Motivation to Write Skills	
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	<ul style="list-style-type: none"> • Detailed Drawing of a Face (<i>Dibujo detallado de un rostro</i>) • Making a Grocery List (<i>Haciendo una lista para el mandado</i>) • Using a Menu to Order (<i>Usando un menú para ordenar</i>) • Silverware Alphabet (<i>Alfabeto de Utensilios de Mesa</i>) • Jump Rope Letters (<i>Saltar la cuerda de letras</i>)
IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.	



EMERGENT LITERACY WRITING DOMAIN: Writing as a Process	
IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	<ul style="list-style-type: none"> • Weekend News (<i>Noticias del fin de semana</i>)
IV.B. 2 Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	
IV.B.3 Child shares and celebrates class-made and individual written products.	
EMERGENT LITERACY WRITING DOMAIN: Conventions in Writing	
IV.C.1 Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	<ul style="list-style-type: none"> • Name Game (<i>Juego del Nombre</i>) • Writing Names Using Shaving Cream (<i>Escribiendo Nombres con Crema de Afeitarse</i>) • Stuffed Animal Sentences (<i>Oraciones de peluche</i>) • Thank You Note (<i>Carta de Agradecimiento</i>)
IV.C.2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	
IV.C.3 Child independently uses letters to make words or parts of words.	
IV.C.4 Child uses appropriate directionality when writing (top to bottom, left to right).	
IV.C.5 Child begins to experiment with punctuation when writing.	
MATHEMATICS DOMAIN: Counting Skills	
V.A.1 Child knows that objects, or parts of an object, can be counted.	<ul style="list-style-type: none"> • Block Tower (<i>La torre de bloques</i>) • How Many in a Set? (<i>¿Cuántos en un Grupo?</i>)
V.A.2 Child uses words to rote count from 1 to 30.	
V.A.3 Child counts 1-10 items, with one count per item.	<ul style="list-style-type: none"> • Fruit Salad (<i>Ensalada de fruta</i>) • Counting Signs (<i>Contando las Señales</i>) • Penny Drop (<i>Caída de Centavo</i>) • Cereal Challenge (<i>La cuestión del cereal</i>)
V.A.4 Child demonstrates that the order of the counting	



<p>sequence is always the same, regardless of what is counted.</p>	<ul style="list-style-type: none"> • More Grapes (<i>Más uvas</i>)
<p>V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.</p>	<ul style="list-style-type: none"> • How Many in the Car? (<i>¿Cuántos en el Carro?</i>) • In 10 Seconds (<i>En 10 segundos</i>) • How Many can I Grab? (<i>¿Cuántos puedo agarrar?</i>) • How Many Feet? (<i>¿Cuántos Pies?</i>) • Taking Inventory (<i>Hacer un inventario</i>) • More Than Ten (<i>Más que diez</i>) • May I Take Your Order? (<i>¿Puedo tomar su orden?</i>)
<p>V.A.6 Child demonstrates understanding that when counting, the items can be chosen in any order.</p>	<ul style="list-style-type: none"> • The Number Stays the Same (<i>El número se queda igual</i>) • Rock Toss (<i>Aventar piedras</i>) • Adding Ice (<i>Agregando hielo</i>)
<p>V.A.7 Child uses the verbal ordinal terms.</p>	<ul style="list-style-type: none"> • First Place (<i>Primer lugar</i>) • Under the Cup (<i>Debajo del Vaso</i>)
<p>V.A.8 Child verbally identifies, without counting the number of objects from 1 to 5.</p>	<ul style="list-style-type: none"> • Show Me (<i>¡Enséñame!</i>) • Quick Dots (<i>Puntos rápidos</i>) • Domino Match Up (<i>Empareja el Dominó</i>)
<p>V.A.9 Child recognizes one-digit numerals, 0-9.</p>	<ul style="list-style-type: none"> • Magazine Number Hunt (<i>Cazando números en la revista</i>) • Find My Number (<i>Encuentra mi número</i>) • Numbers Everywhere (<i>Números por todas partes</i>) • The Biggest Number (<i>El número mayor</i>) • Three Ways to Show a Number (<i>Tres maneras de mostrar un número</i>) • Lily Pad Hop (<i>Salto de hoja de lirio</i>)
<p>MATHEMATICS DOMAIN: Adding To/Taking Away Skills</p>	
<p>V.B.1 Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.</p>	<ul style="list-style-type: none"> • Decorating Cupcakes (<i>Decorando Pastelitos</i>) • Packing for Our Trip (<i>Empacando para nuestro viaje</i>) • One More (<i>Uno más</i>) • In My Pond, Part 1 (<i>En mi estanque, parte 1</i>) • Give Me Five (<i>Dame cinco</i>) • Cats and Dogs (<i>Gatos y perros</i>) • Making Ten (<i>Haciendo diez</i>)
<p>V.B.2 Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.</p>	<ul style="list-style-type: none"> • Three Little Animals (<i>Tres animales pequeñitos</i>) • Checkout Countdown (<i>Contando hacia atrás</i>) • One Less (<i>Uno menos</i>) • In My Pond, Part 2 (<i>En mi estanque, parte 2</i>) • Putting Away Dishes (<i>Guardar los Platos</i>) • Finish My Set (<i>Completa mi conjunto</i>) • All Done (<i>Ya se acabaron</i>)



<p>V.B.3 Child uses informal strategies to separate up to 10 items into equal groups.</p>	<ul style="list-style-type: none"> • Snack Fractions (<i>Fracciones con la merienda</i>) • Sharing Goldfish (<i>Compartiendo pececitos</i>) • Sharing a Meal (<i>Compartiendo la comida</i>)
<p>MATHEMATICS DOMAIN: Geometry and Spatial Sense Skills</p>	
<p>V.C.1 Child names common shapes.</p>	<ul style="list-style-type: none"> • Shape Hunt (<i>En busca de formas</i>) • Finger Shapes (<i>Figuras con los dedos</i>) • Guess my Shape (<i>Adivina Mi Figura</i>) • Pantry Sort 1 (<i>Clasificar la Comida #1</i>) • Pantry Sort 2 (<i>Clasificar la Comida #2</i>)
<p>V.C.2 Child creates shapes.</p>	<ul style="list-style-type: none"> • Shaving Cream Shapes (<i>Figuras con crema de afeitar</i>) • Ways to Cut a Sandwich (<i>Maneras de cortar un "sandwich"</i>) • Is it a Triangle? (<i>¿Es un Triangulo?</i>) • Shape Changers (<i>Cambiadores de formas</i>)
<p>V.C.3 Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.)</p>	<ul style="list-style-type: none"> • Follow the Leader (<i>¡Sigue al líder!</i>) • Near and Far (<i>Cerca y Lejos</i>) • Finding the Groceries (<i>Encontrando el Mandado</i>) • Jump to It (<i>¡Bríncale!</i>)
<p>V.C.4 Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.</p>	<ul style="list-style-type: none"> • Race Car Transformations (<i>Transformaciones con cochecitos</i>) • Follow My Design (<i>Sigue Mi Diseño</i>)
<p>MATHEMATICS DOMAIN: Measurement Skills</p>	
<p>V.D.1 Child recognizes and compares heights or lengths of people or objects.</p>	<ul style="list-style-type: none"> • Comparing Vegetables (<i>Comparando vegetales</i>) • Leap Frog Measure (<i>Midiendo con la ranita saltarina</i>) • Bookcase Problem (<i>Problema con el librero</i>) • Measuring the Table (<i>Midiendo la mesa</i>)
<p>V.D.2 Child recognizes how much can be placed within an object.</p>	<ul style="list-style-type: none"> • Fill Up the Cup (<i>Llenando la taza</i>) • Making Trail Mix (<i>Mezclando frutos secos y chocolates</i>) • Strawberries for a Picnic (<i>Fresas para el picnic</i>)
<p>V.D.3 Child informally recognizes and compares weights of objects or people.</p>	<ul style="list-style-type: none"> • Buying Oranges (<i>Comprando naranjas</i>) • Grocery Store Weights (<i>Pesas del Supermercado</i>) • Blow Your House Down! (<i>Derrumbar la Casa Soplando</i>)
<p>V.D.4 Child uses language to describe concepts associated with the passing of time.</p>	<ul style="list-style-type: none"> • Which Takes Longer? (<i>¿Qué toma más tiempo?</i>) • Yesterday, Today, Tomorrow (<i>Ayer, Hoy, Mañana</i>) • All About My Day (<i>Todo sobre mi día</i>)
<p>MATHEMATICS DOMAIN: Classification and Patterns Skills</p>	
<p>V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the</p>	<ul style="list-style-type: none"> • Sorting Laundry (<i>Clasificando la ropa</i>) • I Spy a Coin (<i>Yo veo una moneda</i>) • I Spy an Animal (<i>Yo veo...un animal</i>)



groups are similar and different.	<ul style="list-style-type: none">• Likely Legos (<i>Legos probables e improbables</i>)
V.E.2 Child collects data and organizes it in a graphic representation.	<ul style="list-style-type: none">• Dino Dig (<i>Desenterrando dinosaurios</i>)• Sort and Graph Leaves (<i>Clasifico y grafico hojas</i>)• Candy Sort and Graph (<i>Clasificar y Graficar Dulces</i>)• What's for Dinner? (<i>¿Qué hay para cenar?</i>)
V.E.3 Child recognizes and creates patterns.	<ul style="list-style-type: none">• Setting the Table (<i>Poniendo la mesa</i>)• Making Patterns (<i>Haciendo patrones</i>)• Sound Patterns (<i>Patrones de sonidos</i>)• The Fence Problem (<i>El Problema de la Cerca</i>)