

# Explore & Learn

## Lessons and Activities

PK, TK, and VPK Instruction

Who Am I? (Spanish)

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# Un día sin sentimientos



Dona Herweck Rice

Ilustrado por Aileen Ramirez

—Hoy no pienso sentir nada —le dijo Alex a su abuela, bostezando mientras se sentaba a la mesa de la cocina—. Ayer fue un día con muchos sentimientos. Estoy harto de sentir tantas cosas.



Su abuela, que estaba preparando unos panqueques de plátano en la estufa, se volvió hacia su nieto y le dijo:

—Sí, lo sé, ayer fue un día lleno de sentimientos fuertes. Pero los sentimientos son parte de la vida, peque. Así son las cosas —agregó con una sonrisa.





—No me parece —respondió Alex—. Hoy me los salto.

—Está bien, querido —dijo la abuela—. Después me cuentas cómo te fue, ¿te parece bien?

—Sí, me parece bien.



Después del desayuno, Alex se vistió y se lavó los dientes. Noodles le dio un empujoncito en la mano con el hocico, moviendo la cola.



—¿Quieres salir? —preguntó Alex, empezando a sonreírle a su hermosa cachorra de orejas disparejas. Pero se detuvo en seco. Eso habría sido sentir. ¡Y hoy iba a ser un día sin sentimientos!

Alex y Noodles salieron al jardín. El día estaba fresco y había solo unas pocas nubes. El sol iluminaba las copas de los árboles de la señora McGinty, donde Alex descubrió unos huevos en el nido de un azulejo. Una sonrisa pícara trató de dibujarse de nuevo en su cara, pero la atajó a tiempo.

—¡Nada de sonrisas! —se dijo Alex.  
Noodles ladró y movió la cola.



—Buena chica —dijo Alex, y sus labios se estiraron para formar algo muy parecido a una sonrisa.



—¡Guau! —dijo Noodles.  
—Ay, cierto —le respondió Alex—. ¡Nada de sentimientos!



Alex arrojó la pelota bien alto y  
Noodles la atrapó.

—¡Estuviste genial, Noodles! —le dijo Alex  
sonriendo de oreja a oreja.



No sentir nada era más difícil de lo que había  
imaginado.

Alex volvió a arrojar la pelota, pero demasiado alto para que Noodles la atrapara. Los dos corrieron a buscarla.

Alex no vio que había una piedra en el césped. Tropezó y se cayó.



—¡Ay! —se quejó. Le dolía mucho el dedo gordo del pie y se le llenaron los ojos de lágrimas.

—Llorar también es sentir —se dijo y trató de aguantar el llanto. Pero no lo consiguió.

—Abu, creo que voy a volver a sentir, ¿está bien? —le preguntó Alex a su abuela cuando volvió a entrar en la casa.  
Noodles le lamió la mano.



—Siente todo lo que necesites sentir, peque  
—le respondió la abuela con un abrazo—.  
Siente las alegrías, las tristezas y todo lo  
demás. Los sentimientos son parte de ti, y yo  
te amo tal cual eres.

—¡Guau! —dijo Noodles. Y moviendo la cola  
mostró que sentía exactamente lo mismo.



## Notas para los adultos

Este libro ofrece una valiosa experiencia de lectura compartida a los niños que se están iniciando o que aún se están afianzando en la lectoescritura. Los diálogos y las imágenes ayudan a los niños a contar la historia, ya sea que lean por su cuenta o que alguien más les lea. ¡Qué excelente herramienta para desarrollar la confianza que necesitan para encarar las aventuras que los esperan al leer!

Para ampliar esta experiencia de lectura, realice una o más de las siguientes actividades:

Hablen sobre los sentimientos de Noodles y comenten si son parecidos o no a los de Alex.

Comente con el niño si es posible no tener sentimientos y por qué al final eso no funciona.

Armen juntos un libro de sentimientos que muestre todos los sentimientos de su niño.

Piensen en formas de regular los sentimientos cuando parecen demasiado fuertes para controlarlos. Comenten distintas ideas, como hacer respiraciones, tomar un vaso de agua o hablar con un ser querido, entre otras.

Después de leer, vuelvan al libro una y otra vez. Volver a leer es una excelente herramienta para desarrollar destrezas de lectoescritura.

# ¿Quién soy?

## Teacher's Guide



## Day 8 Preparation and Materials

### Morning Meeting

- **Materials:** *Morning Meeting* routine (card 1)
- **Preparation:** Prepare to share the orange square cutout from Day 1.

### Literacy

- **Materials:** *Teach Letters and Sounds* routine (card 2); copy of *Un día sin sentimientos*; *Los sentimientos cambian* (page 14 in *Libro de actividades del estudiante*); crayons
- **Preparation:** Print a copy of or prepare to display *Los sentimientos cambian* as you demonstrate completing it.

### Literacy Explorations

- **Materials:** *Pencil Grasp* routine (card 11); drawing paper
- **Preparation:** Ensure that each Literacy Exploration center is prepared.

### Physical Development

- **Materials:** music
- **Preparation:** Locate and prepare to share songs for students to move and dance to.

### Phonological Awareness

- n/a

### Mathematics

- **Materials:** counting manipulatives
- **Preparation:** Prepare a copy of the *Tree Branch Background* from Day 7 and set of five counting manipulatives for each pair of students and yourself.

### Social Development

- **Materials:** *Writing Social Stories* routine (card 16); “Calmarse” social story poster; crayons
- **Preparation:** Prepare to distribute student-created social stories.

### Fine Motor Development

- **Materials:** *Pencil Grasp* routine (card 11); *Sky Writing* routine (card 12); *La l mayúscula* (page 15 of *Libro de actividades del estudiante*)

### Science

- **Materials:** large tubs of water; materials for the sink or float experiment; towels or paper towels
- **Preparation:** For each table, prepare a large clear tub that has water filled up halfway. Gather waterproof classroom materials that will either sink or float (e.g., counting manipulatives, utensils, small blocks, animal figurines, sticks, rocks).

### Creative Explorations


- **Materials:** paint; palettes or paper plates; paper; square sponges; cubes
- **Preparation:** Prepare palettes for each workspace by adding various colors of paint.

### Music and Movement

- **Materials:** *Learn a New Song* routine (card 17); “¿Qué haces?” audio recording (Quehaces.mp3) and lyrics (page 173)
- **Preparation:** Prepare to share the audio recording of the song.

### Closing Circle

- **Materials:** *Closing Circle* routine (card 18)

-  If you have access to the digital manipulatives, you may choose to use the letter formation tools in place of the noted materials during the Fine Motor Development lesson.

## Morning Meeting



10-15  
minutes



1. Follow the *Morning Meeting* routine (card 1).
2. Display the square cutout you prepared, and have students describe the attributes of a square. (*Tiene cuatro esquinas y cuatro lados rectos. Todos los lados tienen el mismo largo.*)
3. Ask students, “¿Cómo podemos formar un cuadrado con el cuerpo?” Offer the following configurations, and challenge students to create squares:
  - four students, lying down
  - four students, standing up (Guide students to use their arms.)
  - two students, lying down
  - the entire group

### Inquiry Idea

Ask students these questions, having them turn and talk to partners about their thoughts: ¿Por qué crees que algunos objetos son cuadrados? ¿Qué pasaría si fueran círculos?



### ★ ★ Free Play

Free Play is a fundamental part of the *Explore & Learn* day. See page 95 for free play ideas related to this unit.



## Literacy



20-30  
minutes



### Alphabet Knowledge Warm-Up

1. Gather students together, and follow the *Teach Letters and Sounds* routine (card 2) to teach the letter of the day. Choose which letter to teach based on your scope and sequence. (See page 39 in the *Spanish Management Guide* for more information.)

### Whole-Group Lesson

2. Display the book *Un día sin sentimientos*, and take a picture walk to review the different emotions the character feels in each part of the story.
3. Model thinking aloud about a time when your feelings changed. For example, you may share that you felt sad when you couldn't ride your bike on a rainy day, but then you felt cheerful when your friend came over to hang out instead.
4. Model drawing a picture to represent the scenario on *Los sentimientos cambian* (page 14 of *Libro de actividades del estudiante*).
5. Have students move to their workspaces to complete *Los sentimientos cambian*. Circulate as students work, and provide support as needed. If time allows, have students share their drawings with partners.



## Literacy Explorations



15-20  
minutes



small groups

centers

Meet with one group to deliver Small-Group Lesson 2 (page 98), while the rest of the students engage in self-chosen centers. For more information about independent learning centers, see page 99.

## Physical Development



10-15  
minutes



whole group

1. Gather students together. Say, “Sin mover el cuerpo, voy a mostrar una emoción con la cara. Adivinen cuál es.” Cover your face, then uncover it to show your frozen emotion. Have students guess the emotion. Repeat several times, showing a variety of emotions.
2. Say, “¡Vamos a jugar al juego de las estatuas! Voy a nombrar una emoción. Mientras suena la música, bailen y piensen cómo van a mostrar la emoción con el cuerpo y con la cara. Cuando pare la música, quédense quietos como estatuas mostrando esa emoción. Cuando la música suene de nuevo, vuelvan a mover el cuerpo.”
3. Have students stand in a large circle and move to the beat of the music, freezing and showing the emotions you name each time the music stops.

## Phonological Awareness



10-15  
minutes



whole group

1. Gather students together, and chant, “¡La rima es divertida! ¡Las palabras cobran vida! *Divertida y vida*. Las dos terminan con *-ida*. ¿Recuerdan que Cami estaba nerviosa cuando empezó la escuela? Hoy vamos a rimar con la palabra *nerviosa*.”
2. Share each line of the following chant, using call and response for the fourth and fifth lines. Provide visual cues by pointing to yourself when it is your turn to say the sentence and pointing to students when it is their turn to say the sentence.

Escuchen lo que digo con atención para encontrar la rima en cada ocasión.

*¡Ay, pero qué cosa! Cami está nerviosa.*

*¡Ay, pero qué cosa! Cami está nerviosa.*

*Cosa, nerviosa... ¡esas palabras riman!*

3. Repeat the chant with more sentences.
  - Esta rosa es muy hermosa. *Rosa, hermosa... ¡esas palabras riman!*
  - Conocí a una osa muy famosa. *Osa, famosa... ¡esas palabras riman!*
  - Bubi es una babosa miedosa. *Babosa, miedosa... ¡esas palabras riman!*
  - La baldosa está resbalosa. *Baldosa, resbalosa... ¡esas palabras riman!*
  - En el cuento hay una diosa tramposa. *Diosa, tramposa... ¡esas palabras riman!*
4. Say, and have students repeat, all rhyming words.

### ★ ★ Teacher-Choice Read-Aloud

Per the pacing plan suggestions on page 38 of the Spanish Management Guide, after the phonological awareness activity is a good time in the Explore & Learn day for a teacher-choice read-aloud.



## Mathematics



20-30  
minutes



### Whole-Group Lesson

1. Gather students together. Display manipulatives and *Tree Branch Background* from Day 7. Distribute a set to each student. Say, “Hoy vamos a seguir practicando historias con números. Les voy a contar algunos cuentos y, luego, ustedes van a inventar los suyos.” Tell the following number stories, pausing at points to model moving your manipulatives and instructing students to move theirs. At the end of each number story, instruct students to line up their objects and touch each one as they count. Repeat the question, and have students share their answers.

- Había cinco manzanas en la rama. Me comí una. ¿Cuántas manzanas quedan?
- Había tres pajaritos en la rama. Uno se fue volando. ¿Cuántos pajaritos hay ahora?
- Había dos hojas en la rama. Una se cayó. ¿Cuántas hojas hay ahora?

### Partner Practice

2. Have partners take turns telling number stories to practice talking about math and making sense of numbers. Pairs should use their *Tree Branch Background* and manipulatives to act out the number stories. As you circulate, support students by offering suggestions for what the manipulatives represent or what might happen. It is okay if the number stories that students create do not follow the same structure as the ones you shared.

## Social Development



10-15  
minutes



1. Gather students together, and display the “Calmarse” social story poster. Read, “Guarda en la mochila todos los juguetes que encuentra. Su mamá nota que la mochila está muy llena. Cami salta sin parar mientras le cuenta a su mamá que ha llegado su turno de compartir algo con sus compañeros.” Note that this is a detail from the story that could be added to the illustration.
2. Say, “Si ustedes tienen objetos que son importantes para su historia, pueden agregarlos a sus ilustraciones, como la mochila de Cami.” Distribute social stories, and allow time for students to look at and think about their illustrations. Have students make plans for details they could add to their drawings and share their plans with partners.
3. Have students move to their workspaces and continue to work on their social stories. Encourage students to add more details to their pictures. Support the remaining students in completing step 5 of the *Writing Social Stories* routine (card 16) by scribing their stories.

## Fine Motor Development



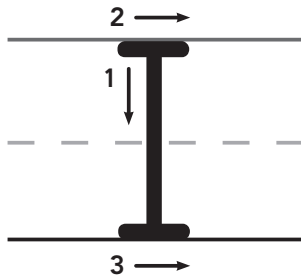
10-15  
minutes



independent work



whole group



1. Have students move to their workspaces, and say, “Hoy vamos a trabajar con la *I* mayúscula. Vamos a aprender a escribir la *I* mayúscula usando líneas rectas.”
2. Follow the *Sky Writing* routine (card 12) to make *I*. As you model making the letter in the air, say, “Hacia abajo, hacia el costado por arriba, hacia el costado por abajo.” Have students practice.
3. Model writing *I* in clear view of students. As you make the movements with your writing tool, say, “Hacia abajo, hacia el costado por arriba, hacia el costado por abajo.”
4. Have students complete *La I mayúscula* (page 15 of *Libro de actividades del estudiante*). As students work, monitor for proper pencil grasp, pressure, and paper positioning, correcting as needed.

### Scaffolded Support



Follow the *Pencil Grasp* routine (card 11) with individuals or small groups requiring additional practice.

## Science



15-25  
minutes



whole group



independent work

1. Gather students together. Explain the terms *flotar* and *hundirse*, and show examples of objects that float and sink. Say, “¡Científicos! Hoy vamos a hacer un experimento. Vamos a hacer hipótesis, o respuestas posibles, para la siguiente pregunta: *¿El objeto flota o se hunde?* Luego, pondremos a prueba nuestros objetos para ver si nuestras hipótesis eran correctas.”
2. Display an object and allow wait time for students to make their guesses. Have several students share their hypotheses and reasoning with the group. Then, test the object by placing it in the tub of water. Have students share their observations and whether their hypotheses were correct.
3. Repeat the process with several more objects. Remind students that it’s okay if their hypotheses are not correct. Support students with strategies to manage their emotions, as needed.
4. Place students in groups of three to four, and have them move to workspaces. Have students take turns choosing items, with the group making hypotheses about whether the objects will float or sink. Have students place the objects into the tubs of water and observe the results. Listen to students’ conversations and reactions as you circulate.

### Inquiry Idea

Ask students the following question, and have them share their ideas: *¿Por qué crees que algunos objetos se hunden y otros flotan?*



## Creative Explorations



15-25  
minutes



independent work



whole group

1. Gather students together. Demonstrate dipping a square sponge and a cube into paint, and stamping them on paper. Ask students to share their observations about the stamps. (*Son cuadradas.*) Say, “Las caras de las esponjas y los cubos son cuadradas, por eso crean formas cuadradas cuando las estampo en el papel. Ahora ustedes van a usar estos materiales cuadrados para crear obras de arte.”
2. Have students move to workspaces and create art by adding paint to sponges and cubes, then stamping them on paper.

## Music and Movement



10-15  
minutes



whole group

1. Gather students together, and say, “Ayer cantamos la canción ‘¿Qué haces?’ y representamos las emociones *enojado* o *enojada* y *triste*. Hoy vamos a aprender y cantar el resto de la canción.”
2. Follow the *Teach a New Song* routine (card 17) to teach students the remaining verses of “¿Qué haces?”
3. Once students are familiar with these verses, have students sing them again, adding the movements stated in the lyrics.

## Closing Circle



5-10  
minutes



whole group

1. Follow the *Closing Circle* routine (card 18).
2. If time allows, choose an extension activity from the routine card.

## Card 1

# Morning Meeting

**Objective:** Students will build community through safe, predictable routines.

**Materials:** *Tarjetas del horario en imágenes* (Horarioimagenes.pdf; optional)

## Gather and Greet

1. Signal to the whole group that it is time to gather for the morning meeting. You may choose to use a song as a transition.
2. Gather students together in a circle. Remind students about personal space and the importance of keeping their hands and feet to themselves.
3. Have students greet each other. You may choose to do a whole-class greeting with a song or have students pass one of the following greetings around the circle by greeting the peers next to them:
  - high five
  - fist bump
  - elbow bump
  - wave

## Our Day

4. Share the plan for the day. This can be done by reviewing the *Tarjetas del horario en imágenes* together or through a morning message—a short note addressed to the class that includes one or two main events that will take place during the day. The daily learning objectives are included in the Spanish *Teacher's Guides* for your easy reference.

## Theme

5. Have students engage with the theme, color, shape, and/or phrase of the week. Ideas are included in the daily lesson plans in the Spanish *Teacher's Guides*.

## Card 2

# Teach Letters and Sounds

**Objective:** Students will learn the letters of the alphabet and the sounds they represent to support reading readiness and emergent writing skills.

**Materials:** *Tarjetas de letras* (Tarjetasletras.pdf)

**Preparation:** Choose which letters to teach based on your scope and sequence. (See page 39 in the Spanish *Management Guide* for more information.) Prepare to share the selected *Tarjetas de letras*.

## Name It

1. Display the selected *Tarjeta de letra*, and say, “Esta es la letra \_\_\_\_ . Esta es la \_\_\_\_ mayúscula (point to the capital letter), y esta es la \_\_\_\_ minúscula (point to the lowercase letter).”
2. Point to the *Tarjeta de letra*, and say, “¿Qué letra es esta?” (Students respond with the letter name.)

## Say It

3. Say the sound the letter represents, and discuss how the sound is formed. Have students repeat the sound several times.
4. Say the syllables that can be formed with that letter (for example, pa, pe, pi, po, pu). Have students repeat the syllables several times.

## Write It

5. With your finger, trace the capital letter on the card. Narrate your movements, describing the starting point and the types of lines you are forming.
6. Ask students to hold up their pointer fingers and form the lines of the uppercase letter on flat surfaces. Have students repeat the sound the letter makes while they are forming the letter.
7. Repeat steps 5–6 with the formation of the lowercase letter.

# emociones



**diferentes maneras en que  
se sienten las personas**

# emociones

## Palabras relacionadas

feliz      sentimientos      triste

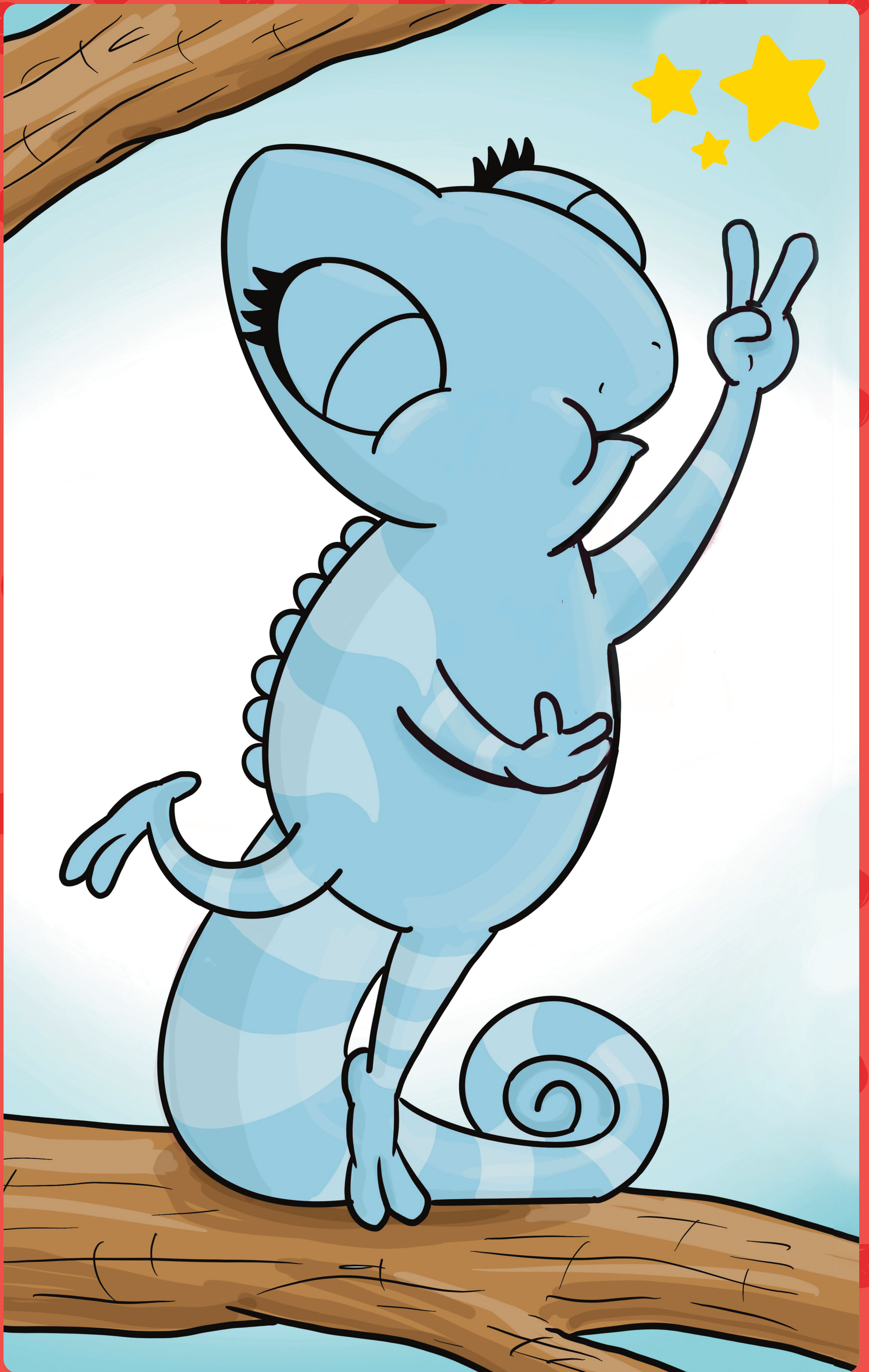
## Oración

Puedo mostrar **emociones** con mi cara y mi cuerpo.

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## Participar

- ★ ¿Qué emociones podrías sentir si hoy fuera tu cumpleaños?
- ★ ¿Qué podrías hacer si un amigo estuviera triste?
- ★ ¿Cómo mostrarían tu cara y tu cuerpo que estás feliz?  
¿Y preocupado?
- ★ Observa la imagen. ¿Cuál de las fotos describe mejor la manera en que te sientes hoy?





# Calmarse

Cami Camaleona está guardando sus cosas para irse a casa cuando la maestra Ling le dice que mañana es su turno de llevar algo especial para compartir con la clase. ¡Cami se pone muy contenta!

A la mañana siguiente, Cami se despierta con tanta energía que no puede pensar con claridad. Guarda en la mochila todos los juguetes que encuentra. Su mamá nota que la mochila está muy llena. Cami salta sin parar mientras le cuenta a su mamá que ha llegado su turno de compartir algo con sus compañeros. Cuando Cami está feliz, a veces se pone muy inquieta. Necesita encontrar una forma de calmarse. La mamá le sugiere que haga una pausa y respire hondo. Cami cierra los ojos, toma aire por la nariz y deja salir el aire por la boca contando hasta cuatro: “1-2-3-4, ahhh”. Ahora se siente más tranquila. Su mamá le recuerda que tiene que escoger una sola cosa especial para compartir con los demás. Cami ya sabe qué escoger.

Cuando Cami llega a la escuela, la maestra Ling se da cuenta de que está muy contenta porque sonrío y saluda a sus amigos. Cami mira el horario en imágenes y ve que su turno para compartir es durante la reunión de la mañana. ¡Es la primera actividad del día! Cami está tan emocionada que se pone a correr por todo el salón de clases. La maestra Ling nota que Cami está corriendo mucho y le pide que se calme. Cami respira: “1-2-3-4, ahhh”. Sigue estando contenta, pero también se siente mucho más tranquila.

Cuando la clase se sienta en ronda para la reunión de la mañana, la maestra le pide a Cami que comparta con los demás lo que ha traído. Cami les cuenta sobre el día en que fue con su familia al zoológico. Vieron un tigre feroz que se movía de un lado a otro, gruñía ¡y jugaba con sus juguetes! Cami les muestra a sus compañeros el tigre de peluche que le regalaron sus padres ese día. Todos gruñen como si fueran tigres mientras Cami les deja tocar el peluche.

Cami está contenta todo el día en la escuela.

**Cuando siente que se pone inquieta y empieza a moverse demasiado rápido, se acuerda de hacer una pausa, respirar hondo y contar “1-2-3-4, ahhh”.**

## Palabras clave

calmarse  
compartir  
contar  
energía  
feliz  
pausa  
rápido  
respirar



Listen



tcmpub.digital/el\_story2

## Tree Branch Background

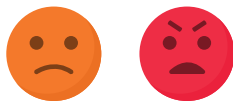
Make copies of this page for the Days 7–8 lessons.



Nombre: \_\_\_\_\_

## Los sentimientos cambian

Encierra uno



A large dashed red rectangular box for drawing a moment of sadness or anger.

Encierra uno

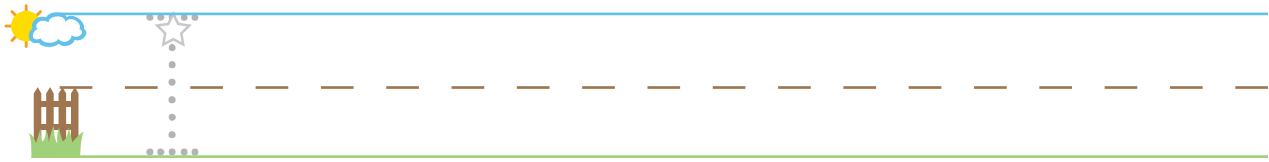
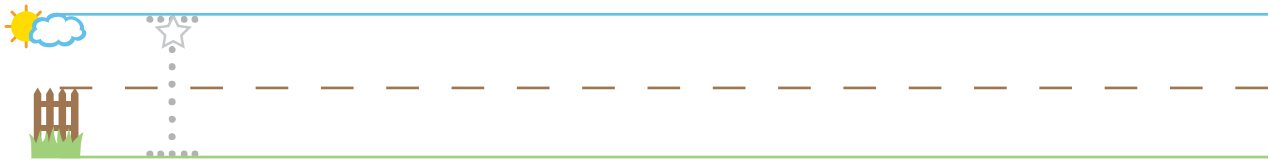
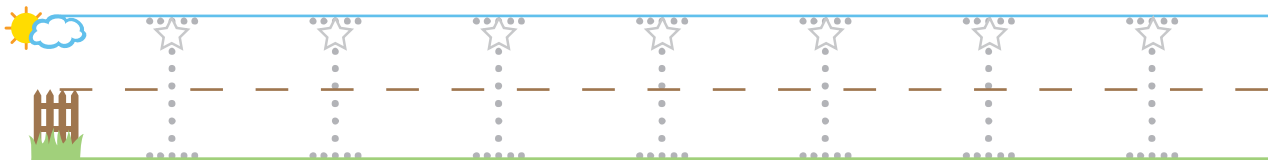
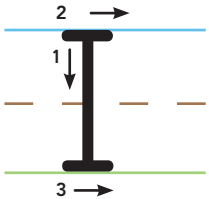


A large dashed red rectangular box for drawing a moment of happiness or enthusiasm.

**Adultos, lean esto en voz alta:** Primero, escoge triste o enojado. Dibuja un momento en que sentiste esa emoción. Luego, escoge feliz o entusiasmado. Dibuja cómo podrías pasar de una emoción a otra.

Nombre: \_\_\_\_\_

## La I mayúscula



I ván      ván

I ndia      ndia

**Adultos, lean esto en voz alta:** Empieza en cada estrella. Traza cada letra. Luego, escribe tus propias letras.

# Social Development and Executive Functioning

Social development and executive functioning include skills and competencies that are essential to getting along with others and managing cognitive processes to regulate behavior. Developing these skills is essential in early childhood as young learners set the foundation for healthy identity development and strong interpersonal relationships.

There are six components that will be assessed in this area:

- **Building Relationships**—Building relationships is the ability to establish and maintain relationships with peers and adults. This involves communicating with others, working together to achieve shared goals, and navigating social situations that may involve differences or conflicts.
- **Social Awareness**—Social awareness is the capacity of early learners to become aware of the needs, desires, and perspectives of others. This involves feeling empathy and showing care for others. Students use cues and situational context to learn that other people’s perspectives may be different from their own. Social awareness also involves understanding and navigating social norms.
- **Decision-Making**—Decision-making involves the processes through which prekindergarten students gather information and make choices that balance their own needs and rights with others’ needs and rights. When making personal choices and engaging in social interactions, students consider different ideas and solutions. They also reflect on and evaluate the consequences of their decision-making.
- **Working Memory**—Working memory is the capacity to hold information in mind for a short amount of time. Young learners draw on working memory to process information and complete tasks. This includes focusing when gathering information, organizing thoughts and information, following multistep directions, and problem-solving.
- **Attention**—Attention involves the ability to take in information from the environment and select and focus on one or more things. Students at this level are developing their abilities to sustain attention for increasing lengths of time. Attention involves focusing sufficiently to understand information or perform a task and ignore distractions.
- **Self-Control**—Self-control is the ability to manage one’s own feelings, thoughts, behaviors, and actions. This includes regulating emotions in various social situations, delaying gratification, and controlling impulses to make thoughtful and intentional choices.



# Social Development and Executive Functioning Checklist

Date: \_\_\_\_\_

**Teacher Directions:** During each two-week unit, use this checklist to indicate each child’s level based on your observations. Use the following symbols, and include notes about their work when possible.

★ Advancing      ✓+ Meeting      ✓ Emerging      – Beginning

Student Name	Building Relationships	Social Awareness	Decision-Making	Working Memory	Attention	Self-Control

# Social Development and Executive Functioning Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the *Social Development and Executive Functioning Checklist* to summarize these skills throughout this unit. Based on your notes and annotations on the checklist, determine at which level the student is working for each criterion. Circle or highlight the rating for each component.

	Advancing	Meeting	Emerging	Beginning
<b>Building Relationships</b>	Builds, sustains, and expands relationships.	Builds and sustains relationships.	Starting to build and sustain relationships.	Starting to build relationships with support.
<b>Social Awareness</b>	Considers the needs, desires, and perspectives of others when making choices.	Is aware of the needs, desires, and perspectives of others.	Starting to be aware of the needs and desires of others.	Starting to be aware of the needs of others with support.
<b>Decision-Making</b>	Considers multiple ideas when making choices that balance own needs and rights with others.	Makes choices that balance own needs and rights with others.	Starting to make choices that balance own needs and rights with others.	Starting to make choices with support.
<b>Working Memory</b>	Recalls information to follow multi-step directions and solve problems.	Recalls information to follow multi-step directions.	Starting to recall information to follow directions.	Starting to recall information for short amounts of time with support.
<b>Attention</b>	Focuses and sustains attention for increasing periods of time.	Focuses and sustains attention.	Starting to focus and sustain attention.	Starting to focus on one thing with support.
<b>Self-Control</b>	Manages own feelings, thoughts, behaviors, and actions in various social situations.	Manages own feelings, thoughts, behaviors, and actions in routine situations.	Starting to manage own feelings, thoughts, behaviors, and actions.	Starting to manage own feelings and thoughts with support.