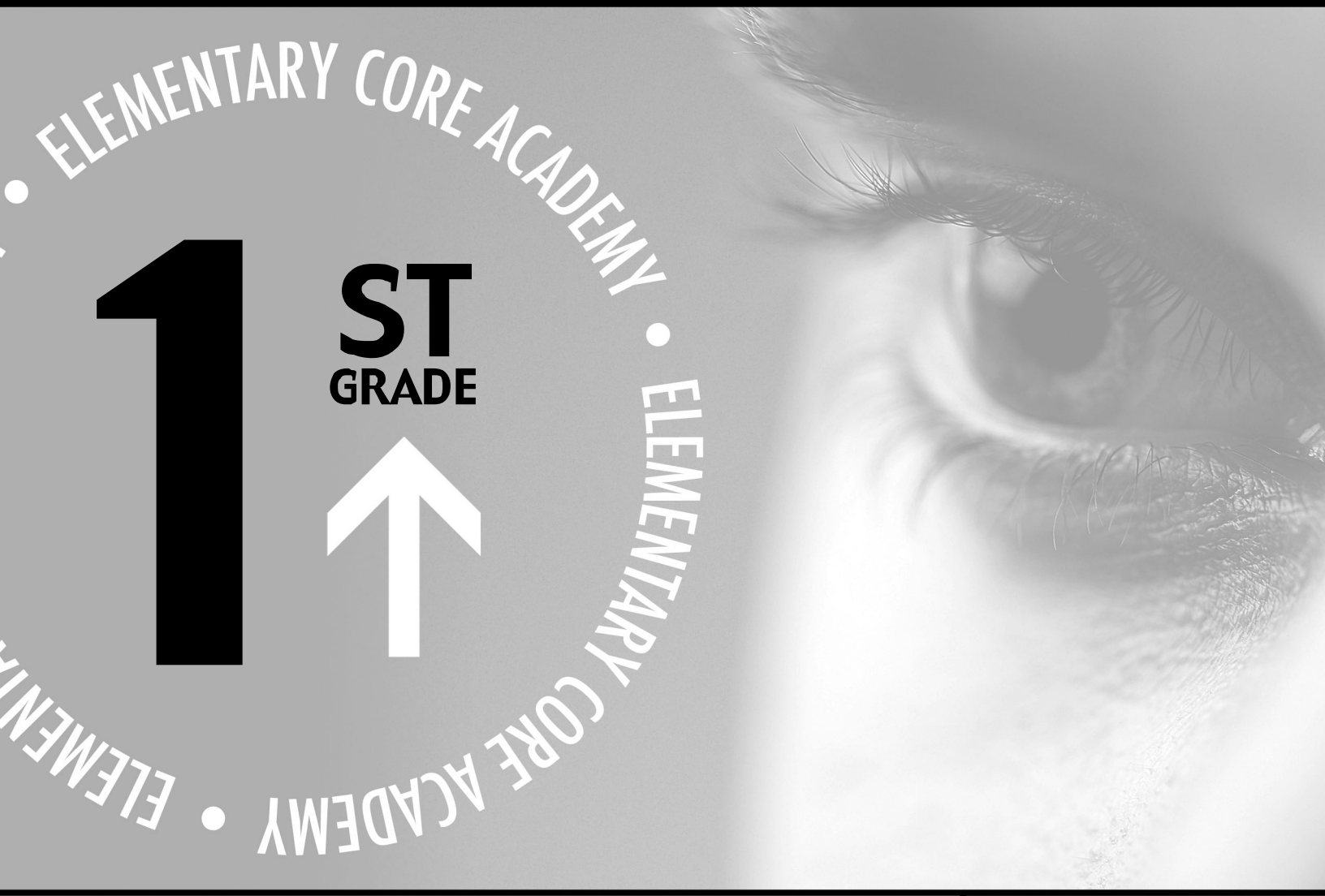

ELEMENTARY CORE ACADEMY

TEACHERS OF UTAH, LOCAL SCHOOL DISTRICTS,
UTAH STATE OFFICE OF EDUCATION, & UTAH STATE UNIVERSITY

Utah State University

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Utah State Office of Education (USOE)
Utah State University (USU)
State Science Education Coordination Committee (SSECC)
State Mathematics Education Coordination Committee (SMECC)
Special Education Services Unit (USOE)
WestEd Eisenhower Regional Consortium

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Steven O. Laing, Ed.D. State Superintendent of Public Instruction
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Dear Core Academy Teachers:

Your involvement in the Core Academy represents a significant investment by you, your school, and district in educational excellence for the students of Utah. I commend you for your dedication and willingness to engage in meaningful professional growth. Efforts by teachers and administrators to develop, provide, and participate in high quality professional development programs must continue if we desire quality learning experiences for all children.

As the needs of students change, it is critical that educators adjust to meet those needs. Teachers should continue to gain expertise in the collection and use of accurate data and analysis of each student's level of achievement. This investment in accountability will empower teachers, parents, and others educators to be more effective.

Exemplary models of instruction, practical application, and collegial support must be an integral part of all professional development. Embedding sound instructional methods that specifically align to the state Core Curriculum will equip teachers with the skills and tools to meet the needs of Utah students.

It is my belief that educators care deeply about their students and work hard to create successful experiences in the classroom. Despite some challenges facing our schools, dedicated and professional educators make profound differences each day.

Sincerely,

Steven O. Laing, Ed.D.
State Superintendent of Public Instruction

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Major funding for the Academy comes from the following sources:

State Funds:

Utah State Office of Education
Staff Development Funds
Special Education Services Unit

Federal Funds: ESEA Title II

WestED Eisenhower Regional Consortium

District Funds:

Various sources including Quality Teacher Block, Federal ESEA Title II, and District Professional Development Funds

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The state and district funds are allocations from the state legislature. ESEA is part of the "No Child Left Behind" funding that comes to Utah.

Additionally, numerous school districts, individual schools, and principals in Utah have sponsored teachers to attend the Academy. Other educational groups such as the Utah Division of Water Resources, National Energy Foundation, Utah Energy Office, and the Utah Mining Association have assisted in the development and delivery of resources in the Academy.

Most important is the thousands of teachers who take time from their summer to attend these professional development workshops. It is these teachers who make this program possible.

Goals of the Elementary CORE Academy

Overall

The purpose of the Elementary CORE Academy is to create high quality teacher instruction and improve student achievement through the delivery of professional development opportunities and experiences for teachers across Utah.

The Academy will provide elementary teachers in Utah with:

1. Models of exemplary and innovative instructional strategies, tools, and resources to meet newly adopted Core Curriculum standards, objectives, and indicators.
2. Practical models and diverse methods of meeting the learning needs of all children, with instruction implementation aligned to the Core Curriculum.
3. Meaningful opportunities for collaboration, self-reflection, and peer discussion specific to innovative and effective instructional techniques, materials, teaching strategies, and professional practices in order to improve classroom instruction.

Learning a limited set of facts will no longer prepare a student for real experiences encountered in today's world. It is imperative that educators have continued opportunities to obtain instructional skills and strategies that provide methods of meeting the needs of all students. Participants of the Academy experience will be better equipped to meet the challenges faced in today's classrooms.

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The Classroom– A Caring Community

Nurturing Every Child
Developmental Teaching
Celebrating Each Child's Growth and Contributions

The Classroom–A Caring Community

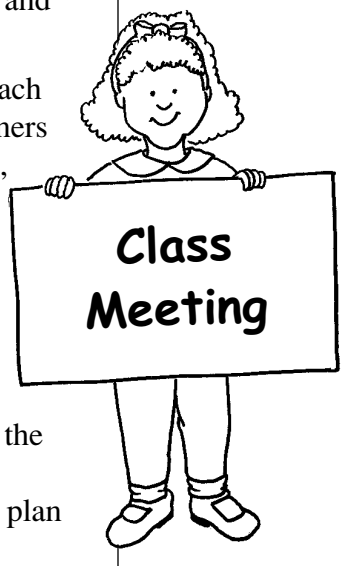
Creating a caring classroom community provides a warm, safe environment for young children to learn and grow. Abraham Maslow's "Hierarchy of Needs" states that having one's basic needs met is the foundation for building "higher levels" of understanding. In order for young children to become successful learners, their basic needs for "safety" and "belonging" must be met.

In a caring classroom setting, children will be able to experience a positive and productive sense of their own power and abilities – a feeling that some children may not have in other life settings. Young children thrive in a classroom that models a caring community. Children are able to experience a positive and productive sense of their power to learn, grow, and contribute to the lives of others. The classroom community enables children to maintain positive interactions, which promotes resilience as well as cognitive learning.

- **Young children thrive in a classroom that models a caring community**

In a Caring Classroom Community

- Students learn how to speak so others will listen respectfully. They also learn how to listen when others are speaking, how to solve problems, and contribute to the group.
- Children have opportunities to participate actively, to belong, and to exercise some control over their lives.
- They feel empowered when they are able to make choices during the day, to establish goals for themselves, to make decisions about their classroom, and to participate in work that is meaningful and engaging.
- Collaborative learning is encouraged as children learn from each other. Children have multiple opportunities to work with partners and in small groups. Children learn to share ideas, take turns, solve problems, listen to others, and receive and offer help.



Class Meetings

Participating in class meetings enables children to learn what it means to be a part of a community where all members exchange ideas and listen to each other. Some meetings may be held as part of the daily classroom routine while others are called in order to handle a problem, to enrich a lesson, to share exciting news, or to formulate a plan for investigating a particular topic.

In class meetings:

- Students help discuss necessary rules, solve problems, and resolve conflict. These meetings can include role play, puppet plays, and stories.
- Teachers can address differences of opinion, rather than imposing solutions and rules on children.
- Each person's contribution is accepted and all collaborate together.
- Children learn that there are multiple solutions to problems and that the group can make decisions together.

Suggestions and Praise

When students struggle with a problem or would like to award a compliment to another student, they can fill out a "Band-Aid" or a "Compliment" form (see figure on p. 1-3). On the form, they write their name, draw or write what happened, and drop it in the agenda box. The teacher will select which "Band-Aids" and "Compliments" will be shared at a class meeting (and determine if they might like to add a "Band-Aid or "Compliment" of their own to the box).

"Compliments" are shared at the beginning of each class meeting, complete with applause from the class for a job well done. Students receiving the "Compliment" are given the form to take home and celebrate their thoughtfulness with their families.
"Band-Aids" are selected and processed in the following manner:

1. During the class meeting, the teacher reads the name on the "Band-Aid" and says, "John, it looks like you had a problem today. Can you tell us about it?"
2. John briefly tells the problem.
3. The teacher asks the class if they have ever experienced a similar problem.

**Note—There is no attempt to blame and no attempt to solve the problem at this point in the meeting. The goal is to share empathy for the person with the problem.*

4. After several children have shared a time when they had a similar problem, the teacher asks, "Has anyone discovered something John might do to avoid or help solve this problem?"
5. Students share solutions.
6. The teacher asks John to select a solution he will try the next time he faces that problem.

7. On the right-hand side of the "Band-Aid" the teacher writes down the solution John has selected to try
8. The "Band-Aid" is posted on the agenda board so the class can check back with John and see how the proposed solution worked out. If the chosen strategy worked, the "Band-Aid" is removed from the agenda. If it did not help, John selects another strategy to try. "Band-Aids" are not sent home with students, but may be kept by the teacher to track specific behaviors or student progress in problem solving.

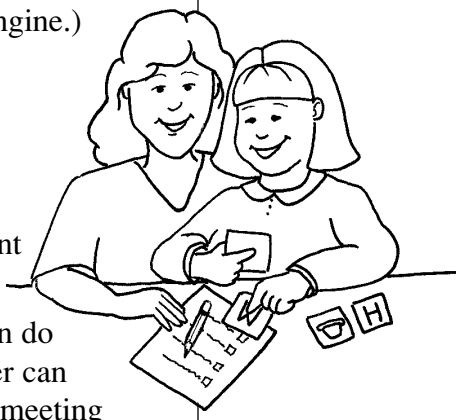
Name _____ What happened_____ _____ _____ _____		I will try _____ _____ _____ _____ _____

- **I Feel**
- **I Do**
- **I Experience**

Learning from Experiences

The following formula is very helpful in assisting young children to process things that happen to them, such as in an argument.

I feel (I feel like I want to play with the fire engine.)
I do (I take it away from Tim.)
I experience (I get hit, or I get in trouble.)



1. **I feel:** The teacher asks the child what she was feeling. Sometimes teachers ask what it is the child wanted to have happen. Feelings are not bad. (It is not bad to want to play with the fire engine.)
2. **I do:** The teacher talks with the child about what he can do when he wants to play with the fire engine. The teacher can give suggestions directly to the child, or during a class meeting classmates can share what they do when they want to play with something that is already being used. (Ideas may include asking if you can have a turn, offering to trade them the police car for the fire engine, asking the teacher to set the timer so you can trade off playing with the fire engine, etc.)
3. **I experience:** Discuss with the student what he thinks will happen if he chooses each of the options. Invite him to choose an option, try it out, and then report what happened to the class. Talk about both experiences. What happened when you took the toy? What happened when you asked for a turn? Which did you like the best? What will you want to try next time?

Teachers can help students see that they have an influence over what happens to them. Teachers help students process positive and negative experiences by asking questions such as:

- What happened?
- What are you feeling? Do you like this feeling?
- What did you see?
- Why did this happen?
- What caused that to happen?
- What could you do differently next time?
- What did you learn from this experience?

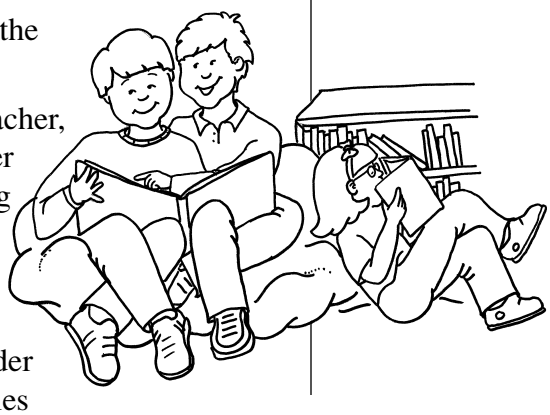
Developmentally Appropriate Teaching in Early Childhood Programs

Reading

The primary goal of the language and literacy program is to expand a child's ability to communicate through speaking, reading, and writing. Technical skills or subskills are taught as needed to accomplish the larger goals—not as the goal itself. Teachers provide generous amounts of time and a variety of interesting activities through which children develop language, writing, spelling, and reading ability.

Appropriate Reading Practices

- Look through books or read high-quality children's literature and nonfiction for both pleasure and information.
- Allow students to draw, dictate, and write about their activities or fantasies.
- Plan and implement projects that involve research at suitable levels of difficulty.
- Create teacher-made or student-written lists of steps to follow to accomplish a project.
- Discuss what was read.
- Prepare a weekly class newspaper.
- Interview various people to obtain information for projects.
- Make books of various kinds (e.g., riddle books, what-if books, books about pets).
- Listen to recordings or view high-quality films of children's books.
- Read at least one high-quality book or part of a book to the student each day.
- Visit the school library and the library area of the classroom regularly.



Each day, some children may read aloud to the teacher, another child, or a small group of children, while other children may do so weekly. Subskills such as learning letters, phonics, and word recognition are taught as needed to individual children and small groups through enjoyable games and activities.

Teachers use the teacher's edition of the basal reader series as a guide to plan projects and hands-on activities

relevant to what is read and to structure learning situations. Teachers accept children's invented spelling with minimal reliance on teacher-prescribed spelling lists. Teachers also teach literacy as the need arises when working on science, social studies, and other content areas.

Inappropriate Reading Practices

- Making the goal of the reading program solely that each child pass the standardized tests given throughout the year at or near grade level.
- Teaching reading only as the acquisition of skills and subskills.
- Teaching reading only as a discrete subject.
- Seeing instruction of other subjects as being separate from reading.
- Considering silence in the classroom to be a sign of excellent teaching.
- Allowing conversation to only occur during infrequent, selected times.
- Focusing on language, writing, and spelling instructions in workbooks.
- Teaching writing as grammar and penmanship.
- Focusing the reading program on the basal reader, to be used only in reading groups and accompanying workbooks and worksheets.
- Preparing the reading lesson in the teacher's guidebook for each group each day and seeing that the other children have enough seat work to keep them busy through the group reading time.
- Limiting phonics instruction to learning rules rather than understanding systematic relationships between letters and sounds.
- Requiring children to complete worksheets tied to the basal reader even though they are capable of reading at a higher level.
- Knowing which children are in the slower reading group.
- Rejecting children's writing efforts if they use incorrect spelling or poor English.

Math

The goal of the math program is to enable children to use math through exploration, discovery, and meaningful problems.

Appropriate Math Practices

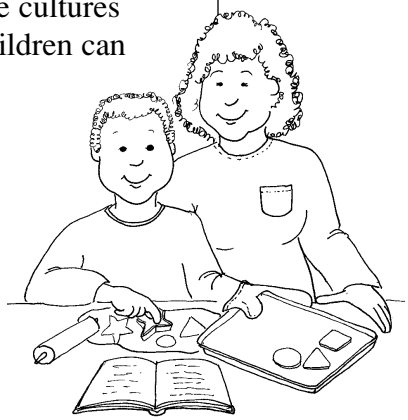
- Integrate math activities with other relevant projects such as science and social studies.
- Let children acquire math skills through projects, spontaneous play, and situations of daily living.
- Use the teacher's edition of the math textbook as a guide to structure learning situations and to stimulate ideas about interesting math projects.
- Provide supplementary materials to use with math problems and card games, board games, or paper and pencil games to be used daily.
- Play noncompetitive, impromptu oral number games such as "math stumper" for practice.

Inappropriate Math Practices

- Teaching math as a separate subject at a scheduled time each day.
- Focusing the math program around a math textbook, accompanying workbooks, practice sheets, and board work.
- Moving sequentially through lessons as outlined in the teacher's edition of the text.
- Not allowing time for recommended "hands-on" activities.
- Letting only the children who finish their math seat work to use the few math manipulatives and games in the classroom.
- Giving daily timed tests on number facts.
- Creating competition between other students or groups of students to motivate children to learn math facts.

Social Studies

The classroom should be treated as a laboratory of social relations where children can learn the rules of social living and explore cultures and values. In a positive, integrated learning environment, children can gain respect for individual differences and choices.



Appropriate Social Studies Practices

- Identify social studies themes as the focus of work for extended periods of time.
- Learn social studies concepts through a variety of projects and playful activities.

- Involve the children in independent research through library books, interviewing visitors, and discussion.
- Use relevant language, writing, spelling, and reading skills as opportunities to develop social skills such as planning, sharing, taking turns, and working in committees.
- Provide multicultural and nonsexist activities and materials to enable children to accept and appreciate differences and similarities of people and cultures.
- Promote the development of children's consciences and self-control through positive guidance techniques.
- Set clear limits in a positive manner, involve children in establishing rules of social living and problem solving of misbehavior, and redirect children to acceptable activities.
- Meet with an individual child who is having problems or with children and their parents.
- Maintain perspective about misbehavior by recognizing that every infraction does not warrant attention. Identify those that can be used as learning opportunities.

Inappropriate Social Studies Practices

The primary goal of social studies should not be to maintain control of the classroom by spending considerable time enforcing rules, giving external rewards for good behavior, and punishing infractions. When social conflicts arise, the teacher should not always intervene, separate, and quiet participants in order to avoid the social issues. In spite of intentions, a teacher's attitude often feels demeaning to the child.

- Including social studies instruction only occasionally after the reading and math programs are completed.
- Relating social studies only to holidays.
- Limiting projects to brief activities from the social studies textbook or reading a commercially developed newspaper and doing the accompanying seat work.
- Ignoring cultural and other individual differences.
- Expecting children to adapt to the dominant culture.
- Justifying the lack of a multicultural component in the curriculum by the homogeneity of the group, ignoring the fact that we live in a diverse society.
- Lecturing about the importance of appropriate social behavior and using punishment or deprivations (such as no recess) when

children who become restless and bored with seat work whisper, talk, or do not finish their work in the allotted time.

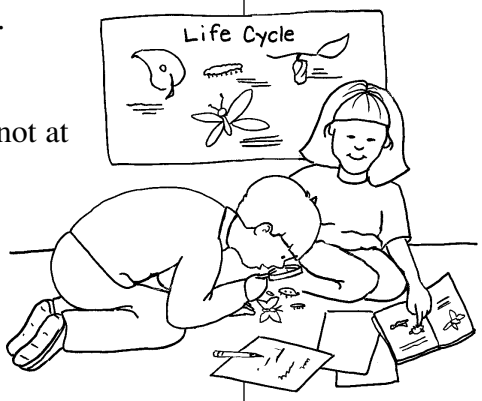
- Placing teachers in an adversarial role with children by emphasizing their power to reward acceptable behavior and punish unacceptable behavior.
- Allowing little time for children to practice social skills in the classroom because they are seated and doing silent, individual work.
- Saving opportunities for social interaction for the playground, where the teacher is not present unless it is her playground duty day; therefore, children don't have a consistent, familiar adult to help them with problems.

Science

Discovery science is a major part of the curriculum. It builds on a child's natural interest in the world where they can learn many science facts related to their own experience.

Appropriate Science Practices

- Make science projects experimental and exploratory.
- Encourage the active involvement of every child.
- Take advantage of natural phenomena such as the outdoors.
- Include many plants and pets in the classroom for which children provide care daily.
- Provide science projects and field trips that children learn to plan, dictate or write their plan, and apply thinking skills such as observing, experimenting, predicting, and verifying.



Inappropriate Science Practices

- Teaching science mainly from a single textbook or not at all.
- Having children complete related worksheets on science topics.
- Making science consist of memorizing facts or watching a teacher-demonstrated experiment.
- Eliminating field trips or having them only rarely.
- Having a science area in the classroom with only a few plants, seashells, or pine cones that have been there many months and are essentially ignored by the children.

Fine Arts and Healthy Lifestyles

Art, music, woodworking, drama, and dance (as well as opportunities for other physical activity) are integrated throughout each day as relevant to the curriculum and as needed for children to express their ideas and feelings both artistically and physically.

Appropriate Fine Arts and Healthy Lifestyles Practices

- Work with specialists in and out of the classroom.
- Let children explore and experiment with various forms of art, media, and music.
- Plan a variety of health and safety projects (e.g., nutrition, dental health, hand washing) that are designed to help children learn personalized facts about health and safety.
- Help children integrate classroom learning into their daily habits.
- Enable children to plan and dictate or write their plans, draw and write about these activities, read silently and aloud, and enjoy learning because it is related to their lives.
- Plan daily outdoor activity so children can develop large muscle skills, learn about outdoor environments, and express themselves freely.

Inappropriate Fine Arts and Healthy Lifestyles Practices

- Teaching art, music, and physical education as separate subjects only once a week.
- Not closely coordinating with specialists.
- Emphasizing representational art for its approximations to reality.
- Expecting children to follow specific directions that result in identical projects.
- Substituting crafts for artistic expression.
- Teaching health with the aid of posters and a textbook.
- Scheduling a health lesson once a week or completing a unit on health once a year.
- Limiting outdoor activities because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way for children to use up excess energy).

Curriculum Mapping

Sample Curriculum Maps for
Kindergarten through Second Grade

Curriculum Mapping

Why Use Curriculum Mapping?

- Mapping curriculum enables teachers to assure that they allocate sufficient time to cover each standard and objective.
- As teachers map out teaching units, cross-curricular connections become more evident and can be intentionally promoted. This enables students to develop real world application for concepts.
- Curriculum maps provide the framework for building teaching units. Some standards and objectives are seasonal and must be taught during the appropriate time of the year. Other standards and objectives are developmental and must be built in sequentially throughout the year.
- As teachers stand back and analyze a curriculum map, teaching strategies become clearer. The teacher is better able to create a balance between teacher-directed concepts and student-generated investigations.
- Grade level planning, exploration tubs, learning centers, and creative drama centers can be correlated using curriculum maps. Kindergarten, first grade, and second grade standards and objectives have common themes, and teachers can benefit from sharing resources, correlating field trips, and building grade level libraries.
- Curriculum mapping can also facilitate assessment planning. Periodic self-assessment and assessment using rubrics promotes awareness of strengths and areas for improvement. Students learn the language and process of setting, recording, and evaluating goals.
- Mapping literature into learning centers promotes an environment that is rich with literacy materials. This provides students with the opportunity to read and write in social, collaborative settings. Well-designed classroom literacy centers significantly increase the number of children who choose to participate in literary activities for both pleasure and information.

- **What is curriculum mapping?**

Curriculum Maps and Unit Planning

As teachers begin mapping out curriculum, they find it helpful to participate in grade level planning, as well as correlating with the K-2 team. The following sample curriculum maps provide examples of how to break down big themes into "concept bits," thus enabling unit, weekly, and daily planning. Sample Unit Planning Sheets are provided to help with planning an integrated unit and to assist with integrating language, arts, and mathematics into other content areas. Teachers will determine which concepts to integrate and which ones to teach in isolation.

- **Self**
- **Community**
- **World**

Refer to the K-2 Core Booklist for suggested titles for student reading on core topics. The Utah Education Network has a wonderful tool to help develop lesson plans and core teaching units at www.uen.org. Click on Projects and Tools, then Lesson Plan Tool.

Kindergarten Core Topics

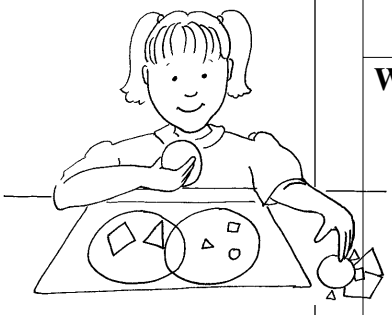
Self	Community	World
Body Care	Family contributions	Seasons
Food is fuel	School helpers	Five senses
Physical activity	Friendship	Animals
Safety	Family and class rules	Map and globe
Self-expression	Community resources	
Similarities and differences	Cultures and traditions—music, dance, art, poetry, stories, acting	
Children change over time	National symbols	

Sample of a Kindergarten Curriculum Map

Content	Exploration and Literacy Centers
Week 1: (August) *Welcome:* teacher, class rules, classroom map, school map, school helpers	Creative drama (play school) school sign, reading pointer, writing center, flag, calendar, song charts, poem chart, etc.
Week 2: (September) *Me:* names, similarities/differences, name graph, name puzzles, name sorting	Student photos, name matching tub, rhythm sticks for name clapping, name alphabet graph, picture cards to sort beginning sound of name (Mary, mop, moon, monkey)
Week 3: (September) *Safety:* home, playground, car, good touch, bad touch, substances	Signs, environmental print tub (stop sign, pedestrian crossing, school zone, etc.), clipboards, camera to photograph environmental print, container labels
Week 4: (September) *Body Care:* cleanliness, rest, physical activity, first aid, dental care	Barber shop, stethoscope for heartbeat, obstacle course, dolls, model of teeth, toothbrushes (dentist may donate), shampoo, lotion, toothpaste (discuss print on containers)
Week 5: (September) *Food is Fuel:* fruits and vegetables, grains, dairy products, meats, marginal foods	Plastic food, play dishes, cookbooks, recipe cards, empty food containers, food pictures or plastic foods to go on paper plates, food pyramid floor puzzle
Week 6: (October) *Change Over Time:* height, weight, new skills, problem solving, contributions	Scales, measuring tape, unifix cubes, body tracing, wall chart for measuring height, pictures of children of various ages, number cards, foot-long footprints for measuring
Week 7: (October) *Fall:* clipboard walk, signs of fall, pumpkins, apples, corn, insects	Insect tub, pumpkins, scales, apples, wooden apples, fall items, grocery ads of fall produce, labels of apple products, fall books

Sample of a Kindergarten Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 8: (October) *Fall:* bird migration, people and animal adaptation, fall activities, fall foods, fall poems	Leaves, pumpkins, seeds, dried corn, gourds, map for migration to Mexico, globe, fall books, books about Mexico
Week 9: (October) *Fall:* harvest, weather, leaf sorting, leaf patterns, frost	Chestnuts, harvest products, laminated leaf patterns, materials for leaf rubbings, nuts, nutcracker, thermometer, weather charts from newspaper, fall books
Week 10: (October) *Five Senses (sight):* colors, sight boxes, color goggles, reflections, shadows, magnification	Sight boxes, color goggles, mirrors, magnifiers, microscope, materials for color mixing (food coloring, water, eye droppers, white egg carton), color recipe cards, sight books
Week 11: (November) *Five Senses (touch and smell):* texture identification, comparison of fingertip sensitivity to sensitivity of other parts of the body, identification of classmates by touch, odor identification, noses	Ink fingerprints, magnifiers, gack, clay dough, smelling cans, smelling paint (tempera paint with fragrance added), sniff art (boxes of gelatin, glue), texture books, scratch and sniff books, scratch and sniff stickers, books about touch and smell
Week 12: (November) *Five Senses (taste):* identification of taste, favorite taste, characteristics of tongue, names of tastes, tasting table	Tasting table, mirrors, tongue map, magazines, scissors, new foods to try (kiwi, star fruit, pomegranate), grocery store drama center, food ads, shopping list, cash register, coupons



Sample of a Kindergarten Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 13: (November) *Five Senses (hearing):* vibration, rhythm band, hearing loss, noise pollution	Rhythm instruments, stethoscope, whisper tube, phonemic enhancer, noise station, tin can telephone, xylophone (place numbered stickers on each note, write numbered sheet music for familiar melodies), tape recorder, microphone
Week 14: (November) *Family Traditions:* holidays, foods, family seasonal activities, family graph, family members	Flannel board family, family masks, family graph, blank books for student sharing of family traditions, family books, family word cards, holiday books, seasonal books
Week 15: (December) *Family Contributions:* mothers, fathers, brothers and sisters, grandparents, babies, their contributions to a family	Flannel board family, family masks, family graph, blank books for student drawing and writing about their own family, family word cards, magazines, family books
Week 16: (December) *Cultural Traditions:* introduction to globe, water, land, USA, places of cultures in our class on globe, Utah	Globe, maps, sand trough, relief maps, play rug map, toys for play rug, inflatable globe, cultural pictures, multicultural books, song charts, tradition table, label cards for traditions
Week 17: (December) *Family:* word families, color families, my family, animal families, classroom family	Letter magnets, word family books, color mixing, animal family flashcards (such as pictures of animals in the cat family or dog family), family photos
Week 18: (January) *Winter:* clipboard walk, winter words, snowflakes, snowmen, icicles	Winter dictionary, pre-folded tissue paper for snowflakes, snow trough, clay dough or soap flakes for snowmen, icicles, winter books, compound word cards (snowman, snowflake, snowball), pocket chart, winter words, weather chart

Sample of a Kindergarten Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 19: (January) *Winter:* winter weather, dressing for winter, animals in winter, plants in winter, winter problems	Winter clothes, animal pictures, animal word cards, plastic animals in snow trough, soap flakes, shaving cream writing, winter books, snowplow or snow blower operator, weather report from newspaper, winter articles, thermometer
Week 20: (January) *Winter:* thermometers, winter fun, snowballs, The Mitten by Jan Brett, winter festival	Thermometers, giant mitten and headbands, winter books, blank books to record ideas for winter fun, winter Olympic pictures, print from ski, skating, snowmobile shops
Week 21: (January) *Community Resources (people):* police, fire, hospital, business, services provided by community helpers	Community play rug, toy trucks, people pictures, environmental print from local area (hospital, police department, fire department, etc.)
Week 22: (January) *Community Resources (places):* post office, stores, restaurants, park, university	Community play rug, toy trucks, people pictures, creative drama (kids help select theme, create print and equipment) environmental print from local area (post office, stores, restaurants, etc.)
Week 23: (February) *Maps:* community mapping (play rug with logos of local businesses, university, zoo, school, etc.)	Community play rug, classroom map, schoolyard map, direction cards, creative drama center such as post office or fire department that use mapping in occupation (kids help create center and maps for using in center)
Week 24: (February) *Friendship:* making friends, my friends, attributes of friends, problem solving, activities together	Class photos, student name cards, books about friends, blank books to write about friends (“I like _____” or “I like to ___ with _____.”)

Sample of a Kindergarten Curriculum Map, cont.

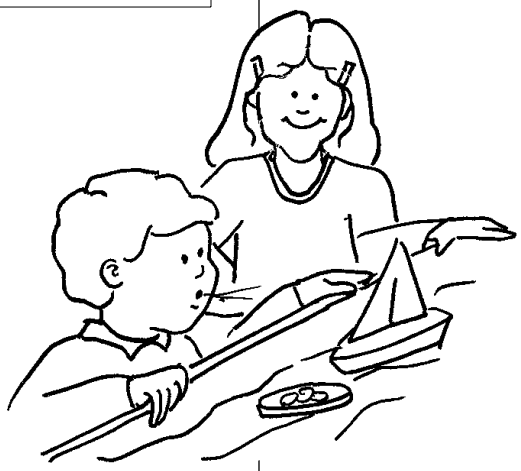
Content	Exploration and Literacy Centers
Week 25: (February) *Friendship:* charting sequence of new friends for the week, friend finders festival (students work with a new friend each day)	Class photos, student name cards, books about friends, blank books, name graph, class books and poems (students enjoy identifying authors)
Week 26: (February) *Citizenship:* national symbols, Lincoln, Washington, USA (teach meaning of initials), students initials, characteristics of good citizens	Patriotic rubbings, flags, blank paper, USA (standing for United States of America), national symbols, coins, name cards with first and last names, books about USA and other counties, maps, globe
Week 27: (March) *Books (emphasis on rhyme):* Mother Goose, poetry, rhyming words, word families, poem writing	Rhyming word picture sort, word family books, word family magnets, flannel board poems, pocket chart, rhyming picture and word cards, blank books, writing center (add new markers, stickers, paint set, colored pencils), add Mother Goose and poetry books to classroom library
Week 28: (March) *Books (elements of books):* alphabet books, number books, authors, illustrators, fairy tales and their characters	Alphabet stamps, number stamps, blank books, flannel board fairy tale characters, alphabet stamp markers, blank alphabet books, magazines, puppets, theater, billboard, tickets, programs
Week 29: (March) *Books (emphasis on nonfiction):* biographies, animal books, how-to books, field guides, make a book	Blank books, animal books, field guides with objects (insects, shells, rocks, etc.) biographies, how-to books, cookbooks, objects to build projects with, posters to record instructions or sequence "how to build a castle"

Sample of a Kindergarten Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 30: (March) *Spring:* clipboard walk, signs of spring, plants, seeds, colors	Seeds, potted plants, pussy willows, cuttings in water, paper towel stapled in baggie to place seeds, gardening supplies, spring books, books about plants, water color paints, paper
Week 31: (March) *Spring:* baby animals, birds returning, eggs, weather, activities	Seeds, potted plants, pussy willows, cuttings in water, blank books to record growth of baggie seeds, baby animal picture cards, word cards, books about spring and animals
Week 32: (April) *Animal Differences:* animal coverings, sizes, unique features, movements, sounds	Fur, seashells, snake skin, feathers, animal skins, animal cards, life-size animal outline (such as a giraffe or grizzly bear) to compare with size of students, foot-long footprints for measuring size, animal books, brochures from zoo, plastic animals, plastic tablecloth for kids to make animal habitats
Week 33: (April) *Birds:* bird facts, names and birdcalls, kinds of birds, nests, birdwatching	Nests, bird books, bird cards, binoculars, bird blind, bird feeder, field guides, bird name cards, bird call cards
Week 34: (April) *Reptiles and Amphibians:* snakes, turtles, lizards, frogs, alligators	Snake skin, turtle shell, tube of fabric to try to shed skin, pantyhose snakes, water trough, plastic animals, big rocks in trough, books about reptiles and amphibians, pocket chart, animal name cards, animal movement cards
Week 35: (April) *Farm Animals:* cows, sheep, chickens, pigs, horses	Plastic animals, wooden barn, tablecloth or play rug farm, farm animal books, animal name cards, animal sound cards

Sample of a Kindergarten Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 36: (May) *Pets:* dogs, cats, hamsters, birds, what would you wish for?	Pebble Books by Capstone, plastic animals, pet food containers, plastic cages (or baskets), pet store drama center, animal name cards, picture cards, animal sound cards, books about pets, pictures of pets, magazines, blank books
Week 37: (May) *Mammals:* mammal facts, camels, bears, monkeys, bats	Animal masks (put on and tell class name of animal and if it is a mammal), plastic animals, animal pictures for sorting and matching, animal word cards, animal fact books
Week 38: (May) *Water Animals:* whale, fish, octopus, shark, ocean animal mural	Tub of water, plastic ocean animals, blank mural paper, blue and green finger paint, drawing paper, books about ocean animals and water animals
Week 39: (May) *Zoo Animals:* zebra, gorilla, elephant, giraffe, kangaroo	Plastic zoo animals, plastic tablecloth zoo with cages for sorting, animal cards, zoo books, animal books, word cards
Week 40: (June) *Kindergarten Memories:* friends, activities, field trips, books, etc.	Pictures of the year's activities, name graph, blank books



- **Self**
- **Community**
- **World**

First Grade Core Topics

Self	Community	World
Personal hygiene	Family contributions and changes over time	Plant growth
Nutritious foods	Tasks at home and school	Seeds and how they travel
Helpful and harmful substances	Friendship	Uses of plants
Physical activity	Democratic processes	Water
Safety	Choices and consequences	Physical features surrounding home, school, and community
Self-expression	Changes in school and neighborhood over time	Map and globe
	Technology in home, school, and community	Size—relationship representations
	National symbols	Continents and oceans

Sample of a First Grade Curriculum Map

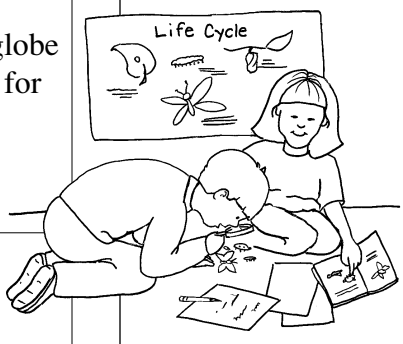
Content	Exploration and Literacy Centers
Week 1: (August) *Welcome:* teacher, class rules, classroom map, school map, new friends	Treasure hunt using classroom map, students' names and photos, map of school (library, restrooms, etc.)
Week 2: (September) *Personal Hygiene:* bathing, hand washing, wearing clean clothes, dental health, germs	Hand washing kit from board of health, model of teeth, toothbrush, floss, graph number of teeth lost, empty product containers for personal hygiene, hygiene charts (personal graph, hand washing chart, tooth map)
Week 3: (September) *Nutrition:* eating a variety of foods, food pyramid, fruits and vegetables, grains, meats and dairy, malnutrition	Plastic food, food pyramid, bags illustrated with food groups for sorting, lunch food group tally, empty food containers, labels, menus, grocery ads, recipes, cookbooks, books about growing food, preparing food
Week 4: (September) *Physical Activity:* daily exertion, locomotor, manipulative skills, movement, social skills	Daily personal fitness charts, stethoscope, metronome (to hear number of heart beats per minute), game instructions, locomotor word cards, books about sports, Olympics, fitness
Week 5: (September) *Helpful and Harmful Substances:* marginal foods, harmful substances, choosing health	Pictures of helpful, harmful, and marginal substances to sort and categorize, ads, books about health
Week 6: (October) *Safety:* identification of hazards at home and school, safety tips	Safety signs, helmet, seatbelt, poison sign, safety books

Sample of a First Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 7: (October) *Plants:* observation and drawing of parts of plants, leaves, leaf points, leaves per stem, leaf veins, leaf textures, changes in plants	Laminated leaf cards (sort by vein structure, leaf points, leaf shape, number of leaves, color of leaves), books about plants, leaves
Week 8: (October) *Seeds:* seeds' travel mechanisms, seed poems, classification of seeds, edible seeds, seed cycle (planting seeds, water, germination, growth)	Seed collection, seed packets, seed catalogues, various stages of seeds sprouting, books about seeds, labels off edible seed packages, word cards
Week 9: (October) *Trees:* growth, tree rings, kinds of trees, kinds of leaves, field guide to trees on school yard, uses of trees	Tree rings, field guides, bark rubbings, leaf and seed hunt (find match in school yard), pictures and objects indicating uses for trees, word cards, books about trees
Week 10: (October) *Physical Features of Home, School and Community:* clipboard walk, making representations, mapping of school yard and neighborhood	Blank schoolyard map, clipboards, neighborhood logos, photos of places in neighborhood, pictures of common household appliances and furniture, maps, books about home, school, community and mapping
Week 11: (November) *Democratic Processes:* rules, taking turns, listening to others, sharing ideas, voting	Activity nomination forms for optional class activities, ballot of potential class activities, class rule poster, books about voting, taking turns, sharing

Sample of a First Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 12: (November) *Families:* changes over time, contributions of family members, behaviors that influence relationships	Pictures of people of various ages involved in various activities, family pictures, family member cards, books about families
Week 13: (November) *Changes Over Time:* self, class, school, neighborhood	Personal baby stories, kindergarten memories, old school yearbooks and pictures, books about growth and change
Week 14: (November) *Tasks at Home and School:* increasing abilities, helping at home, tasks at school	Responsibilities chart for home and school, pictures of home tasks and of school tasks, books about helping others, learning new skills
Week 15: (December) *Consequences of Choices:* how choices affect self, peers, and family, predicting consequences for choices	Blank cause and effect books, blank prediction books pictures of choices and consequences for match up game (can take photos of students to use for game)
Week 16: (December) *Cultural Traditions:* traditions, music, dance, artwork, poems, stories, foods, festivals, activities, places on globe	Multicultural stories, books, foods, festivals, activities, find locations on globe for cultural origin, maps, globe, cards for labels, travel agency brochures
Week 17: (December) *Cultural Traditions:* classroom cultures, sharing traditions, making representations of traditions	Cultural vocabulary cards, blank books, pictures of shared traditions, multicultural books, maps, globes, recipes, game instructions, charts about countries, travel agency brochures, tickets



Sample of a First Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 18: (January) *Technology in Home, School, and Community:* computers, TV, radio, technology then and now, technology of the future?	Items to promote technological awareness (phone, radio, toothbrush, VCR, can openers), use of computers (for writing, math, and drawing), newspaper ads, technical manuals, old appliances to take apart, paper to draw inside and out
Week 19: (January) *Self-Expression:* recognition and expression of feelings, oral descriptions, art, writing, movement, songs	Art center, writing center, dramatic play center (pantomime, movement facial expression), blank cards for student to make identification signs for artwork, books with art, dance, drama, readers' theater
Week 20: (January) *Communication:* phones, letter writing and delivery, e-mail, newspapers (printing)	Toy phone, creative drama post office, class newspaper, e-mailing to classmate, junk mail, stamps, stationary, newspapers, class news
Week 21: (January) *Communication with Technology:* amount of time to send messages, methods, amount of information, number of people involved, advantages and disadvantages of each form	Comparing phone call, letter writing, newspapers, and e-mailing (length of time, number people, cost), comparing advantages and disadvantages (time, breakdowns, know-how, personal/impersonal), books about technology, inventors, history
Week 22: (January) *Motion:* locomotor, non-locomotor, movement vocabulary, exploring motion, how many ways can we move? (balls, cars, ramps, spinners, direction of pendulum, measure distance)	Tops, pendulums, race cars, ramps, measuring cubes, balls, spinners, vocabulary direction cards, books about motion

Sample of a First Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 23: (February) *Friendship:* initiating friendships, maintaining friendships, behaviors in friends, sharing interests and cultures, identifying and analyzing positive and negative	Classmates' name graph, formats for student friend books, camera, books about friends
Week 24: (February) *Friendship:* different kinds of friends, how-to books, favorite activities with friends, attributes of real friends	Classmates' name graph, friend books, camera, How to Lose All Your Friends by Janet Carlson, format for student-generated friend books
Week 25: (February) *National and State Symbols:* patriotic traditions, pledge, flags, great Americans, methods of group decision making	Flags, eagle, coins, Statue of Liberty, great Americans' pictures, memorials, beehive, books about national symbols, leaders, patriotism, national anthem, patriotic songs
Week 26: (February) *Water:* solid and liquid states, melting, evaporation, condensation, floating and sinking, effects of temperature on water	Ice, hotplate, float and sink tub, make things that float, things that sink, cards to label, books about water
Week 27: (March) *Water:* exploring water, dissolving things in water, exploring effects of water dropped on a variety of surfaces (foil, paper towel, plastic wrap, etc.)	Eye-dropper, pieces of tin foil, paper towel, wax paper, cups of water to explore dissolving, stir sticks, dissolvable and non-dissolvable substances cards to label, books about water, recipes for beverages, beverage containers

Sample of a First Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 28: (March) *Water:* swimming, floating and sinking, motion of objects in water, waves, tornado tubes, and jet propulsion	Tornado tube, jet propulsion (inflated balloon), waves, splashes, siphons, clear plastic tubing, hose clamps, books about water, octopus, waves, boats
Week 29: (March) *Water:* plants need water, people need water, receiving water, moving water from place to place, precipitation	Sandbox, watering can, clear plastic tubing, hose clamps, potted plant, carnation, celery stalk, colored water, books about dams, rivers, waterfalls, precipitation
Week 30: (March) *Water:* measuring, funnels, basters, cups, spoon, bottles, how many cups to fill containers, siphons, water wheel	Water trough, containers to fill (cups, spoons, bottles), siphons, water wheel, funnels
Week 31: (March) *Globe:* land and water, oceans 70% of earth, continents, rivers, lakes	Globe, balloon, paper-mache, relief maps, paint
Week 32: (April) *Representations:* size and distance perspective, classroom, school, playground, home	Binoculars, magnifiers, paper to draw person that is far away, one that is close, books with close-ups
Week 33: (April) *Map Skills:* cardinal directions, compass rose, mountains, rivers, lakes	Maps, compass rose, paper to make community map, use logos from phonebook enlarged for kids to help place on map

Sample of a First Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 34: (April) *Seeds:* growth, baby plants, adult plants, seed journal, predictions (What plant will this seed become?)	Seed dispersion by different mechanisms, seed sorting, hammer, nutcracker, pliers, magnifier, burrs, velcro, seed packets, seed catalogs, plant books
Week 35: (April) *Growth of Plants:* what plants need to grow, malnutrition in plants, parts of plants	Seed soaking, seed growth journal, seed catalogs, seed packets, mature plant pictures, matching activity
Week 36: (May) *Investigating Plants:* predicting which seed will sprout most quickly, turn seed baggie upside down, kinds of soil, kinds of liquids, other experiments, seed growth direction	Paper to describe possible student investigations, activities, questions, necessary materials list, plant resource books, gardening books
Week 37: (May) *Uses of Plants:* food (farming), paper, shelter, clothing (fibers), construction (furniture, etc.)	Pictures of plants' uses (food, shelter, clothing, furniture), fabric made from plants (scraps of linen, cotton, burlap, rope) books about plants' uses
Week 38: (May) *Plant Variations:* size, edible/non-edible, above ground, below ground, color, texture, comparison of real flower with silk flower	Plant pictures to sort, real flowers, silk flowers (how do they compare by seeing, smelling, touching), plant books, field guides (trees, wild flowers, etc.)
Week 39: (May) *Reporting Student Investigations:*	Report investigations
Week 40: (June) *Memories of First Grade:* favorite activities, books, people	Memories of first grade

- **Self**
- **Community**
- **World**

Second Grade Core Topics

Self	Community	World
Balanced diet	Characteristics of healthy relationships Cooperating and sharing Choices and consequences Conflict resolution and problem solving	Relationship between plants and animals
Communicable and non-communicable diseases	Family changes over time	Life cycles of local plants and animals
Harmful effects of tobacco	Community changes over time	Weather
Physical activity	Goods, services, resources in community	Seasons
Safety	Activities that promote public good	Map and globe
Self-expression ideas, information, feelings	Positive and negative impact of media	Rocks
	Cultures and traditions—music, dance, art, poetry, stories, acting	Stories, acting

Sample of a Second Grade Curriculum Map

Content	Exploration and Literacy Centers
Week 1: (August) *Welcome:* need for rules, methods of group decision making, how rules protect rights and property	Class rules, class meeting agenda forms, compliment forms
Week 2: (September) *Safety:* bike, playground, car, home, stranger, good touch, bad touch	Safety signs, helmet, seat belt, poison sign, McGruff Houses
Week 3: (September) *Insects:* life cycle of local insects, advanced insect life cycle (egg, caterpillar, pupa or chrysalis, adult) number of stages in cycle, representation of each stage	Insect tub with books, stages of butterfly models, insect field guides, books about insects
Week 4: (September) *Weather:* observation, measurement, recording, graphing, reporting changes, making representations of weather	Weather chart, weather station, thermometer, wind direction ribbon, rain gauge, newspapers, weather reports, weather books, weather charts from weather bureau
Week 5: (September) *Weather:* clouds, effects of weather on plants, animals, and people	Weather field guide, cloud book, weather books, wind vane
Week 6: (October) *Fall:* weather patterns, plant changes, migration and adaptation of animals, relationships between plants and animals	Weather chart, clipboard walk to note plant changes, seasonal clothing, activities, books about fall

Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 7: (October) *Fall:* signs of fall, frost, harvest, temperature, colors	Thermometers, Epsom salts crystal wash (one part boiling water, one part Epsom salts painted over crayon drawing), color mixing to get fall colors, pumpkins, apples, seeds, newspaper ads about fall produce, color wheel
Week 8: (October) *Rocks:* analysis of parts that make up rocks, sorting by attribute, properties of rocks, representations with rocks	Rock collection, balance scale, weight cubes, muffin tin sort, blank paper, hammer to compare inside and outside of rocks, books about rocks and uses of rocks
Week 9: (October) *Community:* rocks, plants, and animals in community; goods, services, and resources in community	Clipboard walk, logos, phonebooks, community map of major landmarks, sand sifter to sift "big" from "little," community photos, phone directory, logos from community, brochures, leaflets, ads
Week 10: (October) *Comparing Communities:* rural, suburban, urban, field trip for comparison of providers of goods and services, environmental resources identification	Profiles of two communities (their resources, cultures, services, buildings, landscape, jobs, wildlife), table top artifacts/picture sort, Venn diagram, student sharing, information from another community (books, leaflets, flyer, phone directory, photos etc.)
Week 11: (November) *Comparing Cultures:* traditions, music, dances, artwork, poems, stories, plays, recognition of instances of bias	Multicultural books, globe, cultural items, artwork, music, dress, foods, student sharing, multicultural books (flyers, leaflets, photos, maps, songs, etc.)

Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 12: (November) *Community Changes Over Time:* grandparent guest, timelines, influence of heritage on present-day living	Grandparents as guests, timeline of changes in lives, globe to identify origin of heritage, photos, old books, historical books, letters from grandparents
Week 13: (November) *Families Change Over Time:* family photo share, growing, moving, toys from past, people timeline (birth, baby, toddler, child, teen, adult, grandparent, death)	Family photo share, identify and illustrate changes, illustrations for people timeline, magazines, books about families
Week 14: (November) *Friendships:* positive behaviors, negative behaviors, kinds of friends, adult friends, respecting the rights of others	Sort behaviors, identify friends, favorite activities, photos, books about friends, classmates names and photos, class books
Week 15: (December) *Choices and Consequences:* predicting consequences, recognizing feelings of others, cooperation, sharing	Emotion flashcard guessing game, predict consequences of behaviors, books about emotions, drawing emotions, cooperating, sharing
Week 16: (December) *Communicating:* writing, student authors, responding to the ideas of others, personal experiences, art strategies	Art center, writing center, author's center, oral personal experience sharing, tape recorder, broken telephone to take apart, letters, stationary, post office drama center, author's chair, class library of class books

Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 17: (December) *Conflict Resolution:* problem solving, communication, rock-paper-scissors, agenda for class meeting, playground survey	Agenda for class meeting, rock-paper-scissors, playground survey, agenda board, survey forms, books about conflict resolution, cooperation, friends
Week 18: (January) *Activities for Public Good:* group decision making for common good, community needs, respect for differences, effects of tobacco (on self and others)	Service project, cooperative learning, letter writing about concerns, newspaper stories about volunteers, service organizations, brochures (animal shelter, homeless shelter, Red Cross blood bank etc.)
Week 19: (January) *Cultural Traditions:* music, dance, art, poems, stories	Globe, cultural origin, class cultures, songs, dance art, stories, multicultural books
Week 20: (January) *Winter:* weather patterns, weather and plants, weather and animals, weather and people, winter activities	Daily weather charts, clipboard walk, recording changes in plants, animals and people, newspaper articles about winter sports, ski slopes, snow depth, weather etc.
Week 21: (January) *Winter:* signs of winter, snow, temperature, icicles, fog	Snow trough, snowflakes, frost, magnifiers, icicles, tracks in snow, evergreens versus other trees, articles about winter sports, ski slopes, snow depth, weather etc.
Week 22: (January) *Winter:* seasonal weather patterns, representations of winter weather, seasonal cycles (fall, winter, spring, summer)	Daily weather charts to compare over the year, who can melt cup of snow the fastest? pictures of seasons, seasonal activities and dress

Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 23: (February) *Balanced Diet:* importance of breakfast, food pyramid, daily food survey, graphing results, goals	Daily food survey, graph, food pyramid, food ads, cookbook, recipes, empty food containers, shopping list, coupons, menus
Week 24: (February) *Communicable/ Non-communicable Diseases:* behaviors to prevent disease	Place piece of potato in jar of water with dirty hands and clean hands, observe over the week, brochures, leaflets from Health Department, books about health care, hand washing, germs, vaccinations, petri dishes
Week 25: (February) *Physical Fitness:* daily exertion, components of physical fitness, fine motor, gross motor, locomotor, non-locomotor	Fitness chart, stethoscope, body parts chart, timer, newspaper articles about sports, dance, fitness, books about fitness, games, athletes, performers
Week 26: (February) *Impact of Media:* positive, negative, passive entertainment, advertising, consumerism, violence, junk	Magazine, newspaper, TV ads, entertainment graph
Week 27: (March) *Real and Make-Believe Stories:* animal stories, fiction, nonfiction, characters, setting	Venn diagram to compare stories, fiction and informational texts, cartoons, animal stories, books
Week 28: (March) *Maps and Globes:* map key or legend, compass rose, physical features, continents, oceans, atlas	Globe, map of USA, Utah, city, comparison community, (map key, legend, compass rose), atlas, phone directory with maps

Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 29: (March) *Maps:* physical features of location that affect our lives, ways that the climate affect how people live, ways that natural resources affect homes and foods	Local natural resources and jobs, photos of desert, mountains, wetlands, atlas, maps
Week 30: (March) *Spring:* weather patterns, ways that weather affects plants, animals, and people, representations of winter weather	Daily weather chart comparison, clipboard walk—recording changes in plants, animals and people, books about spring (weather, plants, rain, etc.)
Week 31: (March) *Spring:* signs of spring, temperature, hail, wind, sunshine	Thermometers, budding branches (forced), signs of wind, wind direction, weather books, weather report in newspaper
Week 32: (April) *Spring:* thunder and lightning, rain, rainbows, melting snow, where does the water go?	Descriptions of storms, thunder, lightning, CD of storm, watercolor storm paintings, weather books
Week 33: (April) *Animal Life Cycles:* amphibian (egg, tadpole, pollywog, frog), life cycle of bird (egg, chick, fledgling, adult) birth and death cycles, growth and changes in people	Creatures for classroom observation, bones, paper plate life cycles, books about life cycles of various animals
Week 34: (April) *Big 6 Information Literacy (whole group):* About what do I want to learn more? Which resources can I use? Where can I find these resources?	Big 6 planning form, Big 6 evaluation form

Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 35: (April) *Big 6 Information Literacy (whole group):* What can I use from these resources? How can I share what I learned? How will I know I did my job well?	Big 6 Whole Group Project
Week 36: (May) *Big 6 Information Literacy:* (individual reports)	Work on individual reports
Week 37: (May) *Sharing Animal Reports:*	Work on individual reports
Week 38: (May) *Sharing Animal Reports:*	Share individual reports
Week 39: (May) *Sharing Animal Reports:*	Share individual reports
Week 40: (June) *Memories of Second Grade:* favorite activities, books, people	Second grade Memories

Nine Month Curriculum Mapping Form

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Language Arts									
Math									
Science									
Social Studies									
Healthy Lifestyles									
PE									
Fine Arts									
Technology									
Library Media									

Weekly Theme Map

Theme	**Song**
Graph	**Observation/Exploration**
Creative Dramas	
Homework	**Art**
Journal Entry	**Video/Technology**
Poem	
<u>Monday</u> **Message** **Unit:** **Reading:** **Math:** **Writing:**	**<u>Tuesday</u>** **Message** **Unit:** **Reading:** **Math:** **Writing:**

<table>
<tr><td><u>Wednesday</u>
Message

Unit:

Reading:

Math:

Writing:</td><td colspan="2"><u>Thursday</u>
Message

Unit:

Reading:

Math:

Writing:</td></tr>
<tr><td><u>Friday</u>
Message

Unit:

Reading:

Math:

Writing:</td><td>Books:</td><td>Essential Language:</td></tr>
</table>

Sample Weekly Theme Map

Theme
Wonderful Winter

Song
"Once There was a Snowman," "My Snowman's Getting Big"

Graph
Winter Weather—graph snow, sun, fog, clouds

Observation/Exploration
Snow in trough to mold and shape. Toys to make tracks, guess which toy made track? Fill cups with snow, predict how much water it will make. Draw lines on cups, see whose estimation is the closest. Ice cubes, chunks of ice from playground, icicles. Will ice melt faster in water or on a tray in the classroom? Will it float or sink? If we put water outside today would it freeze? In the shade? In the sun? Fill cup completely full of water, then place in a pie tin and set outside to freeze. What happens? What if we put it in a jar with a lid on?

Creative Dramas
The Mitten (headbands from Jan Brett website and giant mitten)

Homework
Your family's favorite thing to do in winter.

Art *Shaving cream at easel—plastic sheet with black paper behind it, or use whipped soap flakes.*

Journal Entry
I like to _____ in the snow.

Video/Technology

Poem

Snowballs

I made myself a snowball, as perfect as can be, I thought I'd keep it as a pet and let it sleep with me.
I made it some pajamas and a pillow for its head, Then last night it ran away, But first it wet the bed!

Monday

Message
We will learn about winter.

Unit:
Word web—words describing winter. Read "How Do You Know it is Winter?"

Reading:
Song Writing (Farmer in the Dell tune)

Math: *Mix 1 cup soap flakes, water, 6 T liquid starch, and 1/4 cut tempera paint. Mix with eggbeater until thick paste. Make small, medium, and large balls. Decorate like a snowman with paper scraps for trim.*

Writing:
Add four winter words to your word book.

Tuesday

Message
We will feel and draw a winter day.

Unit:
Go outside, observe plants, animals, people, weather. Take notes on clipboard to help with poem and picture.

Reading:
Color a picture that matches the words to your poem. Paint it with a mixture of 1/2 cup hot water, and 1/2 cup Epsom salts.

Writing:
Write a winter poem to go with picture. What does winter look like? How do plant, animals, or people look? What does it feel like? What do you like to do in winter?

Wednesday

Message

We will act out The Mitten.

Unit:

Read, then act out The Mitten. Use Jan Brett website headbands.

Reading:

Tell child which letter sound or color word at which to throw a styrofoam snowball.

Math:

Lay out numbered mittens. Child stacks up the correct number of cubes on each mitten then says "aaachoo!" and knocks them all down.

Writing:

Color and cut out the characters in The Mitten. *Sequence them by size, then tell story to a friend and place them in a wallpaper mitten.*

Thursday

Message

We will learn about snow.

Unit:

Snowflakes start out as tiny specks of dust in the clouds. The specks of dust collect water out of the air. When the air is cold, the water freezes and makes snowflakes.

Reading:

Make three-piece snowmen with letter on hat, and corresponding pictures on balls to match letter/sound.

Math:

Use number sand molds in snow trough. Make 1-10 and correct number of snowballs to match each number.

Science:

Catch snowflakes on square of black paper. Use hand lenses to observe.

Friday

Message

We will talk about snow fun.

Unit:

Recreation in snow. List ways to have fun in winter. Write them on a chart with a small illustration.

Reading:

Make compound words (snowball, snowman, snowflake).

Math:

Make three circles – small, medium, and large snowflakes. Decorate snowmen with fabric scarves, pompoms, etc. Hang in hall.

Writing:

"Winter is fun" mural. Color or paint a way to have fun. Cut out, and place on mural. Use blue butcher paper background, chalk to make snow, and cut snowflakes.

Books:

The Mitten

The Snow Day

When Winter Comes

The Tiny Woman's Coat

Snowball War!

Snowballs by Ehlert

How Do You Know It Is Winter?

Essential Language:

winter

snow

ice

freeze

snowball

snowflakes

snowman

mitten

Tri-Area Curriculum Mapping Form

Teachers may find it helpful to map out their curriculum into three areas: language arts, math and other content areas. As teachers map out these three areas, other logical connections to math and language arts will become evident. Grade level mapping also enables teachers to see at a glance how hands on materials and books might be shared among the K-2 teachers.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Language Arts									
Math									
Other Content Areas									

The following curriculum unit format promotes literacy connections to content areas. Students read and write about content areas. Teachers make every effort to provide books on the core topic at each child's reading level. The teacher reads aloud books on core topics. Over time, students develop the content vocabulary and background knowledge that will facilitate reading comprehension.

Integrating Writing with Content Form

Theme _____(Give it a real life application and purpose!)

Objective _____

Literature Available Genre Used	Process Skills Taught	Genre To Write In	6 Traits Skill Taught	Processes to Publishing
	Comprehension Strategy Questioning Monitoring Visualizing Inferring Important Parts Synthesizing **Process Skills** Symbolization Observation Description Prediction Collecting and Interpreting Data Investigation Classification Segmentation & Blending Problem Solving Forming Conclusions	ABC's of Add On Story All About's Biography Circle Story Dictionary/topic Encyclopedia Experience Fiction How To's Journal Letter List Magazine Narrative News Report Informational Book Pamphlet Persuasive Poetry Poster/Advertise Reports Sequence Set of Directions Big Six Format	Conventions Ideas Organization Sentence Fluency Voice Word Choice	Prewriting/Ideas Gathering Grid Lists Mapping Pizza Pie Drafting (double space) Conferring (check sheet) Revising Editing/ proofreading Self Peer Teacher Publish Books Accordion Flip Book Picture Pop-Up Shape Step Poster Newspaper Map Pamphlet Big Six Format

Integrating Curriculum

Integrated Planning Form
Big 6 Planning Form
Project Approach Planning Form
Process Skill Planning Form
Balanced Literacy Planning Form

Integrating K-2 Core Curriculum– Common Questions

Why is the core smaller?

As teachers begin to plan teaching units for the upcoming year, they will be delighted to discover that the new core standards and objectives have been carefully pruned with a focus on essential skills and strategies that are developmentally appropriate. Teachers will have time to teach concepts in greater depth and provide opportunities for students to investigate and share. Students will use their language, art, and math skills to share the results of their investigations.

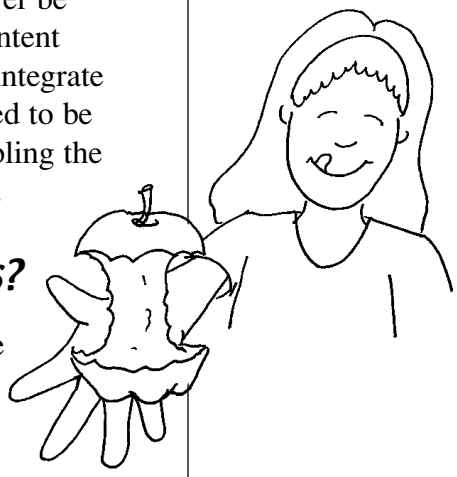
- **Five different formats are provided in this chapter to help teachers plan integrated units.**

How do I teach concepts in greater depth?

When we integrate content areas, instruction increases in depth and cross-curricular connections to real life emerge. For example, problem solving may occur in math, but also in social studies, science, art, and PE, giving a student multiple opportunities to apply problem solving strategies to real life experiences. As teachers provide students with opportunities to explore, investigate, and share findings with others, students are more highly motivated. Students identify areas in which they would like to learn more, and they grow in their ability to use resources.

Should everything be integrated?

Curriculum can be integrated in a variety of ways that can enhance the students' understanding of concepts. Integration should never be contrived, but should have natural application across several content areas. Teachers should not be overly concerned with trying to integrate every content area for every unit of study. Some skills may need to be taught in isolation. Other skills will naturally fit together—enabling the students to make real life connections as they become involved.



How can I plan integrated teaching units?

There are many possible ways to integrate curriculum. Five different formats are provided in this chapter to help teachers plan integrated units. Sample curriculum maps on each grade level provide a format for breaking down large themes into "concept bits" for curriculum planning.

Integrated Planning Forms

1. The *Integrated Planning Form* (p. 3-3) provides a format for teachers to integrate content areas. Teachers reflect on the standards and objectives in each content area and brainstorm about obvious connections.
2. The *Big 6 Information Literacy Format* (p. 3-8) is helpful in planning integrated units and provides a model for student research.
3. The *Project Approach Format* (p. 3-18) is a motivating method for creating integrated units for a topic. Group research can be followed up with individual student research and reports using the Big 6 format.
4. The *Process Skill Planning Form* (p. 3-27) enables teachers to plan units that focus on critical thinking skills that by nature are cross-curricular.
5. The *Balanced Literacy Model* (p. 3-32) which connects viewing, speaking, listening, reading, writing, and presenting, provides an opportunity to apply language arts skills.

Format #1
The Integrated Planning Form

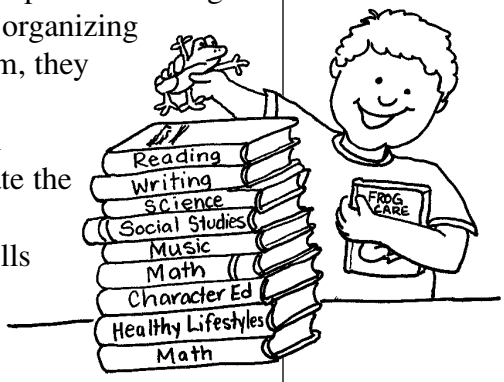
Integrating Content Areas

Skills taught in isolation have little meaning for children. However, skills taught in contexts—where children can apply what they learn—make sense to learners. When using the Integrated Planning Form, teachers plan activities that enable children to gain knowledge and apply skills across many disciplines. Early childhood teachers have always recognized the wide developmental range of children in any given classroom. Integrated learning experiences offer a variety of activities to allow all children to participate successfully.

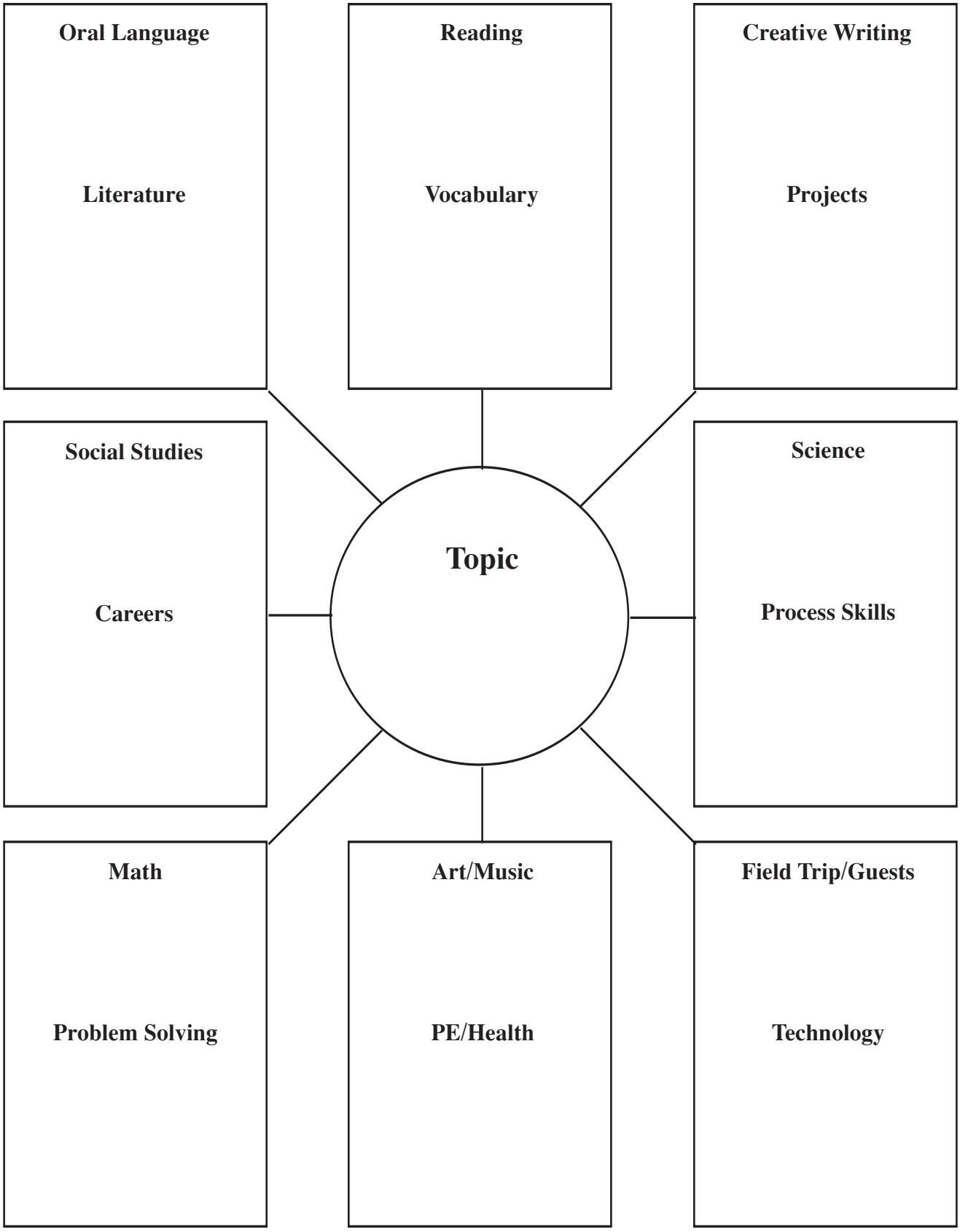
In our daily life, we do not have isolated "math," "literacy," or "science" experiences. When we drive a car, bake a cake, or go to the store, we use skills and knowledge from many different disciplines to accomplish our goal. Most classrooms already offer integrated learning experiences. Children use math skills as they work on social studies or science projects. They use drama and art to represent literature. When curriculum is integrated, students see connections between the skills they are learning and how to use them in daily life.

Organizing learning experiences around real topics and problems enables children to make connections which are a critical part of learning. The Integrated Planning Form is an effective method of organizing integrated curriculum. As teachers begin to use this form, they should avoid feeling pressured to fill in every blank. Additionally, they should refrain from making contrived connections between content areas, and should accentuate the clear, logical connections that are immediately visible. Children are more likely to learn and remember new skills and concepts when they use them in a meaningful context.

- **Children are more likely to learn and remember new skills and concepts when they use them in a meaningful context.**



Integrated Planning Form



Sample Integrated Planning Form

Oral Language

Jobs of family members, jobs of interest, resource places in the community (library, museum, factory, farm, stores, fish hatchery)

Literature

Capstone Community Helpers
We Need Dentists (Doctors, Farmers, Fire Fighters, Mail Carriers, Nurses, Police Officers, Veterinarians)

Reading

Kinds of reading
- *truck driver - maps*
- *doctor - X-rays, books*
- *musicians - music*
- *chef - recipes*
- *fireman - addresses*
- *want ads for jobs*

Vocabulary

Names of jobs and unique vocabulary for each profession —bones, prescriptions, parts of a computer, animal names, kinds of teeth, plants etc.

Creative Writing

I would like to be...
_____help us by _____.
Want ad for a babysitter
I didn't know that _____.

Projects

Learn about a resource in your community, set up a creative drama center for a particular occupation or resource (library, museum, zoo)

Social Studies

Community resources, people, places

My resources, attributes, and skills

Careers

School skills that help us get a good job: be able to read, write, and do math, be on time, clean up after myself, get along with others, work hard, follow instructions

Topic
Community Resources
Kindergarten

Science

Zoologist, weatherman, forester, scientist, veterinarian, inventor

Museum, zoo, pet store

Process Skills

Classify jobs:
- *Transportation jobs*
- *Jobs making or growing things*
- *Jobs working with animals*
- *Jobs selling things*
- *Jobs helping people*

Math

Keeping track of money, placing orders, measuring amounts or sizes, paying bills

Problem Solving

Which medicine?
How can I find the fire?
How much to charge?
Why are they sick?
How can I make it best?
What advertising ideas would be the most effective?

Art/Music

Illustrators, photographers, cartoonists, artists, musicians, vocalists, instrumentalists, dancers, recording studio engineers

PE/Health

Athletes, nurses, doctors, pharmacists, dietitians, physical trainers, dentists, rehabilitation workers

Involve students in planning and holding a kindergarten Olympics

Field Trip/Guests

Community helpers
Visit resource places in the community then recreate it as a creative drama center

Technology

Discuss how people communicated prior to cell phones, computers, videos, etc.

Phones, computers, videos, etc.

Think of a job of the future, draw a picture and make up a name for it

Sample Integrated Planning Form

Oral Language

Tell your students to imagine they are flying high in the sky above the school. Ask "what does it look like? What do the streets look like?" After children describe their view, explain that this is what a map looks like.

Literature

What is a Map? by Rosen
The Key to Maps, Zoo Map by National Geographic

Reading

Show students a map of the school yard. Tell them there is a treasure hidden where the "x" is marked. Ask the students to describe which way they would go. What would they pass on the way?

Vocabulary

map key, symbols, direction, compass

Creative Writing

Make a map of the classroom
Make a key for your map

Projects

Make a play rug map with some of the important places in your community. Create roads, police department, fire department, hospital, etc. Add a direction compass to your map.

Social Studies

Ask students to pretend a person has had a car accident at one of the places on the play rug map. Ask students to tell each other how to get to the hospital (i.e., drive north two blocks then west one block).

Careers

Identify careers that depend on map reading skills. Explain why those skills are important (i.e., truck driver, policeman, fireman, post office worker).

Topic
Map Symbols
First Grade

Science

Ask "How would a forest ranger use a map? An oceanographer? An astronomer?"

Process Skills

Understand the purpose of maps.

Use the symbols on a map key.

Make a map of your bedroom.

Math

There are _____ blocks in a mile (find out how many in your area). Using a toy car, drive two miles on the play rug.

Problem Solving

Ask "What could a truck driver do if a road is closed and he must go a new way? How could a map help him find his way?"

Art/Music

Ask students to make a map for an imaginary zoo. Then make a key to show which animals might be seen in their zoo.

PE/Health

Make an obstacle course on the playground. Make a map showing students which way to go. Time students to see who is the fastest!

Field Trip/Guests

Mailman, policeman, fireman, truck driver, interior, decorator, contractor, etc. Describe how they use maps.

Technology

Internet maps, blueprints, house plans, landscape plans, etc.

Sample Integrated Planning Form

Oral Language

Places family frequently utilizes, places of interest, resource places in the community (i.e., library, museum, factory, farm, store, fish hatchery).

Literature

A Trip to the Post Office by Rosen; Communities, People Work, Team Work by Capstone; Volunteers by Newbridge

Reading

Read phonebook—find businesses, restaurants, services, repairmen, and places for recreation. Find ideas of where the class might go for a field trip. What could they collect for community scrapbook?

Vocabulary

Community mementos, restaurant menus, store flyers that students bring from home.

Creative Writing

Students glue a souvenir or memento of their community to their paper, then write about it. Combine papers for a community scrapbook.

Projects

Select a place to visit with your family in the community. Get a memento and bring it to school. Tell the class about the place you visited.

Social Studies

Describe work that someone contributes without getting paid. Describe the role the volunteer plays in our community.

Careers

Make an illustration about work that someone does in the community to earn money. Describe how they play a role in the community and describe the type of work they do.

Topic

Community Resources

Second Grade

Science

Select a profession that uses science skills to help the community. Describe the role they play to benefit our community.

Process Skills

List attributes that make a person a good employee. How are they similar to what makes a person a good student?

Math

Interview a worker and find out how much money they get paid for an hour's work. How many hours a day do they work? How much do they earn in a day?

Problem Solving

Invite a guest from Job Service to describe the process of how to get a job. What skills are important?

Art/Music

Look for jobs that call for artistic or musical skills. How else does music and art contribute to our community?

PE/Health

Identify jobs that call for physically fit employees that have a good understanding of healthy life styles. How does our community provide fitness and health promoting activities?

Field Trip/Guests

Involve students in deciding who they would like to invite, which jobs, services, or places would they like to learn more about.

Technology

Identify jobs that call for technological training. How else does our community offer technology to its citizens?

Format #2
The Big 6—Information Literacy

The Big 6 Process Strengthens:

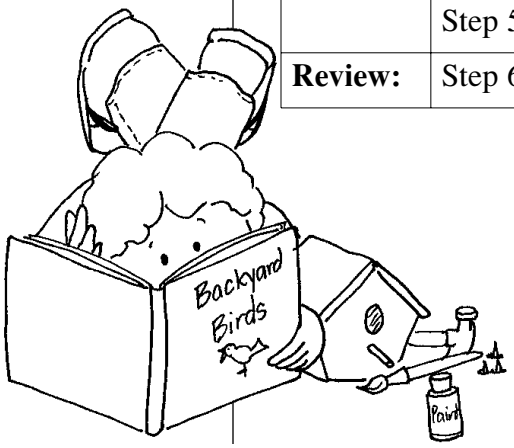
- **Reading**
- **Writing**
- **Collecting Data**
- **Graphing**
- **Drawing**
- **Making Models**
- **Creating Content Vocabulary**

Early Childhood Research and Report

The Big 6 format for integrating curriculum teaches students to identify areas of interest, learn information-seeking strategies, and develop skills in organizing and sharing information with others. Topics for investigation can be developed in any content area. As students work through the Big 6 process, reading, writing, collecting data, graphing, drawing, making models, and creating content vocabulary are strengthened. Early childhood teachers will find it helpful to model the process with whole class investigations prior to giving individual Big 6 assignments.

The Big 6 Problem Solving Process is a systematic approach for helping young children problem solve and research information on subjects about which they would like to learn more. This process promotes high standards for projects and clear communication of ideas. Familiar strategies for student research, such as the Project Approach, can easily be adapted to this format. The framework for problem solving skills is laid during the early childhood years.

Plan:	Step 1.	*Task Definition:* About what do I want to learn more?
	Step 2.	*Information Seeking Strategies:* Which resources can I use?
	Step 3.	*Location and Access:* Where can I find these resources?
Do:	Step 4.	*Use of Information:* What can I use from these resources?
	Step 5.	*Synthesis:* How can I share what I learned?
Review:	Step 6.	*Evaluation:* How will I know I did my job well?



Plan: Integrated long-term studies are a wonderful way to motivate student learning. Throughout the year, teachers will guide students through several investigations and projects with specific student-generated questions in mind.

Step 1 Ask about what else we want to learn.

- Children generate a list of questions that are interesting to them.

Step 2 Ask which resources can we use.

- Children and teacher identify a wide range of resources (e.g., informational books, periodicals, audio-visual aids, reference encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, timelines, pamphlets, handbooks, resources).
- Identify people who are possible information resources (e.g., family members, teachers, librarians).
- Identify community resources (e.g., libraries, museums, universities, zoos).

Step 3 Ask where the resources can be found.

- Select resources that are age-appropriate, understandable, and current.

The Big 6 Framework:

- **Plan**
- **Do**
- **Review**

Do: The teacher provides continual guidance as she walks students through the process of investigating a topic. Students will locate the school media center, pictures, and informational books. They will learn to find books by author's last name and book spine information. The students will combine their efforts to collect resource books, measuring tools, magnifiers, microscopes, balance scales, and a variety of other tools and helpful resources. The teacher will supervise and teach children to explore the books, tools, and equipment used to investigate. The teacher may also set up activities in which children can conduct surveys and make graphs regarding personal interests (e.g., interviewing, collecting data, going through books, studying maps and charts).

Step 4 Students will recall previous knowledge of subject and build on that knowledge base.

- Students will use the questions they generated to guide their information gathering.
- Which information should I use? How should I organize the information?

- Teachers will provide opportunities for children to engage in collaborative work activities such as selecting, designing, and carrying out projects using a variety of media, and will allow time for children to explore a topic in depth.

Step 5 How should I share what I learned?

- With the teacher's help, students will select a product format that fits their topic (e.g., storyboard, pictures, oral report, graphs).

Review: Students review the information gathered.

- Children are given the opportunity to share the results of their findings on a topic with the class.
- Students will discuss what they liked best about their project, what was easy and what was hard to do, and review each step of the research process.
- The class will share ideas of what went well and what should be improved on future products.
- Second grade students will also assess the project using objective evaluation criteria (quality of product, level of personal effort, what was done well and why, what could have been improved).

Grade Level Topics for Investigation

Concepts	Kindergarten Suggested Topics for Investigation
Me	Care of the body Safety rules and hazards Benefits of fitness Cultures Initiating and maintaining friendships Belonging to groups (family, class, friends) Creative expression, role play, art, music, dramatized stories, cultural songs
Weather	Daily weather, weather station Changes in living things, seasons, plants, trees, leaves, seeds, flowers, fruits, vegetables
Five Senses	Sense-enhancing tools Colors, light, shadows, mirrors, textures, cooking, musical instruments
Animals	Comparison of living things based on characteristics Adult and baby animals Furry animals, birds, reptiles Farm animals, zoo animals, pets Animal coverings, movement, homes
Community	Patriotism (flags, symbols, anthems, pledge) Types of jobs seen in community People and events of commemorative holidays Maps, representations of land, water, roads, cities Shape of Utah and USA

Concepts	First Grade Suggested Topics for Investigation
Me	Choices, consequences, problem solving, conflict resolution Fitness, cleanliness, nutrition Helpful and harmful substances Safety rules and hazards Creative expression, describing ideas orally and in writing How family members support each other Choices and consequences that affect self and family Household tasks past, present, future
Community	Unique attributes, art Mapping, map symbols, locations Physical features surrounding home, school, and community Changes over time in school and neighborhood Changes in technology in home, school, and community National symbols, patriotic traditions, historical figures
Plants	Plant parts Seeds, leaves, flowers Classification system (simple—such as number of leaves, shape of leaves, veins in leaves, etc.)
Motion	Balls, cars, ramps, and spinners Direction of movement, measuring movement
Water	Liquid, solid, gas Float and sink, boats Temperature effects on water Characteristics of water Effects of water on plants, animals, and people

Concepts	Second Grade Suggested Topics for Investigation
Me	Unique attributes Fitness, safety Nutrition Harmful effects of tobacco Cleanliness, communicable and non-communicable diseases Movement sequences of games, dances Healthy relationships, cooperation, sharing, conflict resolution Family changes over time Creative expression—responding to the ideas of others
Weather	Graphing, seasonal patterns, seasonal changes in plants and animals
Rocks	Uses of rocks, rocks in community, classifying rocks by color, texture
Community	Compare rural, suburban, and urban Local community culture, art, literature, language, music Globe, map symbols (colors, patterns, object lines, legends, compass, scale) Changes over time (e.g., cultures, homes, businesses, size, traditions) Goods and services Promoting public good, service learning
Life Spans & Cycles	Seasons Plant life cycles Two-part cycles (life and death) Amphibian life cycles Advanced insect life cycles

Big 6 Planning Form

Topic:	**Grade Level:**
1.	**Task Definition**
	About what do I want to learn more? What do I need to do?
2.	**Information Seeking Strategies**
	What resources can I use? How can I find information?
3.	**Location and Access**
	Where can I find these resources? Where can I go to look?
4.	**Use of Information**
	What can I use from these resources? Will I read, listen, or observe?
5.	**Synthesis**
	How can I share what I have learned? What can I make to show what I have learned?
6.	**Evaluation**
	How will I know if I did my job well?

Sample Big 6 Planning Form

Topic: *Pets* **Grade Level:** *Kindergarten*

1. Task Definition

About what do I want to learn more? What do I need to do?

Students will choose two familiar animal "pets" to compare. How big is the animal? How do they move? What is their body covering? What do they eat? What sound do they make? Where do they live? Make a Venn diagram depicting the pets the children own.

2. Information Seeking Strategies

What resources can I use? How can I find information?

Students will brainstorm about possible ways they can find information about their animals. (Observe and describe real animals, pet store, Pebble Books on Pets, animal books)

3. Location and Access

Where can I find these resources? Where can I go to look?

Students will use the library at school. The teacher will send home a letter about the animal project. Parents will be encouraged to make arrangements for bringing pets to school. The teacher will collect options such as a visit to a pet store, field trip, or guest.

4. Use of Information

What can I use from these resources? Will I read, listen, or observe?

Students will use pictures and information from books and guests, observe animals with their five senses, describe observations, listen to books, and ask visitors questions.

5. Synthesis

How can I share what I have learned? What can I make to show what I have learned?

Students will perform animal movements, make the animal sounds, and describe their observation of each animal. Children will make illustrations of the animals with attention to detail of colors, texture, and size. They will use the illustrations to create graphs.

6. Evaluation

How will I know if I did my job well?

Students will orally review self-evaluation with teacher, compare animals (size, home, sound, body covering, food), and illustrate the animal.

Sample Big 6 Planning Form

Topic: *National Symbols* **Grade Level:** *First Grade*

1. Task Definition

About what do I want to learn more? What do I need to do?

Students will identify national symbols and the values they represent.

Students will identify three symbols of our country, make representations of them, and write about their meaning.

2. Information Seeking Strategies

What resources can I use? How can I find information?

Students will brainstorm about possible ways they can find information about national symbols.

Students will select three resources from which to read, listen to, and write about (interviews, books, videos, songs, poems, books about national figures). Exemplary Books: We Vote, Fourth of July, My Flag, and This is America by Newbridge, A Look at Lady Liberty by Rosen, America the Beautiful, and The Pledge of Allegiance by Scholastic.

3. Location and Access

Where can I find these resources? Where can I go to look?

Students will brainstorm about possible places to find resources. Students will use the library and computer lab at school and interview an adult.

Students will discuss community resources with their parents (public library, field trip, interview parents, write letters).

4. Use of Information

What can I use from these resources? Will I read, listen, or observe?

Students will use pictures to make authentic representations. They will collect information and pictures, label pictures, and write descriptions of the symbols. Students will interview an adult about "National Symbols that Mean the Most to Me." Students may also choose to listen to songs, sing songs, play a recording, or illustrate the words to a patriotic song.

5. Synthesis

How can I share what I have learned? What can I make to show what I have learned?

Students will make a representation and create a written description of three national symbols. They will describe the values for which the symbols stand.

6. Evaluation

How will I know if I did my job well?

Did students identify three symbols of our country, make representations of symbols (artwork, written descriptions, songs, or poems), and write about the meaning of symbols?

Sample Big 6 Planning Form

Topic: *Animals* **Grade Level:** *Second Grade*

1. Task Definition

About what do I want to learn more? What do I need to do?

Students will choose an animal and create a nonfiction book about the animal's food, habitat, and five interesting facts about the animal.

Students will make a visual project depicting their animal (e.g., diorama, paper-mache model, puppet, collage).

2. Information Seeking Strategies

What resources can I use? How can I find information?

Students will brainstorm about possible ways they can find information about their animal. They will select three resources from which to read, listen, and write, and then create their own book.

Books, videos, pet store, zoo, interviews, observation, internet, encyclopedia, National Geographic, Ranger Rick

3. Location and Access

Where can I find these resources? Where can I go to look?

Students will use the library and the computer lab at school.

Students will discuss other resources in the community with their parents (e.g., public library, pet store, zoo, internet, interviews).

4. Use of Information

What can I use from these resources? Will I read, listen, or observe?

Use sticky notes to identify interesting facts in the text that they might want to use in their animal reports. Students will then write complete sentences about the facts on their sticky notes.

Observe animals or watch videos and take field notes. Students will observe an animal (or a photograph of an animal) frequently as they make a representation of the animal.

5. Synthesis

How can I share what I have learned? What can I make to show what I have learned?

Students will choose an animal and create a nonfiction book about the animal's food, habitat, and five interesting facts about the animal.

Students will choose the format for their book (e.g., foldout, carousel, pop-up book) showing what they have learned.

Students will display and describe the visual project depicting their animal.

6. Evaluation

How will I know if I did my job well?

Students will fill out a self-evaluation rubric.

Format #3
The Project Approach Format

- **Children not only need to know how to use a skill, but also when to use that skill.**

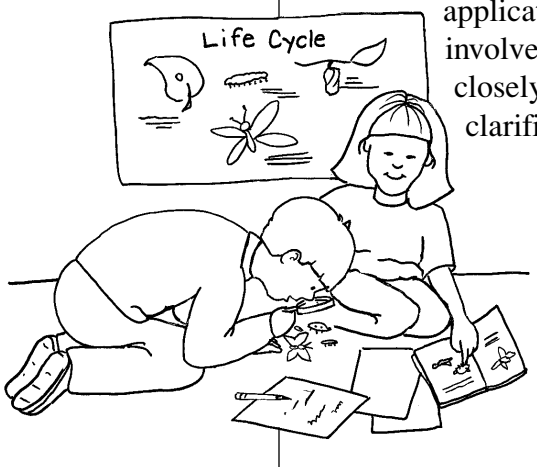
Integrating Curriculum through Long-Term Studies

Long-term studies are an effective way to integrate curriculum because a teacher can use student investigations to teach skills, processes, and content. There are two important aspects of instruction: 1) systematic instruction for the acquisition of skills, and 2) project work for the application of skills acquired earlier. The Project Approach Format enables teachers to analyze curriculum topics in terms of the essential skills that might be taught and real life application of skills. Children not only need to know how to use a skill, but also when to use that skill. The Project Approach Format can be used simultaneously with the Big 6 Format as complementary learning opportunities. As students investigate and share their findings, they discover the joy of sharing questions and curiosities about the world around them.

What Does the Project Approach Promote?

- Information, concepts, and facts
- Basic academic skills: talking, reading, writing, counting, and measuring
- Scientific and technical skills: collection and interpretation of data, use of scientific equipment, observation, and description
- Social skills: cooperation, discussion, teamwork

The samples of grade level core topics in the Project Approach Format enable teachers to see at a glance multiple opportunities for application of skills already acquired. As children become involved in long-term studies, the wise teacher will observe closely, watching for individual students that need further clarification as they begin to apply newly acquired skills.



Elements of Project Approach

The Project Approach consists of three phases. All phases include five features. The five features are group discussion, fieldwork, representation, investigation, and display. The first phase is the introductory phase where you learn what children already know about the theme of the project and what they still want to know. Teachers need to be part of this research team and make sure that part of the project is an investigation that includes the K-2 core curriculum. The first phase also includes input from the students' families.

The second phase is when the project is thoroughly developed. All of the five features are intensified as students participate in investigations, fieldwork, etc. All of the science processes could be used during this time, as well as many of the math, reading, and writing skills.

The third phase is the concluding phase. Teachers and students decide on ways to "celebrate" what they have learned and evaluate their experiences.

Included in this section is a graphic organizer, which shows how the three phases work with the five features. There are also ideas for incorporating many parts of the curriculum into different project themes.

Features of the Project Approach

- **Group Discussion**
- **Fieldwork**
- **Representation**
- **Investigation**
- **Display**

Resources

For additional information about the Project Approach see: www.projectapproach.com

The Project Approach Book One
by Sylvia C. Chard, PhD
Scholastic ISBN 059012852-3

The Project Approach Book Two
by Sylvia C. Chard, PhD
Scholastic ISBN 059012853-1

Young Investigators: The Project Approach in the Early Years
By Judy Harris Helm and Lilian Katz
NAEYC 2001

The Power of Projects: Meeting Contemporary Challenges in Early Childhood Classrooms—Strategies and Solutions
Edited by Judy Harris Helm and Sallee Bencke
Teacher's College Press ISBN 0-8077-4298-8

Project Approach Planning Form

Core Objectives:

1.
2.
3.
4.

	Discussion	Field Work	Representation	Investigation	Display
Phase I: **Beginning a Project**	*Set up the project. Find out what students already know about topic.*	*Students interview family members about experiences with topic.*	*Students use writing, math, and the arts to share what they know.*	*Students develop questions to focus on for investigation. Teacher makes sure core objectives are included.*	*Questions are displayed for investigation focus. Student representations of knowledge are displayed.*
Phase II: **Developing the Project**	*Discussions are ongoing throughout investigation. Discussions prepare children for experiences and give opportunity for review and assessment.*	*Going out of the classroom to investigate a field site. Interviewing experts in the field or in the classroom.*	*Brief field sketches and notes. Drawings, paintings, writing, math diagrams, maps, etc., to represent new learning.*	*Investigative activities that lead to answers to children's questions and core objectives.*	*Sharing representations of new experiences and knowledge.* *Ongoing record of the project work.*
Phase III: **Concluding the Project**	*Review and evaluate the project. "What have I learned?" "Do I understand the core objectives?"*	*Invite others (parents, other classes, etc.) to share in what was learned.*	*Decide how to represent information to others.*	*Talk with students about further investigations they might do on topic.*	*Visual summary of what was learned.*

Adapted from *The Project Approach: A Second Practical Guide for Teachers* by Sylvia Chard.

Sample Project Approach Planning Form

Core Objectives: *Investigate the properties and uses of rocks.*

1. Describe rocks in terms of the parts that make up the rocks.
2. Sort rocks based upon color, hardness, texture, layering and particle size.
3. Identify how the properties of rocks determine how people use them.
4. Create artwork using rocks and rock products.

	Discussion	Field Work	Representation	Investigation	Display
Phase I: **Beginning a Project**	*Share picture of trip to Craters of the Moon. Ask the students how the rocks got there. Ask them to write a story about how they think rocks came to be.*	*Students interview family members about experiences with rocks.*	*Students use writing, math, and the arts to share what they have learned aobut rocks.*	*Ask students what they want to learn about rocks. Teacher makes sure core objective are included.*	*Questions are displayed for investigation focus. Students share what they have learned about rocks so far through art and writing projects. These are displayed.*
Phase II: **Developing the Project**	*Discussion about different kinds of rocks—how are they different? What makes up a rock? How are rocks used? What determines how a rock is used?*	*Children gather rocks outside at school, home, or other places. Children explore how rocks are used in their environment. Jewelry maker talks to class about the use of rocks.*	*Drawings of rocks they found. Field notes from field trip. Graph of rock hardness, color, texture, layering, and particle size. Rock art project.*	*Study rocks and divide into categories.* *Observe where rocks are used in their environment.* *Investigate how different rocks are used according to their different properties.*	*Graphs, drawings, artwork, etc. are displayed.* *Children have an opportunity to act out or sing about what they are learning about rocks.*
Phase III: **Concluding the Project**	*Review and evaluate the rock project. "What have I learned about rocks?" "Do I understand the core objectives?"*	*Field trip to Utah Natural History Museum.*	*Share rock displays with other second grade classes.*	*Ask students what they would still like to learn about rocks.*	*Visual summary of what was learned about rocks.*

Adapted from *The Project Approach: A Second Practical Guide for Teachers* by Sylvia Chard.

Project Approach Planning Form

Core Objectives:

1.
2.
3.
4.

	Discussion	**Field Work**	**Representation**	**Investigation**	**Display**
Phase I: **Beginning a Project**					
Phase II: **Developing the Project**					
Phase III: **Concluding the Project**					

Adapted from *The Project Approach: A Second Practical Guide for Teachers* by Sylvia Chard.

Curriculum Topics for Projects			
Field Trip			
Numbers			
Shapes			
Part/Whole			
Sorting			
Comparisons			
Sequences			
Graphing			
Cycles and Patterns			
Writing			
Sketches			
Models			
Rubbings/Prints			
Measures			
Collection Items			

Sample Kindergarten Curriculum Projects			
	Fall	**Winter**	**Spring**
Field Trip	*Neighborhood*	*Neighborhood*	*Neighborhood*
Numbers	*Number bugs, birds, leafless trees, temperature*	*Number icicles, hats, gloves, boots, snowballs*	*Number coats, sweaters, flowers, umbrellas*
Shapes	*Shape of produce—cut in half and print, trace, identify*	*Snowballs, icicles, cut snowflakes, freeze ice in containers*	*Spring objects—trace*
Part/Whole	*Parts of insects, trees, pumpkins*	*Parts of snowman*	*Bits that make a nest, parts of a plant*
Sorting	*Leaves, nuts, apples, seeds, seasonal pictures*	*Seasonal clothes*	*Birds, nests, feathers, beaks, seeds*
Comparisons	*Seasons, leaves, pumpkins, temperature, color changes*	*Seasonal weather, temperatures, clothing, color changes*	*Seasons, seeds, sprouting plants, color changes*
Sequences	*Pumpkin growth, pumpkin carving, making applesauce*	*Making a snowman*	*Weather, seed growth*
Graphing	*Favorite fall food, leaf shapes, colors*	*Weather, boots, mittens, hats*	*Umbrella, boots, flowers, colors*
Cycles and Patterns	*Seasons, leaves*	*Winter activities, snow or icicle in cup in classroom*	*Rainbows, seeds*
Writing	*Fall poem, description, activities*	*Winter poem, description, activities*	*Spring poem, description, activities*
Sketches	*Signs, trees, leaves, migration, frost*	*Signs, snow, winter activities, snowman*	*Signs, buds, dandelions, pussy willows*
Models	*Clay pumpkins, insects, plastic apples, leaves*	*Cut snowflakes, whipped soap snowman*	*Paper bag nests, pussy willows, daffodils*
Rubbings/Prints	*Leaves, pumpkins*	*Frost, ice*	*Leaves, buds, grass*
Measures	*Pumpkin circumference with string*	*Snowball, cup of snow melted, water from icicle*	*Growth of amaryllis bulb, sprouting seeds*
Processes	*Making applesauce caterpillar/butterfly*	*Sledding, building snowmen*	*Planting seeds, flowers*
Collection Items	*Seeds, nuts, produce*	*Snow, icicles, frost*	*Buds, flowers, twigs, nests, eggs*

Sample Kindergarten Curriculum Projects			
	Senses	**Animals**	**Me**
Field Trip	*School yard, bakery*	*Zoo, bird-watching, neighborhood*	*Hospital*
Numbers	*Number things, identify by taste, smell, touch*	*Tally number sighted in bushes, in air, etc.*	*Birthday candles, age, phone number*
Shapes	*Blindfolded shape identification*	*Ed Emberly drawings*	*Ed Emberly drawing body parts*
Part/Whole	*Parts of insects, trees, pumpkins*	*Eyes, ears, tails, legs*	*Body parts, talent*
Sorting	*Which sense? bitter, sweet, texture, light, dark, colors*	*Body covering, movement, wild, farm, pet, zoo, birds, reptiles*	*Things I like/do not like, clothing, emotions, healthy / not healthy foods*
Comparisons	*Information from each sense, inside and outside of object, prediction and actual*	*Size, movement, color, body covering, sounds, baby/adult, seasonal activity, insect/spider*	*Growth over time, height, new skills, self and friends, families, names, eyes, hair*
Sequences	*Procedure to make popcorn*	*Pet care, growth of animal to reach adulthood*	*Getting ready for school, bed, playing a game, going shopping*
Graphing	*Which sense used taste (i.e., sweet, sour, bitter, salty)*	*Pets, number of legs, method of movement, bigger than me, smaller than me*	*Families, eye color, hair color, number letters in name, first letter of name*
Sketches	*Objects seen, felt, heard, etc., sense organs, clipboard walks*	*Animal sketch with model, schoolyard clipboard walk, field trips*	*Self, family, friends, favorite thing on playground*
Models	*Sense organs*	*Plastic animals*	*Dolls*
Rubbings/Prints	*Texture walk (e.g., sidewalk, brick, tree trunk) prints (e.g., vegetables, textures)*	*Animal coverings, (e.g., snake skin, turtle shell) animal tracks, fish print*	*Glue gun name rubbings, shoe bottoms—tracks, hand/finger/footprints*
Measures	*Balance scale, measuring cups, various containers*	*Actual size of animal, How many teddies tall is a real bear?*	*Height, weight, head size, unifex cubes, string, antennae*

Sample First Grade Curriculum Projects			
	Self and Family	**Plants**	**Water**
Field Trip	*Homes, hospital, favorite places*	*School yard, neighborhood*	*Local stream, river, lake, canal, pond*
Numbers	*Age, address, weight, height, number in family, number pets*	*Kinds of leaves, plants, size of leaf, number leaves per stem*	*How many cups to fill container, bridges, pipes, faucets*
Shapes	*Body tracing, Ed Emberly drawings*	*Leaf shapes, plant shapes, fruit shapes, stamping*	*Freeze water in various containers, boats*
Part/Whole	*Body parts, family members, extended families*	*Parts of plant, parts of fruit, parts of leaves*	*Measuring cups, recipe, system of water in house*
Sorting	*Names—beginning letter, boys, girls, height, hair color*	*Edible, non-edible, above ground, below, color, texture*	*Samples of silt, sand, water, driftwood, shells, pipes, faucets*
Comparisons	*Height, teeth, eye color, number in family, likes/dislikes, fears, talents, cultures*	*Size, color, above, below, tree rings, leaves per stem, shape of leaves*	*Bodies or quality of water, dissolve, not dissolve, float, sink, hot, cold, ice*
Sequences	*Growth, baby, toddler, child, teen, adult, grandparent*	*Seasonal changes, growth of seed, reproduction of plant*	*States of water, frozen, melting, liquid, evaporating*
Graphing	*Family size, favorites, talents, shoes, hair, clothing, interests*	*Size, color, favorites, fruit, vegetable, grain, tree, bush*	*Float, sink, dissolve, amounts, favorite water uses, activities*
Cycles and Patterns	*Daily schedules, growth, birthdays*	*Seasonal cycles, leaf patterns, tree rings*	*Seasonal states of water*
Writing	*History, talents, feelings, family traditions, friends*	*Adopt a tree, memory, favorite, uses, recipes*	*Sounds, sights, surroundings*
Sketches	*Self-portrait, family, home, favorites*	*Tree, leaf, flower, pumpkin, apple*	*Boats, things floating, fish*
Models	*Clay dough self, family, paintings*	*Craft store leaves, apples, pumpkins*	*Wave bottle, cake pan sand, water*
Rubbings/Prints	*Shoe rubbing, handprints*	*Fruit or vegetable prints, leaf rubbings*	*Seashells, sand*
Measures	*Height, weight, head circumference*	*Size of leaves, plants, trees, weight of pumpkins, apples*	*Capacity, funnels, basters, measuring cups, spoons, bottles*

Sample First Grade Curriculum Projects			
	Neighborhood	**School**	**Motion**
Field Trip	*Neighborhood*	*School yard, classrooms, library, furnace room*	*Playground, park, neighborhood walk*
Numbers	*House numbers, street numbers, speed limit, license plate numbers, phone numbers*	*Number classrooms, teachers, students, kitchen workers, room numbers, calendar*	*Hopscotch, objects that move on playground, distance of movement*
Shapes	*Shapes of home, businesses, signs*	*Windows, bricks, school, classroom, clocks, desks*	*Shapes of objects, path of movement*
Part/Whole	*What makes a neighborhood?*	*School workers, kitchen items, students in class*	*Parts of swing, bat and ball, tether ball, basketball*
Sorting	*Drawings of houses, businesses, garages*	*Adults, kids, grades, ages, classes, subjects*	*Zigzag, round and round, straight, to and fro*
Comparisons	*Sizes, purpose, house numbers, distance*	*School in another community, classes, teachers*	*Distance traveled, size of object, force of movement*
Sequences	*Map of walk, building a house*	*Daily schedules, grades, school year*	*Pendulum, pattern of swing after one push, games*
Graphing	*Number houses, businesses, people, cars, signs,*	*Number kids in classes, favorite school lunch*	*Path of movement, tools and machines that push and pull*
Sketches	*Homes, buildings, plants, vehicles, animals, signs*	*Teachers, classroom, favorite activities, playground, building*	*Illustrate movement, direction, objects that move*
Models	*Blocks, clay dough, milk cartons, play rug*	*Blocks, clay dough, map of school*	*Creative movement, mimic of movement*
Rubbings/Prints	*Sign rubbings, house numbers, textures of walls, sidewalk, road, buildings*	*Signs, walls, handprints, inside, outside of building, flagpole*	*Marble and ball, trails, sandbox trails and tracks, jump, hop, skip, walk*
Measures	*Sidewalk squares in front of houses, number of houses per block, height, length*	*Sizes of students, teachers, unifex cubes, room size, desk sizes, chair sizes*	*Speed and distance of movement, prediction and measurement of movement of objects*

Sample Second Grade Curriculum Projects			
	Long Ago	**Animals**	**Health/Safety**
Field Trip	*Museum, retirement home*	*Zoo, pet store, clipboard walk*	*Hospital, doctor's office, police station*
Numbers	*Ages, dates*	*Pounds, height, speed, populations, number of young*	*Weight, phone number, address, age*
Shapes	*Old machines, tools, equipment*	*Shapes of homes, bodies, prints*	*Body shape, sign shapes, signal shapes*
Part/Whole	*Parts of tools, wagon, saddle, timelines, calendars*	*Label parts of animals, animal families*	*Body parts, safety signs, healthy diet, healthy lifestyle*
Sorting	*Tools, toys, now and then, old and new*	*Species, animal groups, size, color, pets, wild*	*Nutritious, not nutritious, helpful, harmful*
Comparisons	*Things for fun, work, daily chores, travel, foods, homes, pets*	*Weight, body covering, texture, beaks, feet, feathers*	*Foods, tastes, exercise, endurance, locomotor, non-locomotor*
Sequences	*Evolution of transportation, family origin*	*Life cycle, growth, seasonal changes*	*Car safety, emergency action*
Graphing	*Family origin, number of grandparents living*	*Favorite, body covering, animal group*	*Personal hygiene, daily exercise, diet, current fitness level*
Cycles and Patterns	*Daily schedules, growth*	*Seasonal changes, life cycles*	*Health related components*
Writing	*History, family traditions, cultural games, songs*	*Describe attributes, poetry, reports*	*Diet, safety rules, personal experiences*
Sketches	*Self-portrait, family, history, tools of past*	*Animal drawings, sketch photo*	*Safety posters, meals, self-portrait*
Models	*Clay dough self, family, paintings*	*Plastic animals, models of animals*	*Play food, real food, doll, person*
Rubbings/Prints	*Old tools, equipment*	*Tracks, body covering*	*Safety signs*
Measures	*Tools, distance on map from family origin*	*Tracks, life size animal, compare with size of a child*	*Growth in ability, jumps, running, etc.*
Collection Items	*Baby clothes, culture, scrapbooks*	*Pictures, tracks, skins, photos, owl pellets*	*Pictures of foods—nutritious/non-nutritious*

Sample Second Grade Curriculum Projects

	Weather	Rocks	Life Cycles
Field Trip	*Weather station, guest, weatherman*	*Neighborhood, uses of rocks*	*Zoo, neighborhood*
Numbers	*Temperature, number of sunny days*	*Number of places rocks are used, weight of rocks*	*Number of stages in life cycle, weeks, days, months, years*
Shapes	*Cloud shapes, snowflakes, rain drops*	*Shapes of rocks, mountains, caves, crystals*	*Shape of creature during each stage*
Part/Whole	*Weather graph, snowflake, blizzard, rain, flood, wind, tornado, degree, thermometer*	*Sand, rocks, fossils, construction with rocks, weathering of rock: wind, wave, water, ice, erosion soil*	*Parts of plant, animals, life cycles, stages of development*
Sorting	*Daily weather, clothes for seasons*	*Size, color, shapes, weight, hardness, textures*	*Adult, baby plant or animal*
Comparisons	*Temperature, humidity, amount of water in snow, ice*	*Uses of rocks, sizes, colors, textures, weight, reaction to weak acid*	*Number of stages, adult and baby, basic needs of plants animals and people*
Sequences	*Evaporation of water, seasonal cycles, dressing for weather*	*Seriation of sizes, process of building with rocks and mortar, rock weathering*	*Stages of growth, human, amphibian, advanced insect cycles*
Graphing	*Weather graph, clothing worn, number kids on playground*	*Color, size, uses, particle size, hardness, layering*	*Number of stages in life cycle, plants, animals*
Sketches	*Weather, people, animals, plants*	*Adopt a rock, uses of rocks, traces of fossils*	*Stages of life cycle, adult and baby animals*
Models	*Clouds, snowflakes, icicles, snowmen*	*Plaster of paris fossils, tracks, prints*	*Stages, paper plate models*
Rubbings/Prints	*Sun prints on construction paper, water color storms*	*Draw with rocks on sidewalk, paint rocks, rock rubbings*	*Adult, baby tracks, family foot prints*
Measures	*Precipitation, temperature, wind direction, size of hail, depth of snowfall*	*Sizes, weight, number of rocks needed to make wall*	*Growth of plants, animals, difference in size of adult and baby*

Format #4
Process Skill Planning Form

- **Process skills by nature are cross-curricular and promote reading, writing, and math concepts.**

Planning Integrated Units Based on Developmentally Appropriate Process Skills

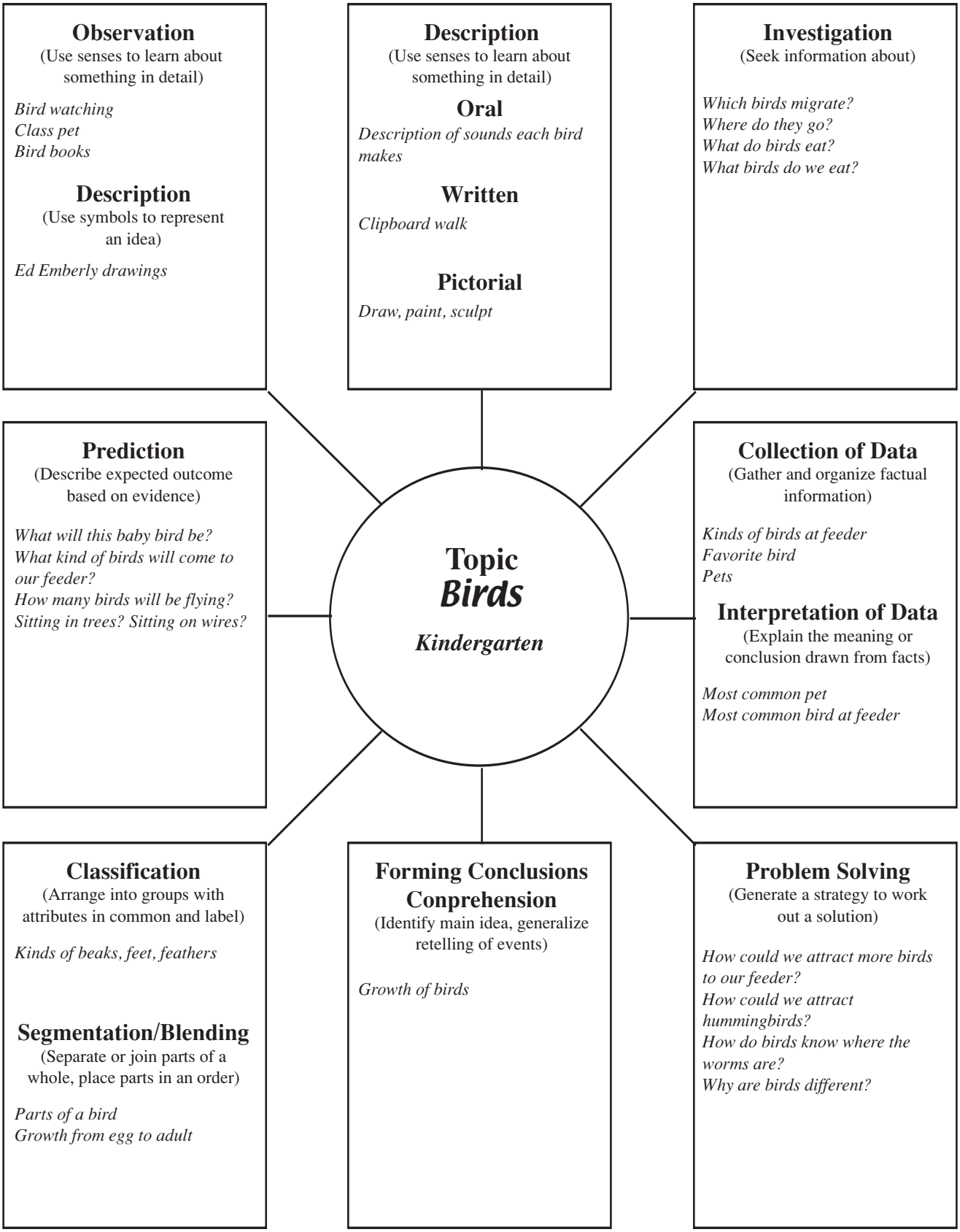
Planning integrated units based on developmentally appropriate process skills enables teachers to teach core concepts in far greater depth and with natural connections between content areas. Process skills by nature are cross-curricular and promote reading, writing, and math concepts. (Chapter 5 will describe early childhood process skills in greater detail.) This chapter describes how process skills appear in each content area, and offers ideas on how to integrate process skills into classroom writing activities.

The following process skills are emphasized in the early childhood classroom.

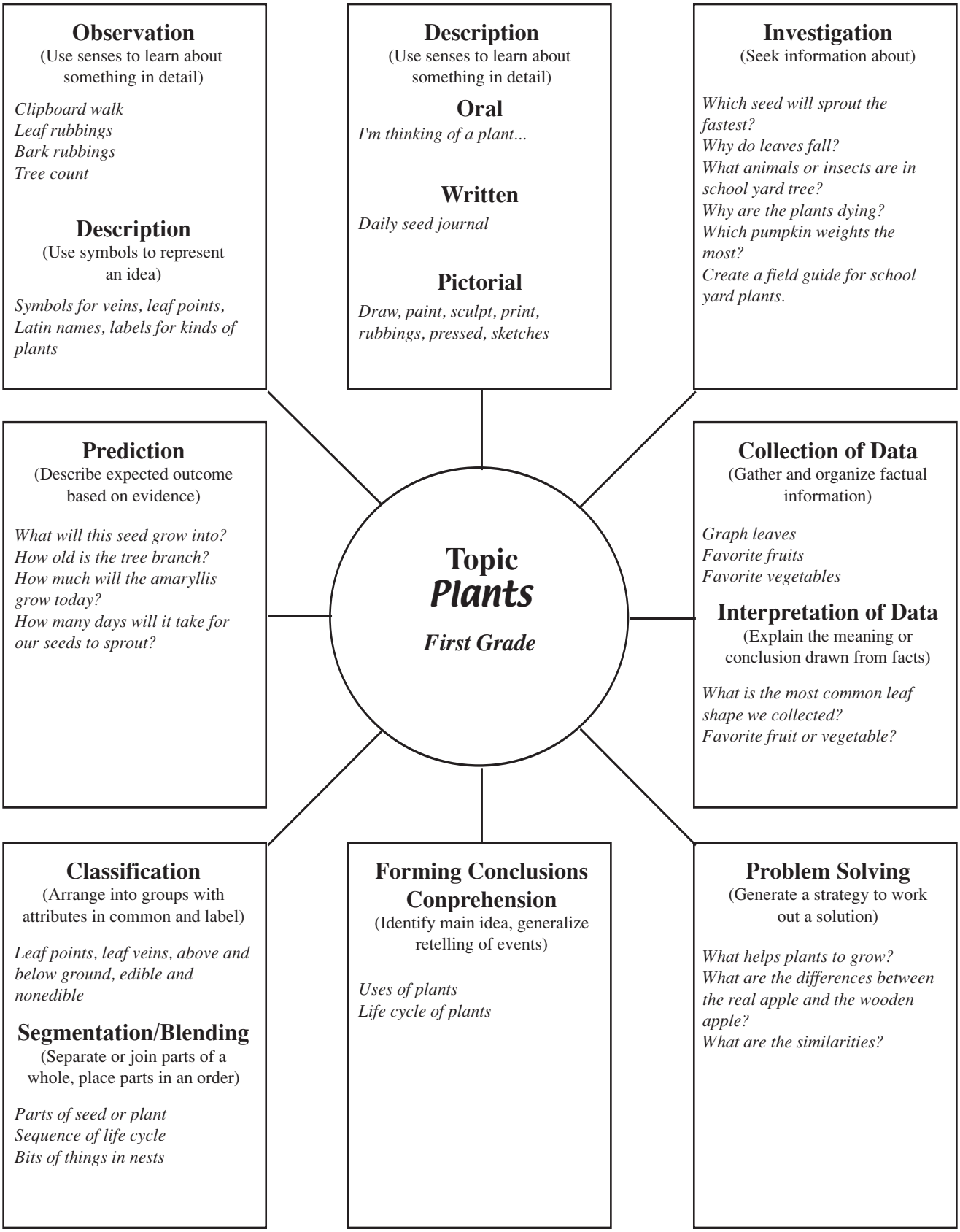
1. **Symbolization:** The student uses symbols to represent an idea.
2. **Observation:** The student uses senses to learn about something in detail.
3. **Description:** The student verbally portrays attributes of an object, person, scene or event.
4. **Prediction:** The student describes an expected event or outcome based upon evidence.
5. **Data Collection and Interpretation:** The student gathers and organizes factual information and explains the meaning or conclusion drawn from the facts.
6. **Investigation:** The student seeks information about a topic.
7. **Classification:** The student arranges information into groups with common attributes and labels them.
8. **Segmentation and Blending:** The student separates or joins parts of a whole, places parts in a sequence.
9. **Problem Solving:** The student generates a strategy to work out a solution.
10. **Form Conclusions (Comprehension):** The student identifies the main idea, generalizes results or retells events.

** See page 4-5 for Process Skills Planning Form master.*

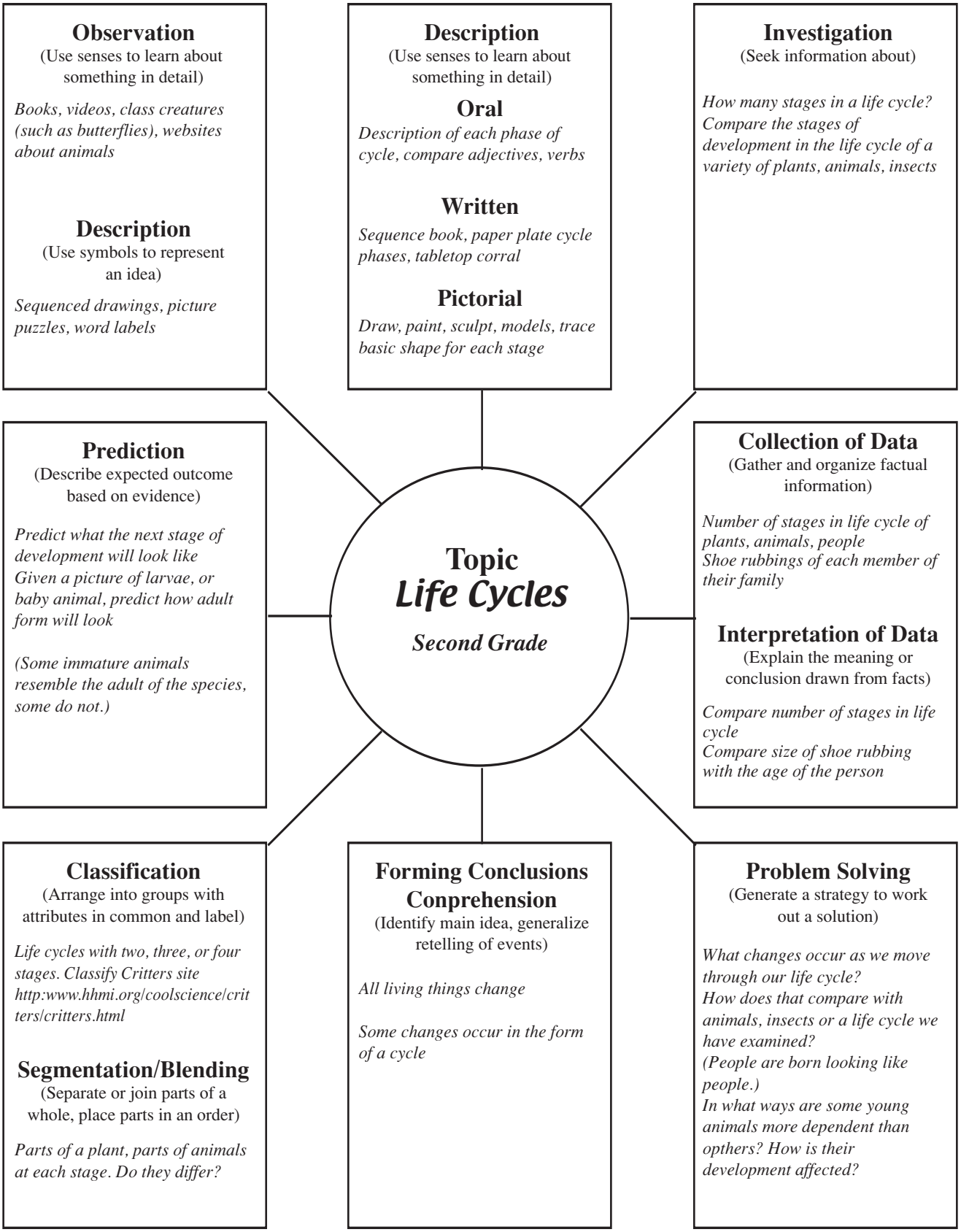
Sample Process Skill Planning Form



Sample Process Skill Planning Form



Sample Process Skill Planning Form



Format #5
Balanced Literacy Planning Form

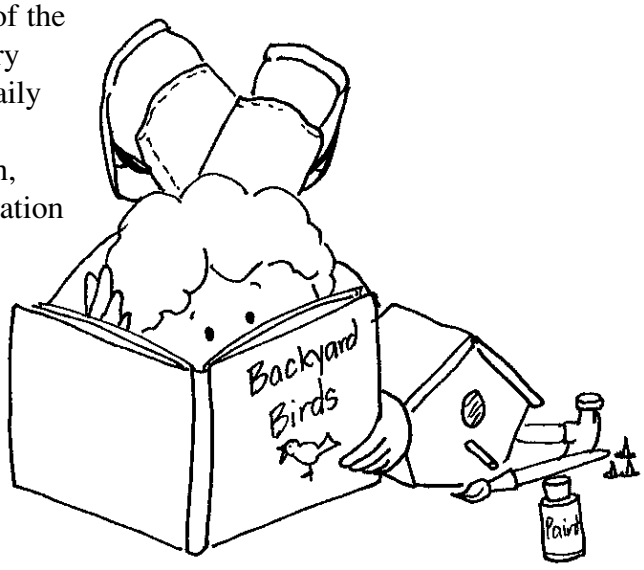
- **Children learn the meanings of most words indirectly—through everyday experiences with oral and written language.**

Integrating Informational Reading and Writing on K-2 Core Topics

Early childhood teachers know it is important to infuse informational reading into the language arts program. Research verifies the value of informational books both in motivating young readers and in building important content vocabulary. The K-2 Core Booklist (p. 8-1) offers titles and publishers of excellent informational student books on a variety of reading levels. The Balanced Literacy Planning Forms provide teachers with an easy-to-implement method for building literacy units around informational books.

One of the biggest problems young readers encounter when they read informational books is the need for background information. A key to building background information is providing opportunities for K-2 children to observe, explore, investigate, and discuss their experiences with others. The teacher begins by asking students what they already know about a topic.

Children learn the meanings of most words indirectly—through everyday experiences with oral and written language. Some vocabulary must be taught directly through oral language experiences. Extended instruction that promotes active engagement with vocabulary facilitates both learning vocabulary and reading comprehension. Repeated exposure to vocabulary in many contexts strengthens the child's ability to understand and use new words. The Balanced Literacy Model (p. 3-32) promotes the development of the child's expressive vocabulary through activities such as daily conversations, language experiences, show and teach, clipboard walks, and exploration tubs. Providing such experiences prior to informational reading builds essential vocabulary and facilitates reading comprehension.



Balanced Literacy Overview

1. **Shared Reading:** The teacher models reading strategies (sounding out words, observing picture clues, predicting events, or questioning).

   Predicting
   "I think it is going to be about...." Ask for additional predictions.

   - Write predictions, read some text, then make additional predictions.
   - Put question marks by those student predictions that are not yet validated.
   - Circle predictions that are verified by reading.
   - Erase predictions that are disproven by the text.
   - Add predications that now seem appropriate, and read again to see if prediction is correct.

2. **Shared Writing:** The teacher models writing strategies (teacher is the scribe) when listing student predictions about the book.

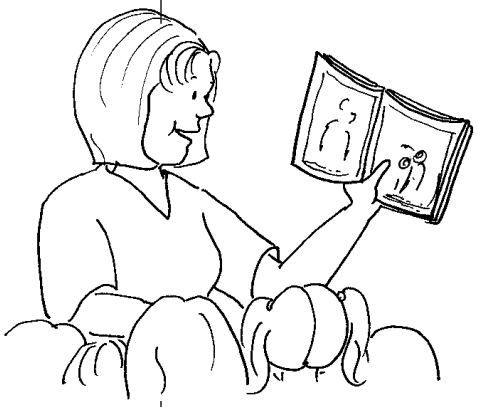
   - Say sounds of letters as you write them.
   - State, "This is the beginning of a sentence so I will start with a capital letter."
   - Announce punctuation as you write it.
   - Say, "I am leaving a space between each word."

3. **Modeled Reading:** The teacher demonstrates proficient reading (such as reading aloud chapter books).

   Clarifying Meaning
   "I think this word means....." (Predict meaning)

   - As you read, write down words you don't know.
   - Discuss words with small group or class.

   Questioning
   Ask who, what, when, where, why, and how questions about passage.



   - "Who is_____?"
   - "Where is _____?"
   - "What caused _____ to _____?"
   - "When is _____?"
   - "Why does _____ happen?"
   - "Why is _____ important?"
   - "How do ____ and _____ compare?"

Summarizing
Ask questions about passage (who, what, when, where, why, how).

- This story takes place (location and time)_____.
- The main characters are_____.
- The major events are_____.
- The story ends_____.
- A lesson from the story is _____.

4. **Modeled Writing or Write Aloud:** The teacher demonstrates proficient writing using a variety of formats (lists, letters, comparing a real object with a model, graphic organizers, etc.).

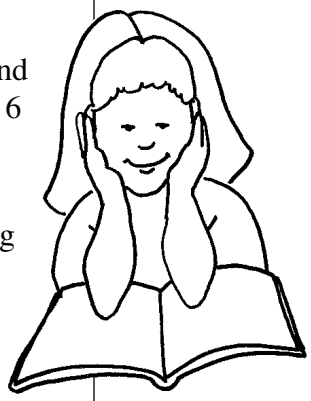
   Say sounds of letters as you write them.

   - State, "This is a list of your ideas."
   - Use graphic organizers to help students comprehend text (see Process Skills in Reading and Writing, pp. 4-6 to 4-14)

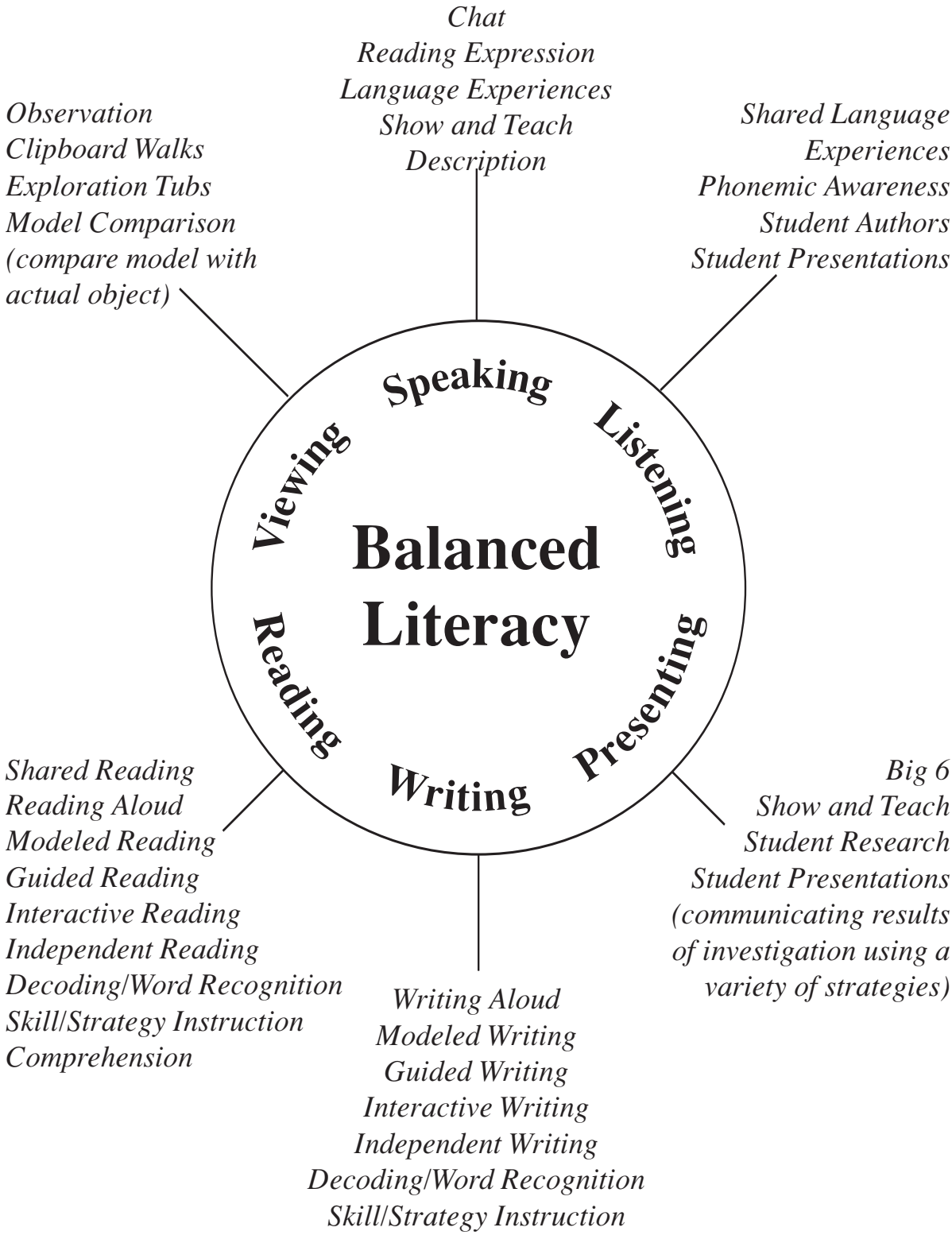
5. **Guided Reading:** Teacher engages the class in questioning and discussion about the book (see the questions suggested for prediction, clarification, questioning, and summarizing introduced in Shared Reading and Modeled Reading, p. 3-33). The child practices the focused strategies. The teacher reinforces specific skills.

   - The teacher makes sentence strips from the text for pocket chart.
   - Find specific answers to questions in the text.
   - Discuss beginning sounds or the sounds that words have in common
   - Discuss predictable sentences. Which words change?
   - Find sight words students have learned or words using the sounds that they have been taught.
   - Count words in sentences, and sentences on the page.
   - Find title of book, author, and page numbers.

6. **Guided Writing:** Teacher engages the class in questioning and discussion. The teacher acts as guide, and the child writes, practicing the strategies discussed with the class. The teacher reinforces specific skills practiced in the students' writing.
   - Students copy a sentence from text.
   - A student writes the words; the class helps to describe which sound they hear next.
   - The teacher prompts correct capital letters, spaces between words or shows the child where a sound is found on an alphabet chart if the child cannot remember which letter makes a specific sound.
7. **Interactive Reading:** The teacher and students read a big book together. The teacher shares reading aloud with the class (students reading when able). The teacher gives each child a copy of the selection, a reproducible book, or the big book typed up. The students read the selection with class, then read it again independently.
8. **Interactive Writing:** The teacher and students choose a topic (the topic is frequently an adaptation of the big book read by the class). The teacher and student share the pen and compose together, making a new version of the big book by using sentence strips. Strips are posted in pocket chart.
   - Students read sentences in pocket chart.
   - Teacher rearranges words and has students fix the order.
   - Students make new sentences using the words in pocket chart.
9. **Independent Reading:** The children read books at their own reading level (kindergarten children select any copy of past big books or emergent readers).
10. **Independent Writing:** The children each choose a topic and write independently at their own writing level.
    - The teacher may share writing options to enhance motivation and broaden writing style (e.g., writing may be based on one of the 6 Traits, or the use of a particular format such as a pop up book format, how-to book format, etc.).
    - Young students may write a new version of a big book by filling words in a sentence stem and illustrating the new text.



Balanced Literacy Model



Balanced Literacy Planning Form

Topic:	**Grade:**
Read Aloud/Modeled Reading *(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)*	**Write Aloud/Modeled Writing** *(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)*
Shared Reading *(Teacher models and teaches reading strategies.)*	**Shared Writing** *(Teacher models and teaches writing strategies.)*
Interactive Reading *(Teacher and child choose text and share reading with teacher encouraging child to read when able.)*	**Interactive Writing** *(Teacher and child choose topic and share pen. The teacher and child compose together.)*
Guided Reading *(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies).*	**Guided Writing** *(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)*
Independent Reading *(Child chooses text and practices reading independently at his level.)*	**Independent Writing** *(Child chooses topic and practices writing at his independent level.)*

Sample Balanced Literacy Planning Form

Topic: *Animal Movement*	**Grade:** *Kindergarten*
Read Aloud/Modeled Reading *(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)* *Read: I Can Do It! by Eric Carle. Discuss picture clues for each page. Discuss beginning sound of each animal name.*	**Write Aloud/Modeled Writing** *(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)* *Write sentence stem. Insert animal name and movement. Sound out words as you write them.*
Shared Reading *(Teacher models and teaches reading strategies.)* *Read: I Can Do It! Discuss picture clues for each page. Discuss beginning sound of each animal name.*	**Shared Writing** *(Teacher models and teaches writing strategies.)* *Write sentence stem.* *Insert animal name and movement.* *Students help sound out words*
Interactive Reading *(Teacher and child choose text and share reading with teacher encouraging child to read when able.)* *Choose from: This One Can Run (Outside the Box), Jumpers (SUNSHINE™, Emergent), I Can Jump (SUNSHINE™, Emergent). Discuss picture clues, and beginning sound for each animal name.*	**Interactive Writing** *(Teacher and child choose topic and share pen. The teacher and child compose together.)* *Decide on sentence stem for class book.* *"The ____ can _____." Or "I can ____ like a _____. Can you do it?"* *Demonstrate inserting animal name. Review beginning sound of animals. Play an animal guessing game. "This animal starts with an /s/. What animal might it be?" Students guess several animals that begin with that sound. Teacher turns it over and shows the picture.*
Guided Reading *(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies).* *Choose from: This One Can Run (Outside the Box), Jumpers (SUNSHINE™, Emergent), I Can Jump (SUNSHINE™, Emergent). Discuss picture cues and beginning sound for each animal name. Make sentence strip for each page in the book.*	**Guided Writing** *(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)* *As a whole group, students try to say the sounds they hear in an animals' name or movement. Students write the sounds that they hear.*
Independent Reading *(Child chooses text and practices reading independently at his level.)* *Choose from: This One Can Run (Outside the Box), Jumpers (SUNSHINE™, Emergent), I Can Jump (SUNSHINE™, Emergent).*	**Independent Writing** *(Child chooses topic and practices writing at his independent level.)* *Each student makes page for a class book titled I Can Do It!* *I can ____ like a _____.Can you do it?*

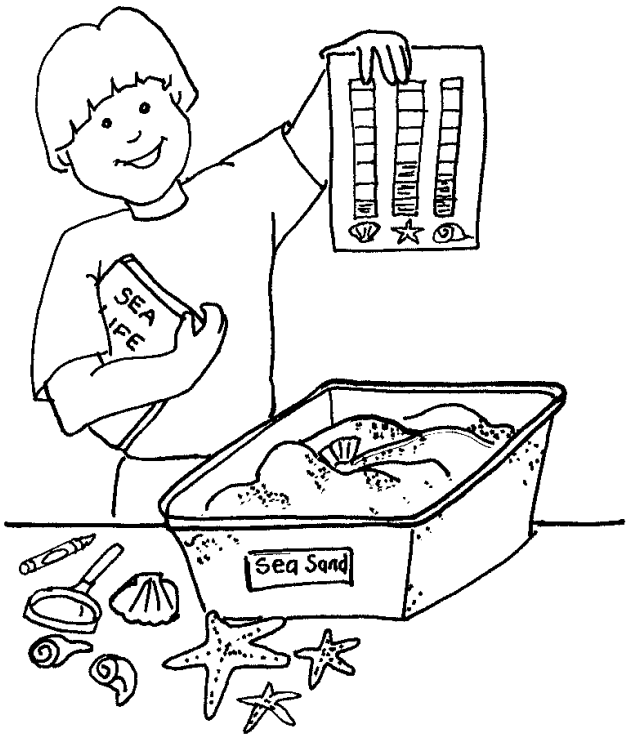
Sample Balanced Literacy Planning Form

Topic: *Water*	**Grade:** *First Grade*
Read Aloud/Modeled Reading *(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)* *Read What Will Float? by Fred and Jeanne Biddulph (SUNSHINE™, Level 1) or Who Sank the Boat? by Pamela Allen.*	**Write Aloud/Modeled Writing** *(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)* *Ask students to predict if an object will float or sink. Demonstrate writing in recording prediction and results.*
Shared Reading *(Teacher models and teaches reading strategies.)* *Discuss question marks and inflection of questions. Discuss the index at the back and page numbers of items. Discuss the table of contents.*	**Shared Writing** *(Teacher models and teaches writing strategies.)* *Discuss punctuation and then fill in the blanks. Rob puts a penny in the water. Will it sink or float? A penny sinks in water.*
Interactive Reading *(Teacher and child choose text and share reading with teacher encouraging child to read when able.)* *Read Is It Floating? by Fred and Jeanne Biddulph (SUNSHINE™, Level 1). Review question marks and vocal inflection. Ask student to find page numbers of various items using the index at the back of the book.*	**Interactive Writing** *(Teacher and child choose topic and share pen. The teacher and child compose together.)* *Invite children to bring in objects for floatation tests. Have them predict what will float and what will not, then test their hypothesis. Record the results on a chart and post it in the room.*
Guided Reading *(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies).* *Student rereads Is It Floating?*	**Guided Writing** *(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)* *Review punctuation,table of contents, or index.* *Have students help create an index for the shared writing activity.*
Independent Reading *(Child chooses text and practices reading independently at his level.)* *Student selects from: What Floats? (TWiG®, Wright Group , Emergent), Sink or Float? by Leslie Fox (Harcourt Science, Level 1).*	**Independent Writing** *(Child chooses topic and practices writing at his independent level.)* *Each student makes a book Float or Sink? and makes an index showing the page number for each item he includes in the book.*

Sample Balanced Literacy Planning Form

Topic: *Student Research Animals*	**Grade:** *Second Grade*
Read Aloud/Modeled Reading *(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)* *Read How Big Is an Elephant? by Joe Wahman (SUNSHINE™, Level N).*	**Write Aloud/Modeled Writing** *(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)* *Demonstrate reading the question, reading the book, finding an answer, then writing the answer to the question as a complete sentence.*
Shared Reading *(Teacher models and teaches reading strategies.)* *Ask students to tell one fact they learned from the book. Students think of a question for which their fact provides an answer. Each student asks his question and calls on other students to tell the answers.*	**Shared Writing** *(Teacher models and teaches writing strategies.)* *Read a question. Ask students to read the paragraph where the question is first answered. Write the answer as a complete sentence.*
Interactive Reading *(Teacher and child choose text and share reading with teacher encouraging child to read when able.)* *Practice reading a page. Think of a question answered on that page. Write the question on a sticky note. Post the sticky note in the front of the book.*	**Interactive Writing** *(Teacher and child choose topic and share pen. The teacher and child compose together.)* *Ask students to read question and text and then place a sticky note under the answer in the text. Students compose complete sentences, stating answers to questions. Give examples of complete sentences and incomplete sentences.*
Guided Reading *(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies).* *Ask each student to follow the same procedure—independently with a book of her choice. Read the book and write two questions.*	**Guided Writing** *(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)* *Students write a short paragraph about an animal, stating answers to questions.*
Independent Reading *(Child chooses text and practices reading independently at his level.)* *Each student will trade books with another student. Each student reads the questions, then he reads the book, watching for answers to the questions. When he finds an answer, he places a sticky note under the text.*	**Independent Writing** *(Child chooses topic and practices writing at his independent level.)* *Students read three different books about an animal of their choice. They should answer two sticky note questions (posted in the front of each book by the teacher). The students will write a short summary of what they learned about the animal and draw an illustration of the animal. Students will present their animal report to a small group of classmates.*

Early Childhood Process Skills



Symbolization, Observation, Description, Prediction, Data Collection, Investigation, Classification, Segmentation and Blending, Problem Solving, Forming Conclusions

Early Childhood Process Skills in the Classroom

Jean Piaget describes four stages of children's thinking. During each stage, children's thinking evolves as they construct an understanding of people, objects, and real life experiences. Between the ages of 6-8 most children move from pre-operational to concrete-operational thinking.

Pre-Operational Thinking: Children rely principally on sensory experience for reflecting and acquiring knowledge. Their perceptions are based on first hand experiences. They tend to be more interested in "the process" than "the product."

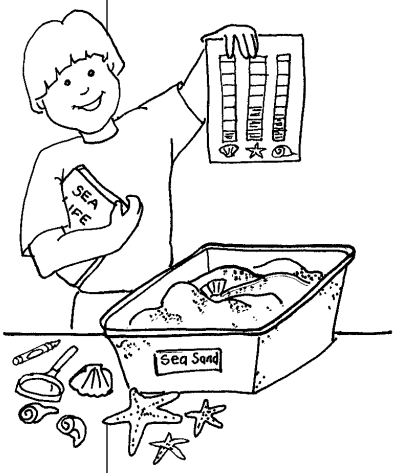
Concrete-Operational Thinking: Children begin to classify in terms of hierarchical relationships (e.g., both fish and birds are animals). They explore objects visually rather than manually. Most first and second grade children have the capacity for abstract thinking as long as it pertains to something they have directly experienced. They are able to make comparisons with their own experiences. Although they learn best through concrete experiences, they can utilize books as an additional source of information. While these children have a deepening ability to distinguish between fantasy and reality, they enjoy pretending and acting out stories.

Children develop real life problem solving skills when activities:

- **Spark interest and curiosity**
- **Integrate learning experiences**
- **Structure their thinking**

Many factors influence a child's ability to acquire critical thinking skills, and all of them have a profound impact on the child's perceptions. Some include:

- child's culture
- child's community type
- structure of the child's family
- child's ordinal position
- number of siblings in the family
- locations the child has lived
- child's experiences
- economic position and stability of the child's family
- child's health
- child's exposure to stress, violence, or abuse
- disabilities faced by the child



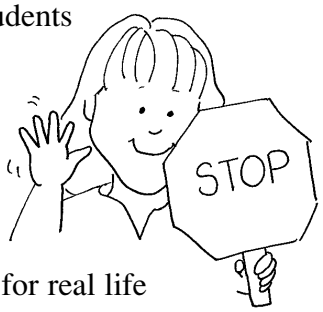
It is important to understand child development and to recognize each child's individual characteristics and cultural background when planning learning activities that enable children to "make sense of their world." Children develop the skills necessary to solve real life problems and become better prepared to think for themselves when they

are exposed to experiences that: 1) spark interst and curiosity, 2) integrate learning experiences, and 3) structure their thinking. As children gain confidence in their ability to reason, check, build connections, make representations, and communicate their ideas with others, they assume more responsibility for their own thinking.

Planning integrated units based upon developmentally appropriate process skills enables teachers to teach core concepts in far greater depth and with natural connections between content areas. Process skills by nature are cross-curricular and promote reading, writing, and math concepts.

The following process skills are emphasized in the early childhood classroom.

1. **Symbolization—Students use symbols to represent an idea**

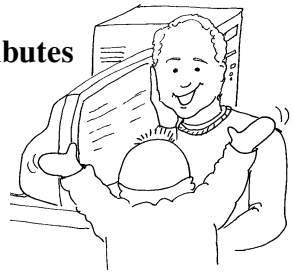


Teachers readily identify students who are responding to symbols in the world around them. These students recognize symbols such as the school bell, a whistle, or a secret word. Upon entering school, children learn to identify their name as a symbol for them. They also learn that numbers are used as symbols for age, quantity, and ordinal positions. Later, students learn to write equations as symbols for real life problems and to make models or drawings of actual items and drawings representing the sequence of events.

2. **Observation—Students use senses to learn about something in detail**

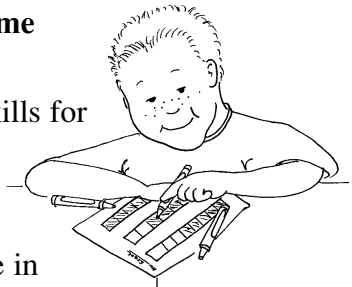
In kindergarten, students learn to use their five senses to make observations and to use sense-enhancing tools to enrich their observations. Content vocabulary grows as students identify the properties of objects (color, shape, size, texture) and their changes over time. Observations are further enhanced as students measure and use numbers to describe observations accentuating natural math connections.

3. **Description—Students verbally portrays attributes of an object, person, scene, or event**



As students orally describe their observations, content vocabulary increases. Students learn to use accurate details and to compare similarities and differences. Detailed descriptions are strengthened as children pause frequently to orally describe attributes as they make drawings or label pictures.

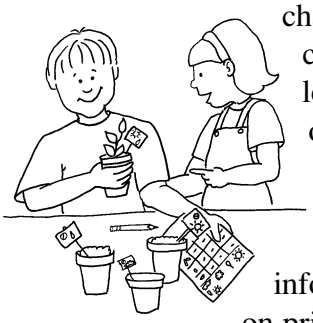
4. Prediction—Students describe expected event or outcome based upon evidence



Recognizing and extending patterns are prerequisite skills for prediction. Students will make simple predictions based on prior knowledge and observable evidence. They should show reasoning when creating and defending their prediction. In language arts, students enjoy citing evidence in the text or illustrations with sticky notes. Students learn to collect data in order to communicate their reasoning with others. This data may take the form of graphs, tables, Venn diagrams, or graphic organizers that facilitate drawing conclusions and making predictions based upon evidence.

5. Data Collection and Interpretation—Students gather and organize information, and explain the meaning or conclusion drawn from the facts

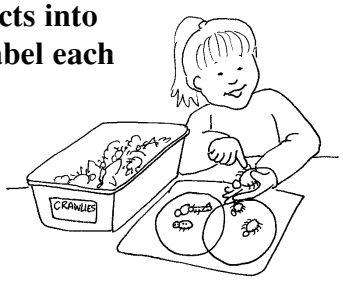
Students gather data systematically and record it in an organized way (charts, real/symbolic graphs, content webs, KWL charts, interviews, etc.) Students describe and compare data in their own words. As students learn to interpret data, they explain the meaning or conclusions drawn from the facts they have collected. Students use appropriate information in making inferences and are able to distinguish essential from nonessential information. Students communicate ideas based on prior knowledge as well as observations, and they show reasoning skills in creating and defending inferences.



6. Investigation—Students seek information about a subject

Interest and curiosity are wonderful attributes found in the successful early childhood classroom. The Big 6 format provides an excellent training ground for teaching students how to investigate topics interesting to them. Students are encouraged to ask questions and discuss observations with other students. Children suggest ideas for experiments, topics for research, and resources to acquire more information. Mentors, books, and technology are helpful in gaining information and investigating possible relationships. In the early childhood classroom, students learn to observe and record information systematically. They use sense-enhancing tools, measuring tools, field guides, and resource books. In addition, they learn how to consult experts.

7. Classification—Students arrange objects into groups with common attributes and label each group



Students show readiness for classification activities as they are able to identify similarities and differences in attributes. They learn to identify attributes of an object. Soon students are sorting objects according to those attributes. Later they classify objects by their attributes in multiple ways. Students form sub-groups and enjoy generating names for sorting categories.

8. Segmentation and Blending—Students separate or join parts of a whole, or place parts in a sequence

The ability to segment and blend is essential to both literacy and mathematical development. Students need many opportunities to segment objects into parts (e.g., identify parts of the body, parts of a word, or parts of set). Students will learn to use ordinal numbers as they sequence a task into steps or describe the first and last sounds heard in words. The ability to join parts of a whole is an essential skill when combining sounds of letters to make words or combining sets to form a sum.

9. Problem Solving—Students generate a strategy to work out a solution

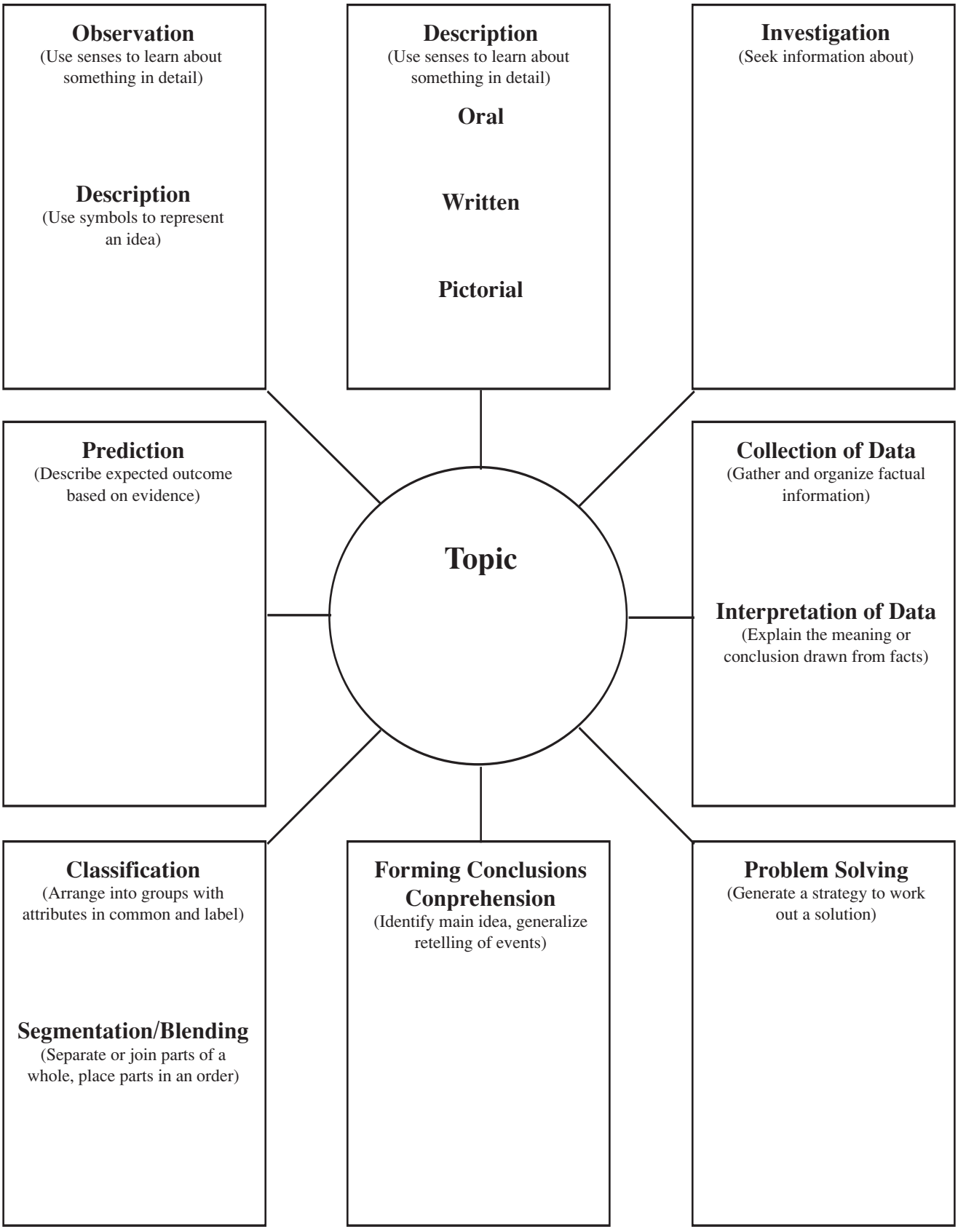
Problem solving is a critical thinking skill in every content area. Students will learn to identify a question, problem, or conflict. They will generate potential strategies to work out a solution, try out the strategy, state the results, and then evaluate the outcome.

10. Form Conclusions—Students identify the main idea, generalize results, or retell events

Students use prior knowledge of context to give explanations as to why they think something has happened or why they agree/disagree with the explanation from someone else. In language arts, students will establish relationships between the characters, text to self, and text to text. As students mature, they are able use information in other situations and to discuss potential alternatives.

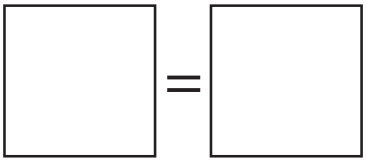
*** Refer to the Process Skill Planning Form (p. 4-5) for help planning integrated units based on developmentally appropriate process skills.**

Process Skill Planning Form

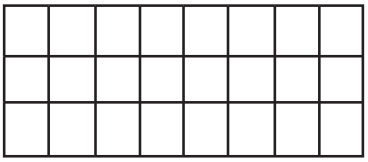


Graphic Organizers for Reading, Writing, and Investigating

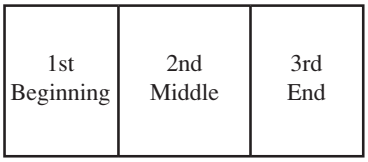
Symbolization
(Use symbols to represent an idea)



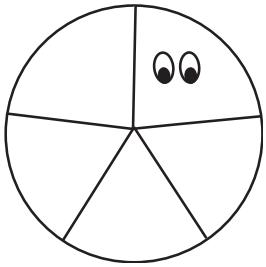
Collecting Data
(Gather and organize factual information)



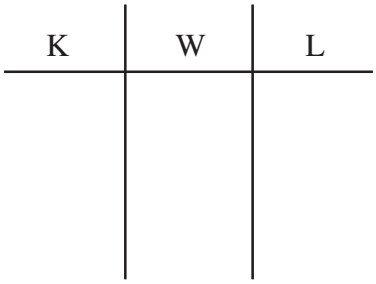
Segmentation and Blending
(Separate or join parts of a whole)



Observation
(Use senses to learn about something in detail)

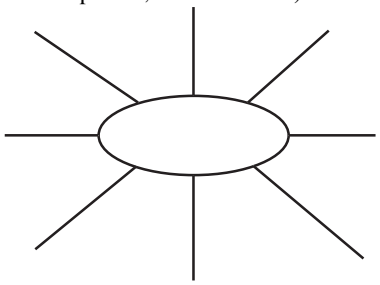


Investigation
(Seek information about)

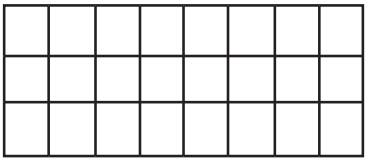


Problem Solving
(Generate a strategy to work out a solution)

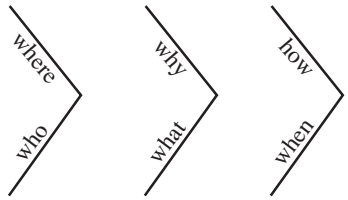
Description
(Verbally portray attributes of an object, person, scene or event)



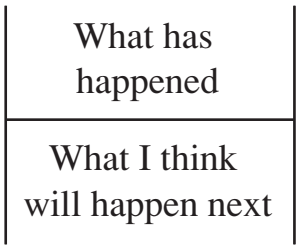
Interpretation of Data
(Explain the meaning or conclusion drawn from facts)



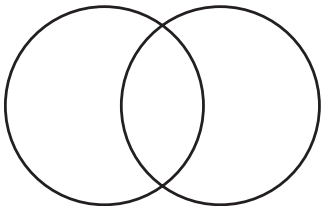
Form Conclusions (Comprehension)
(Identify main idea, generalize, retell events)



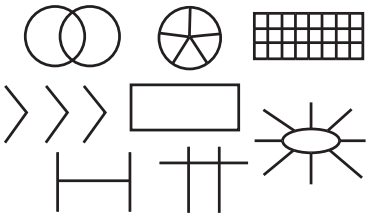
Prediction
(Describe expected event or outcome based on evidence)



Classification
(Arrange into groups with attributes in common and label)



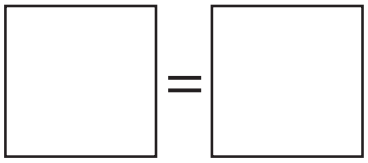
Communicating Results
(Create multiple representations for thinking about a concept)



Enriching Writing with Process Skills

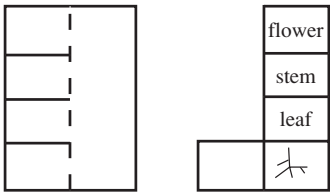
Symbolization

(Use symbols to represent an idea)



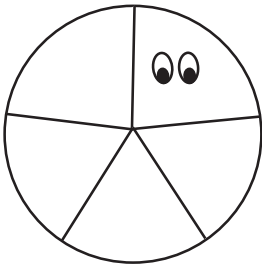
labels, models, safety symbols, map symbols

Symbolization Books



Observation

(Use senses to learn about something in detail)



Describe attributes of an object: shape, size, weight, color, length

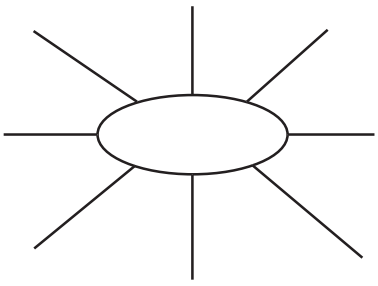
Observation Books

Clipboard walks, exploration tub books, cultural food experiences

Class Murals: Students draw observations (signs of winter, playground problems, etc.)

Description

(Verbally portray attributes of an object, person, scene, or event)



Describe attributes of an object: shape, size, weight, color, length

Descriptive Poems

In small groups or individually, create lists on a topic (e.g., winter words, words describing a good)

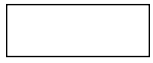
Animal Poems:
1. Name of animal
2. Color, size, movements
3. Important body parts
4. Tell what animal does
5. Repeat sound three times

People Poems:
1. What they look like
2. What is nice about them
3. What they do nice for you
4. What you like to do with them
5. The person's name

Food Poems:
1. What it looks like
2. What it tastes like
3. What it feels like in your mouth
4. What it is

Cats
Little back balls of fluff
Running, rolling, climbing, bouncing
Shining green eyes, whiskers,
long fuzzy tails,
Chasing strings, catching mice.
Purr, purr, purr!

My Dad
by Jonathan
He is big. He's got red eyes.
He's got $5.
He watches TV with me.
I like to wrestle him.
My Dad.



Round, red, smooth, shiny
Sweet, juicy
Crispy, crunchy
Apples!

Enriching Writing with Process Skills, cont.

Prediction

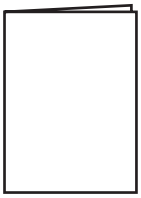
(Describe expected event or outcome based on evidence)

What has happened
What I think will happen next

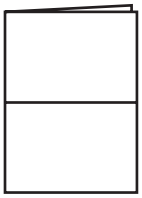
Predict event and effects of a behavior or decision, show reasoning in creating and defending predictions

Prediction Books

What-if Books: What if the weather never changed? What if all rocks were soft? What if the whole world were a desert? What if we never stopped growing?



Outside/Inside Prediction/What happened

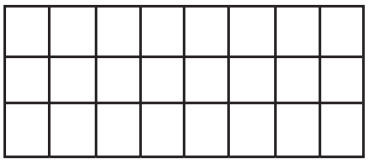


Float/Sink Above the ground/below

Prediction Books: Describe what the outside of an object actually looks like, what "I think" the inside will look like, what the inside actually looks like (e.g., pumpkin, radio, tree, nut)

Collecting Data

(Gather and organize factual information)



Take notes, graph information, conduct interviews or surveys, measure, count frequency of events

Data Collection

Interviews: Reasons why it is important to learn to do math.

Survey: Most common reason for playground conflicts. Record information in an organized way: story maps, webs, standard and nonstandard measures.

Graph: Did you eat breakfast? Personal fitness record

Investigation

(Seek information about)

K	W	L

Ask questions, find answers in field guides, resource books, interviews, letters, and technology

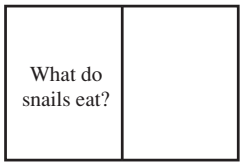
Investigation

Record the sequence or create a class book with a collection of favorite memories from a class field trip.

Blank books or clipboards with blank paper allow the children to record their observations, predictions, and thoughts throughout a unit of study.

Sticky Note Research: Write down student-generated questions on a sticky note. Give each child a nonfiction book on the subject with a small pad of sticky notes. Students read to find answers to the questions, then write down the answer. Answers become the foundation for student reports to the class.

Question and Answer Books: Fold page into quarters, cut 1/4 away creating a blank flap to lift up in the book. Record question on first page. Record the answer on the page underneath.

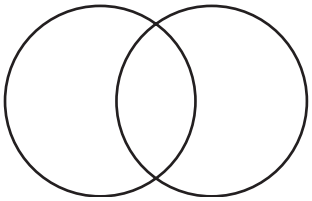


(Lift blank flap to read answer.)

Enriching Writing with Process Skills, cont.

Classification

(Arrange into groups with attributes in common and label)



Compare and contrast attributes of characters, consider multiple attributes, identify fiction/ nonfiction, generate categories

Classification Books

List Making: Have students create lists in small groups or individually on a topic. For example: "Ten things that are hard" or "Ten things that are found in the desert."

Chart Making: Students can make charts using the Process Skill Graphic Organizers. Charts can be filled in by small groups or individuals—they become great literacy tools. Students will find adjectives, common attributes, and contrasts that become the foundation for clear descriptive writing.

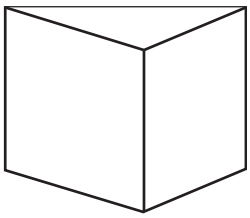
Segmentation and Blending

(Separate or join parts of a whole)

1st Beginning	2nd Middle	3rd End

Segment events, sequences, daily healthcare components, elements of patterns, dramatizations

Segmentation and Blending—Sequencing



Three-Sided Corrals: Pictures and writing should be placed so it can be read in sequence by turning the corral clockwise

Recipes: Students write a recipe, list the ingredients, and steps to make their favorite snack

Pattern Books: Following the patterns of a familiar book, students create their own books. For example: "Brown Bear, Brown Bear" can be rewritten as "I went to the jungle and what did I see? I saw a _____looking at me."

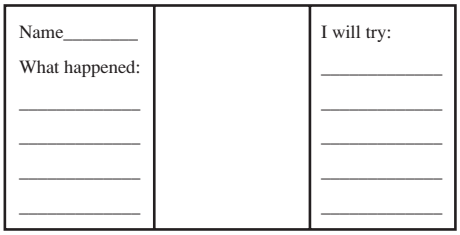
Accordion Books: Sequence the growth of a plant or animal

Problem Solving

(Generate a strategy to work out a solution)

Identify conflict and resolution in text, actions leading to classroom conflicts, strategies to solve conflicts

write out story problems



Problem Solving

Band-Aids for Class Meetings: Students tell what happened and draw an illustration of the problem. During the class meeting, the student selects a solution they would like to try (p. 1-3).

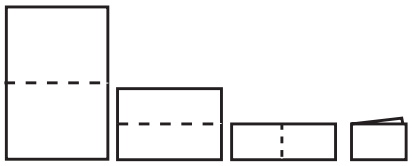
How-To Books: "How to Make Friends," "How to Lose All Your Friends," "How to Get 100% on a Spelling Test."

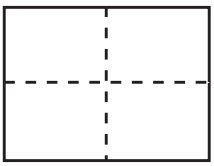
Enriching Writing with Process Skills, cont.

Form Conclusions (Comprehension)

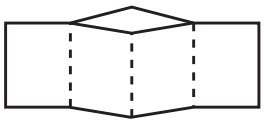
(Identify main idea, generalize, retell events)

Mini Books



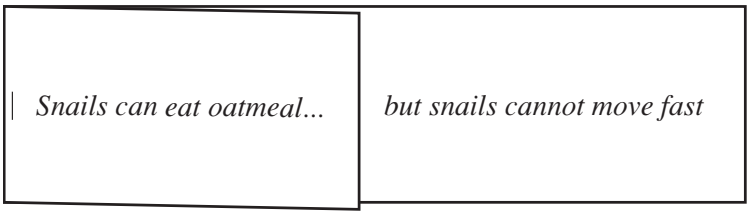


Open and cut, beginning on the fold. Open and refold.



Push in ends—and you have a mini book!

Form Conclusions—Comprehension



Write about relationships between text and self. In what ways does the child relate to this story?

Write real life story problems. Distinguish essential from nonessential information in problem solving.

Write the relationship between what we choose to do and the resulting experience.

Story Starters: Supply a variety of pictures cut from magazines. Students select a picture and write a story about it. Students must include "where, why, how, who, what, and when" elements in their story.

Suitcase Writing: Send home a stuffed animal in a suitcase with a supply of writing materials. Students write about the adventure the animal had that night at their house.

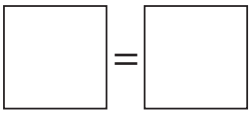
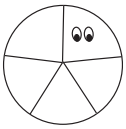
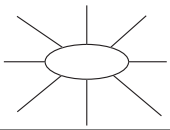
Song Writing: Students brainstorm to make a list of adjectives, then a list of verbs, nouns, and prepositional phrases. Students pick one word from each category to compose a song to the tune of "The Farmer in the Dell."

The fluffy snowflake swirls.

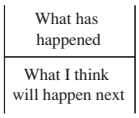
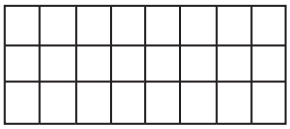
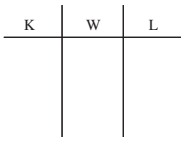
adjective	noun	verb	prepositional phrase
fluffy	*snowflake*	*flies*	*on my head*
fat	*snowman*	*melts*	*in the air*
wild	*snowball*	*swirls*	*on the ground*
funny	*snowdog*	*swims*	*on the playground*

The fluffy snowflake swirls.
The snowflake swirls on my head.
The fluffy snowflake swirls.

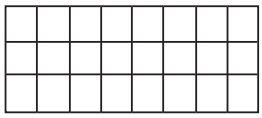
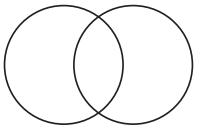
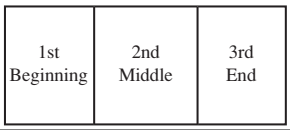
Process Skills Across Content Areas

Skill	**Symbolization** (Use symbols to represent an idea) 	**Observation** (Use senses to learn about something in detail) 	**Description** (Verbally portray attributes of an object, person, scene, or event) 
Language Arts	*Identify own name, classmates' names, labels, words, sentences as symbols for thoughts and ideas* *Use symbols to share thoughts and ideas with others*	*Create simple pictures depicting what is observed and give an oral summary* *Write sentences and labels or draw illustrations to help remember what is observed or read about* *Discriminate shapes, sounds, syllables, and word accents*	*Give oral summary of observations, describe drawings, field notes, etc.* *Develop a descriptive vocabulary* *Identify opposites, synonyms*
Math	*Identify symbols for age, quantity, etc.* *Write equations as symbols for real life problem solving* *Identify real graphs as symbols for graphs*	*Describe attributes of an object (size, weight, color, length)* *Identify and describe sequences and patterns* *Count and use numbers to describe observations* *Use measuring tools*	*Develop descriptive vocabulary to describe an object accurately (i.e., heavy, light, more than, less than, shape, color)* *Show a grasp of math vocabulary*
Science	*Identify models, sequences, cycles, and drawings, as symbols for actual items and events* *Create clay models* *Sequence left to right*	*Use one or more of the five senses to gather information* *Use sense-enhancing tools* *Record observations using pictures and text*	*Develop descriptive vocabulary for each of the five senses (bumpy, smooth, loud, soft, light, dark, bitter, sweet, etc.)* *Show a grasp of science vocabulary*
Social Studies	*Identify symbols in the world around them (school bell, siren, stoplight, logos, etc.)* *Identify map as a symbol for places*	*Describe similarities, differences, and changes over time* *Identify and describe patterns and cycles* *Record observations using pictures and text (journals, interviews, graphs, etc.)*	*Develop descriptive vocabulary (same, different, young, old, things I like, do not like, etc.)* *Utilize effective communication* *Participate in collaboration*
Healthy Lifestyles	*Recognize safety symbols* *Know Food Guide Pyramid* *Know name, address, phone number* *Know last name, parents names*	*Identify emotions* *Recognize friendship qualities* *Learn care of body* *Identify safety principles* *Identify appropriate dress for season*	*Describe positive personal qualities and talents* *Understand personal space, boundaries* *Identify school rules* *Describe personal nutrition, fitness*
Fine Arts	*Pantomime an event* *Choose symbols, ideas, and subject matter for art* *Identify multicultural artworks and crafts*	*Describe how five senses help a person create art* *Identify colors and create new colors using color mixing* *Work with a variety of media* *Play a variety of rhythm instruments*	*Develop descriptive vocabulary for music (beat, pitch, volume, etc.)* *Use words to describe texture, color family, shape, and subject matter of artwork* *Show a grasp of movement vocabulary (walk, run, hop, forward, backward, etc.)*

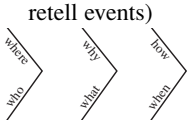
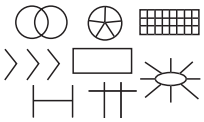
Process Skills Across Content Areas, cont.

Skill	**Prediction** (Describe expected event or outcome based on evidence) 	**Collecting Data** (Gather and organize factual information) 	**Investigation** (Seek information about) 
Language Arts	*Form an idea of an expected event or outcome based on evidence from text or illustrations* *Validate idea based on current observations or evidence from text* *Identify and extend patterns*	*Take notes* *Use reference materials* *Mark evidence in text with sticky notes* *Record information in an organized way (graphic organizer, story maps, webs)* *Be precise and accurate*	*Ask questions* *Investigate possible relationships* *Follow organized procedures* *Understand the difference between a question and a story* *Read nonfiction and expository books*
Math	*Use mental math, estimation, or number sense to predict reasonable answer* *Show reasoning in creating and defending predictions* *Extend patterns* *Identify sequences, predict next in sequence*	*Count objects, frequency of events* *Create real/symbolic graphs* *Use standard and nonstandard measure*	*Create real and symbolic graphs* *Use standard and nonstandard measure* *Ask questions and explore answers (e.g., Which of these? How much? How many? etc.)*
Science	*Form idea of an expected result* *Draw on observation and judgment that is based on past experience* *Validate based on current observation* *Identify and extend patterns, cycles, sequences*	*Measure and record information in an organized way* *Be precise and accurate*	*Develop a sense of curiosity* *Use observation and sense-enhancing tools* *Suggest ideas for experimentation to learn information* *Use field guides and resource books to gather additional information*
Social Studies	*Use judgmental skills to predict an event* *Use judgmental skills to describe effects of a behavior, or decision* *Examine cause and effect*	*Create real/symbolic graphs* *Record journal entries* *Conduct interviews, surveys* *Use graphic organizers, mapping*	*Use interviews to collect information, to draw a conclusion, or to solve a problem* *Suggest questions for interviews/surveys to learn information*
Healthy Lifestyles	*Practice conflict resolution* *Describe friendship qualities, how to make and keep friends* *Describe taking care of body* *Describe disease, substance abuse, and their effect on health*	*Keep a personal fitness record* *Describe favorite sport, form of exercise, nutritious food, etc.* *Graph what students ate for breakfast*	*Investigate nutrition* *Investigate sports* *Investigate exercise* *Research substance abuse/disease* *Collect information on friendship* *Study stress and identify stress-reducing activities*
Fine Arts	*Predict emotion that a pantomime portrays (cite evidence)* *Predict color created by mixing two primary colors or mixing colors to make a lighter or darker shade*	*Count number of hops, jumps to move from one place to another* *Describe historical and cultural origin of folk dances and singing games* *Collect things that are red, blue, etc.* *Count number of beats per measure*	*Experiment with color mixing, colors found in landscapes, clouds, etc.* *Recognize real world horizon lines* *Explore basic shapes that make an object* *Examine blending attributes of varied media (watercolor, crayons, chalk, etc.)*

Process Skills Across Content Areas, cont.

Skill	**Interpretation of Data** (Explain the meaning or conclusion drawn from facts) 	**Classification** (Arrange into groups with attributes in common and label) 	**Segmentation and Blending** (Separate or join parts of a whole) 
Language Arts	*Recognize cause and effect relationships* *Organize facts* *Summarize new information* *Think inductively and deductively* *Use a rubric to analyze*	*Compare and contrast attributes of characters* *Arrange ideas and sentences* *Order and sequence information* *Consider multiple attributes* *Differentiate fiction from nonfiction*	*Segment sentence into words* *Segment words into syllables and sounds* *Blend sounds to form words* *Blend words into meaningful sentences*
Math	*Identify own data in class graph* *Identify groups with more or less* *Solve problems using data from graphs* *Identify trends on a graph* *Make judgments or decisions using graphs*	*Identify attributes of an object* *Sort objects according to attributes* *Compare objects by length, weight, volume* *Generate categories*	*Arrange numbers in various ways* *Identify elements of patterns* *Combine and separate sets* *Add and subtract* *Identify fractions as part of a whole*
Science	*Explain the information presented and use it to answer a question* *Interpret data from prior knowledge, books, graphs, tables, diagrams, or technology*	*Identify attributes of an object* *Sort objects by their attributes in multiple ways* *Analyze, give examples and non-examples* *Contrast and compare objects to classify* *Generate names for categories*	*Segment objects into parts (parts of an object)* *Sequence phases, cycles, events* *Organize steps to an experiment*
Social Studies	*Record observations and describe changes over time and point of view* *Interpret data from graphs, surveys, interviews, charts, maps* *Describe cause and effect*	*Identify attributes of individuals, families, communities, and cultures* *Compare and contrast unique talents and attributes*	*Identify unique talents* *Work cooperatively utilizing talents* *Combine ideas* *Collaborate*
Healthy Lifestyles	*Recognize cause and effect relationships of health and wellness* *Recognize cause and effect relationships in conflicts and conflict resolution* *Summarize fitness information*	*Sort locomotor/non-locomotor* *Sort communicable/non-communicable diseases* *Sort nutritious/nutrient empty* *Sort safe behaviors/dangerous behaviors* *Sort school rules, problem behaviors*	*Identify sequence of game or sport* *Stop, drop, and roll* *Identify components of daily health care*
Fine Arts	*Feel beats per minute, create a dance to the flow of the music* *Recognize main idea or story a picture tells* *Define basic feeling or plot in creative drama or song, cite evidence that led to conclusion*	*Identify properties of an object* *Sort artwork and music* *Compare portrayed objects (shape, color, size, length, quantity)* *Order objects from lightest to darkest* *Generate categories for art, music, movement*	*Arrange shapes in various ways* *Combine and separate shapes, colors* *Blend together a set of steps to create a dance* *Create scenes for creative drama production*

Process Skills Across Content Areas, cont.

Skill	**Problem Solving** (Generate a strategy to work out a solution) 	**Form Conclusions (Comprehension)** (Identify main idea, generalize, retell events) 	**Communicating Results** (Create multiple representations for thinking about a concept) 
Language Arts	*Identify conflict and resolution in text* *Clarify* *Question* *Solve problems found in content area reading* *Edit a draft*	*Generalize, retell* *Identify main idea* *Establish relationships between characters, text to self, text to text* *Use information in other situations (KWL charts, etc.)* *Respond to group discussion*	*Share ideas orally with the class* *Create simple pictures depicting what they observed* *Give an oral summary* *Work cooperatively in groups*
Math	*Select problem solving strategy* *act it out, draw a picture, find a pattern, guess and check, make a real graph, make a picture graph, make a table, use logical reasoning* *Create explanation* *Evaluate outcome*	*Use multiple sources of evidence* *Use + and - with real life story problems* *Distinguish essential from nonessential information in problem solving*	*Illustrate equations with pictures, stories from real life* *Use charts, graphs, pictures, equations, manipulatives to communicate solutions to problems*
Science	*Generate a question* *Determine where you could find out more about question* *Observe, explore, study resource books* *Organize and document information* *Create a tentative explanation*	*Generalize* *Use critical analysis* *Establish relationships* *Use information in other situations*	*Illustrate and write about observations and research* *Share projects with class (may include using charts, models, resource information, learning logs, etc.)* *Write and discuss showing a grasp of science vocabulary*
Social Studies	*Identify actions leading to conflicts* *Generate strategies to solve conflicts* *Evaluate effectiveness of strategies* *Problem solve through service learning*	*Give explanations (why they think something happened, why they agree/disagree)* *Establish point of view* *Determine cause and effect* *Describe an idea* *Collaborate*	*Illustrate report with pictures, interviews, stories from real life* *Use charts, graphs, pictures, dramatization, songs, poems to communicate understanding* *Work cooperatively in groups*
Healthy Lifestyles	*Identify conflict and resolution in classroom or playground* *Clarify problems created by substance abuse, communicable diseases, improper nutrition* *Identify health problems related to poor choices and potential solutions*	*Generalize, retell, identify main ideas* *Establish relationships between what we choose to do and the resulting experience* *Discuss potential positive experience and predict choices which would facilitate the desired outcome*	*Share ideas orally with the class* *Create simple pictures depicting what was observed or researched* *Give an oral summary* *Work cooperatively in groups*
Fine Arts	*Select problem (e.g., deciding on subject matter, personal inhibitions) to communicate* *break task into steps, identify basic colors and shapes, act it out, write a script, use logical reasoning* *Create explanation* *Evaluate outcome*	*Use multiple sources of evidence* *Identify colors typical of a season* *Make up a story or dramatization for the main idea of a work of art* *Distinguish essential/ nonessential information for problem solving*	*Illustrate experience with pictures, stories from real life* *Share insights or connections one feels to artwork*

Learning Centers

Providing a Wide Variety of Learning Activities for a Broad Range of Skill Levels

Learning Centers

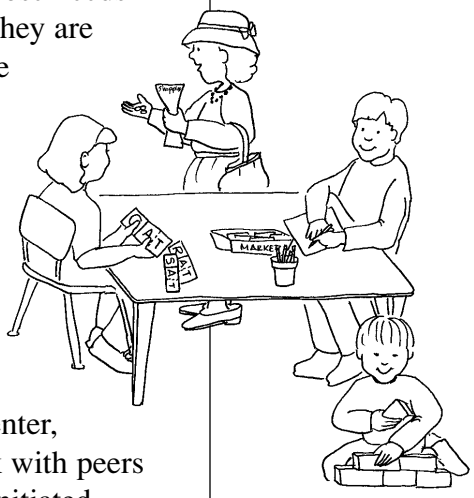
Providing a Wide Variety of Learning Activities

Learning centers can help meet the diverse needs and skill levels of young children. Children learn by doing. They actively construct knowledge by interacting with the world around them. Teachers can facilitate learning by providing organized centers that encourage independent activity. Learning centers enable the early childhood teacher to work with individual children or small groups of children on specific skills while the rest of the class are actively learning. Learning centers can be offered in all content areas, on a variety of levels. Students can work independently, or in small groups.

- **Young children learn best when they are able to make real life connections and apply the skills they are learning in the classroom.**

Learning centers can provide necessary review of basic skills such as creating word families, or practicing math facts. But learning centers can also be used to develop essential content vocabulary, provide opportunity for student research, and simultaneously enrich learning for every student. In classrooms that integrate content themes into dramatic play with six- to eight-year-olds, sophisticated productions of reading, writing, and oral language result. Learning centers do not need to be complex or expensive. They can be structured activities with a specific sequence of tasks, or open-ended materials that stimulate student creativity and oral vocabulary. Teachers introduce materials and how to use any tools. Materials should support learning from initial explorations to mastery levels. Centers are best organized not only to promote order and ease of cleanup, but more importantly, to support independent activity in content areas that will strengthen the students' understanding of vital skills.

Teachers should assess the needs of the students and let those needs dictate the learning centers. Young children learn best when they are able to make real life connections and apply the skills they are learning in the classroom. Years ago, early childhood teachers recognized the importance of math tubs to explore numbers and operations. Learning centers can be equally successful in promoting literacy. Literacy centers increase the number of children participating in vocabulary development, functional writing and informational reading.



Student motivation is increased through activities that offer opportunities for collaboration. Children benefit from opportunities not only to work independently on a learning center, but also to work cooperatively with other students, and to talk with peers about the variety of ways a problem could be solved. Child-initiated

learning activities seem to help children develop their social responsibility and interpersonal skills so they become more intellectually and socially competent. It is difficult to provide these rich learning experiences if all classroom teaching is group and teacher directed.

Teachers must be able to articulate key skills being learned at each center and to evaluate the success of that learning center in promoting key skill development. Center signs can help identify learning goals and pertinent questions for parent volunteers, classroom aids, and visitors. The pertinent questions can take students forward in their thinking, and provide scaffolding for students beginning to build their own understanding. As problems arise, students can participate in helping to write suggestions or rules for using a center. This helps all students learn to plan and implement solutions to problems.

- **Children need time and encouragement to reflect on and communicate their understanding.**

It is helpful for teachers to share ideas and learning centers with other teachers on their grade level. It can save preparation time and promote quality learning centers. Students and parents can also contribute ideas and materials for learning centers. Collections of items found in nature, excess supplies from businesses, logos from the community, local maps etc., can all be collected at little or no cost.

Learning centers can facilitate learning by providing opportunities that challenge students to accept and share responsibility for their own learning. They can help students learn to focus and actively learn, share, and explore concepts at their own pace. Children need time and encouragement to reflect on and communicate their understanding. By writing, speaking, and drawing what they did and what they learned, students develop a deeper understanding of all content areas.

Pappas, C., Kiefer, B., & Levstick, L. (1995). *An Integrated Language Perspective in the Elementary School Theory into Action*. New York: Longman.

Brandt, D. (1990). *Literacy As Involvement: The Acts of Writers, Readers, and Texts*. Carbondale, Illinois; Southern Illinois University Press.

Isbell, R. (1995). *The Complete Learning Center Book*. Beltsville, Maryland: Gryphon House, Inc.

Materials Lists

Learning Centers can provide real life application for skills acquired through direct instruction. Learning centers are most productive when designed to correlate with key skills being taught in a content area. Teachers must be able to articulate the skills and strategies taught at each learning center. It is helpful to post charts describing essential skills enhanced at each learning center, and pertinent questions that can enhance student learning. These charts provide parent volunteers, classroom aides, and even the classroom teacher with the focus for each learning center.

Math Centers

Recognizing, Reading, and Writing Numbers

- pocket chart and number cards
- plastic number tiles
- number stencils
- number books
- blank cards, blank books
- whiteboard and markers
- laminated numbers for tracing
- number path or numbered stepping stones
- number concentration cards
- overhead number boards
- magnetic numbers, magnetic board
- individual number lines
- number lines with slides to cover numbers
- number/set cards
- class number line—large enough to step on
- number stamps, ink pads
- number word cards with numeral on back
- adding machine tape
- chalkboards
- sticky notes
- number templates
- 100's chart
- blank number clubs—write to ten, twenty, etc.

Learning to Count and Compute

- dominoes
- counter tubs and bowls
- calculators
- buttons, beads, teddy bear counters
- dice
- bingo spinner
- cubes
- counting chips
- unifix cubes
- beads and laces
- abacas
- unifix cube stair grids
- Connect Four
- Phase 10
- Go Fish, Old Maid, Crazy 8's

Learning About Money

- magnetic coins, metal board
- paper money
- creative drama (ice cream store, pizzaria)
- menus, order signs
- overhead coins
- money stamps, ink pad
- plastic money
- cash register
- blank receipt books
- grocery ads, department store ads

Investigating Measuring

- measuring tape
- measuring spoons, cups
- height chart
- indoor and outdoor thermometers
- graduated cylinders
- barometer, anemometer
- rulers, yardsticks
- weights
- funnels
- large display timer
- retractable measuring tape
- balance scales, junk to compare weight
- weight chart
- bath scales, digital scales
- rain gauge
- hem marker
- measuring cups
- trough with rice, water, etc.
- stacking cups
- graphs, weather charts, attendance charts, maps, number charts, lunch charts

Learning About Time

- analog clock
- digital clock
- Judy clocks
- minute timers, oil timers, egg timers
- stopwatch
- clock stamp and ink pad
- free calendars from businesses
- blank calendars to fill in
- old clock to take apart with screw drivers
- blank clock sheets
- overhead clocks
- yearly calendars
- gears

Exploring Geometric Shapes

- geometric plastic forms
- shape templates (can cut shapes out of whip cream lids)
- shape sponges, paint
- fraction tiles
- geometric foam or wooden forms
- pattern block stamps
- fraction rubber stamps
- fraction pie circles
- polygon shapes
- fraction squares, circles
- compass, tangram puzzles
- color tiles
- magnetic shapes
- geoboards, bands, and geoboard patterns
- pattern blocks
- attribute blocks
- 1/2 inch and one-inch graph paper

Children's Games Using Numbers

- playing cards
- Uno
- Go Fish
- Sorry
- Parcheesi
- Old Maid
- Crazy 8
- dominoes
- Yahtzee
- Monopoly
- Chutes and Ladders
- Hi Ho Cherry O!
- Bingo

Block Center

- shape labels for blocks
- paper of various sizes
- masking tape
- picture album of previously constructed structures with labels
- graph paper to draft possible constructions
- graph paper to trace block shapes onto
- multicultural people
- animals
- mirrors, small, hinged, one large to build on
- (at least 340 blocks)
- floor equipment (e.g., barn, dollhouse, etc.)
- shelving at the child's level
- cars, trucks, ramps

Social Studies Centers

Creative Drama Center

- TV Guide, magazines
- daily newspapers, grocery ads
- recipe books or cards
- measuring spoons and cups
- catalogs
- play money
- food cans, boxes with labels
- typewriter
- phone, phonebook
- class addresses and phone number booklet
- doll bed
- kitchen set, cooking utensils
- paper, pencils
- small table and chairs
- plates, cups, silverware
- non-breakable mirror
- multicultural dolls and clothes
- multicultural foods that fit the dishes
- prop boxes (doctor, menus, hats, restaurant, ice cream store, flower shop, mechanics garage, etc.)
- community helper dolls or puppets
- pictures of actual places in community
- logos of community shops, stores
- community play rug, toy cars, people
- compass
- maps (every kind you can get)
- globes

Library Center

- bookshelves for storing books with spines facing outward
- organizational system for shelving books (e.g., genre, reading level)
- an inviting area with comfortable seating
- five to eight books per child
- 20 new books on current thematic unit (circulated every two weeks)
- catalogs (early childhood equipment, clothing, toys, furniture, etc.)
- newspaper ads, coupons, scissors
- phonebooks
- field guides
- fiction, Nursery Rhymes, Mother Goose
- biographies
- science books
- puppets, roll movie (story manipulatives)
- paper and pencils
- teaching pictures, magazines
- letter sets, sandpaper, magnets
- multicultural books
- listening center with tapes and books
- flannel-board and story characters (with related books)
- materials for making felt stories

Writing Center

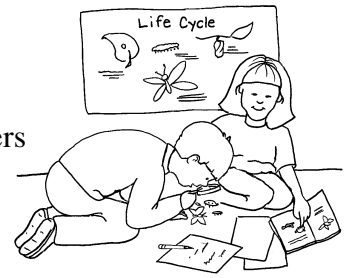
- message board
- word wall
- blank books
- topic dictionaries
- logo language
- chart tablet
- envelopes
- paper folded to make cards
- junk mail
- used stamps
- language games: rhyming, opposites, spelling, bingo, lotto, matching
- magnetic trays and letters
- letter puzzles
- letter picture cards
- alphabet stamps
- alphabet books
- environmental print
- markers
- stencils, colored pencils
- topic dictionaries

Art Center

- easel
- scissors, glue
- paint brushes
- washable paints
- water colors
- shaving cream
- aprons
- clay, play dough
- washable ink pads and stamps
- markers
- several types of paper
- collage materials
- yarn
- tissue paper
- art books—Ed Emberly, Scholastic Art Center
- colored pencils
- large paper for murals
- frames, mat board scraps
- blank books
- colored water for color mixing, eye droppers
- scrap lumber, glue, paint, markers

Science Center

- seasonal items (leaves, seeds, icicles)
- exploration tubs (see exploration tub descriptions)
- science books
- seashells
- insects, land snails
- ant farm
- class pets,
- visiting animals from Humane Society
- prisms
- gack
- microscope, magnifiers
- tweezers
- balance scales
- rulers, measuring tape
- collections (bones, pine cones, seeds, etc.)
- tree rings
- animal skins
- binoculars
- growth charts
- weather charts
- scales, yardsticks
- science books on themes, science catalogs
- field guides
- life cycle charts
- pictures and photographs
- water exploration
- old appliances to take apart
- screw drivers, tools
- marbles and pipe insulation
- rocks
- leaves, branches, potted plants, spouts
- bones, books about skeletons, X-rays
- plastic animals
- plastic tablecloths illustrated with habitats
- life-size animal tracings



Exploration Tubs:

Enhancing Essential Vocabulary through Student Investigation

I tried to teach my child from books. He only gave me puzzled looks.
I tried to teach my child from words. They passed him by, oft unheard.
Despairingly, I turned aside. "How shall I teach this child?" I cried.
Then, into my hand he placed the key "Come" he said, "play with me."

Investigation is a key to student motivation. As teachers provide unhurried time for active student exploration, students develop a sense of curiosity and wonder. As children explore, they discuss their observations and enjoy recording what they have observed. Students love to share prior experiences with their classmates, talk about things that fascinate them and ask questions about subjects they would like to investigate. As students share insights with others, essential vocabulary emerges that facilitates both expressive language skills and reading comprehension.

- **Every child should have an opportunity to use exploration tubs.**

Exploration tubs become natural ties to content vocabulary and to writing activities. As students investigate a tub and discuss their experiences with other students, the content vocabulary and integrated concepts become part of their background knowledge. For example, a second grade teacher might encourage students to explore a "Fall Exploration Tub" that contains pumpkins, Indian corn, colorful leaves, seeds, apples, gourds, etc. As students discuss their observations and prior knowledge with partners, the basic vocabulary for the science unit is strengthened and reinforced. Students with limited background knowledge or vocabulary are introduced to the essential vocabulary associated with the science topic, thus familiarizing them with the words they will be asked to read or write.

Care should be taken to provide every child with the opportunity to use exploration tubs. Teachers should avoid using tubs as a filler activity upon completion of seat work. Students who need the most vocabulary development are the students least likely to finish their work. Tubs can be used for individual students groups, or during whole class discussions.

Exploration tubs provide a magical time where every student is actively involved in their own learning. Occasionally a student may drift off task or become meddlesome for another student. If a student is having a behavior problem during exploration tubs, the teacher should invite him to watch how the other students use their tubs. When the child has identified his own problem and formulates a solution he is willing to implement, he can once again use an exploration tub.

Kindergarten Exploration Tubs

Reflection Center

Books: *The Magic Mirror Book* (Scholastic)

Materials: Collect a variety of mirrors (flat, flexible, hinged) spoons, and Christmas balls

Students enjoy looking at their distorted reflections and seeing themselves upside down. Students will also explore the Magic Mirror Book using a mirror to perform amazing tricks such as making a puddle disappear, or mending the broken plate. Later on, add pattern blocks or other items to arrange in front of the mirrors. Students especially enjoy block building on top of a large mirror placed on a low table. (Essential vocabulary developed: above, below, behind, beside, equal, same, pattern, repeat, reflection.)

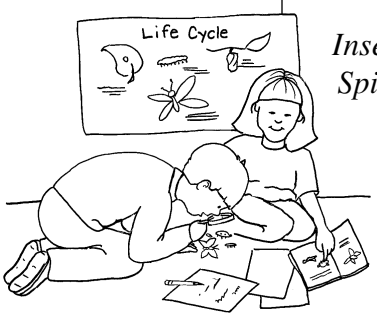
Sight Boxes

Materials: sight boxes, flashlight, blank books

Create a sight box by creating a scene in a shoe box, then cutting a peep hole in the side to view the scene, and a hole in the lid just above the scene to allow light.

Students are amazed to look inside the box by lifting the flap.At first they find the scene dark and details undetectable. Then the student opens the little flap to let in the light and the scene magically appears. For extra fun, provide a flashlight so the student can turn on additional light and see every detail in the scene. Students record what the scene looks like without light on one side of the paper, and what it looks like with light on the other side of the paper.

Insects



Books: Scholastic Learning Center Books on Insects (*What is an Insect; What Do Insects Do?; Bug, Bug, Bugs!; Where Do Insects Live?; Spider Names*)

Materials: plastic insects, spiders, butterflies, and worms

Students sort insects and count legs and body parts. Students count the number of each kind of insect. Blank books enable students to record insect tub data. Students also enjoy making real graphs with insects and then reproducing the graph on paper.

Animal Tracks

Books: *Animal Feet* by Scholastic; *Tracks* (Wright Group/McGraw-Hill); *Animal Tracks* (Wright Group/McGraw-Hill); *Footprints in the Sand*, Hello Reader Level 1 (Scholastic)

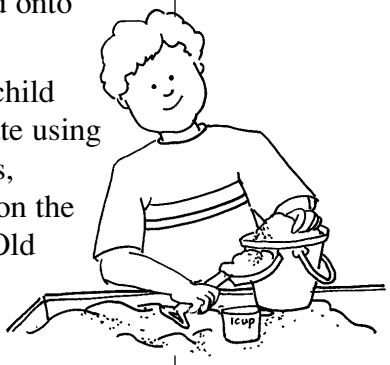
Materials: blank paper, peeled crayons, tub of sand, animal tracks, flashcards with picture of animal on the back

Students remove one shoe, wrap the bottom of the shoe with paper, and make a rubbing of the sole of their shoe by rubbing the paper with a horizontal peeled crayon. They cut out the sole rubbing, glue it to a blank sheet and add it to the class book called "Tracks." Make reproductions of the animal tracks in the suggested books and invite students to try identifying which animal made each track. Students try to recreate the imprints of animal tracks in the tub of sand. Another enriching activity is for a small group of students to sit around the tub of sand with their eyes closed. One of the students makes a track in the sand with his shoe. Students open their eyes and attempt to identify which person made the track by examining the shoes of classmates.

Measuring

Books: *Amazing Animals* by National Geographic

Materials: measuring feet, patterns of life-size animals traced onto plastic tablecloths, counting bears, teddy bears, antennae, etc.



This book has pictures comparing the size of a six-year-old child standing beside a variety of life size animals. Students investigate using nonstandard measure to see how many teddy bears (unifex cubes, shoes, etc.) tall each animal is. Students also enjoy lying down on the tablecloth animal and to see how tall they are by comparison. Old antennas make wonderful measuring devices for comparing height because students can carry them around and see how other objects compare in height or length. A set of number feet (one foot in length) facilitates numeration skills as students lay them down end to end to measure.

Marble Machine

Materials: foam pipe insulation, marbles, blank paper and pencils

This activity promotes early mapping skills. Purchase foam pipe insulation (about $1.29 per six feet in length) It is already sliced down one side; slice it down the opposite side to create chute slides for marbles. Let students explore the correlation between height and marble

speed. Let them compare the speed of plastic beads and marbles. Let students have races, build new tracks by combining lengths of insulation, and draw maps of their marble machine to share with others.

Gadgetry

Materials: screw drivers, old appliances, blank paper, and pencils

Pair up prediction skills with fine motor skills. Students draw a picture of what they think a radio (phone, clock, etc.) might look like inside. Then students use screwdrivers to take apart old appliances. Students sort parts, talk about shapes, colors, and tools. Students enjoy drawing what the object actually does look like inside and comparing it with their prediction. Ask parents to donate broken appliances or purchase them for approximately two dollars at thrift stores. Speakers are especially fun because of the magnets (stereos, radios, tape players, etc.—avoid TVs or computer monitors)

Ramp Races

Materials: wooden boards for ramps, matchbox cars to race, unifex cubes, paper, and pencils

Use a long board as a ramp to race toy cars. Students line up two cars side by side in back of a ruler. They predict which car will travel the farthest distance. Students count backwards from ten, then lift the ruler to release the cars. Then they put together unifex cube trains to measure how many cubes the car traveled after leaving the ramp. Students repeat the experiment and compare the unifex trains. Did they get the same results? What happens if the adjust the height of the ramp? Which car travels the farthest? Why?

First Grade Exploration Tubs

Leaf Sorting

Book: *Autumn Leaves* by Ken Robbins (Scholastic)

Materials: laminated leaves, hand magnifying lenses

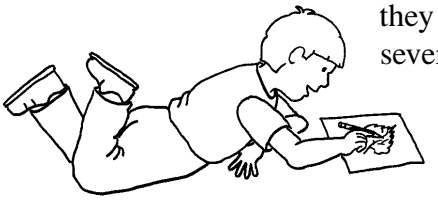
Press leaves till dry, then laminate a variety of leaves onto cards (card stock weight). Mount several of each kind of leaf. Students will sort leaves by color, number of leaf points, outside shape of leaf (heart shaped, star shaped, fan shaped, circular, toothed, lobed), and veins (branched, parallel, alternate). To facilitate sorting, one card could be labeled with the name of the plant from which the leaf was taken.

Leaf Rubbings

Book: *Look What I Did with a Leaf!* (Walker and Company)

Materials: fresh leaves, peeled crayons, blank paper

Lay a leaf under a sheet of blank paper (newly picked leaves work the best), then rub a peeled crayon over the top. Remind students that holding the crayon lengthwise (horizontally) on the paper creates the most detailed rubbings. After students become adept at making leaf rubbings, they enjoy creating leaf creatures by laying several leaves down to make arms, legs, ears, etc. Leaf creatures can be made by making a rubbing or cutting out rubbings and gluing them together.

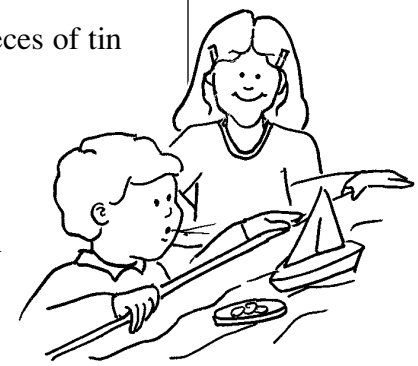


Water Trough Boats

Books: *Who Sank the Boat?* and *Mr. Archimedes' Bath* by Pamela Allen

Materials: tub of water, a variety of lids, counting bears, pieces of tin foil to create boats, items to place in buckets of water

Students experiment with each lid to see how many bears it will hold before tipping over. After comparing boats, the child takes a piece of tin foil and creates the shape of boat he thinks will hold the most counting bears. Children compare boats and the number of bears each boat holds. Water can also be placed in a bucket. Children mark the water level as they place various objects in the water. Students explore displacement.



Water Exploration

Materials: trough with water basters, plastic flexible tubing, water wheels, siphons, hose, clamps, etc.

The water trough provides opportunities for tactile enjoyment such as pouring and squirting. Students observe the flow of the water and explore how it moves through flexible tubing, and the correlation of tube height to water flow.

Sink and Float

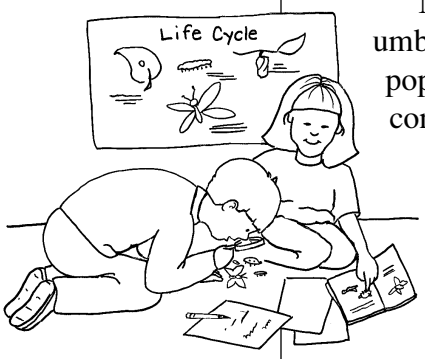
Books: *What Will Float?*; *Is It Floating*; *Floating and Sinking* (Wright Group); *Sink or Float* (Harcourt Science)

Materials: offer a variety of objects (baby toys, wooden blocks, medicine bottles, containers, clips, rocks, oil clay, beads, spools, etc.) to experiment with the water trough

- Sort objects into labeled "float" and "sink" pie tins.
- Predict what you think will sink.
- Predict what you think will float.
- Document results on a large chart.
- Who can make things that float?
- Who can make things that sink?

Seeds

Books: *Seeds, Seeds, Seeds* (Wright Group); *Where Are The Seeds?* by Wright Group; *Fruits and Seeds* (Creative Teaching Press)



Materials: collect seeds from plants and trees (fruit, nuts, burrs, umbrella seeds, pods, beans, peas, dried corn, milkweed, chestnuts, poppy-seed pods, apricot pits, peach pits), a piece of velcro—to compare with the burrs, hand lenses, microscope, or jewelers loop

Students examine seeds, compare size, texture, hardness, and predict how they might travel. Students might identify some seeds by name, write labels, or draw representations of seeds and the plants they might grow into.

Seed Exploration

1. How could we harvest this seed? What kind of plant did it come from?
2. How does it travel from the parent plant to grow a new plant?
3. What plant do you think it will grow into?
4. Sort seeds by size, shape, and color.
5. Ask each student to select a seed, make up a description of the seed, and see if a friend can identify which seed was described.
6. What other ways do plants reproduce? (Tubers, sprouting yams and pineapples)
7. List all the seeds you can think of. Which seed is the largest? Which is the smallest? Which seeds do we eat?
8. Provide cups and water for seed soaking, and hammers, nut crackers, and pliers for seed cracking. Examine the parts of seeds.
9. Using a magnifier, compare burrs with velcro. What aspects do they have in common?
10. Open pods and count seeds. Is there a uniform amount? Compare/contrast amounts.
11. What happens to umbrella seeds when you spray them with water? Are they still able to float in the air? Why would this be important?

Snow Trough

Books: *The Water Cycle* (Capstone)

Materials: snow, trough, molds, mittens, gloves, paper cups

Fill trough with snow and encourage students to mold, shape, and explore snow.

- Who can melt snow the fastest? (Give each child a small cup full of snow)
- Who can keep their snow the longest?
- Who can guess which toy made the tracks? Students take turns walking or rolling toys across the snow. Students try to guess which toy made the tracks.
- How much water will the snow make? Fill cups with snow then predict how much water will be made when it melts. Draw a line on the cup to mark estimated water level.
- Who guessed the closest? Let the cups of snow melt and see whose estimation was the closest.

Ice and Water

Books: *Water As a Solid, Water As a Liquid* (Capstone)

Materials: ice cubes, chunks of ice, or icicles

- How long will it take the ice to melt?
- Will ice melt faster in the water trough or on a tray in the classroom?
- Will the ice float or sink?
- If we put water outside today would it freeze? In the shade? In the sun?
- Fill cup completely full of water and place it in the pie tin, and set it outside to freeze. What happens?
- What will happen if we put water in a jar with a lid on and freeze it?

Color Mixing

Books: *Mouse Paint*

Materials: eye droppers, sytrofoam egg cartons, food coloring, water, blank cards, markers

Provide eyedropper, cups of water with food coloring added: red, yellow, and blue, white egg cartons with lids removed to make them more stable on the table.

- Students mix colors by dropping colored water into sections of the egg carton.
- Students write recipes for the colors they have created. (yellow + blue = green)

Note: perm squeeze bottles are also fun to use with either colored water or as squirters to "write" on the sidewalk outside.

Bubbles

Materials: Combine one cup liquid or powder detergent, two cups water, and one tablespoon sugar.

Cover solution and store several days before using. This makes an inexpensive but effective bubble solution. Add bubble wands, cans with both ends opened, canning jar rings, berry baskets, etc. Thread two drinking straws on a loop of string to make an interesting bubble wand. Bubble solution may be poured into a wading pool outside. Then seat a student on a chair in the wading pool and use a hula-hoop as a bubble wand to create a child in a bubble!

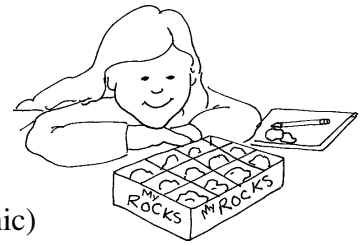
Experiments with Dissolving

Materials: salt, sugar, pepper, flour, corn starch, bicarbonate soda, cups of water, spoons

Students predict which items will dissolve in water. Students stir ingredients into cups of water then observe and describe how well they dissolve in water.

Second Grade Exploration Tubs

Rocks

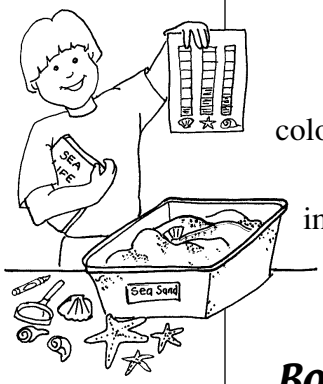


Books: *Remarkable Rocks* (Ranger Rick), *What Happens to Rock?* (Wright Group), *Investigating Rocks* (Newbridge), *Rocks* (Newbridge), *Using Rocks* (National Geographic)

Materials: a collection of rocks with a variety of sizes, colors, and textures, including fossils, fools' gold, polished rocks, geodes, etc.; provide field guides on rocks, minerals, and fossils

Encourage children to feel the rocks on their cheeks, to scratch for hardness with nails, to look at them with a magnifier, and to sort and classify them. Children also enjoy having a tub of water to put the rocks in because of the change in color and shine. Add a balance scale and cubes to see how many cubes each rock sample weighs.

Seashells



Book: *Field Guide to Seashells* (Golden Book)

Materials: a collection of seashells with a variety of sizes, shapes, color, and texture, and a field guide on seashells

Shells can be laid on a plastic tablecloth for easy sorting, or hidden in the sand trough. Encourage students to sort, classify, listen to the ocean, and find the kind of animal that used to live inside by consulting the field guide.

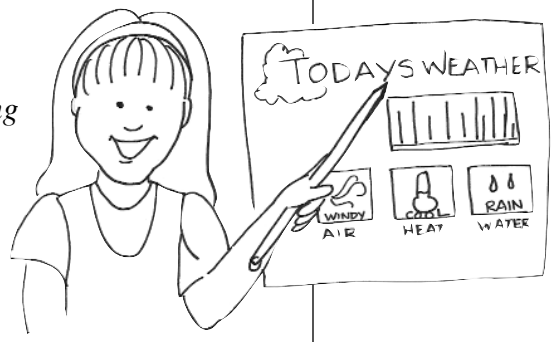
Bones

Book: *What Is This Skeleton?* (Wright Group)

Materials: Collect bones from a hike in the canyon. Boil them or place them in a bleach solution to kill germs. Ask your local zoo or animal park if they will donate bones, feathers, or even owl pellets.

Children love to put bones together to create a new animal, and talk about what part of the body that bone might have come from. Old X-rays can be obtained from your local hospital. Children enjoy comparing animal bones with people bones. Show students pictures of the skeletons of several animals and invite children to guess what animal they came from. Add some black paper and chalk. Students draw what they think the skeleton of a particular animal might look like. Students also enjoy using styrofoam peanuts and toothpicks to create skeletons.

Weather



Books: *Hot and Cold Weather; Clouds, Rain and Fog; Getting Cold! Getting Hot!; Warming Up Cooling Off* (Wright Group); *Weather Today* (National Geographic), *The Weather Report* (Rosen); *Golden Book Clouds Field Guide*

Materials: Paper, colored pencils, rain gauge, ruler, thermometer, wind vane (or stationary wind ribbon mounted outside with directions labeled on post); clouds field guide, weather station chart paper

The student will go outside and make an observation about the day's weather. He or she should draw a picture of the weather each day and add notes about weather observations. The page will be added to the class weather observation book. A brief note of the weather is also transferred to the class weather calendar or graph.

Fall

Books: *Look What I Did with a Leaf, Apples and Pumpkins, Pumpkin Pumpkin*

Materials: Explore apples, pumpkins, squash, and corn on the cob, etc. Compare actual objects with models or replicas of objects.

1. Which apple (pumpkin, etc.) is the heaviest?
2. Which is the lightest?
3. Which is the biggest around?
4. How many unifex cubes tall is it?
5. What is unique about this one? Any blemishes? Any distinguishing traits?
6. How many rows, lines, seeds, etc. does each have? Is it consistent? Or does it vary?
7. Compare a real apple with a wooden apple. Using your hand "waft" the apple to catch its fragrance. How do the fragrances compare? Textures? Appearance? How can you tell the difference between a real apple and a wooden apple without tasting it?

Winter

Materials: Observe snowflakes, and icicles using black paper, magnifiers, microscopes. "Frost" crystals can be made by placing moth ball crystals in a glass jar with a canning lid in place and placing the glass in boiling water for just a few minutes until the moth ball crystals melt.

Remove the jar immediately and let cool. As it cools, beautiful frosty patterns will form on the inside of the jar.

1. How many points does your snowflake have? Catch snowflakes on small pieces of black paper and examine them with a magnifier.
2. How can you keep it long enough to look closely at it?
3. Cut snowflakes out of tissue paper. For younger children, teacher should prefold tissue paper and demonstrate the process of cutting tissue paper with scissors.
4. Observe frost with magnifier. Paint over a picture that was colored with crayons with a solution of equal parts of Epsom Salts and very hot water. Stir until the salts have dissolved. Paint over the crayon-colored winter scene. When it dries, it will have a frosty appearance and texture.
5. Where do we find icicles? What do you think causes them?
6. Who enjoyed staying out to observe? How were they dressed differently from those who wanted to come back inside right away?
7. Collect snow in paper cups. Melt the snow, and measure the water level. Melt icicles. Invent something to keep your icicle from melting.

Spring

Materials: bulbs, branches cut off bushes in bud, baggies, seeds, clipboards

1. Observe the growth of an amaryllis bulb. Place a stiff piece of cardstock beside the plant, and graph its daily growth.
2. Cut the branches from a pussy willow, forsythia, flowering almond, or some other early blooming bush and place them in a pitcher of water in the classroom. Watch the buds swell, and the branches bloom weeks before the plants outside. Ask the students why they are blooming but the ones outside are not.

3. Create classroom gardens—Prepare a wading pool with rocks in the bottom for drainage; Add topsoil and a few worms. Plant seeds; baggie sprouting; planter boxes inside classroom or in sunny spot outside; yams, celery, carrot top, pineapple sprouting
4. Create a seed collection—gather seeds from the canyon in the fall for students to sort and explore umbrella seeds, seed pods, flowers with seeds, burrs, etc.
5. Students pick a seed out of the box, glue it on their paper, and draw what they think it will grow into.
6. Clipboards for journals are perfect for student outdoor observations of signs of spring.

Learning Centers

Art Center

Students will:	Rules:	Questions:
Describe an event, create symbols, and put ideas on paper. *Develop fine motor and visual motor skills.* *Engage in creative expression.*	*Wear a paint shirt.* *Write your name on your paper.* *Mix paints only in tray.* *Hang up paintings to dry.* *Wipe up spills.*	*What are you going to make your picture about?* *How did you make that color?* *What is the largest thing in your picture?* *Tell me about your picture.*

Book Center

Students will:	Rules:	Questions:
Develop print awareness, left to right flow of print. *Develop comprehension and interpretation of text.* *Enhance story telling and literature appreciation.* *Discover resources for information gathering.*	*Take care of books.* *Bring book with a torn page to the teacher.* *Return book to correct place.* *Share books.*	*What do you think this book will be about?* *Have you ever felt like the person in the book?* *What is your favorite part of the story?* *What do you think will happen next?*

Block Center

Students will:	Rules:	Questions:
Describe spatial, size, and weight relationships. *Develop problem solving and measurement skills.* *Develop balance, sorting, and cooperation skills.*	*When your structure is as tall as your chin, please stop building.* *Put away your own blocks carefully when your are finished.* *Only knock down your own structures.*	*Tell me about what you are building.* *Would you like to make a sign about what you made?* *Which is bigger? Smaller? Lighter? Heavier?* *Which blocks match on both sides of your building?*

Writing Center

Students will:	Rules:	Questions:
Develop understanding that print is speech written down. *Focus on letter formation, sequence of sounds in words.* *Engage in book making, journal writing, and labeling.* *Relate sequence of illustrations.*	*Snap lids tightly on markers.* *Close stamp pads.* *Return things to their places.* *Use only a dot of glue at a time.* *Clean up scraps.*	*What is your book going to be about?* *What happens next in your story?* *You might want to make a book about that!* *You might want to write a letter about that!*

Learning Centers, cont.

Trough Center

Students will:	Rules:	Questions:
Develop fine motor skills, tactile awareness *Develop social interaction* *Strengthen problem solving, weighing, measuring, and understanding of capacity*	*Keep water or sand in trough.* *Pour above the trough.* *Only use toys that are in the trough.* *Sweep up sand with broom and dustpan.*	*Which container do you think will hold the most? How can you find out?* *How many little cups does it take to fill the big cup?* *Have you seen measuring cups at home? What are they used for?*

Math Center

Students will:	Rules:	Questions:
Practice grouping, classifying, ordering, patterning, weighing, measuring, and counting one to one *Connect real life story problems to numeration and equations*	*Put back all game pieces.* *Take turns.* *Don't dump out everything at once, just take out the pieces you need one at a time.* *Put stray pieces in the lost and found tub.*	*How many do you think you need?* *Which do you think will weigh the most?* *Who has more? Less?* *How long did it take you to make that?*

Science Center

Students will:	Rules:	Questions:
Develop skills in observation, exploration, description, making comparisons, and classifying. *Investigate relationships, using resources. Use problem solving strategies.*	*Observe and explore carefully.* *Take care of tools.* *Return things when you are finished.* *Share what you have learned (e.g., orally, pictorially, written).*	*What do you wonder about?* *What is interesting to you?* *What do you know about _____?* *About what do you want to learn more?*

Drama Center

Students will:	Rules:	Questions:
Develop social interaction, role identification. *Apply numbers, words, job skills, and real life vocabulary.*	*Take turns.* *Hang up dress-ups when finished.* *Take care of equipment.* *Leave props at school.* *Don't pretend to be a robber, bad guy, etc.*	*Have you ever seen a real ____ (fire station)?* *What do real _____ do?* *What things do they write down? Read? Count? Say?* *What job do you want when you are a grownup?*

Art Center

Students will:

- Describe an event, create symbols, and put ideas on paper.
- Develop fine motor and visual motor skills.
- Engage in creative expression.

Art Center

Rules

Wear a paint shirt.

Write your name on your paper.

Mix paints only in tray.

Hang up paintings to dry.

Wipe up spills.

Questions:

What are you going to make your picture about?

How did you make that color?

What is the largest thing in your picture?

Tell me about your picture.

Book Center

Students will:

- Develop print awareness and left to right flow of print.
- Develop comprehension and interpretation of text.
- Enhance story telling and literature appreciation.
- Discover resources for information gathering.

Book Center

Rules

Take care of books.

Bring book with a torn page to the teacher.

Return book to correct place.

Share books.

Questions:

What do you think this book will be about?

Have you ever felt like the person in the book?

What is your favorite part of the story?

What do you think will happen next?

Block Center

Students will:

- Describe spatial, size, and weight relationships.
- Develop problem solving and measurement skills.
- Develop balance, sorting, and cooperation skills.

Block Center

Rules

When your structure is as tall as your chin, please stop building.

Put away your own blocks carefully when you are finished.

Only knock down your own structures.

Questions:

Tell me about what you are building. Would you like to make a sign about what you made?

Which is bigger? Smaller? Lighter? Heavier?

Which blocks match on both sides of your building?

Writing Center

Students will:

- Develop the understanding that print is written speech.
- Focus on letter formation and the sequence of sounds in words.
- Engage in book making, journal writing, and labeling.
- Relate the sequence of illustrations.

Writing Center

Rules

Snap lids tightly on markers.

Close stamp pads.

Return things to their places.

Use only a dot of glue at a time.

Clean up scraps.

Questions:

What is your book going to be about?

What happens next in your story?

You might want to make a book or write a letter about that!

Trough Center

Students will:

- Develop fine motor skills and tactile awareness
- Develop social interaction.
- Strengthen problem solving, weighing, measuring, and understanding of capacity.

Trough Center

Rules

Keep water or sand in trough.

Pour above the trough.

Only use toys that are in the trough.

Sweep up sand with a broom and dustpan.

Questions:

Which container do you think will hold the most? How can you find out?

How many little cups does it take to fill the big cup?

Have you seen measuring cups at home? What are they used for?

Math Center

Students will:

- Practice grouping, classifying, ordering, patterning, weighing, measuring, and counting one to one.
- Connect real life story problems to numeration and equations.

Math Center

Rules

Take turns.

Don't dump out everything at once, just take out the pieces you need one at a time.

Put back all game pieces. Put stray pieces in the lost and found tub.

Questions:

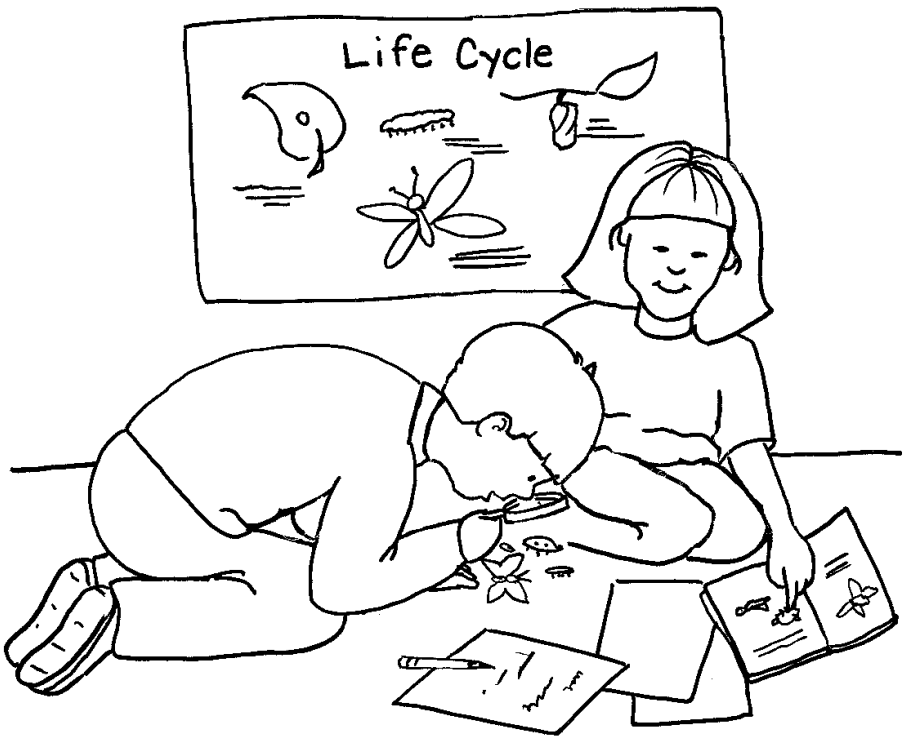
How many do you think you need?

Which do you think will weigh the most?

Who has more? Less?

How long did it take you to make that?

Science Center



Students will:

- Develop skills in observation, exploration, description, making comparisons, and classification.
- Investigate relationships using resources.
- Use problem solving strategies.

Science Center

Rules

Observe and explore carefully.

Take care of tools.

Return thing when you are finished.

Share what you have learned (e.g., orally, pictorally, written).

Questions:

What do you wonder about?

What is interesting to you?

What do you know about _____?

About what do you want to learn more?

Drama Center

Students will:

- Describe an event, create symbols, and put ideas on paper.
- Develop fine motor and visual motor skills.
- Engage in creative expression.

Drama Center

Rules

Take turns.

Hang up dress-ups when finished.

Take care of equipment.

Leave props at school.

Don't pretend to be a robber, bad guy, etc.

Questions:

Have you ever seen a real _____ (fire station)?

What do real _____ do?

What things do they write down? Read? Count? Say?

What job do you want when you are a grown-up?

Assessment

Comprehensive Assessment
Performance Assessment
Self-Assessment
Family Communication
Rubrics

Assessment in the Early Childhood Classroom

Curriculum standards define what children should know and be able to do in a particular content area. Standards provide guidance to teachers and informs their instruction. Teachers can use these curriculum standards to assess what concepts need strengthening or reteaching, or to identify when a new strategy is needed. Standards are organized by grade level to better define what children should know and be able to do at each grade level, and to facilitate developmentally appropriate teaching. When faced with high-stakes testing, teachers often feel pressured to teach material to students before they are ready to learn it, or in ways that are not age appropriate. Teacher training, discussions with colleagues, and networking can enable teachers to carefully reflect about each step along the way to mastery. Standards should provide enough information to help with assessment of student mastery.

- **Curriculum standards define what children should know and be able to do in a particular content area.**

Functions of Assessment

1. Identify current knowledge and skills of students
2. Address and plan for the strengths and needs of students
3. Evaluate student growth over time
4. Promote student motivation and objectivity
5. Evaluate program effectiveness
6. Enlighten parents of student progress
7. Promote parent advocates

Components of Assessment

Early Childhood Assessment is composed of three essential, interrelated components:

1. Documentation (data collection)
2. Evaluation (comparison to a standard)
3. Communication with family (sharing both progress and performance)

Documentation

Early childhood educators have historically valued and promoted child observation and program assessment as being important for high-quality programs for children. Assessment is the process of gathering

information about students in order to make decisions about their education. To get a well-rounded picture of the student's understanding and progress, the strategies used for assessment must be comprehensive. Unique talents, interests, knowledge, skills, and progress are documented by observing, collecting, and reviewing children's work over time. Teachers recognize that uneven development is normal and expected, allowing them to assess children fairly. Assessment must involve observing children regularly and collecting samples of their work. The physical products created can become part of a student portfolio, providing many examples of children's thinking over time.

- **The insights gained from early assessment can serve as the basis for instruction.**

In documentation, emphasis is placed on discovering what a child already knows and is able to do. Acknowledging student understanding promotes the child's sense of competence and provides teachers with clues about what and how to teach. It gives a much more accurate picture than assessing them in a contrived setting. For example, asking a child to write an answer to a math problem may not show whether or not the child has problem solving skills or can add digits. The child may not understand the meaning of the problem, may have stayed up too late, or may be coming down with the flu. In contrast, daily observation as the child solves many kinds of problems enables the teacher to discover what he understands about addition and problem solving as well as other mathematical concepts.

Evaluation

The next step in assessment is comparing the gathered information of each student to the standard. This step enables teachers to guide instruction, evaluate teaching strategies, track student progress, and identify students with special needs that require additional interventions or services. Although standards are designed to provide consistent expectations for all children, instruction must be molded to fit each child's individual strengths and needs. The insights gained from early assessment can serve as the basis for instruction. As teachers observe students at work, they can modify the learning experiences offered to meet the individual needs of their students.

Family Communication

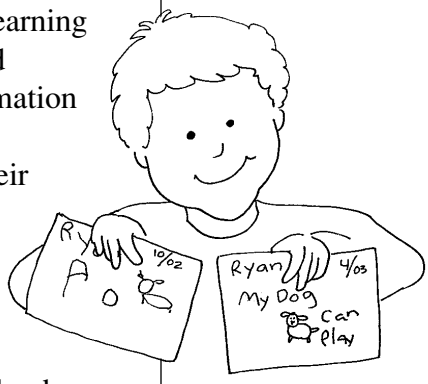
Families want to know how their child is doing in school, and family members appreciate specific examples of student progress. Showing examples from their child over time enables parents to personally assess the growth and progress of their child.

It is essential to tell the whole story when reporting information about performance progress. For example, a first grade teacher may report that a first grade student made excellent progress in learning the letter sounds. Although this may be true, it can give a misleading impression to parents. At the beginning of second grade the new teacher informs the parents that the child is reading far below grade level. Talking with families about standards, sharing student work samples, using rubrics in conferences, and differentiating between performance and progress are some ways to ensure that families are given an accurate picture of student learning.

Assessment Strategies

Performance Assessment— Assess children as they participate in daily activities, write stories, solve problems, draw illustrations. Teachers observe and take brief notes on student discussions and interactions. Teachers review student work, determine strengths and weaknesses, and keep track of progress over time. Assessments are age-appropriate, ongoing, aligned with curriculum standards, and comprehensive.

Comprehensive Assessment—The range and scope of information and the type of data collected are based on the child's social, emotional, cognitive, and physical development. A child's success as a writer in first grade is tied to his fine motor development. A second grade student's success in working in a cooperative learning group is dependent on both social and cognitive skills. Teachers need information about the student's strengths and weaknesses in all areas to enhance their decision making and guide their instruction strategies.



Standardized Tests— Criterion Reference Tests compare students to a fixed standard or set criteria for measurement. Teachers plan how to prepare children to handle standardized tests successfully. Teachers recognize that the Criterion Reference Tests are based upon the core curriculum, and ensure that what they teach meshes with (but is not limited to) the curriculum goals evaluated by the tests. Teachers provide opportunities for children to

practice and gain familiarity with the test format. Teachers develop a curriculum timetable for the year, making sure essential concepts are sequenced developmentally and allocated appropriate time slots. So many standardized tests are now required in school settings that teachers are seeking balance in the assessment process.

Self-Assessment— Self-Assessment enables children to reflect on their progress. Teachers can help students assess their understanding by asking questions such as "What can I do very well? What are my personal strengths and interests? What skills can I improve? What is one thing on which I really want to work?" Teachers help model self-directed learning as they help each student learn the language and process of setting, recording, and evaluating goals. (See the self-assessment rubrics in the back of this section.)

- **Children can reflect on and evaluate their own work with a clear understanding of standards.**

Rubrics— Rubrics enable teachers and students to share a clear understanding of performance expectations that represent quality work. Motivation and objectivity are enhanced as students understand the criteria for the evaluation of their work. Children can reflect on and evaluate their own work with a clear understanding of standards. It is helpful to provide models to children showing examples of each level of the rubric. Children benefit from occasionally participating in the creation of a rubric for a class. A wonderful tool for developing age-appropriate rubrics is available at www.uen.org. Click on learning projects and tools, then rubric tool.

Examples of Authentic Assessment Strategies

- Observation of individual children or groups of children
- Interviews with children or parents
- Concept mapping of individual groups or children
- Journals kept by students or teachers
- Performance Assessment tasks
- Open-ended questions or problems
- Drawings
- Photos
- Artwork
- Portfolios
- Narrative Descriptions
- Audio tapes
- Video tapes
- Work samples from any content area showing growth and progress over time
- Work samples with rubric for analysis
- Computer-based work, drawings, stories (both written and depicted), etc.

Writing Rubric: Kindergarten through Second Grade

Name_____

Teacher _____Date _____

	Stage 1 Role Play Writer	Stage 2 Emergent Writer	Stage 3 Developing Writer	Stage 4 Beginning Writer	Stage 5 Expanding Writer
Spelling	*Scribbles and uses writing-like behavior.* *Uses scribbles, letters, and numerals to mimic words—no phonetic association.*	*Begins to write initial consonants of words.* *Begins to match letter sounds heard in words. Each syllable is represented by a letter.*	*Understands left to right organization of print.* *Uses invented spelling with initial and final consonants and some vowels.*	*Writes many sight words correctly.* *Decodes words for spelling but also uses resources to self-correct.*	*Edits for content, punctuation, and spelling during and after composing.*
Penmanship	*Learns to hold a pencil correctly.* *Traces upper and lowercase letters.*	*Begins to write on a line.* *Mixes upper and lowercase letters in writing.*	*Distinguishes upper and lowercase letters in writing.*	*Has a sense of sentence but may only be able to deal with one or two elements of writing at one time (e.g., spelling but not punctuation).*	*May vary control of structure, punctuation and spelling according to the complexity of the writing task.*
Print/ Mechanics Concepts	*Demonstrates an awareness of environmental print.*	*Uses letters to make words and stories.* *Attempts to write name and random letters.*	*Shows evidence of directional knowledge and one-to-one correspondence of written word to spoken word.* *Starts to write word patterns.*	*Writes about topics that are personally significant.*	*Organizes thoughts and ideas.* *Uses a wide range of words that clearly and precisely convey meaning.*
Content	*Draws pictures only. Uses some scribble writing.*	*Copies a word or letters.* *Uses a pattern sentence.*	*Uses temporary spelling.* *Uses simple complete sentences.*	*Uses complete sentences.* *Organizes ideas into paragraphs.*	*Writes in a variety of formats: poetry, stories, reports, etc.*

Key Indicators and Major Teaching Emphasis for Writing

Getting Ready for School

(For the parents when children are in their preschool years)

The most important reading skills your preschool child can learn are a love of books and the ability to hear the sounds in words. You encourage reading by reading with your child. As you read, your child is learning much more than just what happens in the story. As children hold books and turn pages, they begin to recognize the flow of print, the beginning and ending of stories, and how a story is told.

- **Phonemic awareness is the best predictor of reading achievement.**

Children who have talked about the characters or the plots and the stories of a variety of books have been shown to have better reading comprehension when they learn to read themselves. They seem to learn the elements of stories. They connect books to their own lives and have a familiarity with the layout and plot flow.

The ability to hear the sounds in words is a more powerful predictor of a child's later reading ability than measuring IQ or general language proficiency. In fact, this ability is considered to be the best predictor of reading achievement presently existing.

You play a significant role in helping your child learn to hear the sounds in words. Play letter and sound games with your child. When adults speak, we say the words so quickly that the entire word sounds like a single sound. If we slow the words down and stretch them out, children can hear the individual sounds that make up words. This skill also enhances a child's ability to recognize similar sounds in words and to spell and decode words as he begins reading.

Songs, poems, nursery rhymes, and rhyming activities are a great place to start. Accentuate the rhymes as you read poetry. When your child is familiar with a poem, pause and let your child fill in the blank for rhyming words. Make up nonsense rhymes with your child ("Blue, blue I love you! Red, red, time for bed!").

Promoting Success

- Have books in the home. Have a reading and writing area for your child.
- Go to the library and bookstores often and model reading and writing yourself.
- Interact with your child by asking questions, talking together, listening, singing together, and talking about the books you share.

- Respond to your child positively and celebrate what he or she CAN do and early attempts at speaking and drawing.
- Frequently ask your child to "tell you more."
- Explore with your child and talk about what you see, the world around you, the things that happen in your lives, and family traditions.
- Tell family stories and cultural stories using interesting words with your child.
- Go see storytellers at the library or bookstores.
- Retell stories, TV shows, movies, and events that happen, and encourage your child to act out stories.
- Read favorite books over and over. Have your child draw pictures about the story you read.
- Read wordless books and make up the story.
- Read books that rhyme and have fun language and cartoons

Writing Stages

Stage 1
Role Play Writer

Ages 3-5

Key Indicators:

I use pictures to tell stories or ideas.

I know that letters are used to make words and stories.

I draw pictures and write letter-like symbols about the pictures.

I can tell about my writing.

Major Teaching Emphases:

Demonstrate the connection between oral and written language.

Demonstrate that writing communicates a message.

Focus on the way print works (print concepts and conventions).

Demonstrate that writing is purposeful and has an intended audience.

Use correct terminology for letters, sounds, and words and encourage children to experiment with writing.

Stage 2
Emergent Writer

Ages 4-6

Key Indicators:

I use pictures and words to share stories.

I copy names and some words.

I know that each sound has a letter or letters.

I print with mostly uppercase letters.

I use one, two, or three letters to write a word.

I use the beginning and ending sounds to make words.

I can usually read what I write.

I see myself as a writer.

I take risks with writing (write new things and spell words on my own).

Major Teaching Emphases:

Model brief, imaginative, and factual texts, and explain the purpose and intended audience.

Help build lists of high-frequency words from the child's reading and writing.

Demonstrate one-to-one correspondence of written and spoken words.

Discuss how writing can be used to communicate over distance and time.

Encourage children to talk about their experiences.

Talk about letters, words, and sentences, and help children understand how written texts are composed in sentences.

Help children to relate written symbols to the sounds they represent.

Writing Stages, cont.

Stage 3
Developing Writer

Ages 5-7

Key Indicators:	Major Teaching Emphases:
I write names and favorite words.	*Teach form for simple and compound sentences.*
I write short sentences.	*Expose students to a variety of patterns in texts.*
I can think of ideas to write about.	*Teach proper use of capitalization.*
I use patterns and ideas from books.	*Teach punctuation for sentence endings.*
I sometimes use spaces between my words.	*Teach beginning, middle, and ending for writing.*
I write from top to bottom, left to right, and front to back.	*Continue to teach vowel combinations and patterns for spelling rules.*
I mix my upper and lowercase letters together.	*Provide a variety of resources for spelling check (e.g., word wall, topic dictionaries, word banks, etc.).*
I match letters to sounds.	
I mostly use the sound of words when I spell.	
I use beginning, middle, and ending sounds to write words.	
I can sometimes read my own writing	

Stage 4
Beginning Writer

Ages 6-8

Key Indicators:	Major Teaching Emphases:
I write short sentences.	*Develop an awareness in students that writing is purposeful.*
I write about what I see and what I do with some descriptive words.	*Talk about the differences between oral and written language.*
I use ideas and language from books.	*Read, write, and discuss a range of different forms of writing for different purposes and audiences.*
I add more to my writing with help.	*Teach planning and revision strategies, and show how sentences are linked to form a cohesive paragraph.*
I edit for ending marks with help.	*Show students how paragraphs are linked to form a whole text.*
I make my letters neatly.	*Teach strategies for learning to spell new words, and continue to help children develop word banks using topic or theme words. Discuss the selection of words to enhance meaning.*
I write pieces that I can read and others can read.	*Introduce a proofreading guide and encourage children to use it.*
I use temporary spelling when I write by myself.	
I use capitals and periods correctly some of the time.	
I share my writing with others.	

Writing Stages, cont.

Stage 5
Expanding Writer

Ages 7-9

Key Indicators:

I write with a main idea.

I write with complete sentences.

I sometimes write pieces with a clear beginning, middle, and end.

I put my ideas in the right order with help.

I sometimes add details.

I sometimes find and use interesting language.

I listen to other people's ideas about my writing and give other people suggestions.

I sometimes use other people's suggestions about my writing to make it better.

I revise by adding description and detail with help.

I edit for punctuation, spelling, and correct English in my final drafts with help.

I spell lots of words correctly.

I use capital letters and periods correctly.

I write so that people can read my writing.

I write differently depending on who will read my writing.

I talk about what I do well as a writer and set goals with help.

Major Teaching Emphases:

Teach children to plan and write both narrative and informational texts.

Help children adapt their writing to suit the intended purpose and explore alternative ways of expressing ideas.

Teach children appropriate use of organizational markers such as topic sentences, paragraphs, and headings.

Encourage children to take responsibility for their own learning.

Teach revising, editing, and proofreading skills.

Teach children to use punctuation, grammar, and spelling in context.

Teach appropriate use of commas and apostrophes.

Stage 6
Bridging Writer

Ages 8-10

Key Indicators:

I write about my feelings and opinions.

I write pieces with a clear beginning, middle, and end.

I sometimes use paragraphs to organize my ideas.

I use a thesaurus or lists of words to make my writing better with help.

I make my writing more interesting by adding description and detail.

I use strong verbs (action words) and interesting language with help.

I experiment with people talking in my stories.

I ask for help and suggestions about my writing.

I revise my writing to make sense with help.

I am getting better at editing for spelling, punctuation, and correct English.

I spell more words correctly by using spelling rules, word parts, and word shapes.

I use commas and apostrophes correctly.

I try different types of writing (like reports, letters, stories, and poems) with help.

I can read my writing and think about how to make it better with help.

Major Teaching Emphases:

Teach quotation marks.

Analyze paragraphs in texts.

Provide a thesaurus, simple dictionaries, and resource books.

Help students develop lists of interesting action verbs and descriptive words.

Teach students editing, revising, and proofreading skills.

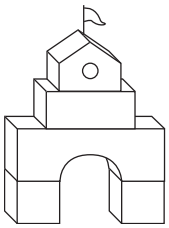
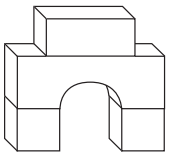
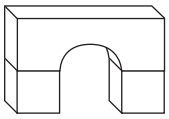
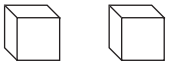
Provide students with opportunities to help edit the work of peers.

Assign a variety of writing formats. Read, discuss, and analyze a variety of writing formats.

Six Traits Rubric: Kindergarten through Second Grade

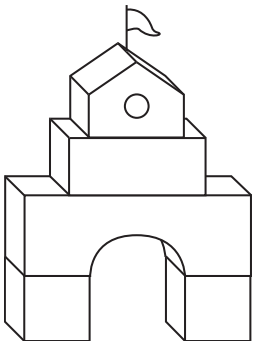
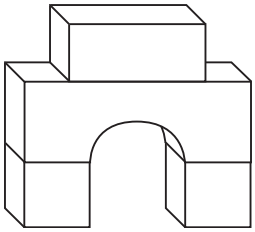
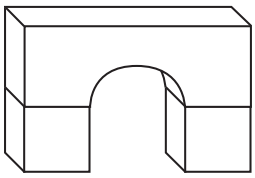
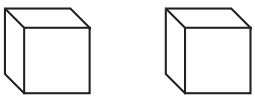
Stage	Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Stage 1 Role Play Writer	*Uses pictures only* *Does some scribble writing* *Describes ideas orally*	*Gives detached descriptions of each drawing on page* *Uses drawings that may not be related*	*Uses some representations that have no meaning* *May write and draw for the pleasure of it*	*Uses nouns and some verbs* *Rarely uses adjectives*	*Answers questions about picture* *Uses some incomplete sentences* *Gives oral labels to pictures*	*Is learning to hold a pencil correctly* *Uses pictures only with some scribble writing* *Writes letter-like symbols*
Stage 2 Emergent Writer	*Orally tells a story about picture* *Uses pictures to describe people and experiences in their world*	*Has a theme for picture* *Copies words or letters*	*Shares personal experiences* *Describes emotions as well as events*	*Uses nouns, verbs, and adjectives* *Uses common adjectives (hard, soft, etc.) rather than descriptive or original ones*	*Uses simple sentences orally* *Excitedly puts symbols on paper, but tires easily when trying to make representations for multiple sentences*	*Is beginning to write initial consonants of words and match letter sounds heard in words* *Represents some syllables with a letter*
Stage 3 Developing Writer	*Adds new ideas learned from books to background knowledge when orally describing pictures or in writing*	*Sometimes includes a beginning, middle, and end* *Uses a sentence pattern, mimics predictable book formats*	*Uses oral description that is much richer than written description* *Limits writing to easily written words and sentences*	*Enjoys adding content words to writing*	*Has a sense of sentence but may only be able to deal with one or two elements of writing at one time (e.g., spelling but not punctuation)*	*Uses invented spelling with initial and final consonants and some vowels* *Understands left to right organization of print*
Stage 4 Beginning Writer	*Uses general knowledge to provide big picture* *Has some good information but needs more specific details*	*Organizes thoughts and ideas* *Uses transitions that are predictable*	*Writes about topics that are personally significant*	*Broadens descriptive vocabulary through group brainstorming*	*Uses simple complete sentences* *Organizes ideas into paragraphs*	*Writes many sight words correctly* *Decodes words for spelling but also uses resources to self-correct*
Stage 5 Expanding Writer	*Has just the right amount of detail* *Uses interesting details* *Uses details that work together to develop main idea*	*Focuses on the main idea* *Uses details to clarify the main idea* *Uses a clear-cut format includes beginning, middle, and ending*	*Shows personality in writing* *Writes showing evidence of their enthusiasm for subject*	*Uses a wide range of words that clearly and precisely convey meaning*	*Uses a variety of writing formats: poetry, stories, reports, etc.*	*Edits for content, punctuation, and spelling during and after composing*

Six Traits Evaluation Form: First and Second Grade

Score	Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
You've Got It! 	*Interesting—keeps the reader reading!* *Just the right amount of detail—(not skimpy or overwhelming)* *Details work together—keeps its focus*	*Strong sense of direction* *Attention is drawn to main ideas* *Details all seem to fit where they are placed*	*The writer's personality shows* *Enthusiast—holds the readers attention* *It would be fun to read aloud*	*Writer's message is clear* *Original, visual language* *Words or phrases stay in reader's memory*	*Sentences vary in structure and length* *Sentences are well-written—invites oral reading*	*Very few errors, reader would skip right over them* *Clean, edited, polished* *Only a quick fix needed to publish*
Almost There! 	*General knowledge provides big picture* *Has some good information, but needs more specific details*	*Orderly, but some information could be dropped or moved* *Transitions are too predictable*	*The information is good but not full of energy or personality* *Writer has not quite found his/her voice but is experimenting*	*Makes an effort to use colorful language* *Some memorable words and phrases—leaves the reader hungry for more*	*Most sentences are easy to read aloud* *Variation in length and structure would add interest*	*Although errors are distracting, the meaning is still clear* *Editing would be needed to publish*
Getting Closer! 	*Has a few details, but may be skimpy or overwhelming* *Main idea is unclear*	*Has an introduction and conclusion, but they need a little work* *Predictability smothers main idea*	*Voice comes and goes* *The voice does not fit the topic*	*Commonly used words (nice, hard, etc.)* *No mental pictures*	*Hard to tell where sentences begin and end* *Short, choppy sentences with repetitive patterns*	*Frequent errors make it hard to read* *Reader must go back and read a sentence to be sure of it's meaning*
Take Another Look! 	*Not enough information to write about topic*	*Writing has no sense of direction* *Ideas are not set up; there is no real conclusion*	*The voice could be anybody's* *Not enough enthusiasm to make the topic come alive for the reader*	*Words are used incorrectly* *Reader has a hard time understanding writer's message*	*Long sentences that are hard to read* *Reader must often reread to understand meaning*	*Appears that student hurried too fast, scribbled idea, and just wanted to be done*

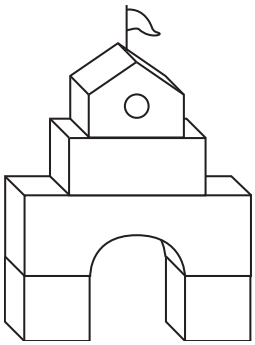
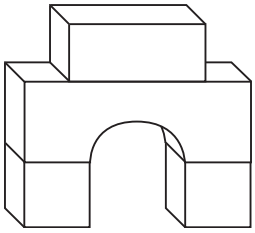
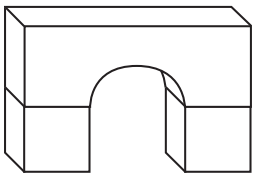
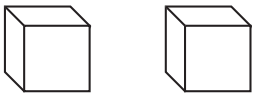
Six Traits Self-Evaluation: Ideas and Content

Name _____Date _____

Score	Ideas and Content	✓ Self-Evaluation
You've Got It! 	*My writing is interesting and keeps the reader reading!* *I included just the right amount of detail—not too much or to little.* *My details work together and I stay focused.*	
Almost There! 	*I include general knowledge which provides a big picture.* *I have some good information, but I need more specific details.*	
Getting Closer! 	*I have a few details, but they tend to be skimpy or overwhelming.* *My main idea is unclear.*	
Take Another Look! 	*I do not have enough information to write about my topic.*	

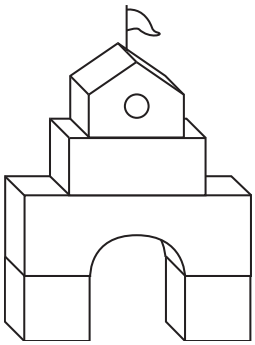
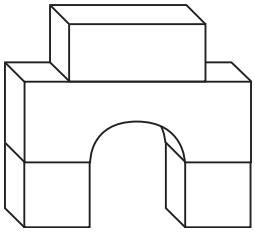
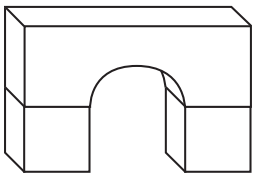
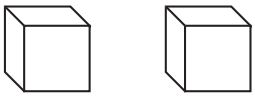
Six Traits Self-Evaluation: Organization

Name _____Date _____

Score	Organization	✓ Self-Evaluation
You've Got It! 	*I have a strong sense of direction.* *I focus on the main ideas.* *My details all seem to fit where they are placed.* *My writing has a beginning, middle, and end, and the sequence makes sense*	
Almost There! 	*My writing is orderly but some of my information could have been dropped.* *Some of my information would fit better in another place.* *My transitions were too predictable.*	
Getting Closer! 	*Has a few details but may be skimpy or overwhelming* *Main idea is uncear. I had an introduction and conclusion, but they needed a little work.* *I used a predictable writing format.*	
Take Another Look! 	*My writing needs more direction.* *I needed to set up my ideas.* *My writing just stopped.* *I needed to pull together a conclusion.*	

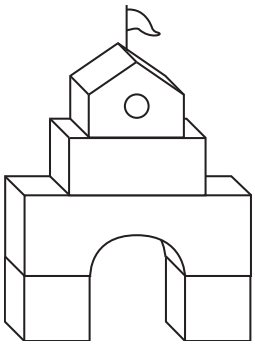
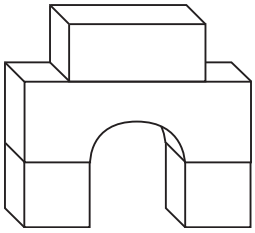
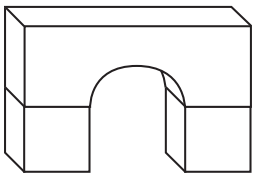
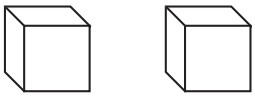
Six Traits Self-Evaluation: Voice

Name _____Date _____

Score	Voice	✓ Self-Evaluation
You've Got It! 	*My personality shows in my writing.* *My enthusiasm about my topic holds the reader's attention.*	
Almost There! 	*My information is good, but not full of energy or personality.* *I am experimenting with my writing.* *I am trying to find my own personal voice.*	
Getting Closer! 	*My voice comes and goes.* *My voice does not fit the topic.*	
Take Another Look! 	*The voice could be anybody's.* *I need more enthusiasm in order for the topic to come alive for my reader.*	

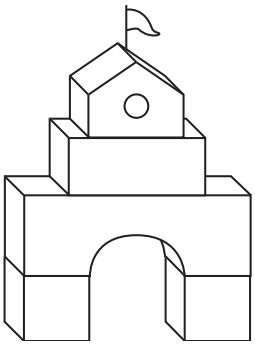
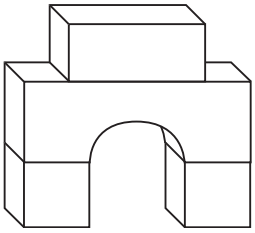
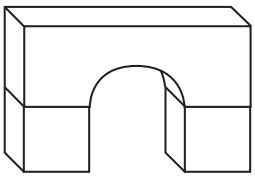
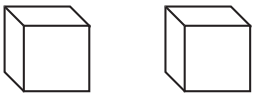
Six Traits Self-Evaluation: Word Choice

Name _____Date _____

Score	Word Choice	✓ Self-Evaluation
You've Got It! 	*My message is clear.* *My writing is original.* *My words help people to visualize the things I describe.*	
Almost There! 	*I tried to use colorful language.* *I wrote some memorable words or phrases.* *I think my writing needs more good descriptive words.*	
Getting Closer! 	*My writing uses common words.* *It is hard to get a mental picture of the things I describe.*	
Take Another Look! 	*I used some words incorrectly.* *The reader might have a hard time understanding my message.*	

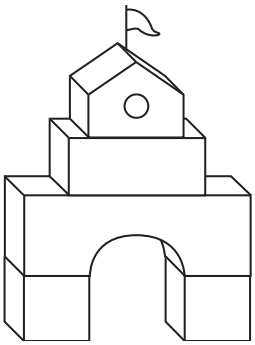
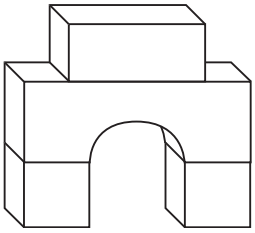
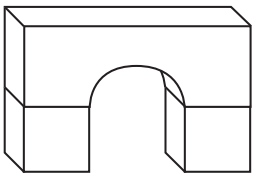
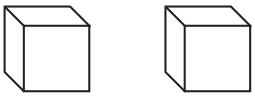
Six Traits Self-Evaluation: Sentence Fluency

Name _____Date _____

Score	Sentence Fluency	✓ Self-Evaluation
You've Got It! 	*My sentences vary in length and form.* *My sentences are smooth and easy to read.* *My sentences are well-written.*	
Almost There! 	*Most sentences are easy to read aloud.* *It would add interest if I varied my sentence structure.*	
Getting Closer! 	*It is hard to tell where my sentences begin and end.* *I have short, choppy sentences.* *My sentences follow the same pattern.*	
Take Another Look! 	*It is hard to read my long sentences.* *The reader sometimes has to reread my sentences to understand them.*	

Six Traits Self-Evaluation: Conventions

Name _____Date _____

Score	Conventions	✓ Self-Evaluation
You've Got It! 	*I have very few errors.* *The reader can skip right over my errors.* *My writing is clean, edited, and polished. I used capital letters for the beginning of each sentence and for proper names.* *I only need a "quick fix" to publish it.*	
Almost There! 	*I have some errors that distract the reader, but the meaning is still clear.* *I would need to edit this before publishing it.*	
Getting Closer! 	*Frequent errors make my writing hard to read.* *The reader has to stop and go back over my writing to be sure of it's meaning.*	
Take Another Look! 	*I hurried too fast and scribbled down ideas.* *I just wanted to be finished.*	

Reading Rubric: Kindergarten through Second Grade

Name_____

Teacher _____Date _____

Stages	Stage 1 Role Play Reader	Stage 2 Emergent Reader	Stage 3 Developing Reader	Stage 4 Beginning Reader	Stage 5 Expanding Reader
Making Meaning at Text Level	*Displays reading-like behavior* *-Holds book right side up* *-Turns pages correctly* *-Looks at words and pictures* *-Uses pictures to construct ideas* *Realizes that print carries a message but may "read" it differently each time* *Makes links to personal experiences when listening to a book. Constructs stories for him or herself* *Demonstrates natural interest in books and the language of print*	*Uses memory of familiar texts to match some spoken and written words* *Understands that print contains a constant message* *Begins to point to some words* *Comments on pictures, but seldom questions written text* *Talks bout favorite stories. Uses some book language (e.g., Once upon a time....)*	*Understands left to right organization of print* *May read unfamiliar texts slowly and deliberately* *Focuses on reading exactly what is on the page* *Begins to create his own strategies to decode work on unknown words* *Sometimes comments on and questions written texts*	*Begins to use a variety of reading strategies* *Makes predictions and can substantiate them* *Self-corrects when reading* *Rereads to clarify meaning* *Slows down when reading difficult texts* *Adapts reading to different types of text* *Comments on and criticizes texts*	*Reading is purposeful and automatic* *Is aware of reading strategies being employed when encountering difficult words* *Reads for a specific purpose* *Has increased ability to make connections between current knowledge and what is new* *Challenges texts, drawing on evidence from her own experience*
Making Meaning Using Context	*Talks about a TV show, advertisement, or picture in a magazine or book by relating it to own knowledge or experience*	*Reacts to environmental print—notices a fast food sign and requests a hamburger*	*Uses prior knowledge of context and personal experience to make meaning* *Uses patterns of language to predict words*	*Reads word-by-word when reading an unfamiliar text* *Uses picture cues and knowledge of context to check understanding of meaning*	*Makes predictions and is able to substantiate them* *Self-corrects and rereads to clarify meaning* *Is able to talk about some of the strategies for making meaning*
Making Meaning at Word Level	*Recognizes own name or part of it in print*	*Begins to recognize some letters (e.g., Sam says "that's my name," pointing to an /s/)*	*Recognizes some personally significant words in context (e.g., job chart, weather chart)* *Matches some spoken words with written words when reading a book*	*Has a bank of words which are recognized when encountering difficult texts* *Relies heavily on beginning letters and "sounding out" for word identification*	*Has an increasing bank of sight words including some difficult or subject specific words* *-"sounds out" to decode* *-uses initial letters as a cue* *-uses knowledge of common letter patterns* *-uses known parts of words to make sense of the whole word* *-uses blending to decode words* *-uses segmentation and syllabication to make sense of the whole word*

Reading Stages

Stage 1
Role Play Reader

Ages 3-5

Key Indicators:	Major Teaching Emphases:
I select things to read and have favorite books. *I am interested in reading signs, labels, and logos.* *I can read my own name.* *I hold a book and turn the pages correctly.* *I can show the beginning and end of a book.* *I know some letter names.* *I listen and talk about books.* *I talk about the pictures in books.* *I read along when we share poems, songs, and books.*	*Read from enlarged text (big books) so children can follow the print as it is read.* *Point out the direction and flow of print.* *Use pointers, laser pens, and other visuals to focus children on print flow.* *Encourage children to predict what they think will happen next in the story.* *Provide many opportunities for children to play with the sounds in words (rhyming words, initial sounds of words, etc.).* *Discuss the pictures in books.* *Encourage dialogue among the children about the illustrations.* *Discuss personal connections to books that you read aloud to children.* *Encourage children to share connections they have with illustrations.* *Read aloud rhyming books, books with patterns, and predicable texts.* *Help children find repeating words or words that begin with the same sound in big books.*

Stage 2
Emergent Reader

Ages 4-6

Key Indicators:	Major Teaching Emphases:
I know some poems and books with patterns by heart. *I read signs, labels, and logos.* *I like to read.* *I can "almost" read some books.* *I use the pictures to tell about a story.* *I read from top to bottom, left to right, and front to back with help.* *I know most of my letter names and some letter sounds.* *I read some names and words.* *I sometimes make good guesses about what will happen next in a story.* *I rhyme and play with words.* *I read along when we read books I know.* *I connect the books we read to my own life.*	*Encourage discussion and praise critical and divergent thinking.* *Provide picture books with limited text that children can "read" to themselves and others.* *Reread favorite stories and rhymes.* *Share "big books" with children, incidentally modeling reading behaviors.* *Establish a language-rich environment, presenting print as natural and meaningful.* *Read texts that feature rhyme, rhythm, and repetition.* *Show that a written word is a unit of print with space on either side.* *Talk about letters by name, relating initial letters to the sound they represent.* *Show that print is written left to right and top to bottom.* *Relate spoken to written words in context.* *Draw attention to the relationships between words and pictures.* *Demonstrate use of context cues to construct meaning.*

Reading Stages, cont.

Stage 3
Developing Reader

Ages 5-7

Key Indicators:

I can read books with patterns.

I can read to myself for a little while.

I can select things to read all by myself.

I am a reader.

I share what I'm reading with others.

I learn information from reading and share what I learn with others.

I use the words and pictures when I read.

I know most letter sounds.

I read simple words.

I make good guesses about what will happen next in a book.

I notice when I read the wrong word or it doesn't make sense.

I can point to the words as I read.

I can show the title and author's name in a book.

I can tell the main idea of a book or article.

I talk about a book or story during discussions.

Major Teaching Emphases:

Share with children times when you challenge or disagree with a text.

Discuss instances of stereotyping in texts.

Value and encourage both critical and empathetic responses from children, especially those that are different from your own.

Before, during, and after reading, promote discussion that goes beyond the literal level.

Provide opportunities for children to retell stories.

Purposefully use environmental print each day.

Select reading material that is predictable, familiar, and has natural repetition.

Informally discuss conventions of print when reading.

Model reading strategies such as predicting words and reading on.

Talk about letters and words in context, pointing out distinctive features.

Encourage children to explore letter to sound relationships.

Stage 4
Beginning Reader

Ages 6-8

Key Indicators:

I read simple early-reader books.

I read harder early-reader books.

I know about different types of writing (fiction, nonfiction, and poetry).

I use ending marks when I read out loud with expression.

I can read by myself for 10-15 minutes.

I use the words more than the pictures when I read.

I use meaning to make sense when I read.

I use what I know about words to make sense when I read.

I use letter sounds to make sense when I read.

I read familiar words easily without sounding them out.

I can put a list of words in ABC order.

I can talk about who's telling the story (point of view) with help.

I sometimes correct myself when the reading doesn't make sense.

I can talk about the characters in a story.

I can tell the beginning, middle, and ending of a story with help.

I can explain why I like or don't like what I read.

Major Teaching Emphases:

Provide opportunities for:
- *Making comparisons with other texts*
- *Identifying the main issues in a text*
- *Providing support in detail, identifying cause and effect and predicting outcomes*
- *Identifying character traits from textual cues*
- *Analyzing plots, interpreting symbolic or metaphorical meaning*
- *Discussing concepts and vocabulary*
- *Extracting and organizing information*

Model and discuss word-identification strategies:
- *Use of graphophonic knowledge and sounding out*
- *Blending*
- *Letter and word patterns*
- *Sight words*
- *Using syllabication and segmentation*
- *Using knowledge of root words and word components*

Reading Stages, cont.

Stage 5
Expanding Reader

Ages 7-9

Key Indicators:

I read beginning chapter books.

I read and finish lots of different types of writing with help.

I choose books that are at my reading level with help.

I can read aloud smoothly.

I can read by myself for 15-30 minutes.

I read differently depending on why and what I'm reading.

I use meaning when I'm reading to learn new words.

I correct myself when my reading doesn't make sense.

I follow written directions.

I can find the chapter titles and table of contents in a book or magazine.

I can retell the events of a story in order.

I talk about how facts, characters, and events in books and relate them to my life.

I talk about what we are reading in small group discussions with help.

I talk about what I do well as a reader and set goals with help.

Major Teaching Emphases:

Teach students to:
- *Articulate their reading difficulties*
- *Discuss the questions they asked of the text*
- *Discuss how they solved problems*
- *Select and use appropriate strategies when reading for different purposes*

Teach students to:
- *Analyze topics and questions*
- *Generate self-questions*
- *Summarize and take notes*

Praise and encourage students when they show evidence of critical reading, listening, and responding with sensitivity to the comments of others.

Teach students to identify and comment on different points of view in texts.

Provide opportunities for students to examine, analyze, and discuss narrative and expository texts.

Stage 6
Bridging Reader

Ages 8-10

Key Indicators:

I read medium level chapter books.

I can talk about different types of books (genres) like realistic fiction, historical fiction, and fantasy.

I can read aloud with expression.

I read silently for long periods of time (30-40 minutes).

I can find information in the encyclopedia, on the computer, or in a nonfiction book, with help.

I learn new words by reading and by using tools (like a dictionary or thesaurus) with help.

I can talk about the difference between fact and opinion.

I can find the organization of a book (like the glossary, captions, and index).

I can use alphabetical order to find information.

I can summarize a story by talking about the setting, plot, and characters.

I can talk about the issues and ideas in literature as well as the facts or story events.

I make connections to other authors, books, and points of view.

Major Teaching Emphases:

Help students learn to choose books that are at an appropriate reading level.

Provide dictionaries, thesaurus, word banks, and resources students can use independently.

Teach students to use an encyclopedia, computer, and nonfiction resource books to find information.

Demonstrate how to gather information from graphs, charts, tables, and maps.

Orally demonstrate "reading between the lines." Encourage children to try it.

Provide many opportunities for children to summarize a story by talking about setting, plot, characters, and author's purpose.

Encourage children to evaluate their own reading and set reading goals.

Expose children to a variety of literature and encourage children to try new types of genres.

My Presentation Plan: Student Planning Sheet

Name _____Date _____

Project Title _____

Planning Questions	My Answers
1. About what do I want to learn more?	
2. Which resources can I use?	
3. Where can I find these resources?	
4. What can I use from these resources?	
5. How can I share what I learned?	
6. How will I know I did my job well?	

My Presentation: Student Evaluation Sheet

Name _____Date _____

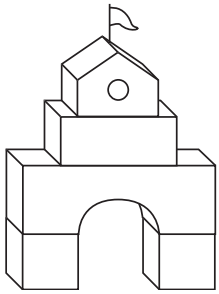
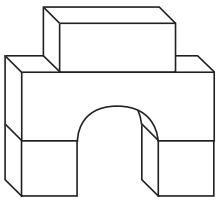
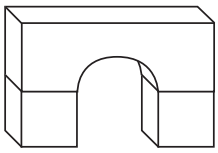
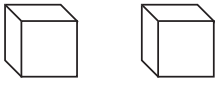
Project Title _____

Planning Questions	Project Evaluation
1. About what do I want to learn more?	**1. Did I clearly state my objective?**
2. Which resources can I use?	**2. Which resources did I use?**
3. Where can I find these resources?	**3. Where did I find my resources?**
4. What can I use from these resources?	**4. What did I use from my resources?**
5. How can I share what I learned?	**5. How did I share my inormation?**
6. How will I know I did my job well?	**6. Did I meet my criteria for doing my job well?**
Teacher Comments:	

Assessing My Drawing: Student Rubric

Name _____Date _____

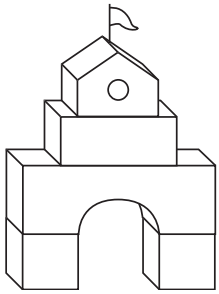
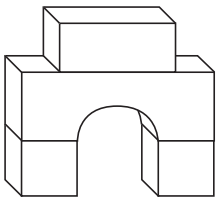
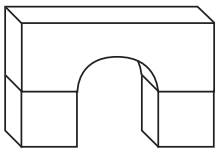
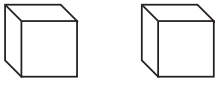
Project Title _____

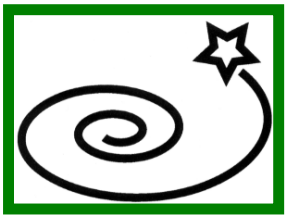
Score	Criteria	Comments
You've Got It! 	*I drew carefully and tried hard to draw what I saw.* *I looked at what I was drawing to make sure I got it right.* *I used the right colors.* *My drawing is neat.* *My drawing used easy-to-read print (labels, captions)*	
Almost There! 	*I did use some detail in my drawing.* *My drawing used print or labels.* *Some of the colors I used were not the real colors.*	
Getting Closer! 	*I did use some detail in my drawing, but I see I left out a few details.* *Print is difficult to read.* *I didn't use the real colors in my drawing.*	
Take Another Look! 	*My drawing doesn't show details.* *I didn't look up at the subject while I was drawing.* *I was not neat or careful.* *I did not use print to label my drawing.*	
Teacher Comments:		

Assessing My Presentation: Student Rubric

Name _____Date _____

Project Title _____

Score	Criteria	Comments
You've Got It! 	*I spoke with expression and enthusiasm.* *I presented at least three new concepts I learned.* *I used three resources to prepare.* *I included several well-done visual aids or models.*	
Almost There! 	*I spoke so everyone could hear.* *I presented at least two new concepts I learned.* *I used two resources to prepare.* *I included several visual aids or models.*	
Getting Closer! 	*Most of the time I spoke so everyone could hear.* *I presented one new concept I learned.* *I used one resource to prepare.* *I included one visual aid.*	
Take Another Look! 	*It was difficult to hear my presentation.* *My presentation did not include new concepts.* *I did not use resources to prepare.* *I did not make a visual aid.*	
Teacher Comments:		



Student _____ Teacher _____

Kindergarten Art Targets

☆ Competency Achieved Λ Work in Progress ☐ Not Taught

Making Art and Expressing Meaning in Art **Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.**	Appreciating and Decoding Meaning in Art **Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.**
☐ Draw, paint, form the basic shapes; the triangle, square, circle and their close relatives.	☐ Make up a story about what may be happening in some important works of art.
☐ Use the five senses as a subject and as a means of discovery in making art.	☐ Use each of the five senses to describe how an artwork makes the students feel.
☐ Practice cutting with scissors.	☐ Identify basic colors, shapes, and color families.
☐ Draw and paint objects whose outlines look furry, spiky, smooth, puffy, etc.	
☐ Form simple objects with clay, salt-dough, or other soft sculpting material.	
☐ Create an artwork that tells a simple story.	

creating | developing skills | understanding | connecting

Dancer _____ Teacher _____

Kindergarten Dance Targets

☆ = Competency Achieved △ = Work in Progress ☐ = Not Taught

MOVING
Students will demonstrate knowledge of the body and movement performing dance.

- ☐ Use personal space and group space.
- ☐ Move body parts in different ways.
- ☐ Name and show simple in place (axial) movements of bending and reaching.
- ☐ Show walk, run, hop, jump, and skip (locomotor steps) while moving through space.

INVESTIGATING
Students will demonstrate the dance elements of time, space, shape, and energy in performing dance.

- ☐ Move the body to the rhythm of words.
- ☐ Move to slow, medium, and fast beat.
- ☐ Explore opposites in space and shape (high-low, forward-backward, large-small, etc.)
- ☐ Show different kinds of energy (smooth, jerky, etc.) through movement.

CREATING
Students will improvise, create, perform, and respond to movement solutions in the art form of dance.

- ☐ Improvise using unique and unusual movement.
- ☐ Create and perform a pattern of memorized shapes and improvised movements (locomotor transitions) between them.
- ☐ Create and practice a short pattern of movement with a clear beginning and a clear ending.
- ☐ Use dance language to tell about a classmate movement choices

CONNECTING
Students will demonstrate connections to history, culture, and daily life through dance.

- ☐ Move in unique ways to the energies of senses, moods, and feelings.
- ☐ Show how people (communicate) talk through movement.
- ☐ Create a movement pattern from an idea in your day, a place, a book, nature or an animal.

Student _____ Teacher _____

Kindergarten Drama Targets

☆ = Competency Achieved / = Work in Progress ☐ = Not Taught

ANALYZING DRAMA

Students will analyze plot, performance, and production.

- ☐ Listen to a story read aloud and talk about what happened in the story.
- ☐ Ask about anything in the story not understood.

PRACTICING DRAMA

Students will practice drama skills and ensemble work.

- ☐ Practice relaxing, concentrating, visualizing, and imagining.
- ☐ Explore moving through space.
- ☐ Imitate life; animal sounds, shapes, and movements.

CONSTRUCTING DRAMA

Students will make dramatic presentations for themselves and others and discuss their creative work.

- ☐ Create sounds and movements for a character.
- ☐ Create appropriate actions for a character (given circumstances).
- ☐ Evaluate work (plan improve, repeat, expand).

APPLYING DRAMA

Students explore personal preferences, performance mediums, and cultural and historical contexts.

- ☐ Talk about a favorite character or event in a story and why it was a favorite.
- ☐ Talk about the differences between hearing a story read live and hearing a story from a recording.

Student _____ Teacher _____

Kindergarten Music Targets

☆ = Competency Achieved △ = Working Progress ☐ = Not Taught

SINGING and PLAYING

Students will use the body, voice, and instruments as means of musical expression.

- ☐ Sing a variety of simple songs and singing games.
- ☐ Sing with a natural voice while using good diction.
- ☐ Perform basic beat activities using body percussion.
- ☐ Extend the performance of basic beat into the use of simple unpitched percussion instruments.

LISTENING

Students will analyze, and describe music elements and personal music skills, enjoyment.

- ☐ Use the body to respond to the elements of beat and rhythm in songs and listening selections.
- ☐ Use the body to respond to various expressive qualities of music (loud/soft, fast/slow, stop/start).
- ☐ Play simple "inner hearing" games that reinforce beat and rhythm in familiar songs.
- ☐ Identify and respond to textural changes (many/few, instrumental/voice) in recorded music.

EXPLORING and CREATING

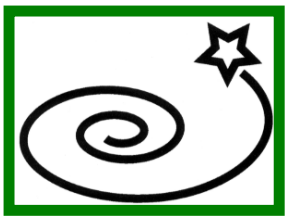
Students will explore sounds and create musical expressions.

- ☐ Explore vocal sounds that differentiate between speaking, shouting, singing, and whispering.
- ☐ Create vocal sound effects to accompany the reading of stories, dramatizations, or movement.
- ☐ Explore the effects of changing tempo and/or dynamics on familiar body percussion and unpitched percussion patterns.
- ☐ Create a simple sequence of icons to represent the beats in a simple verse or song.

CONNECTING

Students will connect music to personal growth, joy of living, traditions, culture and history.

- ☐ Share with the class your favorite song or singing game.
- ☐ Share with the class your favorite place to go when you want to be alone listening to music.
- ☐ Tell about your favorite holiday and what song you like to sing most on that holiday.
- ☐ Choose a song that you might sing to a sad friend to make him or her happy.



Student _____ Teacher _____

First Grade Art Targets

☆ = Competency Achieved △ = Work in Progress ☐ = Not Taught

Making Art and Expressing Meaning in Art **Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.**	Appreciating and Decoding Meaning in Art **Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.**
☐ Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.	☐ Discuss how works of art make students feel.
☐ Blend primary colors to create secondary colors.	☐ Discuss how people use art.
☐ Tint and shade colors by blending white or black with them which changes their value.	☐ Decorate the school or the class room with art projects and include cards that explain what the students were trying to achieve in the projects.
☐ Paint a picture with a feeling such as happy, sad, angry, or loving.	☐ Begin to recognize style by discussing what makes one artist's works look different from other artists' works and what makes different works by one artist look similar.
☐ Express a variety of emotions by drawing the features of the face and how they move with feelings as in a happy face, a sad face, an angry face, or a surprised face.	
☐ Draw, paint, or sculpt large and small objects side by side to illustrate simple proportions.	

skills grid level
understanding
artists create
connect

Dancer _____ Teacher _____

First Grade Dance Targets

☆ = Competency Achieved △ = Work in Progress ☐ = Not Taught

MOVING
Students will demonstrate knowledge of the body and movement performing dance.

- ☐ Use personal and group space.
- ☐ Move (articulate) body parts alone (isolation), in place, and through space.
- ☐ Name and show simple in place (axial) Movements of reaching and bending.
- ☐ Show walk, run, leaf, hop, jumping, skip, and gallop (locomotor steps), and simple combinations of these steps while moving through space.

INVESTIGATING
Students will demonstrate the dance elements of time, space, shape, and energy in performing dance.

- ☐ Move to simple short and long (rhythmic) patterns.
- ☐ Create symmetrical and asymmetrical shapes with the body.
- ☐ Explore shapes and movements of near, far, over, under, around, through, above, below, inside and outside (special relationships).
- ☐ Show the energy forces of heavy and light, hard and soft.

CREATING
Students will improvise, create, perform, and respond to movement solutions in the art form of dance.

- ☐ Find unusual movement combinations from an idea you learned, experienced, or felt by improvising with the dance elements of time, space, and energy.
- ☐ Create and memorize a movement pattern of shapes and locomotor movements using spatial relationships. Make choices about where and when the movements and shapes will occur.
- ☐ Create and practice a short movement pattern with a clear beginning, middle, and end.
- ☐ Watch, talk, and draw about another Student's movement choices using dance language.

CONNECTING
Students will demonstrate connections to history, culture, and daily life through dance.

- ☐ Create a dance about an idea or event from history or another group of people (culture).
- ☐ Learn a dance from another group of people (culture) or time period and tell how they have expressed themselves through dance.
- ☐ Create a movement sentence based on an idea from a book, a poem, science or an idea in math.

Student _____ Teacher _____

First Grade Drama Targets

☆ = Competency Achieved /\ = Work in Progress ☐ = Not Taught

ANALYZING DRAMA

Students will analyze plot, performance, and production.

understanding

- ☐ Listen to a storyteller (no book) and talk about what happened in the story.
- ☐ List in order the events in a story.
- ☐ Identify and ask about anything in the story not understood.

PRACTICING DRAMA

Students will practice drama skills and ensemble work.

developing skills

- ☐ Practice relaxing, concentrating, visualizing, and imagining.
- ☐ Practice moving parts of the body in isolation – arm, leg, head, hand, etc.
- ☐ Imitate characters illustrated in storybooks.
- ☐ Speak loud enough when performing for all to hear.

CONSTRUCTING DRAMA

Students will make dramatic presentations for themselves and others and discuss their creative work.

crafting

- ☐ Create appropriate actions for a character (given circumstances).
- ☐ Create a story told by using pantomime only.
- ☐ Evaluate work (plan improve, repeat, expand).

APPLYING DRAMA

Students explore personal preferences, performance mediums, and cultural and historical contexts.

connecting

- ☐ Retell a favorite part from a story and talk about why it was a favorite part.
- ☐ Compare and contrast the performance of a live storyteller with the performance of a video-recorded storyteller.

Student _____ Teacher _____

First Grade Music Targets

☆ = Competency Λ =Work in Progress ☐ = Not Taught

SINGING and PLAYING

Students will use the body, voice, and instruments as means of musical expression.

- ☐ Sing a variety of folk and traditional songs.
- ☐ Develop accurate pitch and interval skills in a variety of keys and meters.
- ☐ Differentiate between strong and weak beats while playing body or instrumental percussion.
- ☐ Repeat simple metric patterns (in duple meters) to accompany songs.

LISTENING

Students will analyze, and describe music elements and personal music skills, enjoyment.

- ☐ Identify the different vocal timbres of a child's world (male, female, children's voices)
- ☐ Use the body to respond to or dramatize music that tells a story or represents a particular theme.
- ☐ Play "inner hearing" games that focus on retention of beat, rhythm, and melody in familiar songs.
- ☐ Identify sound sources (verbally use movement) as being either instrumental or environmental.

EXPLORING and CREATING

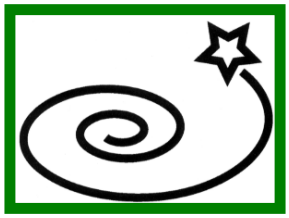
Students will explore sounds and create musical expressions.

- ☐ Imitate environmental sounds using consonant repetition w/pitch and interval differentiation (tick-tock, prrrr, zip zap zoop)
- ☐ Create song introductions and interludes using vocal sounds/creations.
- ☐ Create body percussion or instrumental patterns in a variety of simple metric groupings.
- ☐ Create iconic patterns to represent beat and/or rhythm groupings in different meters.

CONNECTING

Students will connect music to personal growth, joy of living, traditions, culture and history.

- ☐ Tell about the songs or instruments that other members of your family use to make music.
- ☐ Choose a favorite song to start your school day that might be good for the whole class to sing.
- ☐ Share a favorite song so singing game that you might teach to friends out on the play ground.
- ☐ Share with the class your favorite "whistle while you work" song.



Student _____ Teacher _____

Second Grade Art Targets

☆ = Competency Achieved Λ = Work in Progress ☐ = Not Taught

Making Art and Expressing Meaning in Art Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.	**Appreciating and Decoding Meaning in Art** **Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.**
☐ Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.	☐ Discuss the meanings or stories of important works of art.
☐ Draw, paint, or sculpt a landscape that shows depth or importance by overlapping.	☐ Identify and discuss why artists may have used warm and cool colors in some important works of art.
☐ Create art that shows the textures and patterns of the objects portrayed	☐ Collaborate with other students to make a piece of art that has a use in the classroom; e.g., pencil holder, calendar, soap dish.
☐ Paint with warm and cool colors to express feelings or ideas that could be associated with warmth or coolness.	☐ Visit a museum (gallery, museum on the net, etc.) and discuss why the museum puts artworks into groups or particular rooms.
☐ Create a work of art that celebrates something personally important to individual students such as a birthday, favorite team, discovery, relative, character from a book, etc.	

Dancer _____ Teacher _____

Second Grade Dance Targets

= Competency Achieved = Work in Progress = Not Taught

MOVING

Students will demonstrate knowledge of the body and movement performing dance.

- ☐ Explore bending, twisting, reaching and turning and tilting in place (axial movements).
- ☐ Move different body parts while skipping, walking, hopping, galloping sliding or leaping through space.
- ☐ Show combinations of locomotor steps.
- ☐ Explore a locomotor movement pattern of meeting, parting, and passing through space with a partner.

INVESTIGATING

Students will demonstrate the dance elements of time, space, shape, and energy in performing dance.

- ☐ Clap and then move, accenting the first beat of every measure in 2/4, 3/4, and 4/4 meters.
- ☐ Explore the differences among 2/4, 3/4, and 4/4 meters using body parts alone (isolated), body (directional) facings, high, medium, and low (levels) and sustained, percussive, and swinging movements (energy qualities).
- ☐ Explore, create, and memorize a ma of spatial Pathways, and corresponding shapes (e.g. curved, angular, straight).
- ☐ Show percussive sustained swing and vibratory movements (energy qualities).

CREATING

Students will improvise, create, perform, and respond to movement solutions in the art form of dance.

- ☐ Explore unique movement based on ideas from the elements of dance, ideas, places, or things.
- ☐ Compose a sequence based on this exploration.
- ☐ Create and memorize a sequence of movement with a partner. Make choices about where in the space and when the movement will be performed.
- ☐ Discuss classmates' movement solutions.

CONNECTING

Students will demonstrate connections to history, culture, and daily life through dance.

- ☐ Perform a simple traditional folk dance and explain its origin.
- ☐ Watch a live dance performance or video of a ritual, ceremonial, and/or folk dance. Answer questions about the differences in the two.
- ☐ Create a simple ceremonial or ritual dance.
- ☐ Use an idea from another area of study to create a dance.

Student _____ Teacher _____

Second Grade Drama Targets

☆ = Competency Achieved /\ = Work in Progress ☐ = Not Taught

ANALYZING DRAMA

Students will analyze plot, performance, and production.

- ☐ Discuss the beginning, middle, and end in a story.
- ☐ List in order the events in a story.
- ☐ Identify and ask about anything in the story not understood.

PRACTICING DRAMA

Students will practice drama skills and ensemble work.

- ☐ Practice relaxing, concentrating, visualizing, and imagining.
- ☐ Practice moving parts of the body in isolation – arm, leg, head, hand, etc.
- ☐ Imitate characters illustrated in storybooks.
- ☐ Speak loud enough when performing for all to hear.

CONSTRUCTING DRAMA

Students will make dramatic presentations for themselves and others and discuss their creative work.

- ☐ Create appropriate actions for a character (given circumstances).
- ☐ Create a story told by using pantomime only.
- ☐ Evaluate work (plan improve, repeat, expand).

APPLYING DRAMA

Students explore personal preferences, performance mediums, and cultural and historical contexts.

- ☐ Retell a favorite part from a story and talk about why it was a favorite part.
- ☐ Compare and contrast the performance of a live storyteller with the performance of a video-recorded storyteller.

Research and Development Pilot Draft December 2002

Student _____ Teacher _____

Second Grade Music Targets

= Competency Achieved = Work in Progress = Not Taught

SINGING and PLAYING

Students will use the body, voice, and instruments as means of musical expression.

- ☐ Sing a variety of songs including call and response songs.
- ☐ Utilize diaphragm support to become a confident singer (both alone and in a group).
- ☐ Play rhythmic patterns and simple ostinatos using pitched or unpitched percussion.
- ☐ Combine short metric patterns into longer phrase length patterns using pitched or unpitched percussion.

LISTENING

Students will analyze, and describe music elements and personal music skills and enjoyment.

- ☐ Develop sensitivity and awareness of "working together" by mirroring slow improvised movements done by a neighbor in response to a listening selection.
- ☐ Develop sensitivity and awareness of "working together" by mirroring slow improvised movements done by a neighbor in response to a listening selection.
- ☐ Perform (body percussion or instrumental) metric patterns discovered in listening selections.
- ☐ Perform echo or call and response patterns (vocally or instrumentally).
- ☐ Discriminate between the tonal characteristics of traditional instrumental groups.

EXPLORING and CREATING

Students will explore sounds and create musical expressions.

- ☐ Explore nonsense words and/or rhyming words in metric groupings and patterns.
- ☐ Create vocal ostinatos and word groupings to accompany songs, stories, dances, dramatizations.
- ☐ Improvise different combinations of "beat" and "divided beat" to create a variety of simple rhythmic patterns.
- ☐ Create simple rhythmic sequences using an iconic or traditional music symbol notation system.

CONNECTING

Students will connect music to personal growth, joy of living, traditions, culture and history.

- ☐ Tell about the kind of music you would listen to if you spent fun music time at home.
- ☐ Share a favorite song or singing game your family might sing if they were going on a family trip "over the river and through the woods".
- ☐ Share what songs and singing games you would do if you had friends come over to the house for a birthday party.
- ☐ Share a "sad day song" or a "happy day song" that you might teach a friend if they were having a sad day.

Parent Connection

Student-Parent-Teacher Compacts

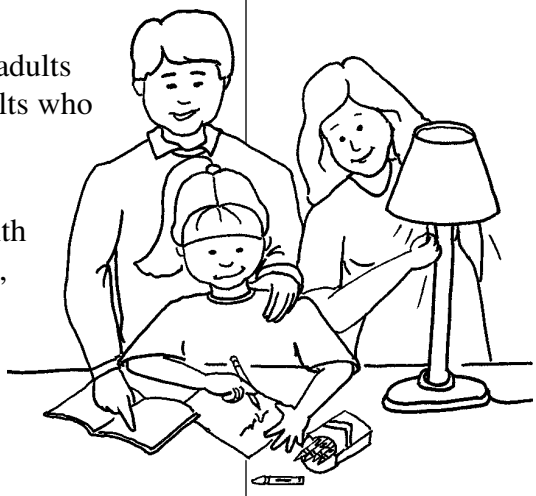
Connections to
Language Arts, Math,
Science, Social Studies

Parent Connection

During the first few years of a child's life, the foundation for intellectual and moral growth is established. Children who don't get essential nurturing are likely to be two or three steps behind, no matter how hard teachers try to help them catch up. The way a parent nurtures a child has a profound effect on the child's development. Although peer relationships are important, they build on the relationship that a child has with his parents. Learning problems are difficult to fix but very easy to prevent. The foundations of learning are established from the moment a child first hears the sounds of people talking, the melodies of songs, and the rhymes of Mother Goose. Children who from birth have not regularly experienced speaking interactions, playing, or hearing books read, find life at school much more wearisome than they otherwise might. Learning to read can become a major stumbling block rather than a magical delight.

- **The way a parent nurtures a child has a profound effect on the child's development.**

- Children need a warm, intimate relationship with a primary care giver. This is far more important to emotional and intellectual development than "educational" games. Whenever a child is fed, cuddled, played with, talked with, sung to, or read to, crucial connections are made that determine how clever, creative, social, and capable a child may be.
- Children need proper nutrition to develop a strong, healthy brain.
- Children need an environment that protects them from physical and psychological harm. They need rest, exercise, and exposure to the amazing world around them and protection from exposure to violence and unrealistic expectations.
- Children need structure and discipline. They need adults who empathize as well as set limits. They need adults who believe in their potential but understand their weaknesses.
- Children need to grow up in a stable community with continuity of values in family, peer groups, religion, culture, and acceptance of diversity.



Student-Parent-Teacher Compacts

Educators can teach more than just children in the classroom. They can teach parents and the community educational principles and universal values. Teachers can be spokesmen, defenders, and advocates for children.

The improvement of education should be the focus of efforts among families, schools, and communities. Compacts are written agreements between the student, parents, and teacher that describe how all partners can help improve the language arts skills of children. Compacts can help bring people together to improve reading, attendance, and student progress in every content area. Detailed information on how to inventory needs, write a compact, and evaluate compact effectiveness is provided by the U.S. Department of Education at www.ed.gov/pubs/CompactforReading

Student-Parent-Teacher Compact

Name _____Date _____

Parent Name _____

Student	Parent	Teacher
Come to school on time and be ready to learn.	*Make sure that our child attends school regularly, is on time, and is prepared to learn with homework completed.*	*Provide quality teaching and learning activities for students.*
Ask my family to read to me or with me for 30 minutes each day.	*Read aloud with my child at least 30 minutes daily. Engage my child in discussing what has been read* *Discuss with my child the importance of being a strong, independent reader and writer.*	*Assist family in accessing appropriate books.* *Participate in professional development in scientifically researched methods for teaching reading.* *Communicate "best" practices with parents and students.*
Complete homework assignment on time and in a legible way. *Welcome help from my family on my homework and papers.*	*Monitor my child's progress and sign completed homework.*	*With clear directions, provide meaningful learning activities that reinforce learning goals for parents to use at home.*
Pay attention to my teacher, family, and tutors, and ask questions when I need help. *Attend parent-teacher conferences*	*Know what is expected of my child by grade level in reading and other language arts skills.* *Contact my child's teacher when my child does not understand an assignment or needs special help.* *Attend parent-teacher conferences*	*Meet with the student and family to discuss the student's progress.* *Offer special assistance and provide more time to accommodate student's individual learning needs.*
Student Signature:	**Parent Signature:**	**Teacher Signature:**

Sample Kindergarten Parent Compact

Student Name _____Date _____

Every child can be successful in school. Research has shown several keys that enable that success. Together, we want to assure that each child has the opportunity to use those keys that can unlock the future. These key elements are best provided by loving, consistent people who are part of the child's immediate circle. It could be a parent, older brother or sister, childcare provider, grandmother, or loving neighbor. Without consistent follow-through, the child's chances for success are limited. Let's evaluate carefully together how these needs can best be provided to give strength and support to every child.

1. **Make sure that the child attends school regularly, is on time, and is prepared to learn.**

   Identify person responsible: _____

2. **Check the child's backpack daily.** Look at your child's work. Praise your child's efforts, watch for growth in handwriting, or attention to detail. Point out the areas of growth to your child. Help your child select papers he would like to keep as a reminder of how he is learning and growing. Keep the selected papers in a box or displayed.

   Identify person responsible: _____

3. **Read aloud and discuss with the child 30 minutes daily.** Ask your child what she thinks will happen next. Ask your child if she has ever felt like the character in the story. Cuddle up to her. Tell her how much you enjoy reading with her. Let your child choose books of interest. Watch for cartoons in the funny paper or ads with things in which she might be interested. Discuss the pictures and show the child the words.

   Identify person responsible: _____

4. **Help the child follow through on daily homework assignments and remind him to place the completed assignment in his backpack.** Read the instructions with the child. Ask him about his ideas. Discuss how important it is to learn and how important reading and writing are in your life. Tell the child how proud you are of him working and learning.

   Identify person responsible: _____

_____ _____

Parent Signature Teacher Signature

*(*Person responsible may be a family member, after school club staff member, or volunteer if parent is unable to follow through in a particular area.)*

Parent Connection to Fine Motor Development

Fine motor development plays an integral part in your child's school performance. Children need well-rounded playtime with opportunity to develop both large and small motor control. Your child's chosen "play activities" will have an enormous influence on his ability to focus and to enjoy schoolwork. The toys your child plays with will impact his motor development.

What makes a good toy? A good toy invites a child to participate and discover. It suits a child's developmental level. The toy is open-ended, unstructured, appealing to the senses, and fun. A good toy reflects positive values for interacting with others and includes different racial and cultural backgrounds. It should be durable, well made, and able to fulfill a need for particular kinds of play in artistic, musical, mathematical, dramatic, scientific, social, emotional, and physical growth. For more information see www.truceteachers.org or contact TRUCE: PO Box 441261, West Somerville, MA 02144, or e-mail: truceteachers@aol.com

- **Your child's chosen "play activities" will have an enormous influence on his ability to focus and to enjoy schoolwork.**

The list on the following page provides helpful ideas on the kinds of activities that enhance fine motor development (activities that strengthen the same three fingers used in handwriting).

Activities that Enhance Fine Motor Development

1. Cut
2. Lace
3. Trace
4. Color using 1 1/2 inch pieces of crayon inside lines
5. Finger paint
6. Model with clay—pound, flatten, make snakes and balls, pinch pieces, roll and cut out cookies
7. Turn nuts and bolts
8. Tear around magazine pictures
9. Paste
10. String beads
11. Write on a chalkboard
12. Snap
13. Zip
14. Fold
15. Squeeze water out of sponge
16. Spoon rice from one container to another
17. Put things in a pocket chart
18. Put pennies in a slot
19. Screw lids on jars
20. Spoon water into a bowl
21. Use a flour sifter
22. Use tongs to pick up objects
23. Punch holes in paper
24. Pin safety pins on material
25. Polish silver
26. Scrub pots
27. Sand wood
28. Pick up un-popped popcorn with tweezers
29. Pick up small things
30. Wrap string or yarn
31. Put matchsticks in a matchbox
32. Put clothes pins on hangers
33. Lids on containers
34. String beads on bent coat hangers
35. Use clothes pins to pick up cotton balls
36. String cut up pieces of plastic straws or cereal to make necklaces
37. Cut a modeling clay snake with a popsicle stick or butter knife
38. Paste small circle in the middle of a large circle, cut up to the small circle to create fringe
39. Cut out objects from wrapping paper or ads in newspaper
40. Draw lines using a ruler
41. Use carbon paper
42. Trace around magnetic shapes
43. Pick up rice with fingers
44. Write in cornmeal
45. Stick on gummed reinforcers or stickers
46. Put pegs in a pegboard
47. Play with building blocks
48. Write on an overhead
49. Water with eyedropper or turkey baster
50. Hammer nails into soft wood or styrofoam block
51. Spin jacks
52. Crumple newspaper with one hand—have a newspaper war
53. Play cat's cradle
54. Type on a keyboard
55. Play the piano or recorder
56. Flick small wads of paper with tips of fingers off tabletop
57. Shuffle cards and deal one at a time
57. Twist a rubber band around each finger and try to remove it
58. Button/unbutton tiny buttons
59. Spin or flip coins
60. Shoot marbles
61. Sew on plastic canvas
62. Do dot-to-dots and mazes
63. Dice vegetables
64. Pick up coins, beans, buttons—try to collect in same hand
65. Snap or drum fingers
66. Do jigsaw puzzles
67. Braid hair or yarn
68. Apply nail polish
69. Remove and replace jar lids
70. Kneed dough, pull taffy
71. Play games like Operation, Battleship, Etch-a-Sketch, Silly Putty, Go Fish, Uno, Concentration
72. Push thumbtacks in a row

K-2 Parent Connection to Literacy

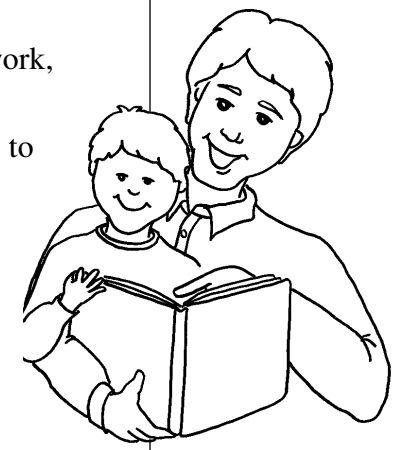
The best time to start reading aloud to a child is the day that he or she is born. Experts tell us that children need to hear a thousand stories read aloud before they begin to learn to read for themselves. Three stories a day will provide your child with a thousand stories in one year alone! You can do it! Children who are read to regularly in the home and have parents who are habitual readers themselves, become early readers who show a natural interest in books.

- **Three stories a day will provide your child with a thousand stories in one year alone!**

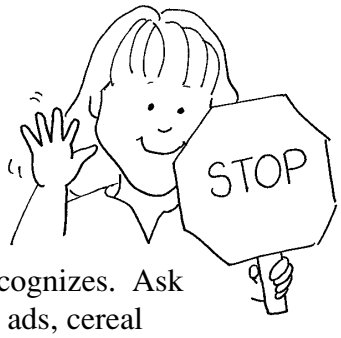
Words are an essential building block for literacy development. The more language a child experiences through books and conversation with others, the firmer his foundation in literacy becomes. Many people believe that TV provides the needed language enrichment, but television doesn't develop the child's ability to *speak*. Simply hearing language spoken does not develop the child's expressive vocabulary. It is *talking with others* about seemingly ordinary things such as newspaper ads, cereal boxes, and books that enable a child to make critical connections, laying the foundation for becoming a successful reader.

During the school year, there are several important things you can do to provide structural support for homework. These might include:

1. Ask your child to see his schoolwork each day.
2. Praise your child's efforts.
3. Acknowledge your child's growth in abilities.
4. Establish a consistent time and place in the house to do homework, preferably a quiet place with simple supplies available, turning off the TV.
5. Keep incomplete homework, library books, etc. in a designated place.
6. Post a schedule on the refrigerator as a reminder of homework, sharing, and library day.
7. Keep completed homework in the backpack the child takes to school each day.
8. Review homework with your child. Homework should be limited to approximately five minutes for kindergarten, 10 minutes for first grade, and 15 minutes for second grade. In addition, you should also plan 20-30 minutes of reading aloud to your child.



Environmental Print



Help your child become aware of print in the environment.

1. Label your child's belongings with his name (inside jacket, backpack, crayon box, etc.) Help your child to identify his name.
2. Let your child show off all the words he recognizes. Ask him to read signs, video covers, newspaper ads, cereal boxes, etc., and make a collection of print your child can read all by himself.
3. Encourage your child to make a collection (e.g., ads for desired toys, stamps, trading cards, coupons, books about insects).
4. Help your child identify letters he sees in the world around him (e.g., find letters on signs when driving in the car or letters he knows in the newspaper, identify letters on the tapes in your family video collection).

Phonemic Awareness

Help your child hear sounds that make up words.

1. Read books that rhyme and have fun language.
2. Play with language by singing, pointing out signs, rhyming words, and talking about words and letters.
3. Clap the syllables of names and words.
4. Read a variety of poems and nursery rhymes with your child. Encourage your child to fill in the blank with a rhyming word as you read the rhyming text.
5. Help your child think of other words that begin with the same beginning sound (Mary, mop, man, mom, money).
6. Help your child to hear and recognize the non-matching sound or word (cat, car, can, tip).
7. Ask your child to clap the syllables in words.
8. Say a word by segmenting the syllables (tam-bour-ine) and ask your child to identify the word.
9. Ask your child to say a word slowly, telling you the sounds he hears in a word (mmmaaaannn).
10. Play sound manipulation games with your child where you substitute a new sound in a word (*Willaby Wallaby, Apples and Bananas*).

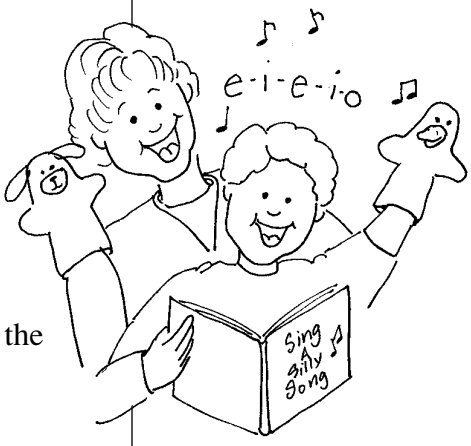
Print Messages

Help your child understand that print carries a message.

1. Ask your child to identify the front, back, top, and bottom of a book.
2. As you read aloud to your child, encourage him to turn the pages in the right direction.
3. Ask your child, "What do we read, the text or the pictures?"
4. Talk with your child about the pictures in a book. Teach him that the pictures are related to what the text says.
5. Help your child to know what the word "title," "author," and "illustrator" mean.

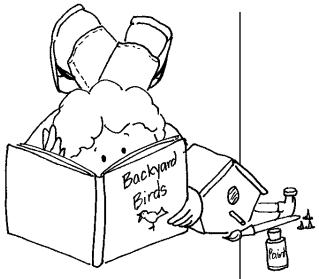
Pronunciation and Comprehension

Help your child pronounce and comprehend grade level vocabulary.

1. Talk about what you see in the world around you.
2. Talk about the things that happen in your lives. For example, as you are working in the kitchen, describe your actions to your child.
3. Ask questions to stimulate conversations.
4. Sing together.
5. Talk about the books you share. Ask your child to describe what she sees in the pictures, what will happen next, etc.
6. Tell family stories.
7. Retell stories and events that happen to your child.
8. Listen to storytellers at the library or bookstore, and discuss the books read aloud.
9. Act out stories or make puppets of story characters.

Literature Appreciation

Help your child enjoy both narrative and nonfiction books.

1. Point out newspaper articles, ads, or pamphlets that your child might find interesting.
2. Give books as gifts for special occasions.
3. Check out nonfiction books from your library (e.g., books about holidays, plants, animals, foreign countries, dinosaurs, and famous people).



4. Stimulate your child's interest in his collection (help your child sort and label collection items and look up items in a field guide).
5. Plan a family vacation, and involve your child in finding locations on maps, charting routes, and identifying significant places to visit.
6. As your child shows interest in the world around him or her, provide appropriate books on a variety of reading levels. (If your child shows interest in fishing, provide books about all kinds of fish.)
7. Point out on-the-job informational reading for occupations (e.g., firemen must read maps, truck drivers must read road signs, cooks must read recipes, etc.)

Decoding Strategies

Help your child use phonics skills to decode words.

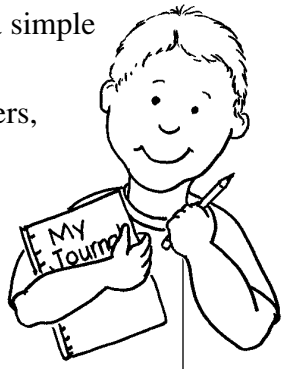
1. Encourage your child to practice reading letters and sounds by reading to siblings, relatives, neighbors, pets, teddy bears, into tape recorders, etc.
2. When your child practices saying letter names and sounds, take care to give enough time for your child to correct his mistakes. Tell your child the names of people or places in your child's world that begin with that letter.
3. Help your child use letter sounds as she independently writes words. Ask your child to say a word slowly so she can hear the sounds that make up the word.
4. Play games involving making words. Ask your child to look for patterns in words and how to make new words by changing one letter or more (man, pan, ran, can).
5. Provide your child with letter manipulatives such as wooden letters, magnet letters, and flashcards.

Written Communication

Help your child to convey written thoughts and messages.

1. Provide writing materials (e.g., paper, pens, white boards, and markers).
2. Take pictures and make a book about your child as he or she grows up.
3. Provide letter activities for your child (e.g., magnetic letters, plastic letters).

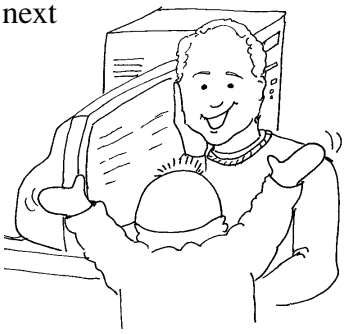
4. Have your child dictate a story to you and make it into a simple book.
5. When your child draws, scribbles, or writes random letters, ask him or her to tell you about the writing or drawing.
6. Respond enthusiastically to early attempts to write.
7. Encourage temporary spelling rather than you spelling the words for your child, so he can become an independent writer (e.g., ask, "What sounds do you hear?").
8. Write a story together.



Comprehension Strategies

Help your child use comprehension strategies to understand what she reads, hears, or views

1. Have a cozy reading corner that invites reading. Snuggle up on the couch or hold your child on your lap.
2. Reading at bedtime is a wonderful way to end the day. Share your love of books and reading. Read favorite stories and poems.
3. Children at this age enjoy books with pictures that match their age and interests. They like books with rhythm, rhyme, and repetition.
4. Make singing and talking together part of your daily routine.
5. Talk about the story and pictures in the books you read together.
6. Buy or make tapes of favorite songs and books to listen to at home or in the car.
7. Encourage children to take risks as they learn to read and memorize their first books. Have your child join in on repeat lines or a chorus.
8. Take books everywhere you go. Keep books in the car and in every room.
9. Ask your child to guess what will happen next as you read aloud.
10. Tell stories and ask family members and friends to tell stories.
11. Encourage your child to tell stories from magazine pictures or photographs.



Parent Connection to Mathematics

- **Parents recognize the need to read aloud, however problem solving experiences are essential.**

In order for young children to grasp mathematical concepts, experiences in math must be rich, varied, and relevant. Parents provide an important key in enabling children to make a connection between math concepts and the world around them. Most parents recognize the importance of reading aloud to their children and demonstrating the need for words in their daily lives. Parents can also help children to see the interaction of investigating, problem solving, measuring, reasoning, and communicating in their daily lives.

Number Sense

Children develop a foundation of problem solving skills when they are taught to understand the role of numbers and the tools of using addition, subtraction, multiplication, and division. Numbers enable us to communicate quantity and frequency.

1. Help your child find all the appliances in your home that use numbers (e.g., computers, phones, microwaves, clocks, radio, TV, etc.).
2. Play board games where your child must figure the number combinations on dice (or dominoes).
3. Let your child place the candles on a clay dough birthday cake to represent the ages for each family member.
4. Discuss the procedure for cutting pizza, cakes, etc. into equal pieces. Let your child try to cut a banana or sandwich to create equal size pieces. Discuss how many pieces they cut it into.
5. Ask your child to show you a particular quantity with their fingers using different modes. For example ask them to show five with their fingers on one hand, or on two hands (with two fingers on one hand and three fingers on the other).

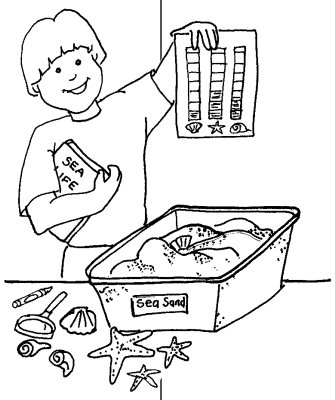
6. Play “Bears in the Cave” by setting out a set of objects to explore (five bears). Then take turns playing hide and seek with one child covering their eyes while a family member takes some of the bears and hides them in the cave (overturned container) but leaving the other bears in view. The child tries to guess how many bears are hiding in the cave.
7. Play “Bean Bag Toss” by laying three hoops on the floor labeled 1, 2, and 3. Children take turns tossing a beanbag into one of the

hoops. If it lands inside a hoop they get that number of counters. The person with the most counters at the end of the game is the winner.

8. Help your child to count objects, then help them learn to "count on." For example, if they already know they have four pieces of candy, they say the number of objects they have and then count each of the new pieces "four, five, six, seven...." Ask your child how many they would have if they were given three more. Over time, children will perform the necessary arithmetic in their heads through mental problem solving.
9. Ask your child how many place settings your family will need set at the table. As you place the cups on the table for them to distribute, ask them if there will be enough for everyone. How many more do we need?
10. Have your child count the number of windows, doors, chairs, spoons, shoes, etc. there are in your home.

Patterns and Relationships

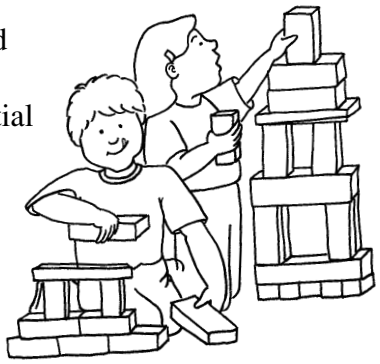
Thinking about patterns helps a child make sense of mathematics. They learn that mathematics is not a handful of unrelated facts and procedures. Recognizing and working with patterns helps young children to predict what will happen, talk about relationships, and make connections between concepts and experiences they have in the world around them.



1. Help your child identify patterns found in the fabric of their clothes (stripes and alternating shapes). Have them orally describe the pattern or tell what shape or color would come next in the pattern.
2. Help your child find patterns on a calendar (days of the week, odd and even numbers, weather conditions, holidays, etc.)
3. Create a "clap-pat" pattern as you listen to songs together in the car.
4. Ask your child to put fruit on a skewer, placing fruit into a pattern for a snack (strawberry, cherry, grape, strawberry, cherry, grape, etc.).
5. Let your child create a necklace of multicolor cereal following a pattern (such as fruit loops).
6. Help your child translate a pattern into different modalities. Decide on an action for each color in a pattern such as "jump on the red stripe, hop on the yellow."

7. Count by twos, fives, tens, etc.
8. Ask your child questions such as: "How are these alike? How are they different? Do you see a pattern? Tell me about it. How can we remember this pattern? How can we make a picture that will help us remember it? Could you dance a pattern? What happens over and over again with these beads?"
9. Let your child create their own patterns on the sidewalk with chalk.
10. Conduct a family moon watch every day for a month. Have your child cut a paper plate to show the size and shape of the moon.
11. Make dippy patterns by folding a paper towel several times, and dipping the corners of the folded towel in a food coloring/water solution. Open the towel and let it dry.
12. Look at a book about snakes and study the variety of patterns on snake's skins. Let your child make his own paper snake with a patterned skin.

Geometry

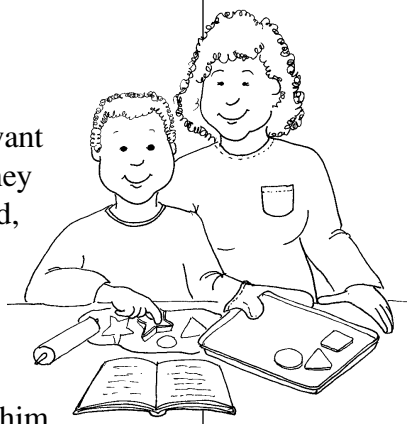


An awareness of shape, size, direction, and movement helps a child classify the physical world we live in. Children will develop a spatial sense that increases their awareness of themselves in relation to the people and objects in the world around them.

1. Ask your child questions about the position of objects in relation to other objects. For example; "What is above the refrigerator? What is under the table? What cereal is on the bottom shelf? Who is sitting nearest you?"
2. Have your child make comparisons: larger-smaller, heavier-lighter, rounder-flatter, highest-lowest.
3. Have a shape treasure hunt in the grocery store: circles (pizza, bologna); triangles (cheese, chips); squares (spice can, soda crackers); rectangles (laundry soap, cereal boxes).
4. Bake cookies in geometric shapes. Predict how many of each shape could be cut out of rolled dough. How could you cut the most out at one time?
5. Make a shape mobile from a clothes hanger. Draw, cut, and hang shapes with string on the hanger.

6. Identify shapes in the environment as you drive down the road. Ask children to find specific shapes in the world.
7. Describe home objects that are three-dimensional shapes: cans-cylinders, boxes-rectangular prisms, balls-spheres, dice-cubes.
8. Combine a mirror with building blocks. Let your children build towers right on a large mirror that has been placed on a low table or floor. (The reflection increases their creative building.)
9. Play a matching game building a figure out of shapes and describing the placement of each shape. Sitting back-to-back, let your child try to build a matching set by following your oral directions. Compare the figures. Trade places and let your child describe their figure building process while you attempt to follow his instructions and recreate his figure.
10. Sort buttons by color, size, shape, number of holes, etc. Sort several times in several ways.
11. Sort animal pictures by size, color, family, number of legs, what they eat, wild or domestic, covering (scales, fur, feathers, shell, etc.).

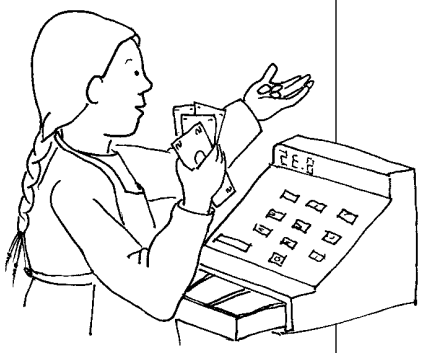
Measurement



Young children encounter many situations in which they want to compare things or judge how big, how long, or how deep they are. They are constantly measuring how big, how tall, how old, and how heavy they are compared to their friends. In daily experiences such as choosing the biggest cookie or pouring juice into a glass, children use and develop their intuitive notions of size comparisons.

1. Help your child learn about the value of money. Help him or her locate prices marked on items at the store. Show him or her the price of a small, medium, and large container. Talk about how the price is determined by the size of the container.
2. Let your child select a few things to purchase at the store. Give him or her money to pay for the items. Let him or her observe how the prices are recorded on the cash register, and how people receive change on the money given to the cashier.
3. Show your child how to weigh themselves on the household bathroom scales. As you go places look for scales used in local businesses (fresh produce section in the grocery store, delicatessen shop, checkout stand, truck weigh station, hardware stores, candy stores, seed and feed stores, kitchen scales, etc.)

4. Create a simple balance scale by attaching two bags to a skirt hanger and suspending it on a doorknob. (You may need to slide the clips to adjust the balance.) Help the child compare weights of potatoes, toys, or household items.
5. Look at the weight information on packages. Read aloud to your child how much the package weighs. Compare the package with other items in your cupboard. Ask your child to guess which items will weigh more.
6. Make a growth chart, keeping track of the child's height and weight over a period of time. Measure the height of each family member and mark it on the same chart.
7. Show your child the different sizes of containers for milk, or soft drinks. Name and compare the different sizes of containers. Talk about why people purchase different sizes. Show your child the labels telling the ounces or grams. Compare the price and size of a six-ounce can of juice and a 48-ounce can.
8. Let your child play with various sizes of plastic containers in the bathtub. Encourage your child to pour water from one container to another. Ask how many smaller containers of water can be poured into a larger container.
9. Talk to your child about how far you live from the store. Measure the distance in blocks or miles. Show him or her the speedometer that shows how fast you're going, and the odometer that shows how far you have gone.
10. Compare lengths of shoelaces, various sizes of pants, etc.
11. Help your child to measure the length of things with different objects, (e.g., how many crayons long is the table). For very young children use multiple units such as the length of 10 crayons end to end rather than trying to mark a distance repeatedly using only one unit.
12. Discuss the importance of measuring objects in your daily life. What size bed sheets do we need for your bed? How far is it to school?, etc.
13. Help your child find all the clocks and watches in your house. Look at an alarm clock and talk about why you have clocks in your home.
14. Make a paper plate clock and discuss with your child the times he goes to bed, gets up, eats lunch, comes home from school, etc.

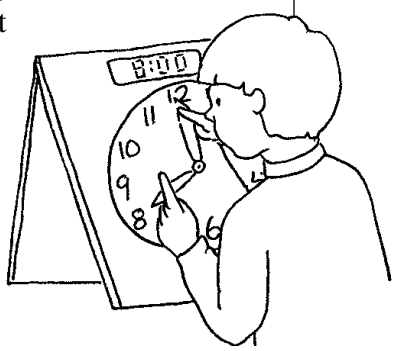


Use of Data

- **Children love to ask questions.**

Children love to ask questions. Children learn a great deal thinking about and discussing how to collect data on a variety of questions that are important to them.

1. Have your family choose between two main dish meals or two restaurants. All of those who want pizza hold hands, and all of those that want hamburgers hold hands. Family members in one line shake hands with family members in the other line. Are there people left over without a partner? Compare lines: Which is longer?
2. Ask questions such as "Which group has the most? How can you tell without counting? Which group has the least? How many more are in this group than in that one?"
3. Discuss events as likely or unlikely to occur. "Looking at those dark clouds, I think it is likely to rain today."
4. Set out red, green, and yellow sheets of paper. Ask your child to cut out pictures of different colors from magazines and place them on the matching colored paper. Actual objects can also be used instead of pictures.
5. "Sorting collages" can be created on a divided sheet of paper. Label each side (e.g., round items on the right side, square on the left). From a variety of materials, the children can choose items that fit categories and glue them onto the correct side of the paper.
6. Children enjoy using an ice cube tray to sort two different types of small objects (marbles, beads, buttons, etc.).
7. Dollar stores are abundant with plastic bugs, animals, and creatures to sort and classify. Place them in a tub for your child to sort. Encourage them to create labels for each category (red bugs, bugs that can fly, etc.).
8. Help your child conduct family surveys on a regular basis. "What is your favorite kind of ice cream? What did you like to do after school when you were little? Where would you like to go on vacation? What movie would you most like to rent?" Let your child collect and organize the data and then communicate the results to the family.



Parent Connection to Science

- **Science is how children interact with their world.**

As parents, we must prepare our children for a world that is much different from the one in which we grew up. The job market is constantly changing. In the future, this country will need citizens with more training in science and technology than most of us had in school. The following insights can help us prepare our child for the future.

Young children are naturally active scientists—seeking, curious, and intent on discovering all they possibly can about their wonderful world. For them, science is not an isolated subject—it is the way they interact with their world. A young child has a natural curiosity and sense of wonder at the world around him. He questions, experiments, explores, and investigates during his daily encounters with life. This is the foundation of science. Children quickly perceive the attitudes of the adults around them toward science. If adults are excited about exploration, ask questions, and exhibit a "let's find out" attitude, then children sense it, drink in the enthusiasm, and embrace the "I can find out" perspective. Adult attitudes about learning are transferred to the children around them.

Early childhood science should be based upon experiences rather than experiments. Children need to develop background knowledge and a sense of cause and effect in a predictable world. According to Piaget, the young child's ability to think and reason is limited by a dependence on experience. Children whose parents have provided a rich variety of experiences (going to the zoo, caring for a pet, collecting insects, etc.) develop background knowledge acting as a foundation upon which to connect later abstract thinking. Children without background knowledge have much greater difficulty in developing critical thinking skills.

Sometime between the ages of six and eight most children move from "pre-operational" (relying on sensory experience for acquiring knowledge) into the "concrete operational" stage (developing the capacity for abstract thinking as long as it pertains to actual experience). As children mature, they will naturally begin to repeat procedures, perform experiments, and predict results. Science experiences promote critical thinking skills that enhance learning in every content area. A child's ability to observe, describe, predict, problem solve, classify, interpret data, and communicate findings to others will have a greater impact on his success in life than any

individual subject area. These critical thinking skills are the tools that promote in-depth learning of any subject.

Science Inquiry

Help your child to question, research, experiment, collect data, and draw conclusions.

1. Encourage your child to question. Children are naturally curious and ask their parents hundreds of questions like these:
   - Why is the sky blue?
   - Why do things fall to the ground?
   - How do seeds grow?
   - What makes sound and music?
   - Where do mountains come from?

   It is all right to say "I don't know. Let's find out!"
2. Ask questions about things that intrigue you, then model the process of searching to discover answers. "I wonder how that tree can grow two different kinds of apples?" Take your child to a tree nursery and find out more.
3. Many children do not want to be wrong. They resist the risk of giving an answer of which they are not sure. Parents can model the process of forming a hypothesis. They can show their child that it is OK to be wrong. Scientists learn as much from theories that were proven wrong as from those that were proven right. For example, a parent might say, "The car won't start. I wonder what the problem is. I wonder if I could be out of gas. (Show your child how to check the fuel level.) No, I have plenty of gas. I wonder if I am using the right key...."

Physical Science

Help your child to observe and describe the properties of matter, light, sound, and motion.

1. Let your child help you bake a cake. Discuss the changes as you add each ingredient and as it is baked.
2. Explore lights and shadows using a blank wall and a flashlight or projector. How does closeness to the light affect the size and clarity of the shadow? Go outside and trace your child's shadow with chalk on the sidewalk several times during the day. Ask your

child to observe and describe changes the shadow makes over time.

3. Explore sounds of elastics that are stretched different lengths, or glass bottles filled with varying amounts of water. Also, try matching the sounds of assorted objects in containers.

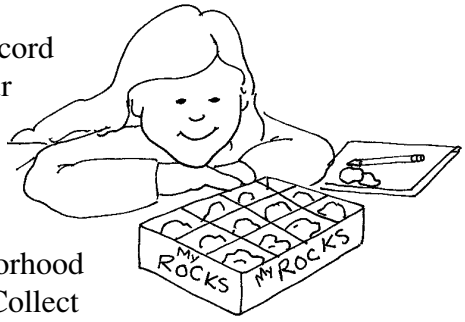
Life Science

Help your child to explore plants/seeds, animals, growing/changing, the five senses, and health/nutrition.

1. Ask your child, "Why do you think a duck has webbed feet and an eagle has claws on its feet?" Discuss unique adaptations that enable an animal to obtain food or survive.
2. Encourage your child to make collections. Insect collections, leaf collections, or seashell collections promote early sorting and classification skills. Your child will compare items and discuss similarities and differences.
3. As you visit the zoo or pet shop, go bird watching, or take family camping trips, provide enriching opportunities for your child to observe animals. Children love to read about animals and learn animal facts.

Earth and Space Science

Help your child to learn about air, water, weather, earth, rocks, ocean, and space.



1. Ask your child to help you record the shape of the moon on your family calendar each night.
2. When you go camping, look at the stars with your child.
3. Go for a walk in your neighborhood or hike in a nearby canyon. Collect rocks, explore a lake or a river, and draw maps showing the route you took and interesting features you discovered on your trip.

Science and Technology

Help your child explore and examine the uses of science and technology that impact his life.

1. Help your child identify the uses of technology in your home (e.g., clocks, microwave, VCR, radio, electric can opener, dishwasher).
2. Talk about how technology has changed over time. Invite grandparents to share methods they used in their childhood to communicate with others. Talk about the pros and cons of writing letters, sending e-mail, calling on the telephone, or traveling to speak face to face.

Science in Personal and Social Perspectives

Help your child to learn about personal health, changes in the environment, material resources, personal values—beauty, quiet places, and security.

1. Encourage your child to tell you her ideas and listen to the explanation. Your child gains confidence in his thinking as he sees his ideas are valued by your careful listening. This will help him develop communication skills and an intensified interest in science. Listening also helps you to determine your child's level of understanding. You will learn what your child knows and doesn't know. As your child expresses his ideas orally, it also helps him recognize what he knows.
2. As a family, share the beauty of a sunset, the mirror-like reflection on a lake, the whispering of the wind through the pine trees. Help your child value the magic of nature.
3. Enhance your child's awareness of the impact that science has on his own health and safety. Doctors, dentists, cooks, and PE teachers all use science skills in their profession. For example, a doctor uses problem solving to diagnose an illness.

Parent Connection to Social Studies

- **Children's everyday play and experiences give them a basis for social studies.**

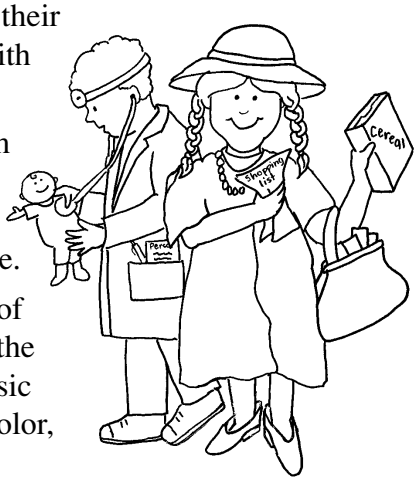
Young children learn through their senses and experiences. They touch, feel, smell, and taste things. They play imaginary games and interact with friends. Children's everyday play and experiences give them a basis for social studies concepts they will learn in school.

- Human similarities and differences
- Basic human needs
- Human interdependence
- Rights and responsibilities
- People and the places they live
- People and the past

With just a little encouragement and direction, children can develop the vocabulary, awareness, and curiosity that will help them better understand and learn social studies. The following activities will help children gain the skills that lay the foundation for social studies.

Explore Human Similarities and Differences

1. Examine neighborhood families and discuss similar and different human characteristics with your child (e.g., family structures, customs, habits, talents).
2. Help your child collect information about how different members of your family communicate with friends and relatives (e.g., visiting in person, talking on the telephone, writing letters, sending e-mail). Interview grandparents and compare the ways people communicate today with how their grandparents used to communicate with others.
3. Investigate different languages spoken by people that your child knows. Help your child to learn a few words in a foreign language or sign language.
4. Describe similarities and differences of each member of the family. What is the same? (e.g., body parts, emotions, basic needs) What is different? (e.g., hair color, shoe size, talents, favorite foods)



Basic Human Needs

1. Discuss with your child the basic human needs for food, clothing, shelter, safety, security, and belonging. Talk about how your family provides for those basic needs. For example "What do each of us need to live? How do we get what we need? What are some things we have but do not actually need?"
2. Ask your child to look through grocery ads and find the lowest price for a product.

Human Interdependence

1. Talk about each family member and his or her role in the family. Discuss how each family member enriches the family and provides goods and services. For example, "Who provides our family with what we need? How do people work together to produce goods and services? How do we pay for goods and services?"
2. As your family goes out into the community, take the opportunity to discuss the kinds of work that people do and the skills and tools needed to perform these jobs.
3. Praise your child for helping the family (e.g., helping take out the trash, entertaining the baby while mom fixes dinner). Point out contributions he makes to the family and that all jobs are important.

Rights and Responsibilities

1. Ask your child to help make a chart about family rules.
2. Invite your child to participate in decision making and implementing a family activity.
3. Hold family meetings and discuss ways to resolve differences of opinion and conflicts.

People and the Places They Live

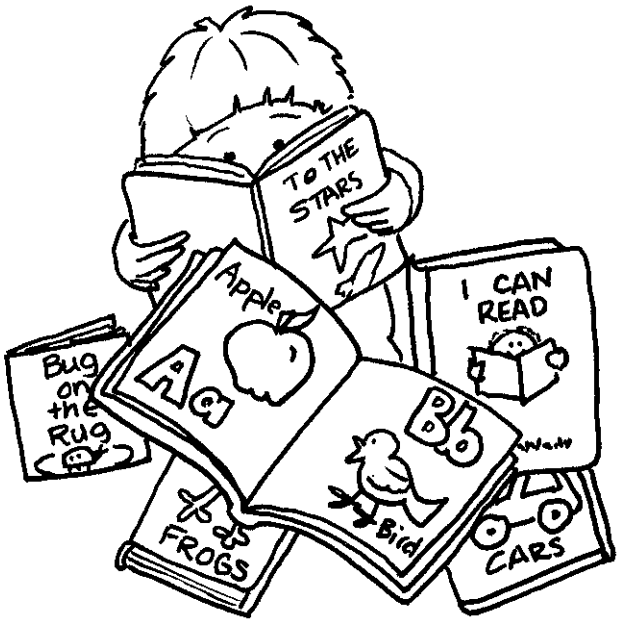
1. Purchase an inexpensive map and show your child how to use it during a family vacation. As you travel, use directional words (for example, "We'll turn right at the corner. David's house is three blocks north of the gas station").

2. Make a map of your own yard or home, hide a small treat, and mark the spot on the map with an X. Have a family treasure hunt!

People and the Past

1. Help your child keep a journal. Remind him of things that he couldn't do when he was younger that he does with ease now.
2. Explore changes in the neighborhood (e.g., construction of new homes, families moving out and in).
3. Ask grandparents to describe games, chores, or activities that they did when they were children.
4. Compare technology in your home with the technology your grandparents had in their home when they were growing up.

K-2
Core Booklist



Student Readers
on
Core Topics

Core Booklist: Kindergarten through Second Grade

Core Topics

Animals
Biographies
Character Education / Problem Solving / Conflict Resolution / Choices and Community / Physical Features / Goods / Services / Resources in Community
Consequences
Cultures / Traditions / Music / Dance / Stories
Emotions / Self-Expression
Family / Contributions / Changes Over Time / Tasks
Friends / Healthy Relationships
Healthy Lifestyles / Personal Hygiene / Helpful and Harmful Substances / Physical Activity / Body Care
Insects / Bugs / Spiders
Life Cycles (Plants, Animals, People)
Maps / Globe / Representations / Continents / Oceans
Measurement
Motion
Neighborhood and School
Numbers
Nutrition / Balanced Diet / Nutritious Foods / Energy
Patriotism / National Symbols / Democratic Processes / Activities that Promote Public Good
Patterns
Plants / Growth / Seeds / Uses of Plants
Problem Solving
Process Skills
Rocks
Rules
Safety
Seasons / Weather
Self / Similarities and Differences
Senses
Shape
Technology (Home, School, Community)
Time / Changes Over Time
Water
Writing / Communication

Animal Comparisons

A Bear Eats Fish by David Tunkin, National Geographic, Windows on Literacy (emergent)*

A Frog Has a Sticky Tongue by Pamela Graham, National Geographic Windows on Literacy (early)*

A Porcupine by Carol Krueger, Wright Group/McGraw-Hill (emergent)*

Along a Rocky Shore, National Geographic Kids Want To Know ISBN 0792236114*

Animal Armor by Cathy Smith, National Geographic Windows on Literacy (early)*

Animal Babies by Barbara Shook Hazen, Discovery Links®, Newbridge (emergent) *

Animal Clowns, National Geographic Kids Want To Know ISBN 079223409x*

Animal Eyes by Carolyn MacLulich, Scholastic*

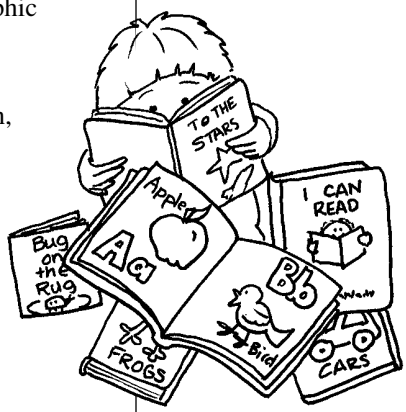
Animal Families, National Geographic Kids Want To Know ISBN 0792236106*

Animal Feet by Carolyn MacLulich, Scholastic (fluent)*

Animal Messengers by Brenda Parkes, Newbridge (early)*

Animal Messengers by Brenda Parkes, Discovery Links®, Newbridge (fluent)

Animal Senses by Melvin Berger, Newbridge*



* Teacher Favorites

Animal Tracks by Sandra Iversen, Wright Group/McGraw-Hill (emergent)

Animals and Their Teeth by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (fluent)*

Animals by Lucy Floyd, Harcourt (Level K)

Animals Grow by Colin Walker, Wright Group (emergent)*

Animals in Summer, National Geographic Kids Want To Know ISBN 0792236130*

Animals in Winter, National Geographic Kids Want To Know ISBN 0792236017*

At the Petting Zoo by Linda Ross, McGraw-Hill

Baby Animals by Barbara Shook Hazen, Newbridge (emergent)

Can You Fly? by Debra Green, Wright Group/McGraw-Hill (emergent)

Cottontail Rabbits by Kristin Ellerbusch, Gallagher

Digging Armadillos by Judith Jango-Cohen, Newbridge

Endangered Animals by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Extinct and Endangered Animals by Leonard Karauna, Wright Group (fluent)

Eyes by Jon Parsons, Wright Group/McGraw-Hill (emergent)*

Fur, Feathers, Scales, Skin by Christine Economos, Discovery Links®, Newbridge (emergent)

Good to Eat by Rebel Williams, TWiG®, Wright Group (emergent)

Hiding by Marilyn Woolley, Wright Group (emergent)*

How Animals Care for Their Babies, National Geographic Kids Want To Know ISBN 0792234073*

How Animals Move by Brenda Parkes, Discovery Links®, Newbridge (early)*

How Animals Talk, National Geographic Kids Want To Know ISBN 079223406-5 *

How Big Is an Elephant by Joe Wahman, Wright Group/McGraw-Hill (fluent)*

How Many Animals Hide by Brian Birchall, Wright Group/McGraw-Hill (emergent)

How Many Legs? by Christina Wildson, Outside the Box (emergent)

Legs by Miriam Frost, TWiG®, Wright Group (emergent)

Legs, Legs, Legs by Carol Krueger, Wright Group/McGraw-Hill (emergent)

Look at the Animals by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Marks in the Sand by Marilyn Woolley, National Geographic, Windows on Literacy (early)*

Noses! by Christina Wildson, Outside the Box (emergent)

On The Move by Ming Tan, National Geographic, Windows on Literacy (Step Up) *

Our Amazing Animal Friends, National Geographic Kids Want To Know ISBN 079223408-1 *

Penguins and Polar Bears, National Geographic Kids Want To Know*

Predator and Prey by Marcia S. Freeman, Newbridge (early)*

Scavengers and Junk Eaters by Paul Reeder, Wright Group (fluent)

Short, Tall, Big or Small? by Kari Jenson Gold, Newbridge

Spots and Stripes by Autumn Leigh, Rosen (early emergent)

Squirrels All Year Long by Melvin Berger, Newbridge (emergent)*

Tails and Claws by Helen Depree, Wright Group/McGraw-Hill (emergent)*

Taking Care of Baby by Daniel Jacobs, Discovery Links®, Newbridge (early)*

* Teacher Favorites

Teeth by Carol Krueger, Wright Group/McGraw-Hill (emergent)

The Zoo by Christine Young, Wright Group/McGraw-Hill (emergent)

These Legs by Jane Buxton, Wright Group/McGraw-Hill (emergent)

Things I Like to Do by Debra Green, Wright Group/McGraw-Hill (emergent)

This Mouth by Alan Whitaker, Wright Group/McGraw-Hill (emergent)

This One Can Run by Christina Wildson, Outside the Box (emergent)

This Tail Belongs to... by Christina Wildson, Outside the Box (emergent)

This Tail by Brosie Brown, Wright Group (emergent)

Up, Down, and All Around by Sharon Street, National Geographic, Windows on Literacy (emergent)*

What Do You Like to Eat? by Sandra Iversen, Wright Group/McGraw-Hill (emergent)

What Is a Food Chain by Heather Nicole, Harcourt *

What Is This Skeleton? by Brian & Jillian Cutting, SUNSHINE™, Wright Group*

Where are the Eggs? by Brenda Parkes, NewBridge*

Who Looks After Me? by Dimi Stanos, National Geographic Windows on Literacy (Step Up)*

Whose Eggs Are These? by Brian & Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Wonderful Ears Brian & Jillian Cutting, SUNSHINE™, Wright Group (Level 2)*

Zoos by Janette Johnstone, Wright Group (fluent)

Animal Homes and Habitat

Scholastic Learning Centers—Polar Regions*

Arctic Winter, Arctic Summer by Susan Canizares & Daniel Moreton
Counting Penguins by Betsy Chessen & Pamela Chanko
Polar Bears by Susan Canizares & Daniel Moreton
The Northern Lights by Susan Canizares
Who Lives in the Arctic? by Susan Canizares & Pamela Chanko

Scholastic Learning Centers—Amazon Rainforest

Monkeys by Susan Canizares & Pamela Chanko
Rainforest by Betsy Chessen
Rainforest Colors by Susan Canizares & Betsy Chessen
Who Lives in the Rainforest? by Susan Canizares & Mary Reid
Who's Hiding? by Susan Canizares & Pamela Chanko

Scholastic Learning Centers—Desert*

Cactus Names by Susan Canizares
Colors in the Desert by Susan Canizares & Betsy Chessen
Desert by Daniel Moreton
Snakes and Lizards by Daniel Moreton & Pamela Chanko
Who Beats the Heat? by Pamela Chanko & Daniel Moreton

Scholastic Learning Centers—Ocean*

Ocean by Susan Canizares & Pamela Chanko
A Dolphin Is Not a Fish by Betsy Chessen & Pamela Chanko
Sea Creatures by Pamela Chanko
Sharks by Betsey Chessen
What Comes in a Shell? by Susan Canizares & Betsy Chessen

* Teacher Favorites

Animal Homes and Habitat, cont.

Scholastic Learning Centers—Animal Homes*

Animal Homes by Susan Canizares
Busy Beavers by Susan Canizares
Coral Reef by Susan Canizares
Homes in the Ground by Susan Canizares
Nests, Nests, Nests by Susan Canizares

A Pond by Brenda Parkes, Discovery Links®, Newbridge (emergent)

Animal Eaters of the Pond by Fred & Jeanne Biddulph, Wright Group (Level 3)

Animal Hiding Places by Monic Halpern, National Geographic, Windows on Literacy (fluent plus)*

Animal Home by Ann Lee, Harcourt (Level 1)

Animals of the Arctic and Antarctic by Paul Reeder, Wright Group (early fluency)

Cactuses by Lesley Pether, National Geographic Windows on Literacy (fluent)*

Communities by John Parson, Wright Group/McGraw-Hill (emergent)

Communities by John Parsons, Wright Group (Orange)*

Desert by Daniel Moreton, Scholastic (emergent)

Desert Day by Miriam Frost, TWiG®, Wright Group (emergent)

Desert Rain by Pat Malone, National Geographic Windows on Literacy (fluent)

Do Animals Live in Plants? by Lucy Floyd, Harcourt (Level 1)*

Going up the Mountains by David Tunkin, National Geographic Windows on Literacy (fluent) *

How Do Animals Sleep? by Melvin Berger, Newbridge*

In a Tree by Zoe Sharp, National Geographic, Windows on Literacy (Step Up)

In the Mountains by Whitney Lassen, TWiG®, Wright Group (emergent)

Marks in the Sand by Marilyn Woolley, National Geographic Windows on Literacy (early)*

Mud, Mud, Mud by Dot Maharry, National Geographic Windows on Literacy (emergent)*

My Earth by Shirley Frederick, Harcourt (Level K)

My Fish Tank by Belle Perez, National Geographic Windows on Literacy (early)*

Nature Hike by Diana Roll, TWiG®, Wright Group (early)

Nests by Christine Young, Wright Group/McGraw-Hill (emergent)

Our Desert Home by Judy Nayer, McGraw-Hill (K)

People Live Here/*Plants and Animals Live Here* (companion books), National Geographic (emergent)*

Plant Eaters of the Pond by Fred & Jeanne Biddulph, Wright Group (Level 3)

Plants and Animals Live Here by George Wong, National Geographic Windows on Literacy (emergent)*

River Life by Kate McGough, National Geographic Windows on Literacy (fluent)

Sea and Land Animals by Sarah Dawson, National Geographic, Windows on Literacy (fluent)*

Snakes and Lizards by Daniel Moreton & Pamela Chanko, Scholastic (emergent)

So Many Snakes by Chris Graham, Rosen (upper emergent)*

The Animals of Alaska by John Rickus (upper emergent)

* Teacher Favorites

Animal Homes and Habitat, cont.

The Rain Forest by Pat Malone, National Geographic Windows on Literacy (fluent)

Under Water by Rebel Williams, TWiG®, Wright Group (emergent)

Underground by Rebel Williams, TWiG®, Wright Group (emergent)

Wetlands by Adele D. Richardson, The Bridgstone Science Library Capstone Press (fluent)

What Is a Food Chain? by Heather Nicole, Harcourt (Level 2)

What Lives in a Swamp? by Jacob Fink, National Geographic, Windows on Literacy (emergent)*

Where Do Birds Live? by Betsey Chessen, Scholastic (emergent)

Where Do the Animals Live? by Melvin Berger, Newbridge (early)*

Where Does a Leopard Hide? by Paul Reeder, Wright Group/McGraw-Hill (emergent)

Who Beats the Heat? Pamela Chanko & Daniel Moreton, Scholastic (emergent)

Who Likes the Cold? by Rebel Willliams, TWiG®, Wright Group (Red)

Who Lives at the Zoo? by Mark Macey, National Geographic, Windows on Literacy (step up, one word per pg.)*

Who Lives Here? by Use Whiting, National Geographic Windows on Literacy (emergent)

Who Lives in a Tree? by Lisa Trumbauer, Discovery Links®, Newbridge (emergent)

Who Lives In This Hole? by Rebel Williams, TWiG®, Wright Group (emergent)

Who Looks Like the Cold? by Rebel Williams, TWiG®, Wright Group (emergent)

Why Polar Bears Like Snow...And Flamingos Don't by Nancy White, Benchmark (fluent)

Animals–Amphibians

A Frog Has a Sticky Tongue by Pamela Graham, National Geographic, Windows on Literacy (early)

Frog on a Log by Norma L. Gentner, The Song Box®, Wright Group

Frogs by Kevin Boon, Wright Group (fluent)

Frogs by Rebel Williams, TWiG®, Wright Group (emergent)

How a Frog Gets Its Legs by Patricia J. Murphy, Rosen (early fluency)

Those Fabulous Frogs by Melvin Berger, Newbridge

What Is an Amphibian? by Lola M. Schaefer, Pebble Books, Capstone*

Animals–Birds

Scholastic Learning Centers—Birds*

Birds by Susan Canizares & Pamela Chanko
The Beak Book by Pamela Chanko
The Things Birds Eat by Betsy Chessen
This Bird Can't Fly by Susan Canizares & Daniel Moreton
Where Do Birds Live? by Betsy Chessen

A Bird Flies by Marilyn Woolley, National Geographic, Windows on Literacy (emergent)*

All About Pets—Birds by Helen Frost, Pebble Books, Capstone*

* Teacher Favorites

Animals–Birds, cont.

Baby Birds by Neve Koyama, National Geographic, Windows on Literacy (emergent)*

Beaks by Brenda Parkes, Discovery Links®, Newbridge (early)

Bird Beaks by Diana Noonan, Wright Group (early fluency)

Birds by Carolyn MacLulich, Scholastic (fluent)*

Birds by Steward Gardiner, National Geographic, Windows on Literacy (early)*

Birds Nests by Diana Noonan, Wright Group (early fluency)*

Eagles, Hawks, and Falcons by Paul Reeder, Wright Group (fluent)

Eggs and Baby Birds by Anne Shirley, Wright Group (Level 2)*

Eggs, Eggs, Eggs by Barbara Armstrong, Wright Group (early fluency)*

Feathers and Flight by Fred & Jeanne Biddulph, Wright Group (Level 2)*

How Birds Live by Fred & Jeanne Biddulph, Wright Group (fluent) *

I Wonder Why? by Pauline Cartwright, Wright Group (emergent)*

Let's Make Something New by Christine Economos, Discovery Links®, Newbridge (early)

Soaring Bald Eagles by Kathleen Martin-James, Newbridge

The Night Owls by Kevin Patrick, Wright Group (fluent)*

The Penguin Chick by Marilyn Woolley, National Geographic Windows on Literacy (early) *

What Is a Bird? by Lolo M. Schaefer, Pebble Books, Capstone (fluent) *

Where Are the Eggs by Brenda Parkes, Discovery Links®, Newbridge (early)*

Animals–Farm

All About Horses by Martha E. Rustad, Pebble Books, Capstone Press*

Chickens on the Farm by Mari C. Schuh, Pebble Books, Capstone Press*

Cows on the Farm by Mari C. Schuh, Pebble Books, Capstone Press*

Donkey Work by Diana Noonan, Wright Group (emergent) *

Milking by Diana Noonan, Wright Group (emergent) *

Pigs on the Farm by Mari C. Schuh, Pebble Books, Capstone Press*

Sheep on the Farm by Mari C. Schuh, Pebble Books, Capstone Press*

Taking Care of Farm Animals by Dimi Stanos, National Geographic, Windows on Literacy (wordless)**

Animals–Mammals

A Porcupine by Carol Krueger, Wright Group/McGraw-Hill (emergent)

Baby Chimps by Rebel Williams, TWiG®, Wright Group (emergent)

Bats by Carolyn MacLulich, Scholastic*

Bear Facts by Norma L. Gentner, The Song Box®, Wright Group

Big Black Bears by Greg Roza, Rosen (early emergent)

Call of the Wolves by Melvine Berger, Newbridge *

* Teacher Favorites

Animals—Mammals, cont.

Cave Dwellers, Wright Group (fluent)

Elephants by Helen Depree, Wright Group (emergent)*

Gorilla Families by Claudia C. Diamond, Rosen (fluent)*

Hello by Kay Evans, McGraw-Hill

Kangaroos by Carolyn MacLulich, Scholastic*

Kangaroos in the Land Down Under by Shelby Braidich, Rosen (early fluent)

Let's Look at Leopards by Michele Coffey, Rosen (upper emergent)

Mountain Gorillas by Julie Connal, Wright Group (fluent)*

Platypuses by Alexandra Boow, Wright Group (fluent)

Polar Bears by Caroline Candusio, National Geographic, Windows on Literacy (early)*

The Bats by Chad Lake, TWiG®, Wright Group (emergent)*

The Little Panda by Harley Chan, National Geographic, Windows on Literacy(emergent)*

Walrus Watch by Linda Johns, Wright Group/McGraw-Hill (emergent)*

What Is a Mammal? by Lola M. Schaefer, Pebble Books, Capstone Press*

Animals—Ocean

Scholastic Learning Centers—Ocean*

A Dolphin Is Not a Fish by Betsy Chessen & Pamela Chanko
Ocean by Susan Canizares, Pamela Chanko
Sea Creatures by Pamela Chanko
Sharks by Betsey Chessen
What Comes in a Shell? by Susan Canizares & Betsy Chessen

Corals by Lola M. Schaefer, Pebble Books, Capstone Press*

*Crab*s by Lola M. Schaefer, Pebble Books, Capstone Press*

Deadly Sea Creatures by Bill Francis, Wright Group (fluent)

Dolphins by Kevin J. Holmes, Bridgestone Books Capstone Press

Dolphins by Marion Rego, Wright Group (early) *

Dolphins by Martha E.H. Rustad, Pebble Books, Capstone Press*

Exploring Tide Pools by Monica Halpern, National Geographic Windows on Literacy (fluent plus) *

Fish by Colin Walker, Wright Group/McGraw-Hill (early)*

Going Fishing by Joseph Ciciano, National Geographic Windows on Literacy (early)*

How Do Fish Live? by Heather Jenkins, SUNSHINE™, Wright Group (Level 2)*

Is It A Fish? by Brian & Jillian Cutting, SUNSHINE™, Wright Group (Level 2)*

Parrotfish by Lola M. Schaefer, Pebble Books, Capstone Press*

Rays by Martha E.H. Rustad, Pebble Books, Capstone Press*

Sea Anemones by Lola M. Schaefer, Pebble Books, Capstone Press*

Sea Dragons by Laura Hirschfield, Wright Group/McGraw-Hill (early)

Sea Horses by Lola M. Schaefer, Pebble Books, Capstone Press*

Sea Stars by Lola M. Schaefer, Pebble Books, Capstone Press*

Sea Turtles by Martha E.H. Rustad, Pebble Books, Capstone Press*

Sea Urchins by Lola M. Schaefer, Pebble Books, Capstone Press*

* Teacher Favorites

Animals–Ocean, cont.

Seals by Martha E.H. Rustad, Pebble Books, Capstone Press*

Sharks by Carolyn MacLulich, Scholastic

Sharks by Kevin Boon, Wright Group (fluent)*

Sharks by Martha E.H. Rustad, Pebble Books, Capstone Press*

Stingrays by Julia Wall, Wright Group (early)*

The Baby Shark by Sharon Street, National Geographic, Windows on Literacy (emergent)*

The Crayfish Thief by Rachel Mack, Wright Group (fluent)

The Survival of Fish by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 2)*

Whales by Kevin Boon, Wright Group (fluent)

Whales by Martha E.H. Rustad, Pebble Books, Capstone Press*

Whales in the Ocean by Claudia C. Diamond, Rosen (early emergent)*

What Do You Know About Dolphins? by Harley Chan, National Geographic Windows on Literacy (early)*

What Is a Fish? by Lola Schaefer, Pebble Books, Capstone Press*

Animals–Pets

*(Teaching Guide for the Pebble Books—All About Pets Set)**

A Cat's Day by Stephanie Fowler, TWiG®, Wright Group (emergent)*

A Cat's Whiskers by Sharon Street, National Geographic Windows on Literacy (fluent)*

A Dog's Life by Rose Lorenzo, National Geographic, Windows on Literacy (wordless)**

All About Pets—Birds by Helen Frost, Pebble Books, Capstone Press*

All About Pets—Dogs by Helen Frost, Pebble Books, Capstone Press*

All About Pets—Fish by Helen Frost, Pebble Books, Capstone Press*

All About Pets—Guinea Pigs by Helen Frost, Pebble Books, Capstone Press*

All About Pets—Hamsters by Helen Frost, Pebble Books, Capstone Press*

All About Pets—Horses by Helen Frost, Pebble Books, Capstone Press*

All About Pets—Rabbits by Helen Frost, Pebble Books, Capstone Press*

All About Pets—Snakes by Helen Frost, Pebble Books, Capstone Press*

All About Pets—Turtles by Helen Frost, Pebble Books, Capstone Press*

Cats by Graham Meadows, Wright Group (emergent)*

I Wonder Why? by Tracey Reeder, Wright Group/McGraw-Hill (emergent)

Kittens by Brenda Parkes, Discovery Links®, Newbridge (early)*

Little Pets by Ken Robbins, McGraw-Hill (Leveled Science)

My Pet by Godfrey Herbert, KinderStarters, Rigby (emergent)

Our New Puppy by Trent Johnson, National Geographic, Windows on Literacy (emergent)*

Pet Care by Betsey Chessen, Scholastic Learning Center (emergent) *

Taking Care of Dogs by Brenda Parkes, Newbridge (emergent)*

What Kind of Dog Am I? by Miriam Frost, TWiG®, Wright Group (emergent)

* Teacher Favorites

Animals–Reptiles

Scholastic Learning Centers—Desert*

Cactus Names by Susan Canizares
Colors in the Desert by Susan Canizares & Betsy Chessen
Desert by Daniel Moreton
Snakes and Lizards by Daniel Moreton & Pamela Chanko
Who Beats the Heat? by Pamela Chanko & Daniel Moreton

All About Snakes by Martha E.H. Rustad, Pebble Books, Capstone Press*

Black Snake and the Eggs by Michael R. Strickland, Wright Group/McGraw-Hill (early)

Giant Snakes by Cheryl Ryan, Wright Group (fluent)*

Lizards by Carolyn MacLulich, Scholastic *

Snakes by Carolyn MacLulich, Scholastic*

*Snake*s by Rebel Williams, TWiG®, Wright Group (emergent)

*Snake*s by Tom Pipher, Wright Group (emergent)*

So Many Snakes by Chris Graham, Rosen (upper emergent)*

The Predator by Norma L. Gentner, The Song Box®, Wright Group

What Is a Reptile? by Lola M. Schaefer, Pebble Books, Capstone Press*

Biographies

Scholastic Learning Centers—Biographies*

Jane Goodall and Her Chimpanzees by Betsey Chessen & Pamela Chanko
Meet Jim Henson by Susan Canizares & Samantha Berger
Pele, The King of Soccer by Susan Canizares & Samantha Berger
The Voyage of Mae Jemison by Susan Canezares & Samantha Berger
Up, Up, and Away: The Story of Amelia Earhart by Susan Canizares & Pamela Chanko

Booker T. Washington by Margo McLoone, Bridgestone Books Capstone Press

Cesar Chavez by Lolo M. Schaefer, Pebble Books, Capstone Press

Cesar Chavez by Lucile Davis, Bridgestone Books Capstone Press

Clara Barton Angel of the Battlefield by Colleen Adams, Rosen (early emergent)

Florence Nightingale by Lucile Davis, Bridgestone Books Capstone Press

Harriet Tubman: *A Lesson in Bravery* by Elizabeth Kernan, Rosen (fluent)

Henry Ford by Lolo M. Schaefer, Pebble Books, Capstone Press

Legendary Heroes by Eva Wood, Wright Group (fluent)

Pocahontas by Colleen Adams, Newbridge (early fluent)

Robert Fulton by Lolo M. Schaefer, Pebble Books, Capstone Press

Robert Goddard by Lolo M. Schaefer, Pebble Books, Capstone Press

Susan B. Anthony by Lucile Davis, Bridgestone Books Capstone Press

Wright Brothers by Lolo M. Schaefer, Pebble Books, Capstone Press

Who Was Betsy Ross? by Colleen Adams, Rosen (early fluency)

* Teacher Favorites

Character Education

Caring by Lucia Raatma, Bridgestone Books Capstone Press

Consideration by Lucia Raatma, Bridgestone Books Capstone Press

Cooperation by Lucia Raatma, Bridgestone Books Capstone Press

Courage by Lucia Raatma, Bridgestone Books Capstone Press

Friendliness by Lucia Raatma, Bridgestone Books Capstone Press

Honesty by Lucia Raatma, Bridgestone Books Capstone Press

Patience by Lucia Raatma, Bridgestone Books Capstone Press

Patriotism by Lucia Raatma, Bridgestone Books Capstone Press

Peacefulness by Lucia Raatma, Bridgestone Books Capstone Press

Prudence by Lucia Raatma, Bridgestone Books Capstone Press

Respect by Lucia Raatma, Bridgestone Books Capstone Press

Responsibility by Lucia Raatma, Bridgestone Books Capstone Press

Self-Discipline by Lucia Raatma, Bridgestone Books Capstone Press

Tolerance by Lucia Raatma, Bridgestone Books Capstone Press

Community

Scholastic Learning Center—Communities*

Getting Around by Betsey Chessen & Daniel Moreton
Jobs by Susan Canizares & Betsy Chessen
Markets by Oaneka Chanko & Samantha Berger
School by Samantha Berger & Pamela Chanko
Shelter by Susan Canizares & Daniel Moreton

A Doctor's Busy Day by Nicole Boyd, Rosen (fluent)*

A Good Place to Live by Marvin Buckley, National Geographic, Windows on Literacy (early)*

A Park Ranger's Day by Michele Coffey, Rosen (upper emergent)*

A Trip to the Dentist by Fran Campbell, Rosen (upper emergent)*

A Trip to the Firestation, by Jeffrey A. Rucker, Rosen (upper emergent)*

A Trip to the Post Office by Mary Ann Thomas, Rosen (upper emergent) *

At Play in the Community by Judy Nayer, Newbridge (early)*

At the Art Museum by Patricia J. Murphy, Rosen (early fluency)*

At the Market by Nadien, Golden Newbridge (early)*

At the Park by Tammy Jones, Benchmark (early)

At Work by Margaret Mooney, Newbridge (emergent)*

Building Roads by Judith Bauer Stamper, Newbridge (early)*

Building, KinderStarters, Rigby (emergent)

Career Day Surprise by Alexandra Boow, Wright Group (fluent)

Caring for Our Land by George McNeill, Newbridge (early)*

City Buildings by Christine Economos , Discovery Links®, Newbridge (early)*

City Life by Diane E. Stango, Rosen (early emergent)*

City Signs by Brenda Parkes, Newbridge (emergent)*

Clean Beaches by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

* Teacher Favorites

Community, cont.

Communities by Judy Nayer, Newbridge (fluent)*

Communities by Lisa Trumbauer, Pebble Books, Capstone Press*

Counting Around Town by Scott Peters, Benchmark (emergent)*

Dentists by Dee Ready, Bridgestone Books Capstone Press *

Design It, Build It by Susan Ring, Newbridge

Doing Jobs Together by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

From Here to There by Kathy Page Barabas, Newbridge (early)*

From the Factory by Nancy White, Newbridge (early)*

Going Here and There by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Going to Town with Mom and Dad by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Hats by Sarah Wilson, Wright Group (emergent)*

Homes Across America by Kathy Page Barabas, Newbridge (early fluent)*

I Write for the Newspaper by Sy Wagner, Rosen (upper emergent)*

Ice Cream for You by Harley Chan, National Geographic Windows on Literacy*

Jacks Boat by Nick Bruce, National Geographic Windows on Literacy*

Jobs up High by Cathy French, Benchmark (emergent)*

Jobs: Making and Helping by Harley Chan, National Geographic, Windows on Literacy (early)*

Leading the Way by Meish Goldish, Newbridge (early)*

Learning about the Library by Eileen Hannah, Rosen (upper emergent)*

Let's Go Shopping by Judy Nayer, Newbridge (early)*

Let's Go to the Supermarket by Jasper Allan, Rosen (upper emergent)*

Loading the Airplane by Lesley Pether, National Geographic, Windows on Literacy (early)*

Looking for Numbers by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Looking for Shapes by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Made by Hand by Meish Goldish, Newbridge (early)*

Maybe I Could by Mary Martin, Discovery Links®, Newbridge (fluent)*

Meet Officer Jerry by Breg Moskal, Rosen (upper emergent)*

Meet the Astronauts by Max Winter, Discovery Links®, Newbridge (early)*

My Life in a Town by Elizabeth Kernan, Rosen (early emergent)*

My Life in the Mountains by Eliza Robbins, Rosen (early emergent)*

My Town at Work by Gare Thompson, National Geographic (fluent plus)*

My Town by Jennifer Schieber, Benchmark (emergent)*

National Parks by Mary Evans, Newbridge (fluent)*

New Clothes by David Tunkin, National Geographic, Windows on Literacy (emergent)*

On the Go by Judy Nayer, Discovery Links®, Newbridge (emergent)*

On the Go by Lisa Trumbauer, Pebble Books, Capstone Press*

* Teacher Favorites

Community, cont.

Our Farm by Diane E. Stango, Rosen (early emergent)*

Our Money by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Our Town by Faridah Yusof, National Geographic Windows on Literacy*

People and Places by Lauren Weidenman, Capstone (Level B)*

People in My Town by Delphine Kalinowski, Rosen (early emergent)*

People Live Here by George Wong, National Geographic, Windows on Literacy (emergent)*

People Who Save Animals by Cathy French, Benchmark (early)

People Work at the Supermarket by Felix James, National Geographic, Windows on Literacy (emergent)*

People Work by Lisa Trumbauer, Pebble Books, Capstone Press*

Reduce, Reuse, and Recycle by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Shopping at the Market Helen Depree, Wright Group/McGraw-Hill (emergent)*

Shopping by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Signs on the Way by Marvin Buckley, National Geographic, Windows on Literacy (emergent)*

Sorting My Money by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)

Taking a Trip by Susan Ring, Newbridge (early)*

Taking Care of Our World by Thelma Rea, Rosen (upper emergent)*

Teamwork by Lisa Trumbauer, Pebble Books, Capstone Press*

The Car Wash by Harley Chan, National Geographic Windows on Literacy*

The Lemonade Stand by Marilyn J. Salomon, Newbridge (early)*

The Museum by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

The Olympics by Alice Pernick, Discovery Links®, Newbridge (fluent)*

The Park by Marilyn Woolley, National Geographic Windows on Literacy (early)*

The Rockies by Mary Kay Carson, Newbridge (early)*

Things That Go! by Marie Linney, Newbridge (early)*

Travel Money U.S.A. by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Tunnels by Joseph Ciciano, National Geographic, Windows on Literacy (fluent)*

Using Numbers at Work by Cathy French, Benchmark (emergent)*

Using Tools at Work by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Volunteers by Judy Nayer, Newbridge (fluent)*

We Use Numbers by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

What a Baker Makes by Sharon McConnell, Rosen (emergent)*

What Do We Pay For? by Marilyn J. Solomon, Newbridge (early)*

What Will I Be? by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

What's My Job? by Jacob Fink, National Geographic Windows on Literacy (emergent)*

* Teacher Favorites

Community, cont.

Where Are They Going? by Jacob Fink, National Geographic, Windows on Literacy (emergent) *

Where Is It Going? by Lee Scott, National Geographic, Windows on Literacy (wordless) *

Where to Buy It by Shelby Braidich, Rosen (early emergent)*

Who Helps? by Judy Nayer, Discovery Links®, Newbridge (early)*

Why People Move by Brenda Parkes, Newbridge (early)*

Work around the Clock by Michele Lyons, Newbridge (early)*

Work Vehicles by Joseph Ciciano, National Geographic Windows on Literacy (fluent)*

You Can Do It by Janet Carson, Rosen (emergent)*

Cultures

Scholastic Learning Centers—Places*

A Day in Japan by Daniel Moreton & Samantha Berger
Australia by Betsey Chessen & Pamela Chanko
Canada by Susan Canizares & Samantha Berger
Italy by Susan Canizares & Betsy Chessen
Mexico by Suan Canizares & Pamela Chanko

Scholastic Learning Centers—Fun and Games

Crafts by Betsy Chessen & Pamela Chanko
Dancing by Susan Canizares & Betsy Chessen
Games by Samantha Berger & Daniel Moreton
Puppets by Susan Canizares & Samantha Berger
Ready Set Go by Susan Canizares & Pamela Chanko

American Indian Weaving by Brenda Parkes, Discovery Links®, Newbridge (early)*

At Home around the World by Tina McDowell, Rosen (upper emergent)*

Being Human by Michele Lyons, Newbridge (early)*

Bowls by Anne Miranda, Newbridge (early)*

Bread around the World by Cynthia Rothman, Newbridge (emergent)*

Celebrations around the World by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Craft Makers by Janine Scott, Benchmark (emergent)*

Cultural Clothes by Leonard Karauna, Wright Group (fluent)*

Cultural Instruments by Bill Francis, Wright Group (fluent)*

Different Kinds of Bread by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 3)*

Even Bread Has a Home by Zac Sutton, Wright Group (fluent)*

Harvest Festivals by Gare Thompson, National Geographic, Windows on Literacy

Holidays by Stewart Gardiner, National Geographic, Windows on Literacy (fluent)*

Houses around the World by Judy Nayer, Newbridge (early)*

How We Make Music by Roland Graham, Rosen (upper emergent)*

I Am African American by Ruth Turk, Rosen (fluent)*

I Am Chinese American by Amy Lee, Rosen (fluent)*

* Teacher Favorites

Cultures, cont.

I Am Italian American by Brenda DePalma, Rosen (fluent)*

I Am Japanese American by Vivian Emery, Rosen (fluent)*

I Am Mexican American by Isobel Seymour, Rosen (fluent)*

Let's Make Music by Jessica Baron, Rosen (emergent)*

Making Art by Erica Smith, Rosen (early fluency)*

On Stage by Theresa Bryson , Benchmark (emergent)*

Origami by Charlotte Stadler, Benchmark (fluent)*

Party Games by Tom Pipher, Wright Group (emergent)

People Everywhere by Jeri Cipriano, Discovery Links®, Newbridge (emergent)*

People Live in the Desert by Belle Perez National Geographic Windows on Literacy*

Skin, Skin, Skin by Diana Noonan, Wright Group (emergent)*

Special Saris by Sally Cole, Wright Group (fluent)

The Land of Many Colors by the Klamath County YMCA Family Preschool, Scholastic*

We Are All Alike by Lola M. Schaefer, Benchmark (early)*

Emotions

Faces by Janie Everett, Scott Foresman (emergent)

Feeling Angry by Helen Frost, Pebble Books, Capstone Press*

Feeling Happy by Helen Frost, Pebble Books, Capstone Press*

Feeling Sad by Helen Frost, Pebble Books, Capstone Press*

Feeling Scared by Helen Frost, Pebble Books, Capstone Press*

Happy Face, Sad Face by Graham Meadows, Wright Group/McGraw-Hill (emergent)

How do You Feel Today? by Cynthia MacGregor, Rosen (fluent)*

Family

Scholastic Learning Centers—Families*

Babies on the Move by Susan Canizares & Daniel Moreton
Celebrations by Samantha Berger & Daniel Moreton
Feelings by Susan Canizares
Thank You! by Betsey Chessen & Pamela Chanko
Two Can Do It by Susan Canizares & Betsy Chessen

Colonial Families by Zachary Williams, Rosen (early fluency)

Cooking Dinner by Sharon Street, National Geographic Windows on Literacy

Early in the Morning by George Wong, National Geographic Windows on Literacy (emergent)*

Families by Brenda Parkes, Newbridge (emergent)*

*Familie*s by Lisa Trumbauer, Pebble Books, Capstone Press*

Families by Rose Lorenzo, National Geographic Windows on Literacy (Step Up)*

* Teacher Favorites

Family, cont.

Families by Rose Lorenzo, National Geographic Windows on Literacy (Step Up)*

Family Counts by Lada Kratky, Hampton Brown Books*

Family Fun by Greg Moskal, Rosen (emergent)*

Give Me a Hug by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Great Grandma and I by Brenda Parkes, Newbridge (early)*

Have a Hug by Lauren Blass, Houghton Mifflin (emergent)

Helping Dad by Ann Wilson, SUNSHINE™, Wright Group (emergent)

I Help My Dad by Zoe Sharp, National Geographic Windows on Literacy (Step Up)*

I Love My Family by Joy Cowley, SUNSHINE™, Wright Group (emergent)

In My Family by Faridah Yusof, National Geographic Windows on Literacy (Step Up)*

Little Brother by Joy Cowley, SUNSHINE™, Wright Group (emergent)*

Meet My Family by Scott Peters, Benchmark (emergent)*

My Family by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

My Grandma by Rebecca Weber, Benchmark (emergent)*

My Mom and Dad Take Care of Me by Zoe Sharp, National Geographic Windows on Literacy (Step Up)*

My New Sister by Kathleen Brown & Louise T. Wright, Zaner Bloser (emergent)*

Our Grandad by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Shopping with Dad by Lesley Pether, National Geographic Windows on Literacy (emergent)*

What Families Do by Olive Jackson, Newbridge (early)*

Who Looks After Me? by Dimi Stanos, National Geographic Windows on Literacy (Step Up)*

Field Guides by Golden Press N.Y.

Birds

Butterflies & Moths

Fishes

Flowers

Fossils

Insects

Mammals

Reptiles and Amphibians

Rocks and Minerals

Seashells of the World

Sky Observer's Guide

Stars

Trees

Weather

Weeds

* Teacher Favorites

Friends

Alone and Together by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Being Friends by Nicholas Wrazen, Rosen (early emergent)*

Best Friends by Shanna Wrazen, Rosen (early emergent)*

Come and Play Sarah by Karen Anderson, Wright Group (emergent)

Friends by Dina Santos, Rosen (emergent)

How to Lose All Your Friends by Nancy Carlson, Puffin Books *

Letter to a Friend by Lola M. Schaefer, Benchmark (fluent)*

My Friend and I by Sharon Street, National Geographic, Windows on Literacy (emergent)*

My Friend Is Jess by Diana Noonan, Wright Group/McGraw-Hill (emergent)*

One for You and One for Me by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Star Friends by Robin Cruise, Wright Group/McGraw-Hill (fluent)

This Is My Friend by Tracey Reeder, Wright Group (emergent)*

Together by Judy Nayer, Newbridge (emergent)*

Who Is a Friend? by Lisa Trumbauer, Pebble Books, Capstone Press (emergent)*

Healthy Lifestyles, Body Care

Broken Bones by Brian & Jillian Cutting, Wright Group (Level 1)*

Clean and Healthy by Nicole Boyd, Rosen (upper emergent)*

Cleaning Teeth by Sandra Iversen, Wright Group (emergent)*

Fast Athletes by Cathy French, Benchmark (emergent)*

Getting Fit by Sandra Iversen, Wright Group/McGraw-Hill (emergent)*

Getting Ready for Bed by Margaret Ellis, Rigby (emergent)

Herman's Tooth by Alison Condon, Wright Group (emergent)

How to Be Healthy by Cynthia MacGregor, Rosen (early fluency)*

I Can Do Anything by Peggy Dunstan, SUNSHINE™, Wright Group (emergent)

I Feel Sick by Christina Wilsdon, Outside The Box (early fluency)

It's Fun to Exercise by Kristine Lalley, Rosen (early fluency)*

Keeping Time by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

My Body by Lola M. Schaefer, Benchmark (fluent)*

Nap Time by Josphine Selwyn, KinderStarters, Rigby (emergent)

New Soccer Nets by Alison Adames, Benchmark (early)*

Ouch! by Christina Wilsdon, Outside the Box (emergent)

Rappin' Heart Rhyme by Norma L. Gentner, Wright Group *

Teeth by Fred & Jeanne Biddulph, Wright Group (Level 2)*

The Human Body by Melvin Berger, Newbridge (upper emergent)*

Time for Bed by Christina Wilson, Outside the Box (emergent)

Time for Bed by Jennifer Nowak, Rosen (early emergent)*

You and Your Teeth by Fred & Jeanne Biddulph, Wright Group (Level 2)*

Your Body by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

* Teacher Favorites

Insects, Worms, Bugs, Spiders

Scholastic Learning Centers—Insects and Spiders*

Bugs, Bugs, Bugs! by Mary Reid & Betsy Chessen
Spider Names by Susan Canizares
What Do Insects Do? Susan Canizares & Pamela Chanko
What Is an Insect? Susan Canizares & Mary Reid
Where Do Insects Live? Susan Canizares & Mary Reid

A Spider's Web by Julie Connal, Wright Group (fluent)*

Amazing Crickets by Daniel Jacobs, Newbridge (fluent)*

Ants by Christine Young, Wright Group (Orange)*

Ants by Judy Nayer, Discovery Links®, Newbridge (emergent)

Ants, Ants, Ants by John Sheridan, SUNSHINE™, Wright Group (Level 1)*

Bug-Watching by Rebel Williams, TWiG®, Wright Group (Red)*

Busy Bees by Normal Gentner, The Song Box®, Wright Group

Butterflies and Moths by Alison Adams, Benchmark (early)*

Can You See an Insect? by Felix James, National Geographic Windows on Literacy*

Earthworms and Their Food by Inge Plater, SUNSHINE™, Wright Group (Level 3)*

Eggs, Larvae, and Flies by Chris Brough, SUNSHINE™, Wright Group (Level 2)*

Fly Butterfly by Brenda Parkes, Discovery Links®, Newbridge (emergent)*

How Ants Live by John Sheridan, SUNSHINE™, Wright Group (Level 1)*

How Earthworms Grow by Inge Plater, SUNSHINE™, Wright Group (Level 3)*

How Flies Live by Chris Brough, SUNSHINE™, Wright Group (Level 2)*

How Snails Protect Themselves by Chris Brough, SUNSHINE™, Wright Group (Level 3)*

How Spiders Live by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group*

Insects by Carolyn MacLulich, Scholastic*

Keeping Bees by Anne Miranda, Discovery Links®, Newbridge (fluent)*

Making a Bug Habitat by Natalie Lunish, Benchmark (early)*

Slugs and Snails by Colin Walker, Wright Group (Orange)*

Snails by Sandra England, Wright Group (Orange)

Spider Names by Susan Canizares, Scholastic Science (emergent)*

Spiders Are Special Animals by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 1)*

Spiders by Chris Graham, Rosen, (upper emergent)*

Spiders by Colin Walker, Wright Group (Orange)

Spiders by Lisa Trumbauer, Discovery Links®, Newbridge (emergent)*

Spiders Spin Silk by Bronwyn Tainui, National Geographic Windows on Literacy (fluent)*

The Busy Mosquito by Helen Depree, Wright Group (Orange)

The Earthworm by Helen Depree, Wright Group (Orange)*

The Life Cycle of a Snail by Chris Brough, SUNSHINE™, Wright Group

* Teacher Favorites

Insects, Worms, Bugs, Spiders, cont.

(Level 3)*

The Monarch Butterfly by Sarah Gaitanos, Wright Group (Orange)*

What Do You See? by Rozanne Lanczak Williams, Instant Readers®, Harcourt

What Is a Fly by Kym Lenihan, SUNSHINE™, Wright Group (Level 2)*

What Is an Insect? by Lola M. Schaefer, Pebble Books, Capstone Press*

Where Is My Caterpillar? by Diana Noonan, Wright Group/McGraw-Hill (Orange)

Wonderful Eyes by Brian & Jillian Cutting, SUNSHINE™, Wright Group (Level 2)*

Life Cycles

Scholastic Learning Centers—Animal Life Cycles*

Animal Babies A Counting Book by Daniel Moreton
Baby Animals Learn by Pamela Chanko
Butterfly by Susan Canizares, Scholastic Emergent Reader
Frogs by Susan Canizares & Daniel Moreton
From Egg to Robin by Susan Canizares & Betsey Chessen

Eggs and Baby Birds by Anne Shirley, SUNSHINE™, Wright Group (Level 2)

Frogs by Carolyn MacLulich for The Australian Museum, Scholastic

Frogs by Rebel Williams, Wright Group (Red)

How a Frog Gets Its Legs by Patricia J. Murphy, Rosen Early (fluent)

How Do Frogs Grow? by Judy Nayer, Discovery Links®, Newbridge (emergent)

The Life Cycle of a Snail by Chris Brough, SUNSHINE™, Wright Group (Level 3)

The Monarch Butterfly by Sarah Gaitanos, Wright Group (Orange)

What Can Change? by Brenda Parkes, Discovery Links®, Newbridge (early)

Where Is My Caterpillar? by Diana Noonan, Wright Group/McGraw-Hill (Orange)

Magnifying Glasses

A Better Look by Jacob Fink, National Geographic, Windows on Literacy*

Closer and Closer by Rebel Williams, TWiG®, Wright Group*

Science Tools by Susan Canizares, Scholastic Learning Center*

Seeing Things up Close by Kate McGough, National Geographic Windows on Literacy*

The Magnifying Glass by Karen Anderson, Wright Group, McGraw-Hill

Tools Can Help Us See by Sarah Dawson, National Geographic Windows on Literacy*

What Do I See? by Gloria Bancroft, TWiG®, Wright Group *

* Teacher Favorites

Maps

Scholastic Learning Centers—Places*

A Day in Japan by Daniel Moreton & Samantha Berger

Australia by Betsey Chessen & Pamela Chanko

Canada by Susan Canizares & Samantha Berger

Italy by Susan Canizares & Betsy Chessen

Mexico by Susan Canizares & Pamela Chanko

From the Air by Brian Enting, Wright Group (emergent)*

Here I Am! by Judy Nayer, Discovery Links®, Newbridge (emergent)*

Landforms by Mary Evans, Discovery Links®, Newbridge (fluent)*

Look Down! by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Making an Island by Cathy French, Benchmarks (early)*

Map It! by Elspeth Leacock, Newbridge (early)*

Mapping North America by Kate McGough, National Geographic Windows on Literacy (fluent)*

Maps, Maps, Maps by Joan Chapman, Rosen (early emergent)*

Me on the Map by Joan Sweeny

More Places to Visit by Nick Bruce, National Geographic Windows on Literacy (fluent)*

My Earth by Shirley Frederick, Harcourt (Level K)*

My Models by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Our Earth by Carlie Todoro, Rosen (upper emergent)*

People and Places by Lauren Weidenman, Pebble Books, Capstone Press

People Live in the Desert by Belle Perez, National Geographic (early)

Places to Visit by Nick Bruce, National Geographic Windows on Literacy (fluent)*

Reading a Map by Greg Rosa, Rosen (early fluency)*

Reading Maps by David Rhys, Discovery Links®, Newbridge (fluent)*

See the U.S.A. by Jaime Schwartz, National Geographic (fluent plus)*

Take a Look by Margaret Mooney, Discovery Links®, Newbridge (early)*

The Earth by Trent Johnson, National Geographic Windows on Literacy (early)*

The Key to Maps by Harley Chan, National Geographic Windows on Literacy (fluent)*

This Is an Island by Belle Perez, National Geographic Windows on Literacy (emergent)*

Toy Models by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Water Land and Air by Pat Malone, National Geographic Windows on Literacy (early)*

What Is a Map? by Lauren Weidenman, Pebble Books, Capstone Press*

Zoo Map by David Tunkin, National Geographic Windows on Literacy (early)*

* Teacher Favorites

Matter

Animal Fibers by Jo Massam Windsor, SUNSHINE™, Wright Group (Level 2)

Changes Around Us by H. Shepherd, Harcourt (Level 2)

Fibers from Plants by Jo Massam Windsor, SUNSHINE™, Wright Group (Level 2)

Fibers Made by People by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 2)

Heat Changes Things by Michael Medearis, Harcourt (Level 1)

Solid, Liquid, Gas: What Is Matter? by Eric Smith, Rosen (fluent)

Solids, Liquids and Gases by Mary West, Harcourt (Level 2)

What Is Matter? by Lisa Trumbauer, Newbridge

Measurement

A Window of Time by Audrey O. Leighton, Directors Choice Award 1997, NADJA Publishing

Bunny Money by Rosemary Wells, Puffin Books, Penguin Putnam Books for Young Readers

It's About Time by Judy Nayer, Pebble Books, Capstone Press

Just Right! by Maria Kathe, Harcourt (Level 1)

Let's Graph It! by Elizabeth Kernan, Rosen (fluent)

Measure Up by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)

Measuring Tools by Mickey Caronco & Lori Presti, Benchmark (early)*

My Week by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)

Our Class Survey by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Pigs in the Pantry by Amy Axelrod, Aladdin Paperbacks (math and cooking)

Pigs on a Blanket by Amy Axelrod, Aladdin Paperbacks (math and time) Reading Rainbow

Ready, Set, Hop by Stuart J. Murphy, Harper Collins Publishers (building equations)

The Caterpillar by Jo Sumara, Harcourt (Level 1)

The Go-Around Dollar by Barbara Johnston Adams, Simon and Schuster (money)

What Can You Measure With a Lollipop? by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

What's Faster Than a Speeding Cheetah? by Robert E. Wells, Albert Whitman and Company

What's Smaller Than a Pygmy Shrew? by Robert E. Wells, Albert Whitman and Company

Who Sank the Boat? by Allen, New York; Putman & Grosset (balance, capacity)

Window by Baker, Greenwillow (environment, change, growing up, timelines)

* Teacher Favorites

Motion, Energy, Force

Back and Forth by Lola M. Schaefer, Pebble Books, Capstone Press*

Circular Movement by Lola M. Schaefer, Pebble Books, Capstone Press*

Gravity by Dan Greenberg, Discovery Links®, Newbridge (fluent)*

Gravity by Norma L. Gentner, The Song Box®, Wright Group

Jeff's Magnet by Madge Alley, Harcourt (Level 1)

Magnets by Pat Malone, National Geographic Windows on Literacy

Make It Move by Susan Canizares & Betsey Chessen, Scholastic (emergent)

Motion by Rozanne Lanczak Williams, Harcourt (Level 2)*

Move It by Colin Walker, Wright Group (Orange)

Push and Pull by Lola M. Schaefer, Pebble Books, Capstone Press*

Push and Pull by Marcia Freeman, Newbridge (upper emergent)*

Push It or Pull It by Rozanne Lanczak Williams, Harcourt (Level 1)

Push or Pull by Brenda Parkes, Discovery Links®, Newbridge (emergent)

Push or Pull by Susan Canizares & Betsey Chessen, Scholastic (emergent)

Push or Pull? by John Parker, National Geographic Windows on Literacy (early)

Start and Stop by Lola M. Schaefer, Pebble Books, Capstone Press*

Toys That Move by Wendy Vierow, McGraw-Hill*

Vibration by Lola M. Schaefer, Pebble Books, Capstone Press*

Wheels by Brenda Parkes, Discovery Links®, Newbridge (emergent)

Zigzag Movement by Lola M. Schaefer, Pebble Books, Capstone Press*

Neighborhood and School

A Day at School by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

A New School by Jacob Fink, National Geographic Windows on Literacy

At School by Lisa Trumbauer, Pebble Books, Capstone Press*

At the Playground by Terry O'Brady, National Geographic Windows on Literacy (Step Up wordless)*

Class Rules by Jacob Fink, National Geographic Windows on Literacy (early)*

Class Teddy Bear by Belle Perez, National Geographic Windows on Literacy (early)*

Getting Ready for School by Tracy Adams, KinderStarters, Rigby (emergent)

Going to School by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Going to School by Rebecca Jane Smith, Wright Group (emergent)

Learning about the Library by Eileen Hannah, Rosen (upper emergent)*

Looking for a New House by Nick Bruce, National Geographic Windows on Literacy (fluent)*

My Backpack by Theresa Bryson, Benchmark (emergent)

My Neighborhood by Susan Ring, Newbridge (emergent)*

* Teacher Favorites

Neighborhood and School, cont.

My School Day by Lee Scott, National Geographic Windows on Literacy (Step Up)*

My Walk by Zoe Sharp, National Geographic, Windows on Literacy (wordless)*

My Walk Home by Trent Johnson, National Geographic Windows on Literacy*

Our Street by Joy Cowley, SUNSHINE™, Wright Group (emergent)

Our Teacher by Belle Perez, National Geographic Windows on Literacy (early)*

School Today and Long Ago by Mario Lucca, National Geographic Windows on Literacy (early)*

Shopping with Dad by Lesley Pether, National Geographic Windows on Literacy (emergent)

This is My Street by Felix James, National Geographic Windows on Literacy

To School by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Who's at School? by Fran Campbell, Rosen (early emergent)*

Why People Move by Brenda Parkes, Newbridge (early)*

Numbers

Math Center Books from Scholastic*

Big and Little
How Many Can Play?
Numbers All Around
Numbers
Patterns

Blocks Center Books from Scholastic*

Bridges
Building Shapes
Buildings
What's in a Park?
Where Does It Park?

10 Kangaroos by Jane Manners, Harcourt (Level 1)

26 Letters and 99 Cents by Tana Hoban, Scholastic

A Bug Band by Lynnette Timothy, Harcourt (Level K)

A Cloak for the Dreamer by Aileen Friedman, Scholastic

A Feast for Ten by Cathryn Falwell, Scholastic

About How Many? by Charlotte Stadler, Benchmark (fluent)*

Alexander Who Used to Be Rich Last Sunday by Viorst, Antheum (money)

And I Mean It Stanley, by Bonsall, Harper & Row (balance)

Baker Bill by Calvin Irons, Mimosa Publications (patterning, halving patterns), Wright Group/McGraw-Hill

Bears Odd, Bears Even by Harriet Ziefert, Puffin Books (Level 2)

Big and Little by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Biggest, Strongest, Fastest by S. Jenkins, Tickor & Fields (measurement, characteristics)

Building a Castle by Charlotte Stadler, Benchmark (fluent)*

Can You Eat a Fraction? by Elizabeth D. Jaffe, Pebble Books, Capstone Press*

Class Calendar by Marvin Buckley, National Geographic Windows on Literacy

Clock Watch by Scott Peters, Benchmark (emergent)*

* Teacher Favorites

Numbers, cont.

Count the Animals by Terry O'Brady, National Geographic Windows on Literacy (Step Up)

Counting Crocodiles by Judy Sierra, Harcourt Brace and Company

Counting Many Ways by Paul Giganti Jr., Pebble Books, Capstone Press*

Counting My Collections by Scott Peters, Benchmark (emergent)*

Counting On by Frank Clement, Gareth Steven (sense of wonder, estimation)

Counting One to Five by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Counting Wildflowers by B. McMillan, William Morrow (numbers in the world around us)

Emma's Christmas by Trivas, Orchard (counting and adding large numbers)

Engine Engine Number Nine by Stephanie Calmenson, Scholastic

Even Steven and Odd by Todd, Scholastic (Grades 1 & 2)

Every Day Math by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Everybody Counts by Stuart J. Murphy, Harper Collins

Everyday Patterns by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Feast for 10 by Cathryn Falwell, Scholastic

Feet Go Two by Two by Adria Klein, Metro (Level B)

Frogs Jump A Counting Book by Brooks, Scholastic

Goldilocks and the Three Bears by Brett, Dodd, Mead (temperature, size)

Graph It! by Lisa Trumbauer, Pebble Books, Capstone Press*

Guess How Many I Have? by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

How Big Is a Foot? by R. Myller, Dell (measurement, communication)

How Many Are Left? by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

How Many Is Fifty? by Ginger Summers & Pansy Cowder, Metro (Level B)

How Many Stars in the Sky? by Lenny Hort, Mulberry Books Reading Rainbow

How Many? by Lucy Floyd, Harcourt (Level K)

How Much Is a Million? by Schwartz, Mulberry (large numbers, computations)

How Much Is that Guinea Pig in the Window? by Joanne Rocklin, Scholastic (Grades 2 & 3)

If You Hopped Like a Frog by Schwartz, Scholastic (measurement)

Inch by Inch by Leo Lionni

Is a Blue Whale the Biggest Thing There Is? by Robert E. Wells, Albert Whitman & Company

It's Time by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Jelly Beans by Charlotte Stadler, Benchmark (fluent)*

Jim and the Beanstalk by Birggs, Coward-McCann (size comparisons, measurement)

King Bidgood's in the Bathtub by Wood, Harcourt Brace Jovanovich (time, liquid, measurement, volume, capacity)

Leaping Lizards by Charlotte Stadler, Benchmark (early)*

Little Blue and Little Yellow by Leo Lionni

* Teacher Favorites

Numbers, cont.

Making Patterns by Carlotte Stadler, Benchmark (fluent)*

Making Shapes by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Making Twelve Party Bags by Colleen Jones, Metro (Level B)

Many Ways to 100 by Betsy Franco, Pebble Books, Capstone Press*

Math Curse by Jon Scieszka, Viking (asking mathematical questions)

Math In The Bath by Sara Atherlay, Simon & Schuster (math in daily lives)

Math to Munch on by Mark Gave, Benchmark (fluent)

Money Counts by Linda Ekblad, Metro (Level B)

More, Fewer, Less by T. Hoban, Greenwillow (everyday experiences, comparisons)

Mother Goose Math by Harriet Ziefert, Puffin Books, Penguin Putnam Books for Young Readers

Mouse Count by Ellen Stoll Walsh

Much Bigger Than Martin by Steven Kellogg, Puffin Pied Piper

My Counting Garden by Sarah Holliday, Harcourt (Level K)

Odds and Even Number by Jane Rambo & Shirley Tucker, Pebble Books, Capstone Press*

One Hungry Monster: A Counting Book in Rhyme by Susan Heyboer O'Keefe

One Less Fish by Toft, Houghton Mifflin (balance fulcrum, weights)

Parts Make Up a Whole by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Patterns by Brenda Parkes, Discovery Links®, Newbridge (emergent)

Pet Parade by Maria Velasquez Harcourt (Level K)

Pigs Go to Market by Amy Axelrod, Simon and Schuster (math and shopping)

Quack and Count by Keith Baker

Shapes, Shapes, Shapes by T. Hoban, Greenwillow (geometric shapes)

Shirts and Skirts by Calvin Irons, Wright Group/McGraw-Hill (patterning, multiplication combinations)

Simple Machines by Lola M. Schaefer, Benchmark (fluent)*

So Many Bunnies: A Bedtime ABC and Counting Book by Rick Walton & Paige Miglio, Scholastic

Sorting My Money by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Ten Black Dots by Donald Crews, Scholastic

Ten Cats Have Hats: A Counting Book by Jean Marzollo, Scholastic

Ten Nine Eight by Molly Bang, Scholastic

The Best Vacation Ever by Stuart J. Murphy, Harper Collins Publishers (Collecting Data)

The Biggest Fish by Sheila Keenan, Scholastic (Grades 1 & 2)

The Cheerio Counting Book by Barbara Barbieri, McGrath

The Doorbell Rang by Pat Hutchins, Greenwillow (division, sharing)

The Farm by Aubinais, Abbevill (size relationships)

The Greedy Triangle by Burns, Scholastic (environmental shapes)

The Guessing Jar by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

The Hole Story by E. Merriam, Simon and Schuster (holes, geometric shapes)

* Teacher Favorites

Numbers, cont.

The Icky Sticky Trap by Calvin Irons, Wright Group/McGraw-Hill (patterning, subtraction patterns)

The M&M's Counting Book by Barbara Barbieri, McGrath

The NBA Book of Big and Little by James Preller

The NBA Book of Opposites by James Preller

The Number One (Series-The Number Two etc. through 10) Metro (Level A)

The Rajah's Rice by Barry, Freeman (large numbers, power of two)

The Reese's Pieces Count by Fives by Jerry Pallotta

The Sled by Linda Cave, Harcourt (Level K)

The Wheat Field by Calvin Irons, Wright Group/McGraw-Hill (patterning, doubling patterns)

Three Ants by Fay Robinson, Harcourt (Level K)

Three Friends: A Counting Book/Tres Amigos: Un cuento para contar by Maria Cristina Brusca, Henry Holt

Tumble Bumble by Felicia Bond, Scholastic

Two Bad Ants by Chris Van Allsburg, Houghton Mifflin (insects, comparisons, measurement)

Two Hungry Hippos by Alison Adams, Benchmark (early)*

Two Ways to Count to Ten by Ruby Dee, Henry Holt (contests, finding alternatives, counting)

We Use Numbers by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

What Are My Chances? by Charlotte Stadler, Benchmark (fluent)*

What comes Next? by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

What's Inside? by Jean Bennett, National Geographic Windows on Literacy

What's Zero? by Betsy Franco, Pebble Books, Capstone Press*

When Sheep Cannot Sleep by Staoshi Kitamura, Farrar, Straus and Giroux

Where We Live by Brad Necrason, Harcourt (Level K)

Nutrition

Baking a Cake by Lee Scott, National Geographic (Step Up, one word per page)*

Baking Bread by Natalie Lunis, Benchmark (fluent)*

Big Red Tomatoes by Pamela Graham, National Geographic (fluent)*

Bread Around the World by Cynthia Rothman, Newbridge (early)*

Brownie Math by Sy Wagner, Rosen (upper emergent)*

Cookie Count by Erin Sullivan , Benchmark (fluent)*

Cooking Dinner by Sharon Street, National Geographic Windows on Literacy (emergent)*

Cutting Our Food by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Eat Right, Feel Good by Erin A Olearczyk, Rosen (early fluency)*

Eating Breakfast by Jessica Baron, Rosen (early emergent)*

Food around the World by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

* Teacher Favorites

Nutrition, cont.

Fruit Salad by Min Tan, National Geographic (Step Up, one word per page)*

How Bread Is Made by Fred & Jeanne Biddulph, Wright Group/McGraw-Hill (fluent)*

Kitchen Science by Monica Halpern, National Geographic (fluent plus)*

Let's Bake by Christine Economos, Discovery Links®, Newbridge (early)*

Making Ice Cream by Natalie Lunis, Benchmark (early)*

Making Raisins by Marvin Buckley, National Geographic (emergent)*

Math to Munch on by Mark Gave, Benchmark (fluent)

Pancakes by Sandra Iversen, Wright Group (emergent)

Penny Candy by Charlotte Stadler, Benchmark (early)*

Pickles and Preserves by Judith Bauer Stamper, Newbridge (fluent)*

Potatoes by Beatrice Duggan, National Geographic (fluent)*

Processed Food by Brian Enting, Wright Group (emergent)*

Thank You! by Maria Kathe, Harcourt (emergent)

The Pancake Place by Juliet Kono, McGraw-Hill (emergent)

The Vegetable Alphabet Book by Jerry Pallotta*

What's Inside? by Jean Bennett, National Geographic Windows on Literacy (early)

Patriotism–National Symbols

Scholastic Learning Centers—Living In the USA*

Festivals by Samantha Berger & Pamela Chanko
Hello by Betsy Chessen & Samantha Berger
In Our Country by Susan Canizare &, Daniel Moreton
Red, White, and Blue by Susan Canizares & Betsy Chessen
Wheat by Susan Canizares & Pamela Chanko

A Look at Lady Liberty by Julia Bellish, Rosen (early fluency)*

America Beautiful by Scholastic*

America's Symbols by Judith Bauer Stamper, Newbridge (early)*

Fifty States, One Country by Marilyn J. Salomon, Newbridge (early)*

Flags Flying by Margaret Mooney, Newbridge (early)*

Fourth of July by Susan Ring, Discovery Links®, Newbridge (emergent)*

Holidays through the Year by Meish Goldish, Newbridge (early)*

James Madison Founding Father by Lynn George, Rosen (early fluency)*

Our Heroes by Brenda Parkes, Discovery Links®, Newbridge (emergent)*

Remember George Washington by Cynthia Rothman, Newbridge (early)*

See the U.S.A. by Jaime Schwartz, National Geographic (fluent plus)*

Soaring Bald Eagles by Kathleen Martin-James, Newbridge

The Fourth of July by Ira Wood, Rosen (upper emergent)*

The Fourth of July by Nick Bruce, National Geographic, Windows on Literacy (emergent) *

The Life of Abraham Lincoln by Kate Harvey, Rosen (early fluency)*

The Pledge of Allegiance by Scholastic*

This Is America by Jeri Cipriano, Discovery Links®, Newbridge (emergent)*

* Teacher Favorites

Patriotism–National Symbols, cont.

Washington, D.C. by Gustav Blumchen, National Geographic Windows on Literacy (fluent)*

We Honor America by Laura Young, Rosen (upper emergent)*

We Vote by Cynthia Martin, Newbridge (fluent)*

Who Was Betsy Ross? by Colleen Adams, Rosen (early fluency)*

Who Was Paul Revere? by Sharon Moore, Rosen (early fluency)*

Patterns

Baker Bill by Calvin Irons, Wright Group/McGraw-Hill (patterning, halving patterns)

Patterns by Brenda Parkes, Discovery Links®, Newbridge (emergent)

Shirts and Skirts by Calvin Irons, Wright Group/McGraw-Hill

The Icky Sticky Trap by Calvin Irons, Wright Group/McGraw-Hill

The Wheat Field by Calvin Irons, Wright Group/McGraw-Hill (patterning, doubling patterns)

Plants

Scholastic Learning Centers—Trees*

Evergreens and Green by Susan Canizares
Look at This Tree by Susan Canizares & Pamela Chanko
Orange Juice by Betsy Chessen & Pamela Chanko
Treats From a Tree by Susan Canizares & Mary Reid
Who Lives in a Tree? by Susan Canizares & Daniel Moreton

A Bottle Garden by Sandra Iversen, McGraw-Hill Wright Group (emergent)*

All About Wood by Jennifer Prescott, Newbridge (early)*

All Kinds of Plants by Linda Ross, McGraw-Hill (K)

Beautiful Flowers by Brian Enting, Wright Group (Red)

Big Red Tomatoes by Pamela Graham, National Geographic Windows on Literacy*

Cactuses by Lesley Pether, National Geographic (fluent)

Corn by Marvin Buckley, National Geographic Windows on Literacy*

Corn From Farm to Table by William Anton, Newbridge (early) *

Cotton Plant to Cotton Shirt by Lola M. Schaefer, Benchmark (early)*

Fibers From Plants by J. Massam-Windsor, Wright Group (Level 2)*

Flowers for Grandma by Karl Jensen, National Geographic (wordless)*

Food Trappers by Diana Noonan, Wright Group (Yellow)*

From Farm to Table by William Anton, Discovery Links®, Newbridge (early)

From Field to Florist by Felix James, National Geographic Windows on Literacy*

From Flowers to Fruit by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 3)*

Fruit by Fred & Jeanne Biddulph, SUNSHINE™ Science, Wright Group (Level 3)*

* Teacher Favorites

Plants, cont.

Grow a Plant Inch by Inch by Sandy Richter, Rosen (upper emergent)*

Growing a Kitchen Garden by Natalie Lunis, Benchmark (fluent)

Growing a Plant by Janine Scott, Benchmark (early)*

Hairy Harry by Belle Perez, National Geographic Windows on Literacy*

Hay Making by Diana Noonan, Wright Group (Orange)*

How Do Plants Grow by Virgil Franklin, Rosen (early fluency)*

How Do Trees Grow? by Sharon McConnell, Rosen (early fluency)*

How Does a Plant Grow? by Lucy Floyd Harcourt (Level 2)*

How Flowers Grow by Carrie Stuart, Rosen (upper emergent)*

How Leaves Change Color by Christine Figorito, Rosen (fluent)*

How Paper Is Made by Meish Goldish, Discovery Links®, Newbridge (fluent)*

How Plants Survive by Kathleen V. Kudlinski Newbridge (fluent)*

In a Tree by David M. Schwartz, Creative Teaching Press (Level 2)*

In the Garden by Rose Lorenzo, National Geographic (wordless)*

It Starts as a Seed by Kevein Sarkinsian, Rosen (early emergent)*

Learning about Leaves by Shanna Warzen, Rosen (early emergent)*

Making a Terrarium by Natalie Lunis, Benchmark (early)*

Math in the Garden by William McCay, Benchmark (fluent)

My Garden by Krysia Kij, Rosen (early emergent)*

Peanuts by Pamela Graham National Geographic Windows on Literacy*

Plant Blossoms by David M. Schwartz, Creative Teaching Press (Level 2)*

Plant Fruits and Seeds by David M. Schwartz, Creative Teaching Press (Level 2)*

Plant Leaves by David M. Schwartz, Creative Teaching Press (Level 2)*

Plant Parts by Amy Jo, McGraw-Hill (K)

Plants and Seeds by Colin Walker, SUNSHINE™ Science, Wright Group (Level 1)*

Plants by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Plants in the Park by Dimi Stanos, National Geographic, Windows on Literacy (Step Up)

Plants on My Plate by Cathy Smith, National Geographic Windows on Literacy (early)*

Riches from Nature by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Science Fair by William Anton, Discovery Links®, Newbridge (fluent)*

Seeds Grow Into Plants by Mario Lucca, National Geographic Windows on Literacy (early)*

Seeds, Seeds, Seeds by Brian & Jillian Cutting, SUNSHINE™, Wright Group (Level 1)*

Stems and Roots by David M. Schwartz, Creative Teaching Press (Level 2)*

Taking Care of Trees by Meish Goldish, Discovery Links®, Newbridge (fluent)*

The Flower Box by Diana Roll, Wright Group (Red)

The Gardener by Veronica Freeman Ellis, Instant Readers®, Harcourt (Level K)

The Red Rose by Ilse Battistoni, Rosen (emergent)*

The Seed by Christine Young, Wright Group (Red)

The Tossed Salad by Ellen Balstad, Wright Group (Red)*

* Teacher Favorites

Plants, cont.

Trees by Miriam Frost, Wright Group (Red) *

Vegetables and How They Grow by Eliza Robbins Rosen (upper emergent)*

We Can Eat a Rainbow by Anne Miranda, McGraw-Hill (K-1)

What Does a Garden Need? by Judy Nayer, Discovery Links®, Newbridge (early)*

What Grows Here? by Santina Bruni, National Geographic, Windows on Literacy (emergent)*

Where Are the Seeds? by Pauline Cartwright, Wright Group (Orange)*

Wonderful Wheat by Margaret Mooney, Discovery Links®, Newbridge (emergent)*

Wood by Kate McGough, National Geographic (emergent)*

Problem Solving

A Little Bit of Change by Lucy Floyd, Harcourt (Level 2)

Adding It up at the Zoo by Judy Nayer, Pebble Books, Capstone Press

Ant Friends by Fay Robinson, Harcourt (Level 1)

Bake Sale by Mona Lee & Kathryn Corbett, Harcourt (Level 1)

Bears Can Share by Betsy Franco, Harcourt (Level 1)

Clean Up Day by Linda Cave, Harcourt (Level 2)

Emmas Flowers by Jane Manners, Harcourt (Level 2)

Everyone Uses Math by Bonnie Beers, Pebble Books, Capstone Press

Getting to Sleep by Rozanne Lanczak Williams, Harcourt (Level 2)

How Do You Lift a Lion? by Robert E. Wells, Albert Whitman & Company

Larry's New Mitt by Linda Cave, Harcourt (Level 2)

No Fair! by Caren Holtzman, Scholastic

Recess Races by Betsy Franco, Harcourt (Level 2)

Shoes by Fay Robinson, Harcourt (Level 1)

Solid Surprises by C. C. Paris, Harcourt (Level 2)

Subtraction Fun by Betsy Franco, Pebble Books, Capstone Press

The Counting Family by Jane Manners, Harcourt (Level 1)

The Honey Shop by Maria Kathe, Harcourt (Level 1)

The Mixed-Up Books by Marc Singer, Harcourt (Level 2)

The Morning Rush by Rozanne Lanczak Williams, Harcourt (Level 2)

The Toys by Sarah Holliday, Harcourt (Level K)

Three Messy Dragons by Fay Robinson, Harcourt (Level 2)

Time to Estimate by Betsy Franco, Pebble Books, Capstone Press (Level B)*

Trouble at the Cookout by Betsy Franco, Harcourt (Level 2)

Tweet and Chirp by Barbara Glover, Harcourt (Level 2)

Under the Picnic Tree by Rozanne Lanczak Williams, Harcourt (Level 1)

What Can I Buy? by Jane Simon, Harcourt (Level K)

What's at the Zoo? by Jane Finn, Harcourt (Level 1)

* Teacher Favorites

Process Skills

At the Science Center by Brenda Parkes, Discovery Links®, Newbridge (early)

Living or Nonliving by C. E. Bear, Harcourt (Level 1)

What Do Scientists Do? Discovery Links®, Newbridge (early)

What's Alive? by Lisa Trumbauer, Discovery Links®, Newbridge (early emergent)

What's Inside? by Jean Bennett, National Geographic (early)*

Rocks and Soil

All Kinds of Rocks by Judy Nayer, McGraw-Hill (K)

Caves by Tim Ross, Wright Group (Green/ early fluency) *

*Fossil*s by Kate McGough, National Geographic Windows on Literacy*

Gifts from the Earth by Susan Ring, Discovery Links®, Newbridge (early)*

How a Volcano Is Formed by Sandra Iversen, Wright Group (Green)

Investigating Rocks by Natalie Lunis & Nancy White, Newbridge*

Learning about Sand by William K. Gibbons, Rosen (early emergent)*

Lost Cities by Murray Pile, Wright Group (Green)

Pebbles by Christina Wilsdon, Outside the Box (emergent)

Remarkable Rocks by Ron Cole, Newbridge, Ranger Rick Spectacular (fluent)*

Rocks by Brenda Parkes, Discovery Links®, Newbridge (early)*

Rocks by Michael Medearis, Harcourt (Level 1)*

Sand by Monic Halpern, National Geographic Windows on Literacy (fluent plus)*

Soil by George Wong, National Geographic Windows on Literacy*

Space Rocks a Look at Asteroids and Comets by Aaron Adldeck, Rosen (fluent)

The Fossil Hunters by Michael Medearis, Harcourt (Level 2)*

The Mystery of Cliff Houses by Anne Davies, Wright Group (Green)

Using Rocks by Jacob Fink, National Geographic Windows on Literacy (fluent)*

What Happens to Rock? by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 3)*

What Is a Mountain? by Shelby Braidich, Rosen (upper emergent)

What Is Soil? by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 3)

What's In the Soil? by Judy Nayer, McGraw-Hill (K)

Rules

Class Rules by Jacob Fink, National Geographic Windows on Literacy (early)*

Don't Talk to Strangers by Nicholas Wrazen, Rosen (upper emergent)*

Kids for the Earth by Melvin Berger, Newbridge *

Making Choices by Cynthia Martin, Newbridge (fluent)*

*Rule*s by Brenda Parkes, Newbridge (emergent)t*

Taking Care of Our World by Thelma Rea, Rosen (upper emergent)

* Teacher Favorites

Safety

Be Safe on Your Bike by Joe Maloney, Rosen (early fluent)*

Don't Talk to Strangers by Nicholas Wrazen, Rosen (upper emergent)*

Facts about Earthquakes by David E. Kegley, Rosen (early fluent)*

Facts about Forest Fires by Sharon McConnell, Rosen (early fluent)*

People Who Keep You Safe by Cathy French, Benchmark (early)*

Safe at Work by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Safety at the Playground by Joe Maloney, Rosen (early emergent)*

Safety on the School Bus by Sarah Florence, Rosen (early emergent)*

Safety Signs by Scott Peters, Benchmark (emergent)*

Signals for Safety by Nancy White, Newbridge (fluent)*

Ten Easy Tips for Staying Safe by Cindy James, Rosen (fluent)*

What If You Get Lost? by Elizabet Kernan, Rosen (early emergent)*

Seasons and Weather

Scholastic Learning Centers—Weather*

Storms by Susan Canizares & Betsy Chesssen
Sun by Susan Canizares & Daniel Moreton
Water by Susan Canizares & Pamela Chanko
Weather by Pamela Chanko & Daniel Moreton
Wind by Susan Canizres & Betsy Chessen

A Favorite Season by Linda Ross, McGraw-Hill (K)

A Snowman by Rose Kelbrick, Wright Group (Red)

Animals in Winter by Jane Snyder, Rosen (early emergent)

Apple Tree Year by Susan Ring, Newbridge (emergent)*

Avalanche! by John Rickus, Rosen (early fluency)*

Bundle Up by Christina Wilsdon, SUNSHINE™, Wright Group (emergent)

Changing Weather by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Check the Weather by Nancy Roser, Harcourt (Level 1)*

Clouds, Rain and Fog by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 2)

Facts about Tornados by Carrie Stuart, Rosen (early fluency)*

Fall by Judy Nayer, Discovery Links®, Newbridge (emergent)

Getting Cold! Getting Hot! by Brian & Jillian Cutting, SUNSHINE™, Wright Group (Level 2)

Getting Dressed by Jillian Cutting, SUNSHINE™, Wright Group (upper emergent)

Hot and Cold Weather by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 2)

Hurricanes and Tropical Storms by Jennifer Nowak, Rosen (early fluency)*

I Can See My Shadow by Lesley Pether, National Geographic Windows on Literacy

I Like Winter by Greg Moskal, Rosen (emergent)*

* Teacher Favorites

Seasons and Weather, cont.

In Spring by Judy Nayer, Discovery Links®, Newbridge (emergent)*

In Summer by Brenda Parkes, Discovery Links®, Newbridge (emergent)

It's a Blizzard! by Michele Coffey, Rosen (early fluency)*

Just Look at You! by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Keeping Warm, Keeping Cool by Brian & Jillian Cutting, SUNSHINE™, Wright Group (Level 2)

Kinds of Weather by Chryl Michaels, Harcourt (Level K)

Learning about Rain by Catherine C. Mangieri, Rosen (early emergent)*

Learning about Snow by Kathy Smith, Rosen (early emergent)

Making a Weather Chart by Hamish Dawson, KinderStarters, Rigby

Making a Weather Station by Natalie Lunis, Benchmark (early)*

My Climate by Anne Miranda, Newbridge (early)*

On My Sled by Colleen Adams, Rosen (emergent)*

Rain, Rain Go Away by Fay Robinson, McGraw-Hill (K)

Seasons by Lucy Floyd, Harcourt (Level 1)*

Seasons of the Year by Delphine Kalinowski, Rosen (early emergent)*

See the Seasons by Rozanne Lanczak Williams, Harcourt (Level K)

Sleepy Bear by Bob Eschenbach, Wright Group (Orange)

Snow by Lisa Trumbauer, Discovery Links®, Newbridge (emergent)

Spring, Summer, Fall, Winter by David Tunkin, National Geographic Windows on Literacy (emergent)*

Storms by Andrew Collins, National Geographic Windows on Literacy (fluent plus)*

Stormy Weather by Natalie Lunis, Benchmark (fluent)*

The Big Snow by June Edelstein, Benchmark (early)*

The Four Seasons by Melvin Berger, Newbridge (early)*

The Little Snowman by Jenny Giles, Rigby (emergent)

The Migration by Sandra Iverson, Wright Group/McGraw-Hill (Red)

The Rain and the Sun by Alan Trussell Cullen, Wright Group (Orange)

The Rain by Lesley Jane, Wright Group (Orange)

The Sun by Brenda Parkes, Discovery Links®, Newbridge (emergent)

The Weather Report by Delphine Kalinowski, Rosen (upper emergent)*

The Wind by Brenda Parkes, Discovery Links®, Newbridge (emergent)

Waiting for the Rain by Katherine Goode, Wright Group (Orange)

Walking, Walking by Miriam Frost, TWiG®, Wright Group (emergent)

Warming Up! Cooling Off! by Brian & Jillian Cutting, SUNSHINE™, Wright Group (Level 2)

Watch the Sky by Jacob Fink, National Geographic Windows on Literacy (emergent)*

Watching the Weather by Marcia Freeman, Newbridge (early) *

Weather in the City by George Wong, National Geographic Windows on Literacy (emergent)*

Weather Today by Marvin Buckley, National Geographic Windows on Literacy (early)*

* Teacher Favorites

Seasons and Weather, cont.

What Can I Do Today? by Rose Lorenzo, National Geographic Windows on Literacy (Step Up)*

What Color Is the Sky? National Geographic Windows on Literacy*

What Is a Cycle? by Lisa Trumbauer, Newbridge (fluent)*

What Season Is This? by Robin Workman, Wright Group/McGraw-Hill (Red)

When a Storm Comes by Kate McGough, National Geographic Windows on Literacy (fluent)*

When the Rain Comes by Marilyn Woolley, National Geographic Windows on Literacy (emergent)*

Wind and Storms by Fred & Deanne Biddulph, SUNSHINE™, Wright Group (Level 2)*

Wind Power by Pat Malone, National Geographic Windows on Literacy*

Winter by Lisa Trumbauer, Discovery Links®, Newbridge (emergent)*

Self

A Child's Day by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

At the Birthday Party by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Growing Up by Judy Nayer, Newbridge (emergent)*

I Like... by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Kindergarten Kids by Ellen Senisi, Scholastic

Leo the Late Bloomer by Robert Karus

Needs by Brenda Parkes, Newbridge (emergent)*

No One Else Like Me by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

No, You Can't by John Lockyer, SUNSHINE™, Wright Group (emergent)

Nobody Knew My Name by Jan McPherson, Wright Group (emergent)

Our Favorite Things to Do by Lisa Trumbauer, National Geographic Windows on Literacy (Level A)

Some Kids Use Wheelchairs by Lola M. Schaefer, Pebble Books, Capstone Press

Some Kids Wear Leg Braces by Lola M. Schaefer, Pebble Books, Capstone Press

Things I Like Doing by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

We Are All Alike...We Are All Different by Cheltenham Elementary School Kindergartners, Scholastic

We Are Special by Judy Nayer, Newbridge (emergent)*

You Are Special by Max Lucado

* Teacher Favorites

Senses

A World of Tools by Barbara Adams, Newbridge

Exploring Everyday Wonders by Natalie Lunis & Nancy White, Newbridge

Getting Glasses by John Parsons, Wright Group (Orange)*

Hearing by Helen Frost, Pebble Books, Capstone Press*

Hearing by Robin Nelson, Lerner Publications (first step nonfiction)*

How Does Sound Travel? by C. C. Paris, Harcourt (Level 2)*

I Can See My Shadow by Lesley Pether, National Geographic Windows on Literacy (early)

Is It Rough? Is It Smooth? by Carlie Todoro, Rosen (upper emergent)*

Jimmy by Sandra Iversen, Wright Group (Orange)

Loud Sounds, Quiet Sounds by Julia Bellish, Rosen (upper emergent)*

My Senses by C. E. Bear, Harcourt (Level K)

Our Eyes by Vicki Robinson, McGraw-Hill Wright Group (early fluency)

Our Senses by Adrienne Betz, Discovery Links®, Newbridge (early)*

Seeing by Helen Frost, Pebble Books, Capstone Press*

Seeing by Robin Nelson, Lerner Publications (first step nonfiction)*

Seeing Things up Close by Kate McGough, National Geographic, Windows on Literacy (early)*

Smelling by Helen Frost, Pebble Books, Capstone Press*

Smelling by Robin Nelson, Lerner Publications (first step nonfiction)*

Some Kids are Blind by Lola M. Schaefer, Pebble Books, Capstone Press*

Some Kids Are Deaf by Lola M. Schaefer, Pebble Books, Capstone Press*

Sound by Liam Collins, National Geographic Windows on Literacy (fluent plus)*

Sounds All Around by Angela Shelf Medearls, NewBridge Discover Links (early)*

Tasting by Helen Frost, Pebble Books, Capstone Press*

Tasting by Robin Nelson, Lerner Publications (first step nonfiction)*

Tools Can Help Us See by Sarah Dawson, National Geographic Windows on Literacy (emergent)

Touching by Helen Frost, Pebble Books, Capstone Press*

Touching by Robin Nelson, Lerner Publications (first step nonfiction)*

What Can I Do? by Chris Brown, Wright Group/McGraw-Hill (Red)

What Can I See? by Peter & Sheryl Sloan, Wright Group/McGraw-Hill (Red)

What Do You See? by Rozanne Lanczak Williams, Harcourt (Level 1)

Your Senses by Helen Frost, Pebble Books, Capstone Press*

Shape

Looking at Shapes by Jane Rambo & Shirley Tucker Pebble Books, Capstone Press*

*Shape*s by Jane Simon Harcourt (Level K)

Squares Everywhere by Brenda Parkes, Discovery Links®, Newbridge (emergent)*

The Greedy Triangle by Marilyn Burns, Scholastic

The House Book by Shirley Frederick Harcourt (Level K)

*What's Round? b*y Barbara Shook Hazen, Discovery Links®, Newbridge (emergent) *

* Teacher Favorites

Technology, Machines, Tools,

Scholastic Learning Centers—Energy and Force*

Electricity by Samantha Berger & Pamela Chanko
Gravity by Susan Canizares & Daniel Moreton
Light by Samantha Berger
Make It Move! by Susan Canizares & Betsy Chessen
Push or Pull by Susan Canizares & Betsey Chessen

Scholastic Learning Centers—Machines and Tools*

Simple Machines by Susan Canizares
The Boat in the Air by Book by Samantha Berger & Pamela Chanko
Tools by Susan Canizares & Samantha Berger
Wheels by Susan Canizares & Daniel Moreton

Bikes by Philippa Jean, Wright Group (Orange)

Come to My Party by Steward Gardiner, National Geographic (emergent) *

Electricity by Samantha Berger & Pamela Chanko, Scholastic (emergent)

Flying Without an Engine by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 3)

*Flying Without Wing*s by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 3)

For Your Information by Daniel Jacobs, Newbridge*

How Does My Bike Work? by Jan McPherson, National Geographic Windows on Literacy

How Machines Help by John Sheridan, SUNSHINE™, Wright Group (Level 1)

In the Air by Susan Canizares & Samantha Berger, Scholastic (emergent)

Inventions by Jennifer Osborne, Newbridge*

*Machine*s by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 1)

Machines Make Fun Rides by Belle Perez, National Geographic Windows on Literacy

Mighty Machines by Kate McGough, National Geographic Windows on Literacy

Science Tools by J. A. Randolph, Newbridge (fluent)

Simple Machines by Patricia J. Murphy, Rosen (early fluency)

Simple Machines by Susan Canizares, Scholastic (emergent)

Technology Today by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

The Bike by Diana Roll, Wright Group (Red)

The Boat Book by Pamela Chanko & Samantha Berger, Scholastic (emergent)

Things People Do for Fun by Peter & Sheryl Sloan, Wright Group (Orange)

Tires by Sandra Iversen, Wright Group (Orange)

Tools by Susan Canizares & Samantha Berger, Scholastic (emergent)

Toys that Move by Wendy Vierow, McGraw-Hill (K)

Trucks by Rebel Williams, TWiG®, Wright Group (Red)

What Are Inclined Planes? by Helen Frost, Pebble Books, Capstone Press

What Are Levers? by Helen Frost, Pebble Books, Capstone Press

What Are Pulleys? by Helen Frost, Pebble Books, Capstone Press

What Are Screws? by Helen Frost, Pebble Books, Capstone Press

What Are Wedges? by Helen Frost, Pebble Books, Capstone Press

* Teacher Favorites

Technology, Machines, Tools, cont.

What Are Wheels and Axles? by Helen Frost, Pebble Books, Capstone Press

What is Technology? by Susan Ring, Newbridge

Wheels by Susan Canizares & Daniel Moreton, Scholastic (emergent)

Would You Like to Fly? by Rebel Williams, TWiG®, Wright Group (Red)

Time

100 Years Ago by Donna Marriott, Creative Teaching Press*

A Busy Week by Jane Simon, Harcourt (Level K)

A Day in the Life of a Colonial Soldier by J. L. Branse, Rosen (fluent)*

A Look at the Calendar by Sharon Moore, Rosen (upper emergent)*

About 100 Years Ago by Lisa Trumbauer, Pebble Books, Capstone Press*

Changes All Around Us by Monica Halpern, National Geographic, Windows on Literacy (fluent plus)*

Class Calendar by Marvin Buckley, National Geographic Windows on Literacy*

Colonial Families by Zachary Williams, Rosen (early fluency)*

Colonial Teachers by Tobi Steward, Rosen (early fluency)*

Did You Know? by Sandi Hill, Creative Teaching Press*

Food and Recipes of the Pilgrims by George Erodosh, Rosen (fluent)*

Going West by Steff Schumacher, Newbridge (fluent)*

In Times Long Ago by Renee Keeler, Creative Teaching Press*

Its About Time by Judy Nayer, Capstone (Level B)

Long Ago by Rachel Emmer, Newbridge (emergent) *

My Time Box by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Now and Then by Faridah Yusof, National Geographic Windows on Literacy (emergent)

Old and New by Margie Burton, Cathy French & Tammy Jones, Benchmark (emergent)*

Pioneer Families by Thelma Rea, Rosen (early fluency)*

Pocahontas by Colleen Adams, Newbridge (early fluency)

School Today and Long Ago by Mario Lucca, National Geographic Windows on Literacy*

Shoes Through Time by Barbara Sole, Wright Group/McGraw-Hill (early fluency)*

Technology Today by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

The Boston Massacre by Allison Stark Draper, Rosen (fluent)*

The Boston Tea Party by Allison Stark Draper, Rosen (fluent)*

The Colony of New York by Susan Whitehurst, Rosen (fluent)*

The Mayflower by Susan Whitehurst, Rosen (fluent)*

The Pilgrims Before the Mayflower by Susan Whitehurst, Rosen (fluent)*

The Pueblo People by Susan Ring, Newbridge (fluent)*

Then and Now by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

Then and Now by Samantha Berber, Scholastic Learning Center (emergent) *

* Teacher Favorites

Time, cont.

Things Have Changed by Jordan Brown, Newbridge (early)*

Time Lines: 1900-2000 by Liam Collins, National Geographic (fluent plus)*

Transportation Over the Years by Brenda Parks, Newbridge (early)*

We Remember Our Past by Teri Tilwick, Newbridge (early)*

What Do Historians Do? by Brenda Parkes, Newbridge (early)*

What Is a Cycle? by Lisa Trumbauer, Newbridge (early)*

What People Wore in Early America by Allison Stark Draper, Rosen (fluent)*

Water

About the Ocean by Sindy McKay, Treasure Bay (fluent)

Amazing Water by Melvin Berger, Newbridge*

An Apple Floats by Christin Wilsdon, Outside the Box (emergent)

Bubbles Everywhere by Gloria Bancroft, Wright Group (Red)

By the Ocean by Abigail Richter, Rosen (emergent)*

Dangerous Droughts by Al Richter, Rosen (early fluency)*

Earth's Land and Water by Bonnie Beers, Pebble Books, Capstone Press*

Everyone Needs Water by Brenda Parkes, Discovery Links®, Newbridge (early)*

Faucets and Water by Phillip Dobson, Wright Group (Level 3)

Getting Rid of Waste Water by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 3)

How Faucets Work by Philip Dobson, SUNSHINE™, Wright Group (Level 3)

I Can Breathe Underwater by Pat Malone, National Geographic Windows on Literacy (emergent)

Is It Floating? by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group

Keeping Water Clean by Helen Frost, Pebble Books, Capstone Press*

Life in the Desert by Kerri O'Donnell, Rosen (early fluency)*

Living Things Need Water by Sharon Street, National Geographic Windows on Literacy (emergent)*

Ocean Facts by Joan Chapman, Rosen (early emergent)*

Ocean Tides by Al Richter, Rosen (early fluency)*

Ocean Waves by Gloria Bancroft, TWiG®, Wright Group (emergent)

People Build Dams by Trent Johnson, National Geographic Windows on Literacy (emergent)*

Real Facts About Rivers by Christin Figorito, Rosen (upper emergent)*

Sink or Float by Leslie Fox, Harcourt (Level 1)

Some Things Float by Lesley Pether, National Geographic Windows on Literacy (emergent)*

The River Road by Meish Goldish, Discovery Links®, Newbridge (early)*

The River's Journey by Kat McGough, National Geographic Windows On Literacy (fluent)

The Water Cycle by Helen Frost, Pebble Books, Capstone Press*

* Teacher Favorites

Water, cont.

The Water Cycle by Jon Adam, Harcourt (Level 2)*

Tugboats by Ellen Ungaro, Newbridge (early)*

Turn on a Faucet by Brian Birchall, National Geographic Windows on Literacy*

Water as a Gas by Helen Frost, Pebble Books, Capstone Press*

Water as a Liquid by Helen Frost, Pebble Books, Capstone Press*

Water as a Solid by Helen Frost, Pebble Books, Capstone Press*

Water at Work by Shirley Frederick, Harcourt (Level 2)

Water Can Be by Christina Wildson, Outside the Box (emergent)*

Water Can Change by Brian Birchall, National Geographic Windows on Literacy (fluent)*

Water Changes by Brenda Parkes, Discovery Links®, Newbridge (emergent)*

Water Changes by Josh Weinstein, Harcourt (Level K)

Water's Journey by F. R. Robinson, Harcourt (Level 1)*

We Need Water by Helen Frost, Pebble Books, Capstone Press (emergent)*

We Need Water by Margaret Mooney, Discovery Links®, Newbridge (emergent)*

What Can Water Do? by Inez Corroll, Harcourt *

What Floats? by Rebel Williams, TWiG®, Wright Group (Red)

What Floats? What Sinks? by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

What is Water by Lisa Trumbauer, Newbridge (upper emergent)

What Pushes? What Pulls? by Margie Burton, Cathy French & Tammy Jones, Benchmark (early)*

What Sinks? What Floats? by Wendy Vierow, McGraw-Hill (Level 1)

What Will Float? by Fred & Jeanne Biddulph, SUNSHINE™, Wright Group (Level 1)*

What's on the Ships? by Harley Chan, National Geographic Windows on Literacy (early)*

Where Does the Water Go? by Mario Lucca, National Geographic Windows on Literacy (fluent)*

Where Does the Water Go? by William Anton, Discovery Links®, Newbridge (early)*

World of Water by William T. Ryan, Discovery Links®, Newbridge (fluent)

Writing-Modeling-Graphing-Recording Data-Communication

Scholastic Learning Centers—Writing*

All Kinds of Books by Susan Canizares & Betsey Chessen
Signs by Susan Canizares & Pamela Chanko
Ted and Huggly by Susan Canizares & Samantha Berger
Why Write by Daniel Moreton & Samantha Berger
Writing Places by Pamela Chanko

Scholastic Learning Centers—Art Center*

Animal Sculpture by Susan Canizares
Apples by Samantha Berger
Clay Art by Pamela Chanko
In A Painting by Susan Canizares
What Do Artists Use? by Susan Canizares

* Teacher Favorites

Writing-Modeling-Graphing-Recording Data-Communication, cont.

A Writers Work by Diana Noonan, Wright Group (early fluency) *

Class Teddy Bear by Belle Perez, National Geographic Windows on Literacy

Come to My Party by Steward Gardiner, National Geographic (emergent) *

I Can Write by Rozanne Lanczak Williams, Creative Teaching Press

I Write by Jillian Cutting, SUNSHINE™, Wright Group (emergent)

Let's Draw by Carlie Todoro, Rosen (upper emergent)*

Making A Weather Chart by Hamish Dawson, KinderStarters, Rigby

My Book by Ann Wilson, SUNSHINE™, Wright Group (emergent)

Send a Message by Dan Greenberg, Newbridge (fluent)*

Sharing News by Cynthia Rothman, Newbridge (early)*

You Can Make a Memory Scrapbook by Cathy French, Benchmark (early)*

* Teacher Favorites

Starter Activities

Starter Activity

M & M ACTIVITY:

Before students arrive:

1. Have a container of M & M's that you can pass out as the students enter the room.
2. Ask each student to take (7) M & M's. DO NOT EAT the M & M's because they will be used for the Starter Activity.
3. No further instruction will be given at that time. After each student has had an opportunity to select his or her (7) M & M's, display the overhead with the information associated with each color. Briefly discuss what each color of M & M represents. Take turns going clockwise around the table with each student sharing information for one of their M & M's at a time. Continue going around the table as long as time allows.

EXAMPLE: If I selected 1 red, 4 yellow, and 2 green, I would share information represented by one of those colors each time I had a turn. (If I selected red I could talk about my birth order in my family.)

RED:	personal information, name, birthplace, birth order, number of children pets, etc.
BROWN:	favorite book and/or movie
YELLOW:	a family tradition
ORANGE:	free category—use it to say something fun about yourself or you don't have to say anything
GREEN:	what you enjoy most about school
BLUE:	favorite vacation
PURPLE:	hobbies or other interests (sports, talents)

MATH CENTER

DESCRIPTION OF CENTER

MATERIALS

ACTIVITIES/PRODUCT

SOCIAL STUDIES CENTER

DESCRIPTION OF CENTER	MATERIALS

ACTIVITIES/PRODUCT

LIBRARY CENTER

DESCRIPTION OF CENTER

MATERIALS

ACTIVITIES/PRODUCT

WRITING CENTER

DESCRIPTION OF CENTER	MATERIALS

ACTIVITIES/PRODUCT

ART CENTER

DESCRIPTION OF CENTER

MATERIALS

ACTIVITIES/PRODUCT

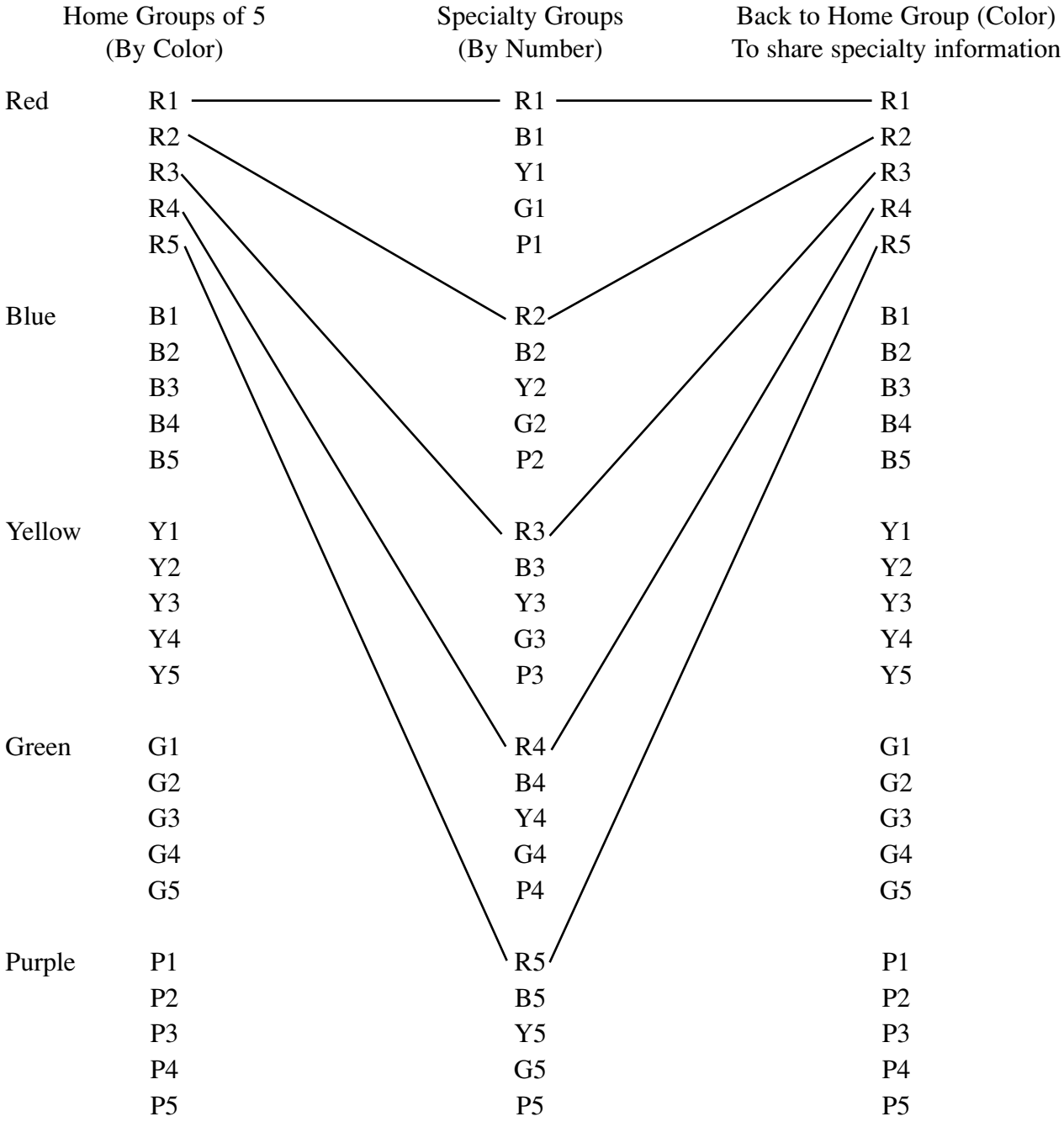
SCIENCE STUDIES CENTER

DESCRIPTION OF CENTER	MATERIALS

ACTIVITIES/PRODUCT

Jigsaw Directions

- All students start out in a home group
- From the home group students are divided to new groups where they will become a specialist on an assigned topic.
- Students return to their home group to share the new information from their specialty group.



Starter Activity

BELL RINGER ACTIVITY:

1. Have five different shapes out on a table as the children enter. Have them pick up the shape that they think most closely describes them.
2. Display the posters describing the characteristics associated with the different shapes inside the room.
3. Discuss as a table (use as a self-reflection activity).

ACTIVITY:

Before students arrive:

1. Distribute copies of K-W-L chart. (See attached chart.)

As students arrive, they will fill out the KWL chart concerning facts from the presentations of the first day. Have them pair-share chart with another student.

Alternative KWL Activity

Before students arrive:

1. Using the shapes for the bell ringer activity, divide into groups.
   If there are more than five in any shape group, form an additional group.
2. Hand out three balloons, a large black magic marker, and three thumbtacks.

Explain that the teams will use balloons as a KWL chart. They will blow up the balloons and write one of the letters and the information on each of the three balloons and then tack them under the shape poster that matches their shape from the bell ringer. (Let them choose how they will be tacked to the wall.)

WAKE UP! (Activity attached)

1. Place a copy of the activity on the overhead.
2. See attached instruction sheet to explain activity.
3. This activity can be used anytime during the day.

K–W–L		
Topic:	**K** (What I know or think I know)	**W** (What I want to know)	**L** (What I learned)

Wake Up!

TIME: About a minute or two.

Materials: An overhead transparency of the Wake Up! Sheet (see attached page), or copy it onto a flip chart or blackboard.

Directions: This can be done in one of two ways. Option one utilizes only the arrows and not the written, visual directions. To do it this way, put the arrows on a transparency, blackboard, or flip chart. Point to each arrow in a line, telling the group what it is you want them to say and/or do. For example, as you point to the first arrow in the first line you'd say, "Say It!" People would shout, "Right!" Then, "Up!" Then, "Left!" Then, "Down!" Get it? On the next line you would point to the first arrow and say, "Move it!" and point your hand UP to demonstrate what you mean.

At this point the group will most likely have caught on. After this you will point to each arrow, without saying or doing anything once you've given the direction at the beginning of each line. That way they will not be following your lead – easy for them, hard for you – and will be left to themselves. Since it takes a lot of mental and physical dexterity and coordination to get it right, it is lots of fun.

The other option is with the overhead transparency that has the written directions included with the arrows. Keep each line covered and point to the arrows, uncovering each line with its directions (which you also say aloud) as you uncover each direction.

WAKE UP!					
SAY IT!					
MOVE IT!					
SAY IT & MOVE IT IN OPPOSITE DIRECTION!					
SAY OPPOSITE & MOVE IN SAME DIRECTION!					
SAY IT & MOVE IT!					

Starter Activity

NATURAL RESOURCES ACTIVITY:

****(Display instructions on the overhead so that students can begin immediately.)

This activity helps students appreciate personal and group resources and the potential for growth. It also helps to build a positive group atmosphere.

Before students arrive:

a. Place a large pine tree on the wall.
b. Place several quarter-sheet pieces of brown paper on each table.
c. Display a list of suggested natural resources:
(experience, skills, virtues, strengths, abilities, talents, training and attitudes.)

Start by acknowledging that each person brings unique talents and abilities to the group. Ask each student to take a piece of brown paper and tear it in the shape of a pinecone. They will identify one of their own natural resources, write it on the pine cone, and place it on the tree. Then ask them to find someone they have not spoken with and share their resource. This should take 5 minutes.

Invite students to share their resource with a partner or the whole group, depending on the size of the group.

Starter Activity

This Cooperative Learning Strategy of Similarity Grouping can be used to allow students to quickly get to know each other, to find out their interests, and to divide them into cooperative learning groups.

Materials Needed:

- An enlarged copy of the integration form
- Sticky notes
- 4 posters—one labeled Science, Math, Language Arts, and Social Studies (have a different color for each subject)
- Markers (color coded to match posters)
- White sticky note name tags

Procedures:

1. Students will be introduced to the large integration form and the four posters that are in different corners of the room.
2. Each student will be asked to think of the subject they enjoy the most—Science, Social Studies, Language Arts, or Math. They will then go to the corner that has that poster.
3. Each corner will have white sticky name tags and a specific color of marker for students to make a name tag. For example, the math group may be given blue, the science group green, etc.
4. Each child in the group takes some sticky notes and writes responses to the following question:

How do you develop a sense of who you are
in relation to families and community?

Students can write as many responses as they can think of on the sticky notes and add them to their group's poster. After five minutes of brainstorming, each group will choose a leader to represent their group and share some of the best ideas. The sticky notes with these ideas will be added to the large integration form in the appropriate places so students can see how the form works to integrate subjects across the entire curriculum.

Adaptations for this activity:

Because the students have been divided into groups according to their favorite subject, this will give a somewhat biased view to the question they are answering, which was the desired affect for this activity.

By using the same name tags, students can then be divided into other groups by taking one from each group—a red, a blue, a green, a yellow to create groups with a more diverse view.

First Grade
Core Curriculum

K-2 Core Curriculum

Introduction

Most students enter school confident in their own abilities; they are curious and eager to learn more. They make sense of the world by reasoning and problem solving. Young students are active, resourceful individuals who construct, modify, and integrate ideas by interacting with the physical world as well as with peers and adults. They learn by doing, collaborating, and sharing their ideas. Students' abilities to communicate through language, pictures, sound, movement, and other symbolic means develop rapidly during these years.

- **Young children learn by doing, collaborating, and sharing their ideas.**

Literacy requires an understanding of listening, speaking, reading, writing, and viewing in many forms including print and electronic images. Today, more than ever, students must have the ability to think critically while applying new information to existing knowledge. Therefore, school literacy programs need to involve students in learning to read and write in situations that foster critical thinking and the use of literacy for independent learning in all content areas.

Young students are building beliefs about what mathematics is, about what it means to know and do mathematics, and about themselves as mathematical learners. Mathematics instruction needs to include more than short-term learning of rote procedures. Students must use technology and other mathematical tools, such as manipulative materials, to develop conceptual understanding and solve problems as they do mathematics. Students, as mathematicians, learn best with hands-on, active experiences throughout the instruction of the mathematics curriculum.

Language Arts and Mathematics are the tools for doing work in other areas. These content areas need to be integrated into other curriculum areas to provide students with optimal learning. The curriculum becomes more relevant when content areas are connected rather than taught in strict isolation. For this reason, the content areas of the Fine Arts, Health Education, Physical Education, Science, and Social Studies have been combined to enable teachers to teach more efficiently and students to learn in a real-life context that enhances lifelong learning.

The Kindergarten through Second Grade Core describes what students should know and be able to do at the end of each of the kindergarten, first, and second grade levels. It has been developed, critiqued, and revised by a community of Utah teachers, university

educators, State Office of Education specialists, and an advisory committee representing a wide variety of people from the community. The Core reflects the current philosophy of education that is expressed in national documents developed by the International Reading Association, National Council of the Teachers of Mathematics, National Standards for Arts Education, Information Power, National Association for Sport and Physical Education, American Association for the Advancement of Science, National Council for the Social Studies, International Society for Technology and Education, and Early Childhood Standards.

Organization of the K-2 Core:

- **Intended Learning Outcomes**
- **Standard**
- **Objective**
- **Indicator**

Organization of the K-2 Core

The Core is designed to help teachers organize and deliver instruction.

- Each grade level begins with a brief course description.
- The Kindergarten, First, and Second Grade INTENDED LEARNING OUTCOMES describe the goals for students to gain knowledge and understand their world. They are found at the beginning of each grade level, are an integral part of the Core, and should be included as part of instruction.
- The first Core area consists of the Language Arts curriculum.
- The second Core area consists of the Mathematics curriculum.
- The third Core area consists of the subject areas of the Fine Arts, Health Education, Physical Education, Science, and Social Studies.
- A STANDARD is a broad statement of what students are expected to understand. Several Objectives are listed under each Standard.
- An OBJECTIVE is a more focused description of what students need to know and be able to do at the completion of instruction. If students have mastered the Objectives associated with a given Standard, they have mastered that Standard at that grade level. Several Indicators are described for each Objective.
- An INDICATOR is a measurable or observable student action that enables one to assess whether a student has mastered a particular Objective. Indicators are not meant to be classroom activities, but they can help guide classroom instruction.

Guidelines Used in Developing the K-2 Core

The Core is:

Consistent With the Nature of Learning

The main intent in the early grades is for students to value learning and develop the skills to gain knowledge and understand their world. The Core is designed to produce an integrated set of Kindergarten, First, and Second Grade Intended Learning Outcomes for students, with specific goals in all content areas.

Coherent

The Core has been designed so that, wherever possible, the ideas taught within a particular grade level have a logical and natural connection with each other and with those of earlier grades. Efforts have also been made to select topics and skills that integrate well with one another appropriate to grade level. In addition, there is an upward articulation of concepts, skills, and content. This spiraling is intended to prepare students to understand and use more complex concepts and skills as they advance through the learning process.

Developmentally Appropriate

The Core takes into account the psychological and social readiness of students. It builds from concrete experiences to more abstract understandings. The Core focuses on providing experiences with concepts that students can explore and understand in depth to build the foundation for future learning experiences.

Reflective of Successful Teaching Practices

Learning through play, movement, and adventure is critical to the early development of the mind and body. The Core emphasizes student exploration. The Kindergarten, First, and Second Grade Intended Learning Outcomes are central in each standard. The Core is designed to encourage instruction with students working in cooperative groups. Instruction should recognize the importance of each Core area in the classroom, school, and community.

Comprehensive

The Kindergarten, First, and Second Grade Core does not cover all topics that have traditionally been in the Kindergarten, First, and Second Grade curriculum; however, it provides a basic foundation of knowledge and skills in all content areas. By emphasizing depth rather than breadth, the Core seeks to empower students rather than intimidate them with a collection of

- **By emphasizing depth rather than breadth, the Core seeks to empower students.**

isolated and eminently forgettable facts. Teachers are free to add related concepts and skills, but they are expected to teach all the standards and objectives specified in the Core for their grade level.

Feasible

Teachers and others who are familiar with Utah students, classrooms, teachers, and schools have designed the Core. It can be taught with easily obtained resources and materials. A Teacher Handbook is also available for teachers and has sample lessons on each topic for each grade level. The Teacher Handbook is a document that will grow as teachers add exemplary lessons aligned with the new Core.

- **Student achievement of the standards and objectives in this Core is best assessed using a variety of assessment instruments.**

Useful and Relevant

This curriculum relates directly to student needs and interests. Relevance of content areas to other endeavors enables students to transfer skills gained from one area of instruction into their other school subjects and into their lives outside the classroom.

Reliant Upon Effective Assessment Practices

Student achievement of the standards and objectives in this Core is best assessed using a variety of assessment instruments. Performance tests are particularly appropriate to evaluate student mastery of thinking processes and problem-solving skills. A variety of classroom assessment approaches should be used by teachers in conjunction with the Criterion Referenced Tests (CRT) that are administered to first and second grade students in Language Arts and Mathematics, and with the pre- and post-tests administered in kindergarten. Observation of students engaged in instructional activities is highly recommended as a way to assess students' skills as well as attitudes toward learning. The nature of the questions posed by students provides important evidence of their understanding.

Engaging

In the early grades, children are forming attitudes and habits for learning. It is important that instruction maximizes students' potential and gives them understanding of the intertwined nature of learning. Effective elementary instruction engages students actively in enjoyable learning experiences. Instruction should be as thrilling an experience for a child as seeing a rainbow, growing a flower, or describing a toad. In a world of rapidly expanding knowledge and technology, all students must gain the skills they will need to understand and function responsibly and successfully in the world. The Core provides skills in a context that enables students to experience the joy of learning.

K-2 Intended Learning Outcomes

The main intent at the early grades is for students to value learning and develop the skills to gain knowledge and understand their world.

The Intended Learning Outcomes described below reflect the belief that kindergarten, first, and second grade education should address the intellectual, social, emotional, physical, and ethical development of children. While the Kindergarten, First, and Second Grade Core Curriculum focuses primarily on content and the intellectual development of children, it is important to create a classroom culture that fosters development of many aspects of a person. By nurturing development in these interrelated human domains, young people will be healthy and discover varied and exciting talents and dreams. They will be socially and civically competent and able to express themselves effectively.

The outcomes identified below are to provide a direction for general classroom instruction, management, culture, environment, and inclusion. These outcomes should be interwoven throughout the Kindergarten, First, and Second Grade Core Curriculum, which offers more specific and measurable standards for instruction.

- **Intended learning outcomes provide a direction for general classroom instruction, management, culture, environment, and inclusion.**

Beginning in kindergarten and by the end of second grade students will be able to:

1. **Demonstrate a positive learning attitude.**
   a. Display a sense of curiosity.
   b. Practice personal responsibility for learning.
   c. Demonstrate persistence in completing tasks.
   d. Apply prior knowledge and processes to construct new knowledge.
   e. Voluntarily use a variety of resources to investigate topics of interest.
2. **Develop social skills and ethical responsibility.**
   a. Respect similarities and differences in others.
   b. Treat others with kindness and fairness.
   c. Follow classroom and school rules.
   e. Include others in learning and play activities.
   f. Participate with others when making decisions and solving problems.
   g. Function positively as a member of a family, class, school, and community.

3. **Demonstrate responsible emotional and cognitive behaviors.**
   a. Recognize own values, talents, and skills.
   b. Express self in positive ways.
   c. Demonstrate aesthetic awareness.
   d. Demonstrate appropriate behavior.
   e. Express feelings appropriately.
   f. Meet and respect needs of self and others.
4. **Develop physical skills and personal hygiene.**
   a. Respect physical similarities and differences in self and others.
   b. Learn proper care of the body for health and fitness.
   c. Develop knowledge that enhances participation in physical activities.
   d. Display persistence in learning motor skills and developing fitness.
   e. Use physical activity for self-expression.
5. **Understand and use basic concepts and skills.**
   a. Develop phonological and phonemic awareness.
   b. Decode, read, and comprehend written text and symbols.
   c. Develop vocabulary.
   d. Develop reasoning and sequencing skills.
   e. Demonstrate problem-solving skills.
   f. Observe, sort, and classify objects.
   g. Make and interpret representations, graphs, and models.
   h. Recognize how content ideas interconnect.
   i. Make connections from content areas to application in real life.
6. **Communicate clearly in oral, artistic, written, and nonverbal form.**
   a. Share ideas using communication skills.
   b. Predict an event or outcome based on evidence.
   c. Use appropriate language to describe events, objects, people, ideas, and emotions.
   d. Listen attentively and respond to communication.
   e. Use mathematical concepts to communicate ideas.
   f. Use visual art, dance, drama, and music to communicate.

The First Grade Core Curriculum

First grade core concepts should be integrated across all curriculum areas. Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas. Personal relevance of content is always an important part of helping students to value learning and should be emphasized.

In first grade, students are immersed in a literature-rich environment to develop an awareness of phonemes and print materials as sources of information and enjoyment. They listen and speak to participate in classroom discussions and use a variety of strategies to read new words and familiar selections aloud with fluency and expression. Understanding the main idea and sequence of events in a story are important comprehension skills that are applied in all other content areas.

- **Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas.**

First graders continue their development of number sense. They learn basic addition and subtraction facts through joining and separating sets with twelve or fewer objects. Students draw and describe specified two-dimensional figures and use nonstandard units to measure length and weight. They are introduced to the idea of fractions and continue the development of sorting and patterning skills. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers.

In first grade, students learn about themselves and their relationship to the classroom, school, family, and community. Students develop the skills of questioning, gathering information, making measurements using nonstandard units, constructing explanations, and drawing conclusions. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. They learn basic body control while beginning to develop motor skills and moving in a variety of settings. Students become aware of strength, endurance, and flexibility in different parts of their bodies. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

First Grade Language Arts Core Curriculum

Standard I:
***Oral Language*—Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

Standard I: ***Oral Language*—Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

Objective 1: Develop language through listening and speaking.

a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).

b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question).

c. Speak clearly and audibly with expression in communicating ideas.

d. Speak in complete sentences.

Objective 2: Develop language through viewing media and presenting.

a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).

b. Use a variety of formats (e.g., show and tell, drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media.

Standard II: ***Concepts of Print*—Students develop an understanding of how printed language works.**

Objective 1: Demonstrate an understanding that print carries "the" message.

a. Recognize that print carries different messages.

b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).

Objective 2: Demonstrate knowledge of elements of print within a text.

a. Discriminate between letters, words, and sentences in text.

b. Match oral words to printed words while reading.

c. Identify punctuation in text (i.e., periods, question marks, and exclamation points).

Standard II:
***Concepts of Print*—Students develop an understanding of how printed language works.**

Standard III: ***Phonological and Phonemic Awareness*—Students develop phonological and phonemic awareness.**

Objective 1: Demonstrate phonological awareness.

a. Count the number of syllables in words.

b. Count the number of syllables in a first name.

Objective 2: Recognize like and unlike word parts (oddity tasks).

a. Identify words with same beginning consonant sounds (e.g., man, sat, sick) and ending consonant sounds (e.g., man, sat, ten) in a series of words.

b. Identify words with same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).

Standard III: ***Phonological and Phonemic Awareness*— Students develop phonological and phonemic awareness.**

Objective 3: Orally blend word parts (blending).

a. Blend syllables to make words (e.g., /ta/…/ble/, table).

b. Blend onset and rime to make words (e.g., /p/…/an/, pan).

c. Blend individual phonemes to make words (e.g., /s/ /a/ /t/, sat).

Objective 4: Orally segment words into word parts (segmenting).

a. Segment words into syllables (e.g., table, /ta/…/ble/.

b. Segment words into onset and rime (e.g., pan, /p/…/an/).

c. Segment words into individual phonemes (e.g., sat, /s/…/a/…/t/).

Objective 5: Orally manipulate phonemes in words and syllables (manipulation).

a. Substitute initial and final sound (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say map).

b. Substitute vowel in words (e.g., replace middle sound in map to /o/, say mop).

c. Delete syllable in words (e.g., say baker without the /ba/, say ker).

d. Deletes initial and final sounds in words (e.g., say sun without the /s/, say un; say hit without the /t/, say hi).

e. Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say tep; say best without the /t/, say bes).

Standard IV: ***Phonics and Spelling*—Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.**

Objective 1: Demonstrate an understanding of the relationship between letters and sounds.

a. Write letters to represent spoken sounds of all letters of the alphabet in random order.

b. Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words.

c. Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.

d. Identify and pronounce sounds for r–controlled vowels accurately in one-syllable words (e.g., ar, or, er).

e. Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/…/oa/…/t/, goat).

Objective 2: Use knowledge of structural analysis to decode words.

a. Identify and read grade level contractions and compound words.

b. Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).

c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).

d. Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).

e. Use letter patterns to decode words (e.g., phonograms/word families/onset and rime: -ack, -ail, -ake).

Objective 3: Spell words correctly.

a. Write sounds heard in words in the correct order.

b. Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.

c. Spell short vowel words with consonant blends and digraphs (e.g., bl, st, nt, sh, wh, th).

Standard IV: ***Phonics and Spelling*—Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.**

d. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could).

e. Learn the spellings of irregular and difficult words (e.g., river, house, animal).

Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

a. Use knowledge about spelling to predict the spelling of new words.

b. Associate the spelling of new words with that of known words and word patterns.

c. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent "e" on the end of a word, two vowels together).

Standard V: ***Fluency*—Students develop reading fluency to read aloud grade level text effortlessly without hesitation.**

Objective 1: Read aloud grade level text with appropriate speed and accuracy.

a. Read grade level text at a rate of approximately 60 wpm.

b. Read grade level text with an accuracy rate of 95-100%.

Objective 2: Read aloud grade level text effortlessly with clarity.

a. Read grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.

b. Read with automaticity 100 first grade high-frequency/sight words.

Standard V: ***Fluency*—Students develop reading fluency to read aloud grade level text effortlessly without hesitation.**

Standard VI: ***Vocabulary*—Students learn and use grade level vocabulary to increase understanding and read fluently.**

Objective 1: Learn new words through listening and reading widely.

a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.

b. Learn the meanings of a variety of grade level words (e.g., words from literature, social studies, science, math).

c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, simple dictionaries).

Objective 2: Use multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.

Objective 3: Use structural analysis and context clues to determine meanings of words.

a. Identify meanings of words using the root word and known endings (e.g., car, cars; jump, jumped, jumping).

b. Use context to determine meanings of unknown key words (e.g., The gigantic dog couldn't fit in his new doghouse.).

Standard VI: ***Vocabulary*—Students learn and use grade level vocabulary to increase understanding and read fluently.**

Standard VII: ***Comprehension*—Students understand, interpret, and analyze narrative and informational grade level text.**

Objective 1: Identify purposes of text.

a. Discuss purpose for reading.

b. Discuss author's purpose.

Objective 2: Apply strategies to comprehend text.

a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).

b. Ask questions about text read aloud and independently.

c. Make predictions using picture clues, title, text, and/or prior knowledge.

d. Make inferences and draw conclusions from text.

e. Identify topic/main idea from text noting details.

f. Retell using important ideas/events and supporting details in sequence.

g. Compile information from text.

Objective 3: Recognize and use features of narrative and informational text.

a. Identify beginning, middle, and end; characters; setting; problem/resolution.

b. Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy, fables.

c. Identify information from pictures, captions, and diagrams.

d. Identify multiple facts in grade level informational text.

e. Locate facts from informational texts (e.g., picture books, grade level informational books).

Standard VII: ***Comprehension*—Students understand, interpret, and analyze narrative and informational grade level text.**

Standard VIII: Writing—Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).

a. Generate ideas for writing by reading, discussing literature and informational text, drawing, looking at books, being read to, and reflecting on personal experiences.

b. Select topics from generated ideas.

c. Identify audience for writing.

Standard VIII: Writing—Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 2: Compose a written draft.

a. Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.

b. elect appropriate words to convey meaning.

Objective 3: Revise by elaborating and clarifying a written draft.

a. Revise draft to add details.

b. Revise draft using descriptive words.

c. Write in complete sentences.

Objective 4: Edit written draft for conventions.

a. Edit writing for capitals in names, first word of a sentence, and the pronoun "I" and correct ending punctuation (i.e., periods, question marks).

b. Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).

c. Edit for standard grammar (i.e., complete sentences).

d. Edit for appropriate formatting features (i.e., spacing, margins, titles).

Objective 5: Use fluent and legible handwriting to communicate.

a. Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.

b. Write with increasing fluency in forming manuscript letters and numerals.

c. Produce legible documents with manuscript handwriting.

Objective 6: Write in different forms and genres.

a. Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses).

b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.

c. Produce functional text (e.g., ABC books, lists, labels, signs, how-to books, observations).

d. Share writing with others using illustrations to add meaning to published works.

e. Publish group and individual products.

First Grade Mathematics Core Curriculum

Standard I:
Students will acquire number sense and perform simple operations with whole numbers.

Standard I: Students will acquire number sense and perform simple operations with whole numbers.

Objective 1: Represent whole numbers in a variety of ways.

a. Relate number words to the numerals that represent the quantities 0 to 10.

b. Sort objects into groups of tens and ones and write the numeral representing the set.

c. Represent whole numbers up to 100 in groups of tens and ones using objects.

d. Write a numeral when given the number of tens and ones.

e. Write a numeral to 99 in expanded form (e.g., 39 is 3 tens and 9 ones or 30+9).

f. Use zero to represent the number of elements in the empty set or as a placeholder in a two-digit numeral.

Objective 2: Identify simple relationships among whole numbers.

a. Identify the number that is one more or one less than any whole number from 1 to 99.

b. Use the vocabulary "greater than," "less than," and "equal to" when comparing sets of objects or numbers.

c. Order sets of objects and numbers from 0 to 20.

d. Use ordinal numbers 1st through 5th (i.e., 1st, 2nd, 3rd, 4th, 5th).

Objective 3: Model and illustrate meanings of the operations addition and subtraction and describe how they relate.

a. Demonstrate the joining and separating of sets with twelve or fewer objects and record the results with pictures or symbols.

b. Model two meanings of subtraction: separating of sets ("take away") and comparison of sets ("how many more/fewer") using objects, pictorial representations, and symbols.

c. Use correct vocabulary and symbols to describe addition (i.e., add, "and," plus, +, sum), subtraction (i.e., subtract, minus, -, take away, how many more/fewer), and equals (i.e., =, same as).

d. Use zero in addition and subtraction sentences.

Objective 4: Use fractions to identify parts of the whole.

a. Share sets of up to ten objects between two students and identify each part as half.

b. Divide geometric shapes into equal parts, identifying halves and fourths.

Objective 5: Solve whole number problems using addition and subtraction in horizontal and vertical notation.

a. Compute addition and subtraction facts to twelve.

b. Add three whole numbers with sums to twelve.

Standard II: **Students will identify and use patterns and relations to represent mathematical situations.**

Objective 1: Recognize and represent patterns with one or two attributes.

a. Sort and classify objects by one or two attributes.

b. Identify, create, and label simple patterns using manipulatives, pictures, and symbolic notation (e.g., ABAB . . ., _____ . . .).

c. Identify patterns in the environment.

d. Identify horizontal and vertical patterns on hundreds charts.

e. Use patterns to establish skip counting by twos to 20 and by fives and tens to 100.

f. Count backward from 10 to 0 and identify the pattern.

Objective 2: Recognize and represent relations using mathematical symbols.

a. Recognize that "=" indicates a relationship in which the quantities on each side of an equation are equal.

b. Recognize that symbols such as ~, r, or Ø in an addition or subtraction equation represent a missing value that will make the statement true (e.g., ~ + 3 = 6, 5 +7 = r, 4 = 5 – Ø).

c. Demonstrate that changing the order of addends does not change the sum (e.g., 3+2=5 and 2+3=5).

Standard II:
Students will identify and use patterns and relations to represent mathematical situations.

Standard III: Students will describe, identify, and create simple geometric shapes and describe spatial relationships.

Objective 1: Describe, identify, and create simple geometric shapes.

a. Identify, name, draw, create, and sort circles, triangles, rectangles, and squares.

b. Identify circles, triangles, rectangles, and squares in the students' environment.

c. Recognize that combining simple geometric shapes can create more complex geometric shapes.

Objective 2: Describe simple spatial relationships.

a. Use and demonstrate words to describe position (i.e., between, before, after, middle, left, right).

b. Use and demonstrate words to describe distance (i.e., closer, farther).

Standard III: Students will describe, identify, and create simple geometric shapes and describe spatial relationships.

Standard IV:
Students will understand and use simple measurement tools and techniques.

Standard IV: Students will understand and use simple measurement tools and techniques.

Objective 1: Identify measurable attributes of objects and units of measurement.

a. Identify the appropriate tools for measuring length, weight, volume, temperature, and time.

b. Identify the values of a penny, nickel, dime, and quarter.

c. Estimate the length of an object by comparing to a nonstandard unit (e.g., How many new pencils wide is your desk?).

Objective 2: Use appropriate techniques and tools to determine measurements.

a. Compare objects, using nonstandard units, according to their length, weight, or capacity (e.g., pencils/length, books/weight, boxes/volume).

b. Read and tell time to the nearest hour.

c. Name the days of the week, months of the year, and seasons in order.

d. Determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 14 pennies equals 14¢, a set of 5 nickels equals 25¢, a set of 2 dimes equals 20¢).

Standard V: Students will collect and draw conclusions from data and understand basic concepts of probability.

Objective 1: Collect, organize, and display simple data.

a. Collect physical objects to use as data.

b. Collect, represent, and interpret data using tables, tally marks, pictographs, and bar graphs.

Objective 2: Determine the likelihood of an event.

a. Compare events to decide which are more likely, less likely, and equally likely.

b. Relate past events to future events (e.g., The sun set about 6:00 last night, so it will set about the same time tonight).

Standard V: Students will collect and draw conclusions from data and understand basic concepts of probability.

First Grade Fine Arts, Health, Physical Education, Science, and Social Studies Core Curriculum

STANDARD I:
Students will develop a sense of self.

Standard I: Students will develop a sense of self.

Objective 1: Describe and practice responsible behaviors for health and safety.

a. Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes).

b. Describe the benefits of eating a variety of nutritious foods.

c. Describe the benefits of physical activity.

d. Describe substances that are helpful and harmful to the body.

e. Practice basic safety and identify hazards.

Objective 2: Develop and demonstrate skills in gross and fine motor movement.

a. Participate daily in short periods of physical activity that require exertion (e.g., one to three* minutes of walking, jogging, jump roping).

b. Perform fundamental locomotor (e.g., skip, gallop, run) and nonlocomotor (twist, stretch, balance) skills with mature form.

c. Develop manipulative skills (e.g., cut, glue, throw, catch, kick, strike).

d. Create and perform unique dance movements and sequences that strengthen skills while demonstrating personal and spatial awareness.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

a. Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).

b. Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events.

c. Sing a melody independently, with developing accuracy and a natural voice that is free from strain.

d. Create simple rhythm, movement, and melody patterns with body percussion and instruments.

* Some students may not be able to sustain activity for one minute due to various medical concerns.

Standard II: Students will develop a sense of self in relation to families and community.

Objective 1: Describe behaviors that influence relationships with family and friends.

a. Explain how family members support each other.

b. Describe tasks at home and school.

c. Explain how families change over time.

d. Recognize that choices have consequences which affect self, peers, and family.

e. Describe behaviors that initiate and maintain friendships.

Objective 2: Describe important aspects of the community and culture that strengthen relationships.

a. Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas).

b. Describe physical features surrounding the home, school, and community.

c. Identify changes in the school and neighborhood over time.

d. Identify and use technology in your home, school, and community (e.g., computer, TV, radio).

e. Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance.

Objective 3: Express relationships in a variety of ways.

a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.

b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others.

c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

STANDARD II:
Students will develop a sense of self in relation to families and community.

STANDARD III:
Students will develop an understanding of their environment.

Standard III: Students will develop an understanding of their environment.

Objective 1: Investigate plants and plant growth.

a. Observe and draw pictures of plants.

b. Compare seeds of plants and describe ways they may be carried through the environment (e.g., wind, water, animals).

c. Observe and describe plants as they grow from seeds.

d. Identify how people use plants (e.g., food, clothing, paper, shelter).

e. Investigate and report conditions that affect plant growth.

Objective 2: Investigate water and interactions with water.

a. Observe and measure characteristics of water as a solid and liquid.

b. Compare objects that float and sink in water.

c. Measure and predict the motion of objects in water.

d. Describe how plants and people need, use, and receive water.

Objective 3: Demonstrate how symbols and models are used to represent features of the environment.

a. Use map skills to identify features of the neighborhood and community.

b. Create representations that show size relationships among objects of the home, classroom, school, or playground.

c. Identify map and globe symbols (e.g., cardinal directions, compass rose, mountains, rivers, lakes).

d. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Pacific Ocean, Atlantic Ocean).

Standard I
Activities

Activity—Exploration Tubs

Standard I
Students will develop a sense of self.

Objective 3
Develop and use skills to communicate ideas, information, and feelings.

Process Skills
Symbolization, observation, description, prediction, data collection, investigation, problem solving, form conclusions

Intended Learning Outcomes
Demonstrate a positive learning attitude.
Demonstrate social skills and ethical responsibilities.
Demonstrate responsible emotional and cognitive behaviors.
Develop physical skills and personal hygiene.
Understand and use basic concepts and skills.
Communicate clearly in oral, artistic, written and nonverbal form.

Standard I

Objective 3

Connections

*Background Information**

Students with low oral language skills tend to have greater difficulty interacting socially and applying information they have been taught. The established routines of most classrooms are less evident on the playground, and children with low language skills frequently also lack judgmental and negotiating skills.

1. *English Language Learners:* These students may appear to be competent yet lack the kind of oral language knowledge needed for academic success.
2. *Poverty:* Because parents often work several jobs, parents frequently have little or no time to verbally interact with their children. The children have capable minds but poorly developed language.
3. *Learning Disabilities:* Hearing impairments, hyperactivity, ADD, and behavioral disorders, all impact language development.
4. *Slow Learners:* About one-sixth of the general population are slow learners (IQ falls between 70 and 85) and commonly have much poorer oral language vocabularies than their peers. And develop in literacy at a much slower pace. For instance a fourth grade student, (9-year-old) who is a slow learner can be expected to read on a first grade level if he is developing normally. You may have three to four slow learners in your classroom each year that will need extra assistance in their learning.
5. *Highly Mobile:* These drop in/drop out children, even with good teaching, miss consistent planned instruction and their oral language development can suffer.

* Adapted from *Strategies for Reading Assessment and Instruction Helping Every Child to Succeed* by D. Ray Reutzel and Robert B. Cooter, Jr. Merrill Prentice Hall

1. Safety Tub

Materials

- ❑ blocks
- ❑ block people
- ❑ vehicles
- ❑ traffic signs
- ❑ play rug

- Students will describe and practice responsible behaviors for safety.
- Students will identify safety hazards.

Books:

Be Safe on Your Bike by Joe Maloney (Rosen)
Don't Talk to Strangers by Nicholas Wrazen (Rosen)
What if You Get Lost by Elizabeth Kernan (Rosen)
Safety on the School Bus by Sarah Florence (Rosen)
Safety at the Playground by Joe Maloney (Rosen)
Safety Signs by Scott Peters (Benchmark)
Safe at Work by Margie Burton, Cathy French, and Tammy Jones (Benchmark)

2. Water Droppers

Materials

- ❑ plastic water droppers
- ❑ large paper clips with one end straightened
- ❑ pebbles
- ❑ erasers
- ❑ other objects such as sticks or leaves, small plastic container

- Students will begin to develop abilities necessary to do scientific inquiry.
- Students will begin to develop an understanding of properties of objects.

Books:

Water by George Huxley (National Geographic)
Water Can Change by Brian Birchall (National Geographic)

3. Seeds

Materials

- ❑ seeds gathered from nature (students help gather)
- ❑ magnifiers

- Students will ask questions about organisms and answer questions by seeking information from sources and from their own observations and investigations.
- Students will begin to develop an understanding of the characteristics and life cycle of plants, and plants in their environment.

Books:

Plant Fruits and Seeds by David M Schwartz
(Creative Teaching Press)
Seeds, Seeds, Seeds by Brian and Jillian Cutting
(Wright Group Level 1)
The Seed by Christine Young
(Wright Group McGraw-Hill, emergent)

Plants and Seeds by Colin Walker (Wright Group Level 1)
Where Are The Seeds? by Pauline Cartwright
(Wright Group Level 1)
Seeds Grow Into Plants by Mario Lucca
(National Geographic)

4. Boats

- Students will begin to develop abilities necessary to do scientific inquiry.
- Students will begin to develop an understanding of properties of objects.
- Students will begin to learn how to plan and conduct simple investigations.

Books:

The Boat Book by Samantha Berger and Pamela Chanko
(Scholastic)
What's on the Ships? by Harley Chan
(National Geographic Windows on Literacy)
Who Sank the Boat? by Pamela Allen (Putnam and Grosset)
Jack's Boat by Nick Bruce
(National Geographic Windows on Literacy)

Materials

- ❑ tinfoil
- ❑ paper plates
- ❑ lids from various containers
- ❑ cups
- ❑ styrofoam and other discarded packing materials
- ❑ straws and clay
- ❑ pieces of foam and sponge
- ❑ corks
- ❑ counting bears
- ❑ small plastic animals
- ❑ wading pool or water trough

5. Sink or Float?

- Students will begin to develop abilities necessary to do scientific inquiry.
- Students will begin to develop an understanding of properties of objects.
- Students will begin to learn how to plan and conduct simple investigations.

Books:

What Will Float? by Fred and Jeanne Biddulph
(Wright Group)
What Sinks? What Floats? by Wendy Vierow
(McGraw-Hill)
Is It Floating? by Fred and Jeanne Biddulph
(Wright Group Level I)
Sink or Float? by Michele Ashley (Rigby Kinderstarters)
Sink or Float? by Leslie Fox (Harcourt Level 1)

Materials

- ❑ lids
- ❑ toys
- ❑ rocks
- ❑ clay
- ❑ beads
- ❑ tinfoil
- ❑ objects made from different materials: plastic, wood, metal, glass, etc.

What Floats? by Rebel Williams (Wright Group, emergent)
An Apple Floats by Christina Wilsdon (Outside the Box)
Some Things Float by Lesley Pether
(National Geographic Windows on Literacy)

Tub Discussion

Exploration tubs, or learning centers, promote content vocabulary as students engage in exploration, discussion and build connections to real life experiences. Students with low language skills tend to have greater difficulty interacting socially on the playground and applying information they have been taught (e.g., English Language Learners, Poverty, Learning, Disabilities, Slow Learners, Highly Mobile). This lesson will model strategies that develop essential content vocabulary.

Invitation to Learn

The teacher will give each student a Band-Aid. Ask the student to put it on an "owie," and then to tell a friend how they got that "owie." The teacher will then tell the students that they are going to learn some ways to prevent getting hurt while on the playground.

Instructional Procedures

Materials

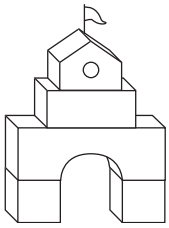
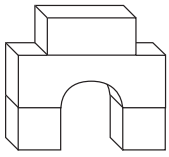
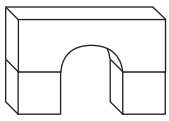
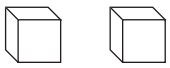
- ❑ blank paper (sample charting format in this lesson)
- ❑ hard boiled eggs (3), apples (3), bananas (3), small bouncing ball (1)
- ❑ chart paper
- ❑ markers
- ❑ masking tape to label each egg, apple, and banana
- ❑ band-aids
- ❑ individual clipboards
- ❑ overhead transparency "Why Use Exploration

(If possible, the facilitator should take teachers outside as indicated, but if time, weather, or place prohibit going outside, the facilitator will ask teachers to imagine they are outside.)

1. Ask if any of the "owies" happened on the school playground. Have those students who indicated they did share how it happened.
2. Divide class into four groups. Each group will be responsible to chart one experiment. Discuss charting format, and have students in each group make their own chart by folding paper as illustrated in this lesson. Students will draw lines and add text for their group experiment as indicated e.g., egg, banana, apple, or ball. The text should be simplified to a label (i.e., asphalt). It is written out in this example as a clarification for teachers.
3. Distribute clipboards for students to attach to their charts. Remind students to bring a pencil and take the class outside. Invite students to observe and describe what the playground looks like (bring out the different kinds of surfaces on the playground). Explain they are going to do an experiment using their apples, eggs, bananas, and balls on the playground.

Name:_____

Playground Safety Rubric

Score	My Presentation	Comments
You've Got It! 	*I know and follow the school rules.* *I tallked about what I wanted to have happen.* *I know the step for handling conflicts and how to do it without adult help.* *I listened to what the other person wanted to have happen.* *I was able to go back to the activity because I solved the problem by myself.*	
Almost There! 	*I could tell which school rule was difficult to follow.* *I know the procedure for handling conflicts.* *I used words to talk about what I wanted to have happen.* *I said what I would do the next time I had this problem.*	
Getting Closer! 	*I know the school rules.* *When I was reminded of the steps for problem solving, I could restate the steps.* *I said what I wanted to have happen, but placed blame rather than listening to the other person.* *I chose a new activity.*	
Take Another Look! 	*I did not follow the school rules.* *I called names.* *I got mat.* *I didn't use words to communicate.*	

Sample Charting Format

This is what the (egg, apple, or ball) did...	when I dropped it on the asphalt	when I dropped it on the grass	when I dropped it on the wood chips/sand
This is what the banana did...	when I walked into jungle gym	when I ran into the jungle gym	when I crowded in line

Sample Charting Format

I think the (egg, apple, or ball) will...	when I drop it on the asphalt	when I drop it on the grass	when I drop it on the wood chips/sand
I think the banana will...	when I walk into jungle gym	when I run into the jungle gym	when I crowd into line

Why Use Exploration Tubs

Why use exploration tubs with information books?

1. Promote oral language and content vocabulary.

2. Strengthen background knowledge.

3. Accentuate real life connections to content areas.

4. Motivate students to investigate information books.

4. Ask students to sit beside the members of their group (but the whole class will stay in the same area). Each group will be responsible for charting only their own experiment. Have each student in the egg group discuss, draw and/or write their prediction of what will happen to the egg if it were dropped on various surfaces and record their predictions in the spaces on top row. Repeat the same procedure for the groups, throwing an apple or bouncing a ball across each surface. Students in the banana group will discuss and predict what will happen to the banana if it bumped against a piece of playground equipment when being held by someone walking, and when held by someone running. Then they will discuss and predict what would happen to a banana if it were to crowd in line and record their predictions on the chart.
5. One group at a time will be given 3 hard-boiled eggs, 3 apples, 3 bananas, or a ball. Each group will perform their experiment while the rest of the class observes each of the experiments (dropping the egg, throwing the apple, bouncing the ball, and moving with the banana into equipment). Have the students observe, discuss, draw, and/or write their observations in the appropriate boxes on their charts.
6. Sit down together (either inside or outside) and discuss what they predicted and what they observed. Ask them why they think the outcomes of the various objects were different on the different surfaces (and banana at different speeds).
7. Ask the students why they think the playground was created with different kinds of surfaces. Ask the students how they can relate the egg, apple, and banana to the human body. Compare the breaking of the apple skin to an abrasion on a knee, the egg to a broken bone, the bruising of the apple or banana to the bruising of an injury. Talk about appropriate places to play running games, ball games, jump ropes, etc. Discuss the potential problems if students play a game in an inappropriate place (i.e., soccer in the jump rope area, jump ropes around the playground equipment, tag by the swings or slides).
8. Have the students help create a few basic playground rules, and write these rules on a chart using shared writing strategies. Display these rules in the classroom or in the hall.

The established routines of most classrooms are less evident on the playground, and children with low language skills frequently also lack judgmental and negotiating skills. This lesson could be adapted to assist these students.

Possible Extensions/Adaptations

- Work with students on first aid skills, calling for help, and emergency names and numbers.
- Writing about or verbally sharing personal experiences of playground happenings.
- Class meetings about playground problems.

Assessment Suggestion

Student work is collected for portfolios as part of ongoing assessment.

The teacher takes note of appropriate playground behavior and students ability to problem solve.

Additional Resources

Local newspaper stories about safety;

Photographs of safety signs in community (e.g., construction, speed zones, hand washing signs)

Family Connections

Students can share the results of their experiments and share their predictions and results recorded on their charts.

Students could create a class newsletter describing their experiments and findings.

Writing and Language:
Genre to Write In:
ABC's of
Add-on story
All about's
Biography
Circle story/cycle model
Dictionary/topic
Experience/journal
Fiction
How-to's
Letter
List
Magazine
Narrative
News report/newspaper
Nonfiction
Persuasive
Poetry
Poster/advertise/pamphlet
Reports
Sequence
Set of directions/map
Manipulatives:
First Grade Web Topic:
Concepts & Process Skills:
Essential Vocabulary:
Trade Books:
Information Books:
Math:
Songs:
Poems:
Art:

Trade Books:

Information Books:

Manipulatives:

Plastic water droppers, large paper clips with one end straightened, pebbles, erasers, and other objects such as sticks or leaves, small plastic container

Writing and Language:

- Tell/write something new that you learned about water
- List things that repel water and things that absorb water
- Tell/write a book about how to stay dry in a rainstorm
- Tell/write about what would happen if raindrops fell as big as you

Math:

- Count the drops placed on a penny
- Compare prediction of the number of drops with actual number
- Compare the number of drops on front and back of penny

First Grade Web Topic:

Drops of Water
Core Standards: I, III
Math Standards: I, IV, V
Language Arts Standards: I, II, IV, VI, VII, VIII

Concepts & Process Skills:

Comparisons, counting, predicting
Water can be absorbed and repelled by various materials

Genre to Write In:

ABC's of
Add-on story
All about's
Biography
Circle story/cycle model
Dictionary/topic
Experience/journal
Fiction
How-to's
Letter
List
Magazine
Narrative
News report/newspaper
Nonfiction
Persuasive
Poetry
Poster/advertise/pamphlet
Reports
Sequence
Set of directions/map

Songs:

Rain, Rain Go Away

Poems: Raindrops by Aileen Fisher

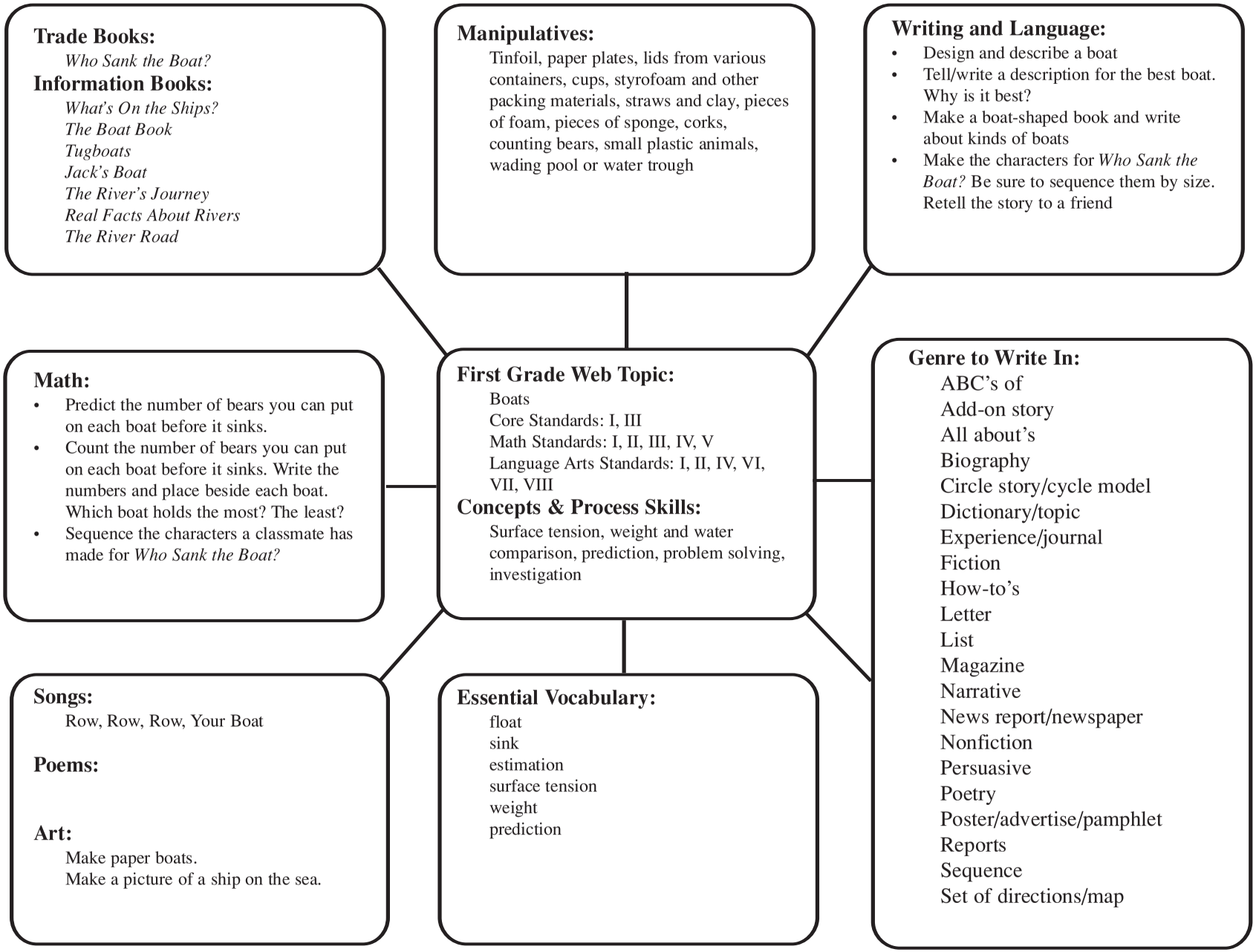
How brave a ladybug must be!
Each drop of rain as big as she.
Can you imagine what you'd do
If raindrops fell as big as you?

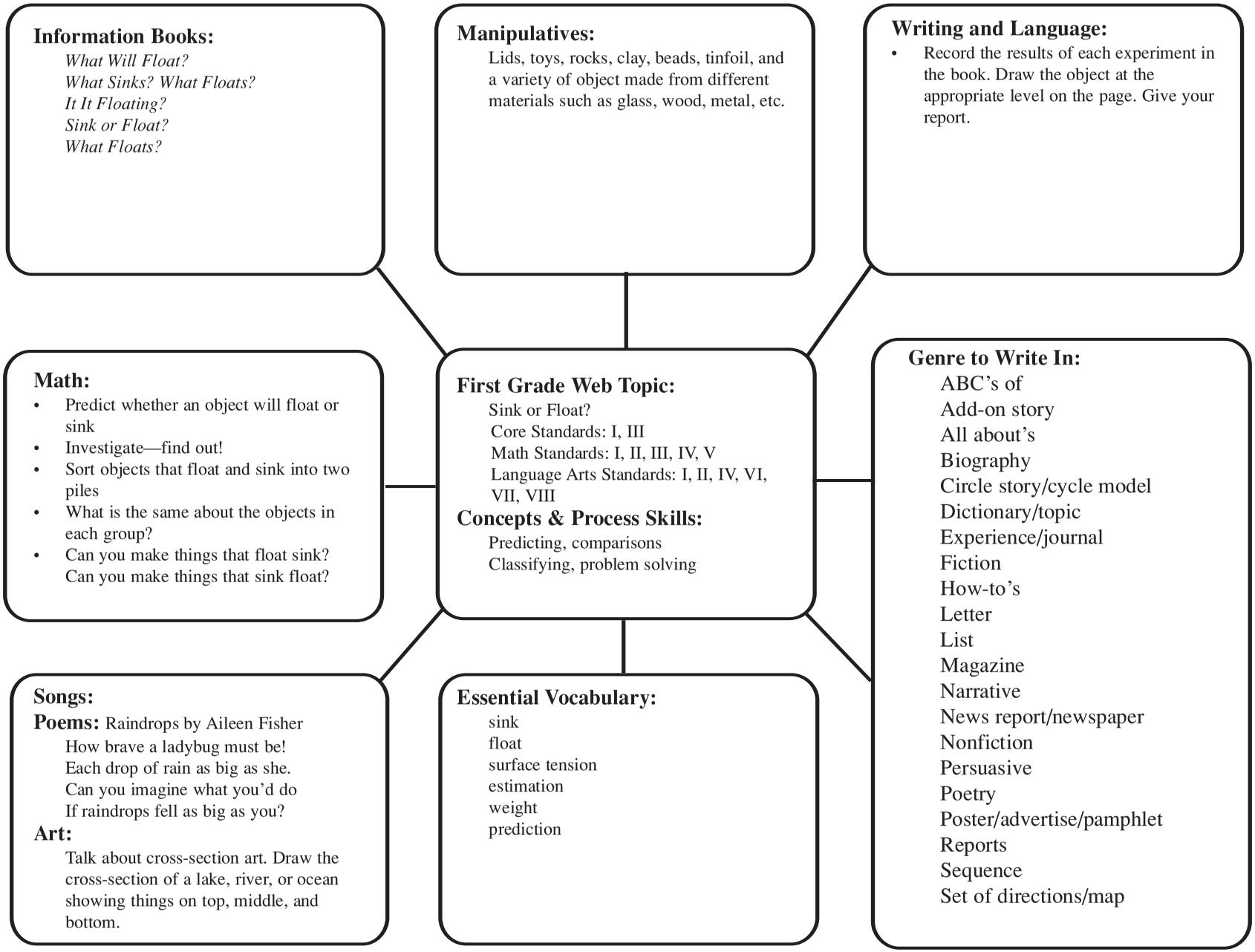
Art:

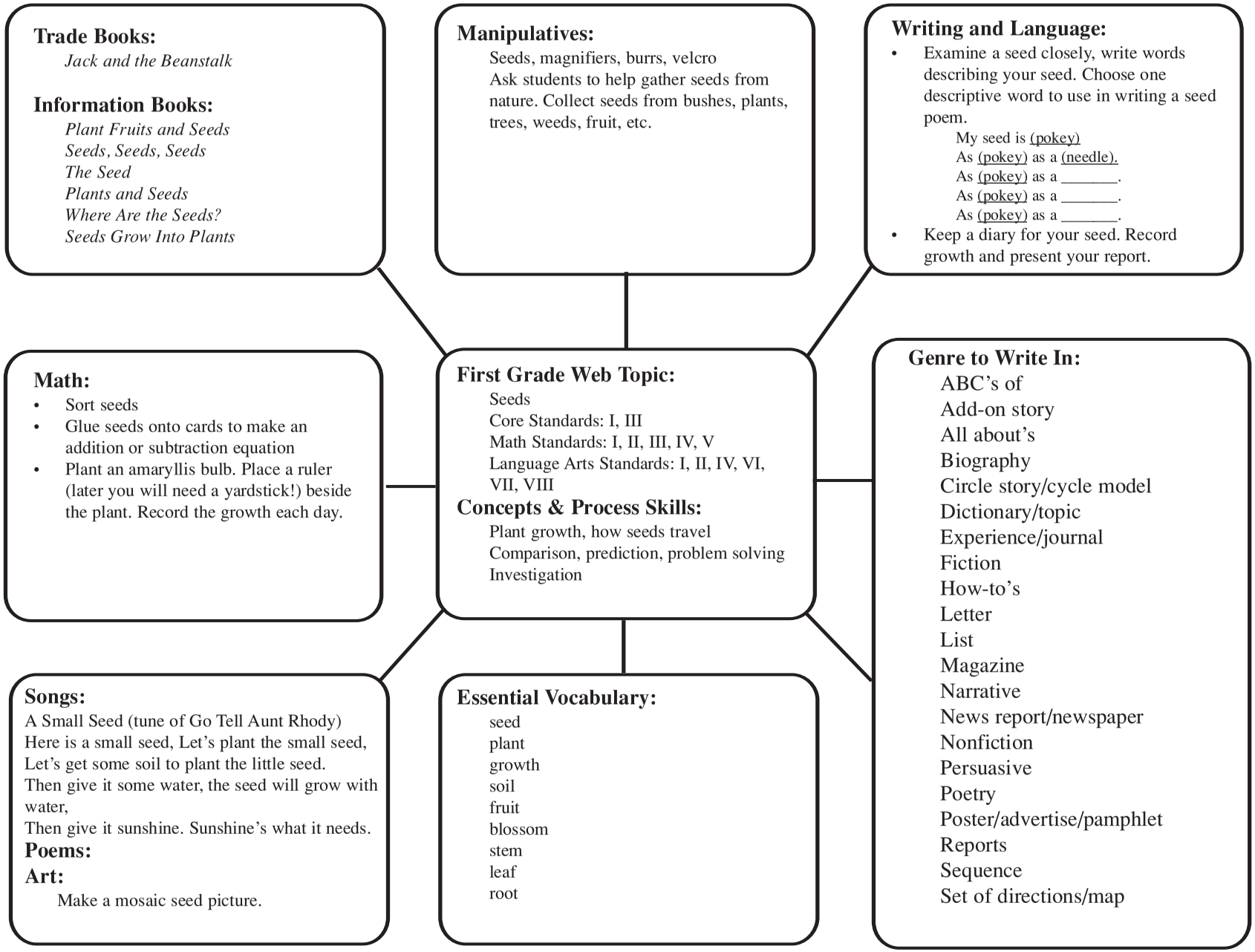
Put drops of paint on paper and blow on them through a straw.

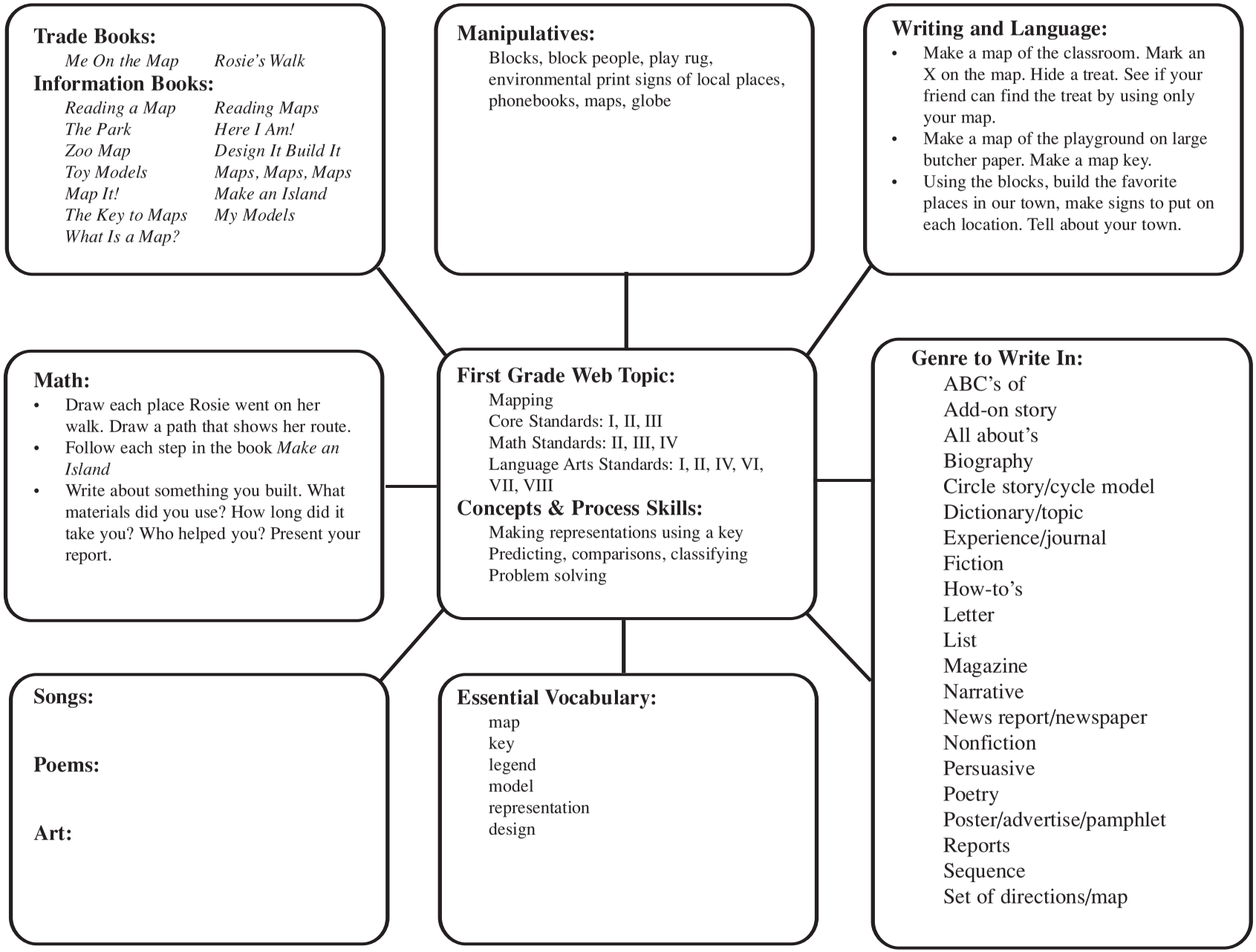
Essential Vocabulary:

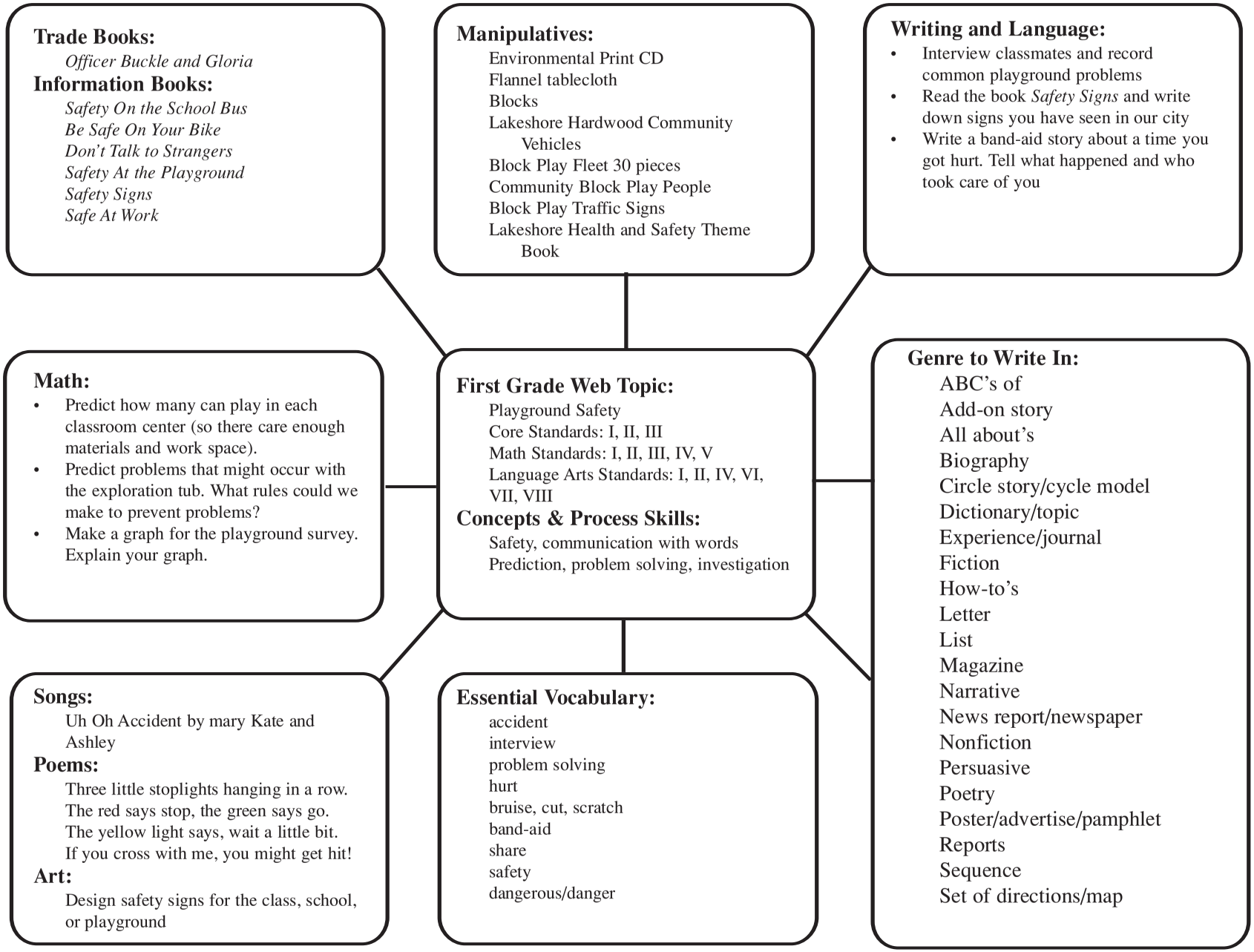
estimation
evaporation
float
sink
surface tension
absorb
repel
prediction


Trade Books:
Who Sank the Boat?
Information Books:
What's On the Ships?
The Boat Book
Tugboats
Jack's Boat
The River's Journey
Real Facts About Rivers
The River Road
Manipulatives:
Tinfoil, paper plates, lids from various containers, cups, styrofoam and other packing materials, straws and clay, pieces of foam, pieces of sponge, corks, counting bears, small plastic animals, wading pool or water trough
Writing and Language:
Design and describe a boat
Tell/write a description for the best boat. Why is it best?
Make a boat-shaped book and write about kinds of boats
Make the characters for Who Sank the Boat? Be sure to sequence them by size. Retell the story to a friend
Math:
Predict the number of bears you can put on each boat before it sinks.
Count the number of bears you can put on each boat before it sinks. Write the numbers and place beside each boat. Which boat holds the most? The least?
Sequence the characters a classmate has made for Who Sank the Boat?
First Grade Web Topic:
Boats
Core Standards: I, III
Math Standards: I, II, III, IV, V
Language Arts Standards: I, II, IV, VI, VII, VIII
Concepts & Process Skills:
Surface tension, weight and water comparison, prediction, problem solving, investigation
Genre to Write In:
ABC's of
Add-on story
All about's
Biography
Circle story/cycle model
Dictionary/topic
Experience/journal
Fiction
How-to's
Letter
List
Magazine
Narrative
News report/newspaper
Nonfiction
Persuasive
Poetry
Poster/advertise/pamphlet
Reports
Sequence
Set of directions/map
Songs:
Row, Row, Row, Your Boat
Poems:
Art:
Make paper boats.
Make a picture of a ship on the sea.
Essential Vocabulary:
float
sink
estimation
surface tension
weight
prediction


Information Books:
What Will Float?
What Sinks? What Floats?
It It Floating?
Sink or Float?
What Floats?
Manipulatives:
Lids, toys, rocks, clay, beads, tinfoil, and a variety of object made from different materials such as glass, wood, metal, etc.
Writing and Language:
• Record the results of each experiment in the book. Draw the object at the appropriate level on the page. Give your report.
Math:
• Predict whether an object will float or sink
• Investigate—find out!
• Sort objects that float and sink into two piles
• What is the same about the objects in each group?
• Can you make things that float sink? Can you make things that sink float?
First Grade Web Topic:
Sink or Float?
Core Standards: I, III
Math Standards: I, II, III, IV, V
Language Arts Standards: I, II, IV, VI, VII, VIII
Concepts & Process Skills:
Predicting, comparisons
Classifying, problem solving
Genre to Write In:
ABC's of
Add-on story
All about's
Biography
Circle story/cycle model
Dictionary/topic
Experience/journal
Fiction
How-to's
Letter
List
Magazine
Narrative
News report/newspaper
Nonfiction
Persuasive
Poetry
Poster/advertise/pamphlet
Reports
Sequence
Set of directions/map
Songs:
Poems: Raindrops by Aileen Fisher
How brave a ladybug must be!
Each drop of rain as big as she.
Can you imagine what you'd do
If raindrops fell as big as you?
Art:
Talk about cross-section art. Draw the cross-section of a lake, river, or ocean showing things on top, middle, and bottom.
Essential Vocabulary:
sink
float
surface tension
estimation
weight
prediction


Trade Books:
Jack and the Beanstalk
Information Books:
Plant Fruits and Seeds
Seeds, Seeds, Seeds
The Seed
Plants and Seeds
Where Are the Seeds?
Seeds Grow Into Plants
Manipulatives:
Seeds, magnifiers, burrs, velcro
Ask students to help gather seeds from nature. Collect seeds from bushes, plants, trees, weeds, fruit, etc.
Writing and Language:
Examine a seed closely, write words describing your seed. Choose one descriptive word to use in writing a seed poem.
My seed is (pokey)
As (pokey) as a (needle).
As (pokey) as a _____.
As (pokey) as a _____.
As (pokey) as a _____.
Keep a diary for your seed. Record growth and present your report.
Math:
Sort seeds
Glue seeds onto cards to make an addition or subtraction equation
Plant an amaryllis bulb. Place a ruler (later you will need a yardstick!) beside the plant. Record the growth each day.
First Grade Web Topic:
Seeds
Core Standards: I, III
Math Standards: I, II, III, IV, V
Language Arts Standards: I, II, IV, VI, VII, VIII
Concepts & Process Skills:
Plant growth, how seeds travel
Comparison, prediction, problem solving
Investigation
Genre to Write In:
ABC's of
Add-on story
All about's
Biography
Circle story/cycle model
Dictionary/topic
Experience/journal
Fiction
How-to's
Letter
List
Magazine
Narrative
News report/newspaper
Nonfiction
Persuasive
Poetry
Poster/advertise/pamphlet
Reports
Sequence
Set of directions/map
Songs:
A Small Seed (tune of Go Tell Aunt Rhody)
Here is a small seed, Let's plant the small seed,
Let's get some soil to plant the little seed.
Then give it some water, the seed will grow with water,
Then give it sunshine. Sunshine's what it needs.
Poems:
Art:
Make a mosaic seed picture.
Essential Vocabulary:
seed
plant
growth
soil
fruit
blossom
stem
leaf
root


Trade Books:
Me On the Map
Rosie's Walk
Information Books:
Reading a Map
Reading Maps
The Park
Here I Am!
Zoo Map
Design It Build It
Toy Models
Maps, Maps, Maps
Map It!
Make an Island
The Key to Maps
My Models
What Is a Map?
Manipulatives:
Blocks, block people, play rug, environmental print signs of local places, phonebooks, maps, globe
Writing and Language:
Make a map of the classroom. Mark an X on the map. Hide a treat. See if your friend can find the treat by using only your map.
Make a map of the playground on large butcher paper. Make a map key.
Using the blocks, build the favorite places in our town, make signs to put on each location. Tell about your town.
Math:
Draw each place Rosie went on her walk. Draw a path that shows her route.
Follow each step in the book Make an Island
Write about something you built. What materials did you use? How long did it take you? Who helped you? Present your report.
First Grade Web Topic:
Mapping
Core Standards: I, II, III
Math Standards: II, III, IV
Language Arts Standards: I, II, IV, VI, VII, VIII
Concepts & Process Skills:
Making representations using a key
Predicting, comparisons, classifying
Problem solving
Genre to Write In:
ABC's of
Add-on story
All about's
Biography
Circle story/cycle model
Dictionary/topic
Experience/journal
Fiction
How-to's
Letter
List
Magazine
Narrative
News report/newspaper
Nonfiction
Persuasive
Poetry
Poster/advertise/pamphlet
Reports
Sequence
Set of directions/map
Songs:
Poems:
Art:
Essential Vocabulary:
map
key
legend
model
representation
design


Trade Books:
Officer Buckle and Gloria
Information Books:
Safety On the School Bus
Be Safe On Your Bike
Don't Talk to Strangers
Safety At the Playground
Safety Signs
Safe At Work
Manipulatives:
Environmental Print CD
Flannel tablecloth
Blocks
Lakeshore Hardwood Community Vehicles
Block Play Fleet 30 pieces
Community Block Play People
Block Play Traffic Signs
Lakeshore Health and Safety Theme Book
Writing and Language:
Interview classmates and record common playground problems
Read the book Safety Signs and write down signs you have seen in our city
Write a band-aid story about a time you got hurt. Tell what happened and who took care of you
Math:
Predict how many can play in each classroom center (so there care enough materials and work space).
Predict problems that might occur with the exploration tub. What rules could we make to prevent problems?
Make a graph for the playground survey. Explain your graph.
First Grade Web Topic:
Playground Safety
Core Standards: I, II, III
Math Standards: I, II, III, IV, V
Language Arts Standards: I, II, IV, VI, VII, VIII
Concepts & Process Skills:
Safety, communication with words
Prediction, problem solving, investigation
Genre to Write In:
ABC's of
Add-on story
All about's
Biography
Circle story/cycle model
Dictionary/topic
Experience/journal
Fiction
How-to's
Letter
List
Magazine
Narrative
News report/newspaper
Nonfiction
Persuasive
Poetry
Poster/advertise/pamphlet
Reports
Sequence
Set of directions/map
Songs:
Uh Oh Accident by mary Kate and Ashley
Poems:
Three little stoplights hanging in a row.
The red says stop, the green says go.
The yellow light says, wait a little bit.
If you cross with me, you might get hit!
Art:
Design safety signs for the class, school, or playground
Essential Vocabulary:
accident
interview
problem solving
hurt
bruise, cut, scratch
band-aid
share
safety
dangerous/danger

Activity–How Do You Feel Today?

Standard I

Objective 3

Connections

Standard I
Students will develop a sense of self.

Objective 3
Develop and use skills to communicate ideas, information, and feelings.

Process Skills
Symbolization, observation, description, data collection and interpretation, classification, form conclusions

Intended Learning Outcomes
2. Demonstrate social skills and ethical responsibilities.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

Children will be asked to make a graph, then listen to a story. After the story, they will do a similar graph and then compare the two graphs.

Invitation to Learn

Ask the children: "How are you feeling today? Which color on the graph represents how you feel today?"

Instructional Procedures

Materials

- ❑ *My Many Colored Days* by Dr. Seuss
- ❑ graphs (2)
- ❑ sticky notes or paper to represent choice

1. Have the children mark which color represents how they are feeling on the graph.
2. After everyone has marked the graph, read the book *My Many Colored Days*.
3. Have the children mark their selection of how they feel using the information from the book (e.g., red presents "kick my heels," blue represents "flap my wings," brown represents "low, down.")

Possible Extensions/Adaptations

Keep the second graph and on a different day do the graph again. Compare the information with the previous graph. Ask the children the following questions:

- Are the graphs the same? Why or why not?
- Did you choose the same color on both graphs? Why or why not?
- Do some people feel the same today as others in the class?
- What other information can we read from these graphs?
- If we did another graph next week, would it look like today's graph? Why?

Family Connections

Send home a copy of *My Many Colored Days* with a different child each night. Make up a similar graph for the children to do at home with their family after reading the book. Share the graphs at school.

Activity–T-Shirt Glyph

Standard I

Objective 3

Connections

Standard I
Students will develop a sense of self.

Objective 3
Develop and use skills to communicate ideas, information, and feelings.

Process Skills
Symbolization, observation, description, data collection and interpretation, classification, form conclusions

Intended Learning Outcomes
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

Glyphs are a way of representing data pictorially. Time is needed after completing the glyph to interpret, analyze, and communicate the data. Each child will be creating a glyph which represents them and reading the glyphs of others using a legend to understand the data on the glyphs.

Invitation to Learn

Let's get to know the people in our class. We can do this by making a T-shirt glyph.

Instructional Procedures

"Each of us will get a T-shirt pattern and record on it the information about ourselves using a legend. Here is my T-shirt glyph." Discuss your glyph using the legend. Have the children make their own glyph as you read each of the following steps.

Materials
- ❑ T-shirt pattern
- ❑ T-shirt legend
- ❑ markers

Step 1: Color the neck pink for girls and blue for boys.

Step 2: Draw a large numeral to show your age.

Step 3: Color a pocket using your favorite color.

Step 4: Draw a picture to show your favorite season. (snowman = winter, flowers = spring, sun = summer, fall tree = autumn).

Step 5: Write your name at the bottom left on your T-shirt.

Possible Extensions/Adaptations

Make a T-shirt for a favorite storybook character, or a family member.

Sort the glyphs by boy/girl or any of the items on the legend.

Look for any two glyphs that are alike.

Discuss how the glyph represents us.

Make additional glyphs during the school year.

Assessment Suggestion

Did the children enjoy the activity?

Could children read the information on the glyphs?

Did children understand and use the legend to find out information?

Additional Resources

Glyphs! by Susan R. O'Connell, (Good Apple)
Super Graphs, Venns & Glyphs by Honi Bamberger and Patricia Hughes (Scholastic)

Family Connections

Add one stripe for each member of their family on the sleeve of the T-shirt. Have the children make a glyph for their brother, sister, mother, and/or father.

After reading a book at home, have the children make a T-shirt glyph for a favorite character in a book.

T-Shirt Legend

neck color = pink for girls
blue for boys

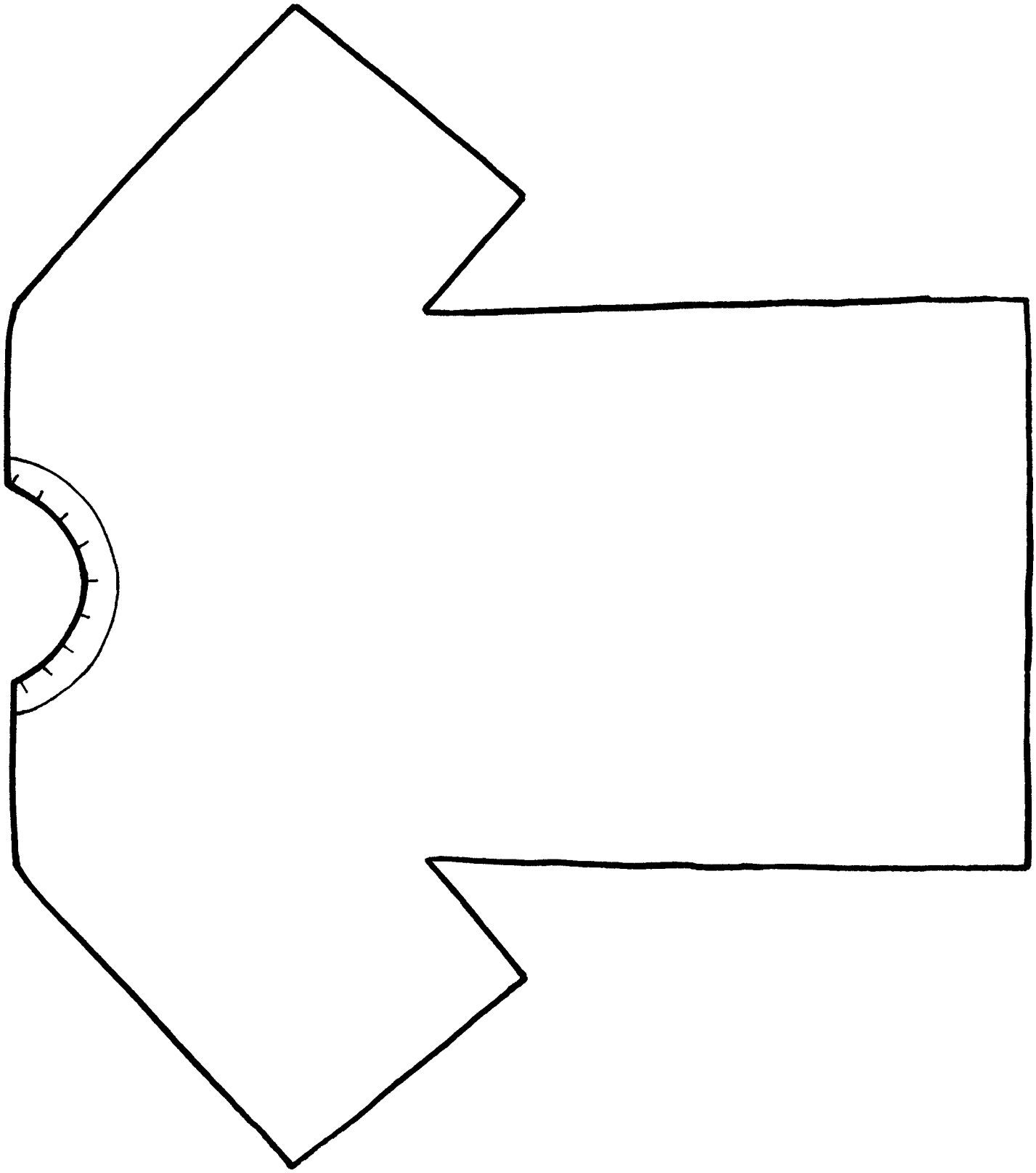
number on shirt = age

pocket color = favorite color

picture on shirt = favorite season
winter = snowman
spring = flowers
summer = sun
autumn = fall tree

name at bottom right = name

T-Shirt Pattern



Activity–Chrysanthemum and Letter Tiles

Standard I

Objective 3

Connections

Standard I
Students will develop a sense of self.

Objective 3
Develop and use skills to communicate ideas, information, and feelings.

Process Skills
Symbolization, observation, description, data collection and interpretation, classification, form conclusions

Intended Learning Outcomes
5. Understand and use basic concepts and skills.
6. ommunicate clearly in oral, artistic, written and nonverbal form.

Background Information

Children will listen as the teacher reads *Chrysanthemum*. Afterwards have a discussion about the story with a focus on the length of Chrysanthemum's name. Have the children compare the lengths of their own names using letter tiles, grid paper, and a class graph.

Invitation to Learn

Listen to this story about a mouse that has a long name.

Instructional Procedures

Materials
- ❑ *Chrysanthemum*
- ❑ letter tiles
- ❑ one inch square grid paper
- ❑ "How Long Is Your Name?" graph

1. Discuss the following questions with the class: "Was Chrysanthemum's name long? Let's see how many letters are in our own names. Take the letter tiles and spell out your name. How many letters are in your name? Does anyone have one letter? Two letters?"
2. Allow the children to look at their classmates' names.
3. Pass out grid paper strips and have the children write their name on the strip - one letter per square.
4. One at a time, have the students place their name on the graph. Look at the graph and discuss the information that the children observe.

If time permits make a different graph. This one looking at the beginning letter of their name.

Possible Extensions/Adaptations

Graph the vowels in the students' names. Graph the names of their favorite characters.

Assessment Suggestion

Did children count the number of letters in their name correctly?

Did children compare their name to others correctly?

Were children able to place their name correctly on the graph?

Were there any problems? Why?

Did the children enjoy the activity?

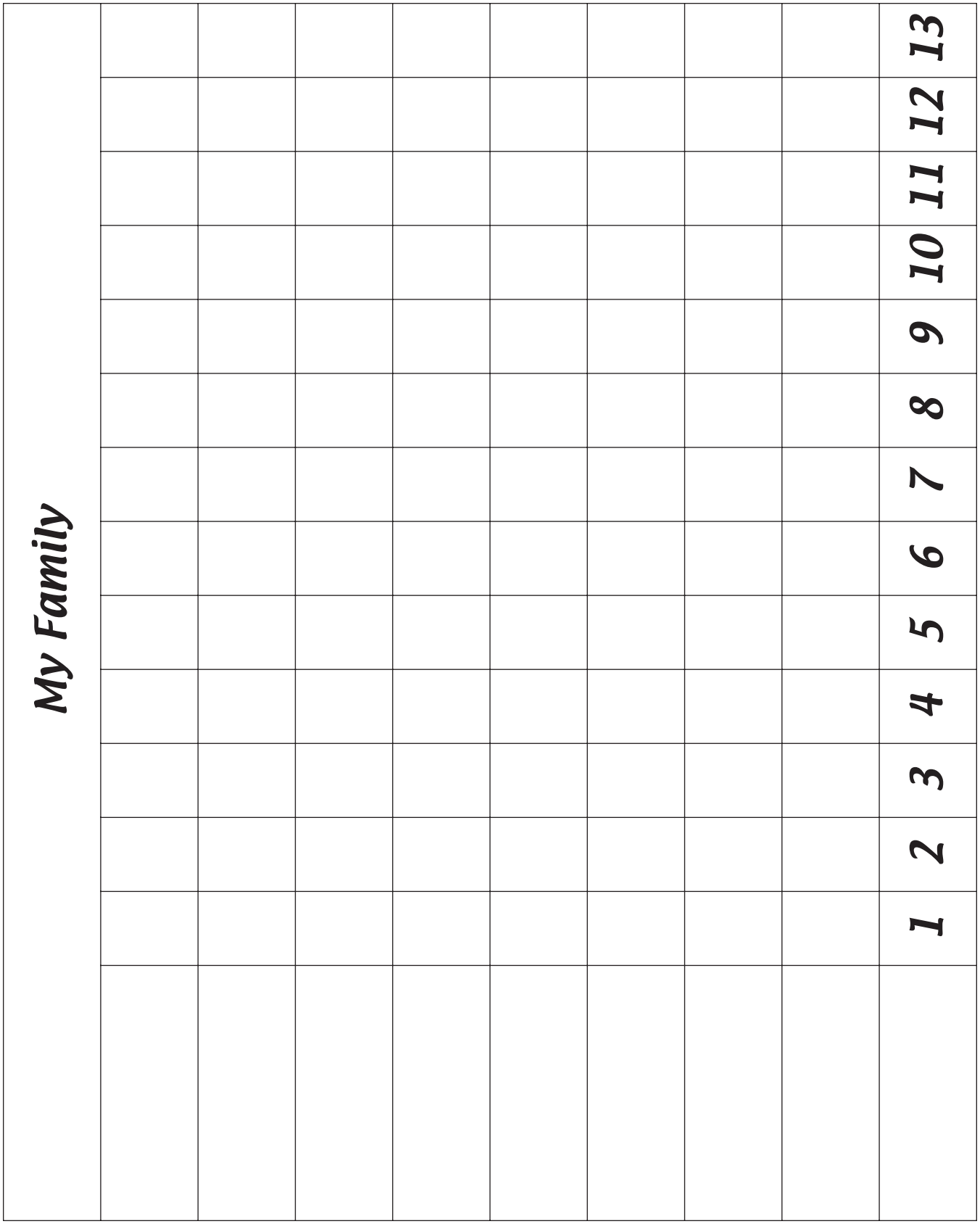
Additional Resources

Andy That's My Name by Tomie DePaola (Scholastic)

Tikki Tikki Tembo by Arlene Mosel (Scholastic)

Family Connections

Take home the sheet "My Family." Have students write the names of members of their immediate family on the sheet and compare the length of the names.


My Family
13
12
11
10
9
8
7
6
5
4
3
2
1

Grid Paper

Activity–Chrysanthemum Sound Boards

Standard I

Objective 3

Connections

Standard I
Students will develop a sense of self.

Objective 3
Develop and use skills to communicate ideas, information, and feelings.

Process Skills
Symbolization, observation, classification, segmentation and blending

Intended Learning Outcomes
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

Select a lesson focus, such as beginning ending sounds or rhyming words. Prepare a word list before the lesson. You may want to include any child's name to the word list to add interest.

Invitation to Learn

"Remember *Chrysanthemum*? I would like you to remember that story as we work with sounds today."

Instructional Procedures

Materials

- ❑ *Chrysanthemum* sound boards^one per child
- ❑ counters
- ❑ copy of *Chrysanthemum*
- ❑ list of words for lesson

1. Pass out one *Chrysanthemum* sound board to each child.
2. Pass out counters (approximately 25 per child).
3. Identify the pictures at the top of the columns on the sound board (name, mouse, dress, teacher).
4. Have the children listen and match the sounds (rhyming, beginning, ending, or vowel). Choose no more than two of these for a day's lesson.
5. Set the focus. For example, say "We are going to listen for rhyming words. The word to match is house. Say house." Children repeat "house." The teacher asks, "Which word rhymes with house? Let's see. Say the words with me. Name - house, mouse - house, dress - house, teacher - house. Which word rhymes with house? Place a counter below the picture. Say the rhyming word when you see five fingers." (This provides think time for the children.) Children answer "mouse."

6. Reinforce the responses of the children and scan their desks to observe how the children are doing individually. Move to beginning sounds, ending sounds, or vowel sounds following the same procedures.
7. Remember to focus on no more than two types of sounds during a day's lesson.

Possible Extensions/Adaptations

Have children write and/or draw rhyming words (or beginning or ending sound pictures and words) for one or all four of the pictures on the sound board.

Make a Venn diagram as a class using _ouse and beginning sound "m." Have children supply the words and the placement of the words as the teacher records on the board.

Assessment Suggestion

Were the children able to follow the lesson procedures?

Did any word or focus sound give them problems?

Were the children engaged by the activity?

Did this foster any discussion by the children?

Did any children verbalize an "ah-ha" moment?

Additional Resources

Irresistible Sound-Matching Sheets with Lessons That Build Phonemic Awareness by Janiel Wagstaff
(Scholastic Professional Books)

Sound Board Lesson for Chrysanthemum

pictures represent: name, mouse, dress, teacher

match rhyming words:

name	mouse	dress	teacher
came	house	mess	feature
same	blouse	less	bleacher
tame	playhouse	bless	creature
frame	spouse	stress	preacher
became	clubhouse	confess	
		guess	

match beginning sounds:

name	mouse	dress	teacher
nickel	man	dragon	team
nine	my	dream	tip
no	monkey	draw	time
noodle	mother	drop	television
note	morning	drive	take
night	meat	drip	turn
needle	might	drapes	taste

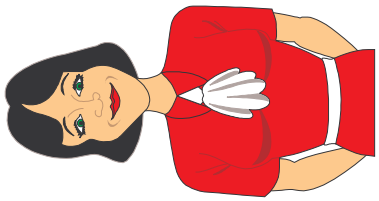
match ending sounds:

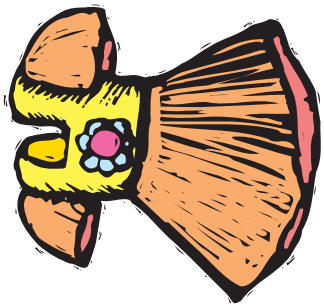
name	mouse	dress	teacher
same		glass	her
plum		bus	father
dream		face	mother
trim		recess	better
stream		hiss	feather
room		this	brother

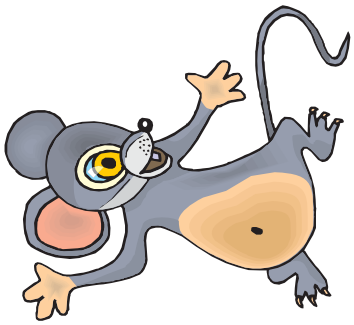
match vowel sounds:

name	mouse	dress	teacher
same	cow	red	shirt
game	found	bend	bird
take	town	yellow	turn
rain	frown	ten	purple
snake	ouch	went	hurt
tame	around	nest	blurt

Chrysanthemum Sound Board







Activity–Beep, Beep, Vroom, Vroom into My Room

Standard I

Objective 3

Process Skills
Symbolization, observation, prediction, investigation, classification, problem solving

Intended Learning Outcomes
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Connections

Background Information

Children understand how to identify, create, and label simple patterns.

Invitation to Learn

"Have you ever played with someone else's toys when you were told to leave the toys alone? Here is a story about a brother and sister."

Materials

- ❑ *Beep, Beep, Vroom, Vroom* by Stuart Murphy
- ❑ colored counters
- ❑ paper and dot stickers

Instructional Procedures

1. Read the story through once and discuss.
2. Pass out red, yellow, and blue counters for each child. As you read the story the second time, instruct the children to arrange their counters the way that the children do in the story. Give time for the children to recreate the patterns from the story. Observe how the children make the different patterns.
3. Ask the children to create their own pattern with their counters. When the children finish their pattern, go on a "museum walk" around the desks to see what their classmates did.
4. Pull the class together to discuss what they saw on the "museum walk." The teacher may choose to record the patterns on the board as the children describe what they saw.
5. Have the children use colored dot stickers to create a pattern or two on paper.
6. Pass out paper and have the children write what they know about patterns. Their writing may include using pictures, words, and/or symbols.

Possible Extensions/Adaptations

Give the children another color of counter and ask them to create a pattern. Ask them to try to come up with a different pattern than the ones they saw in the book.

Assessment Suggestion

Were the children able to recreate the patterns in the book?

Could the children label the patterns?

Could the children create a pattern on their own?

What additional help do they need?

Did their writing show a pattern?

Additional Resources

Pretty Patterns by Rosemary Reuille Irons and Marjory Gardner (Wright Group McGraw-Hill)
My Mom and Dad Make Me Laugh by Nick Sharratt (Candlewick Press)
The Rose in my Garden by Arnold Lobel (Scholastic)

by Ann Whitford Paul (Harper Collins Publishers)
What Comes Next? by Margie Burton, Cathy French, & Tammy Jones (Benchmark Education Company)

Family Connections

Ask the children to find something at home that shows a pattern and bring it to school. Ask the children to wear an article of clothing that has a pattern on it to wear the next day.

Activity–Seven Fat Cats

Standard I

Objective 3

Process Skills

Intended Learning Outcomes

Connections

Standard I
Students will develop a sense of self.

Objective 3
Develop and use skills to communicate ideas, information, and feelings.

Process Skills
Symbolization, observation, description, prediction

Intended Learning Outcomes
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Invitation to Learn

"Have you ever seen a cat sitting on a wall? This story is about seven fat cats sitting on a wall."

Instructional Procedures

First, read the story for enjoyment. Before the second reading, ask the children to listen for rhymes and look for a pattern. Discuss what they observed in listening to the story. Have the children read the story with you the second time.

Steps to follow for sound board activity:

1. Pass out one *Seven Fat Cats* sound board to each child.
2. Pass out counters (approximately 25 per child).
3. Identify the pictures at the top of the columns on the sound board (five, three, cats, wall).
4. Have the children listen and match the sounds (rhyming, beginning, ending, and vowel). Choose no more than two of these for a day's lesson.
5. Set the focus. For example, say "We are going to listen for rhyming words. The word to match is hive. Say hive." Children repeat "hive." The teacher asks, "Which word rhymes with hive? Let's see. Say the words with me. Five - hive, three - hive, cats - hive, wall - hive. Which word rhymes with hive? Place a counter below the picture. Say the rhyming word when you see five fingers." (This provides think time for the children.) Children answer "five."
6. Reinforce the responses of the children and scan their desks to observe how the children are doing individually. Move to beginning sounds, ending sounds, or vowel sounds following the

Materials

- ❑ *Seven Fat Cats*
- ❑ *Seven Fat Cats* sound boards—one per child
- ❑ counters

same procedures.

7. Remember to focus on no more than two types of sounds during a day's lesson.

Possible Extensions/Adaptations

Sing "Seven Fat Cats" to the tune "Mary Had A Little Lamb".

Have seven children act out the story as the rest of the class reads the story. The next day, read the story again and have seven different children act out the story as the rest of the children read it.

Assessment Suggestion

Could the children retell the story?

Did the children make any text to self or text to text connections after hearing the story?

Could the children remember the rhyming words?

Did the children predict the story pattern?

Were the children able to hear the focus sound in the sound board activity?

Additional Resources:

Irresistible Sound-Matching Sheets with Lessons that Build Phonemic Awareness by Janiel Wagstaff (Scholastic Professional Books)

Sound Board Lesson for Seven Fat Cats

pictures represent: five, three, cats, wall

match rhyming words:

five	three	cats	wall
jive	bee	bats	tall
alive	sea	that's	doll
strive	free	fats	call
drive	tree	mats	fall
revive	monkey	slats	mall
hive	sadly	rats	ball
survive	honey		

match beginning sounds:

five	three	cats	wall
four	thumb	cow	watch
finger	this	keep	witch
feel	thing	cookie	window

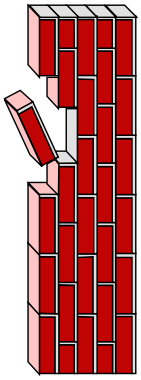
match ending sounds:

five	three	cats	wall
have	me	dress	smile
love	key	bus	thankful
gave	money	snakes	still
behave	funny	nurse	angel

match vowel sounds:

five	three	cats	wall
I	street	apple	not
rice	meat	snack	brought
light	sheep	can	talk

Seven Fat Cats Sound Board



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5

Standard II
Activities

Activity–Then and Now

Standard II
Students will develop a sense of self in relation to families and community.

Objective 2
Describe important aspects of the community and culture that strengthen relationships.

Process Skills
Segmentation and blending

Intended Learning Outcomes:
5. Understand and use basic concepts and skills.

Standard II

Objective 2

Connections

Background Information

This lesson works great as part of a Balanced Literacy approach to integration. The book portion of this activity is designed to be used as a read aloud or a guided reading lesson. The exploration tub portion of this activity works great as a learning center following the shared reading activity.

Prior to teaching this lesson, you need to collect the materials for your exploration tub. Examples of then and now items for you tub could be: tomato seed and tomato, baby picture and picture of a child, picture of horse and buggy and picture of a car, tadpole and frog, chalk and white board marker, etc.

Invitation to Learn

"It is hard to believe it now, but once you were a baby. Now you are a first grader who is learning and doing many things on your own. How have you changed from that baby to how you are now? What things did you do then? What things can you do now? Has your family changed? Has your house changed? What else has changed?"

Instructional Procedures

1. When reading *Great Grandma and I* to the class or with a small group of students, focus on the then and now aspect of the material. You may want to read the book more than once, focusing on different elements each time.
2. Give each student two sticky notes and have them draw or write a then and now item. (i.e. on one sticky note they could draw a baby, on another a child).

Materials

- ❑ *Great Grandma and I* by Brenda Parkes
- ❑ "Then and Now" chart
- ❑ "Then and Now" cards
- ❑ "Then and Now" exploration tub
- ❑ sticky notes

3. Invite each student to come forward and explain their items and place them on the chart appropriately. (You will need to enlarge the "Then and Now" chart included with this lesson in order to do this activity.)
4. Later in small groups or as a learning center, have children work on the "then and now" exploration tub. Using the "then and now" chart, they can work together to place items in the correct place.
5. Students could color, cut, sort, and glue the "Then and Now" cards on their own "Then and Now" chart.

Possible Extensions/ Adaptations

Focusing on the then and now concept, students could notice how families change over time (Standard II, Objective 1, Indicator c) Students could also focus on names and features of animals as babies and adults (i.e. chick to chicken, tadpole to frog, kid to goat).

Assessment Suggestion

Observe children as they complete the exploration tub. You will also be able to assess students on how they sorted the "Then and Now" cards.

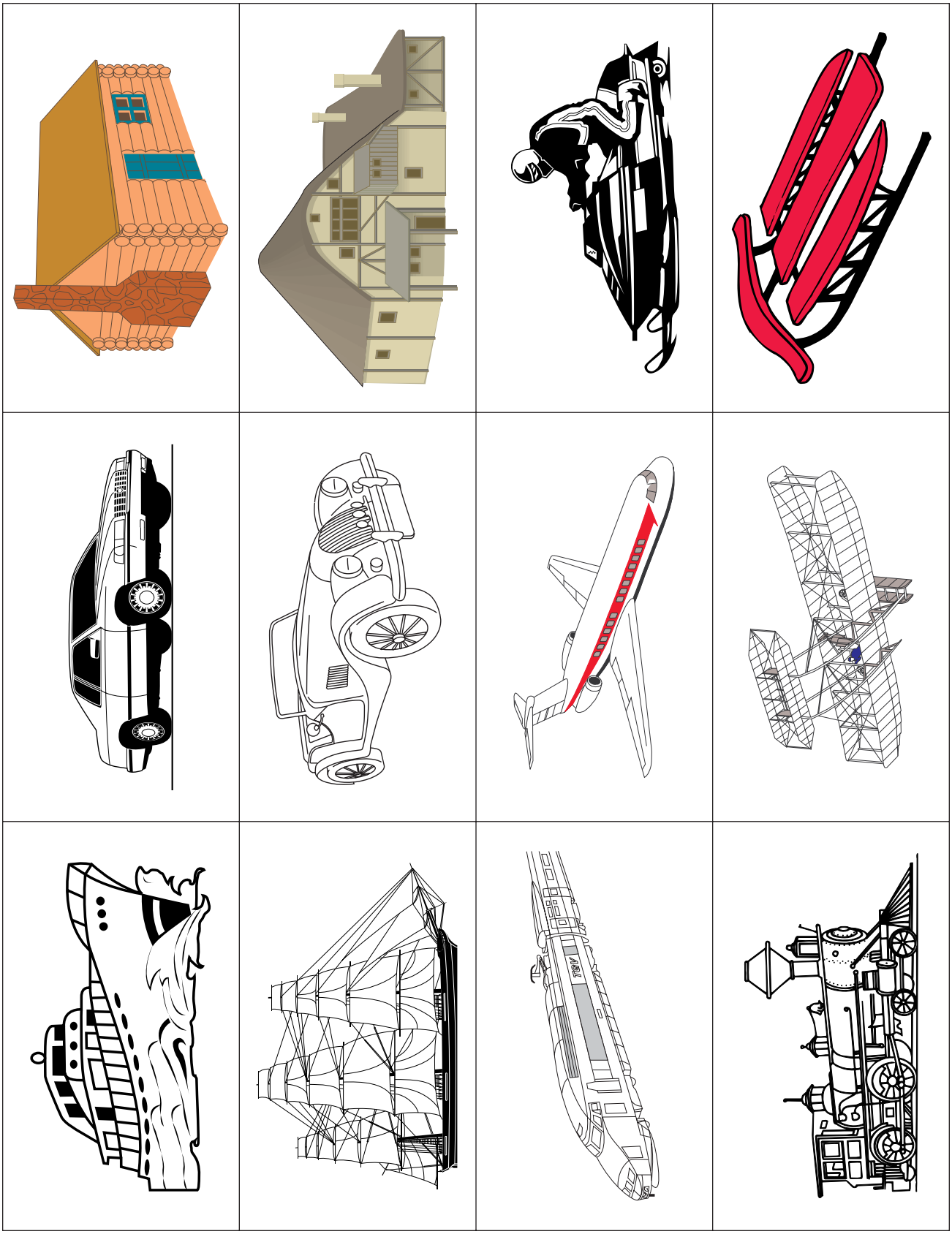
Family Connections

Using the age of the first grader as a time frame (6 or 7 years ago as "then"), have students complete a "Then and Now" chart for each member of their family. Students could interview a grandparent or elder member of their community. Ask them what school was like when they were your age. What was their favorite thing to do at recess. How did they get to school. What did they eat for lunch and where? Ask any other appropriate questions. Have children write a short report telling about each interview.

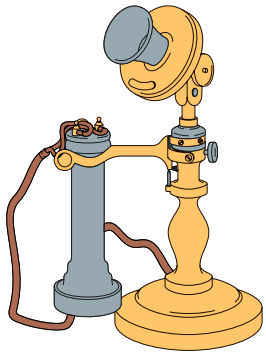
Then and Now Chart

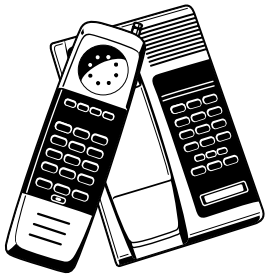
Then	Now

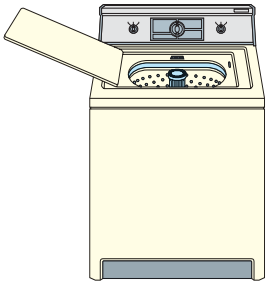
Then and Now Cards

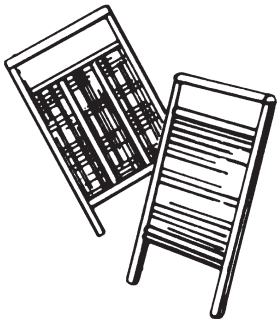


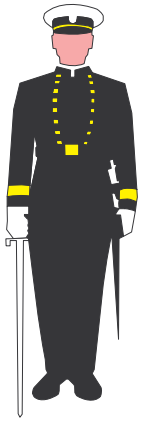
Then and Now Cards

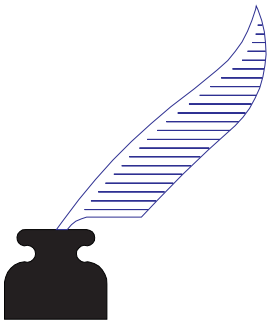


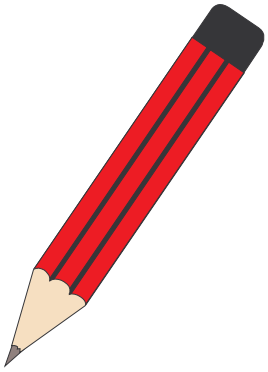


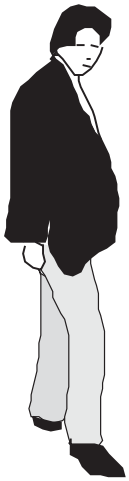




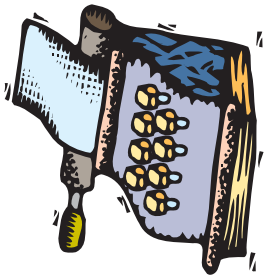


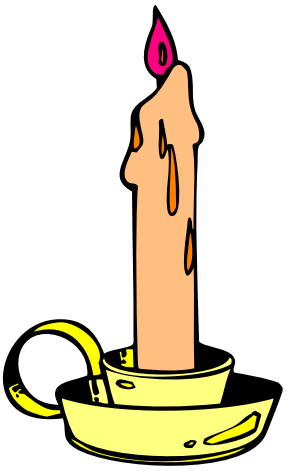


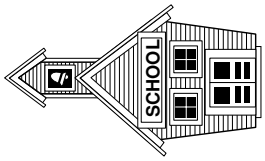


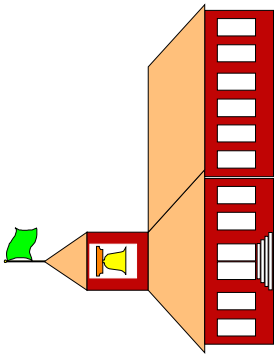


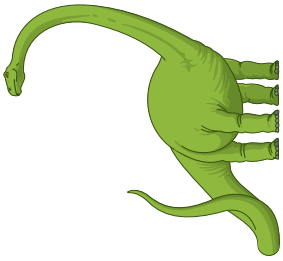
Then and Now Cards

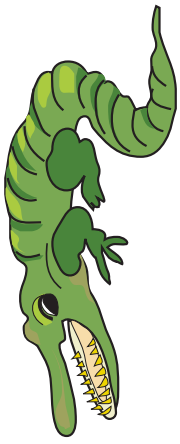


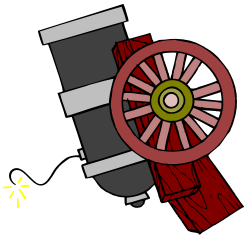


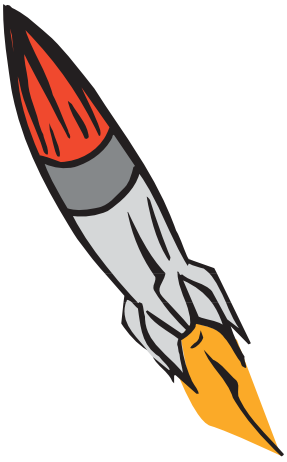












Activity–Freedom Quilt

Standard II
Students will develop a sense of self in relation to families and community.

Objective 2
Describe important aspects of the community and culture that strengthen relationships.

Process Skills
Symbolization

Intended Learning Outcomes
2. Demonstrate social skills and ethical responsibilities.
3. Demonstrate responsible emotional and cognitive behaviors.

Standard II

Objective 2

Connections

Background Information

This activity is designed to be used after a series of lessons on state and national symbols. Students should be exposed to various patriotic symbols, and their meanings and significance prior to this lesson. Students could be exposed to state and national symbols and patriotic traditions during shared reading time, guided reading, and small group activities. Students could also be assigned a specific symbol and research it using a variety of resources such as the library, computer, teachers, parents, and interviews.

Invitation to Learn

Show a quilt or a picture of a quilt. "What is a quilt? Why is it different or special from a plain piece of fabric?" Guide the discussion to include how a quilt is made up of many different pieces of material sewn together to make one big beautiful blanket.

Explain that this is very much like America. America is made up of many wonderful people who work together to make this country great. Today we are going to make a quilt all about America and use the things we have already learned about. Each of you are going to make a part of the quilt and then we will tie it together. This will symbolize how we all need to work together to make our country the best place it can be.

Materials

- ❑ *The Flag We Love* by Pam Munoz Ryan
- ❑ straws (one for each student)
- ❑ 9x9" squares of blue construction paper (2 for each student)
- ❑ flag cover and writing template (one for each student)
- ❑ 3x3" squares of red and white construction paper (4 red and 5 white for each student)
- ❑ paint
- ❑ crayons
- ❑ chalk
- ❑ other items for decorating

Instructional Procedures

1. Read *The Flag We Love* by Pam Munoz Ryan. As you read, draw attention to the way people are showing respect for the flag. Explain that the flag is probably our most significant symbol of our country and definitely belongs on our Freedom Quilt.
2. Have students color their flag cover appropriately and then complete the sentence "I can show respect to my country by _____." Have students cut out both flags and place them together with the flag cover on top. Staple or glue the left sides together. Then staple the straw on top of the left side so it appears to be the flagpole. Glue the completed flag on one of the blue 9x9" pieces of paper.
3. Take a few minutes and review the national or state symbols or significant landmarks you covered in previous lessons. (These symbols or landmarks may include the bald eagle, Liberty Bell, Utah's State Flag, Mount Rushmore, the Statue of Liberty, the first flag of the United States, etc.)
4. Give each student 5 white squares and 4 red squares. On one white square, have students write their name. On the remaining four white squares, have students choose four of their favorite national or state symbols and draw one symbol on each square. On the four red squares have students choose four words that describe America and write one word on each square (i.e. freedom, love, peace, choices, red, white, blue, Uncle Sam, etc.)
5. Have students glue their red and white squares in an alternating pattern on the other blue 9x9" piece of blue construction paper. (See sample drawing.)
6. Allow time for each student to show their pieces of the quilt to the class.
7. Punch holes in the corners of the squares and tie the quilt together with yarn.

Possible Extensions/Adaptations

Quilts can be used to teach a variety of subjects, including math and literature. Quilts help teach patterns, measurement, calculations, and other math skills. Quilts can also be used to instruct students on different cultures and be used as an innovative way of telling a story.

Assessment Suggestion

As students complete this activity you will find many ways to assess them. They can be assessed by the things they write and draw, and by the ways they present and explain their quilt pieces to the class.

Additional Resources:

The Pledge of Allegiance (Scholastic)

Red, White, and Blue by Susan Canizares and Betsy Chessen

America by W. Nikola-Lisa

The Statue of Liberty by Lucille Recht Penner

Yankee Doodle by Gary Chalk

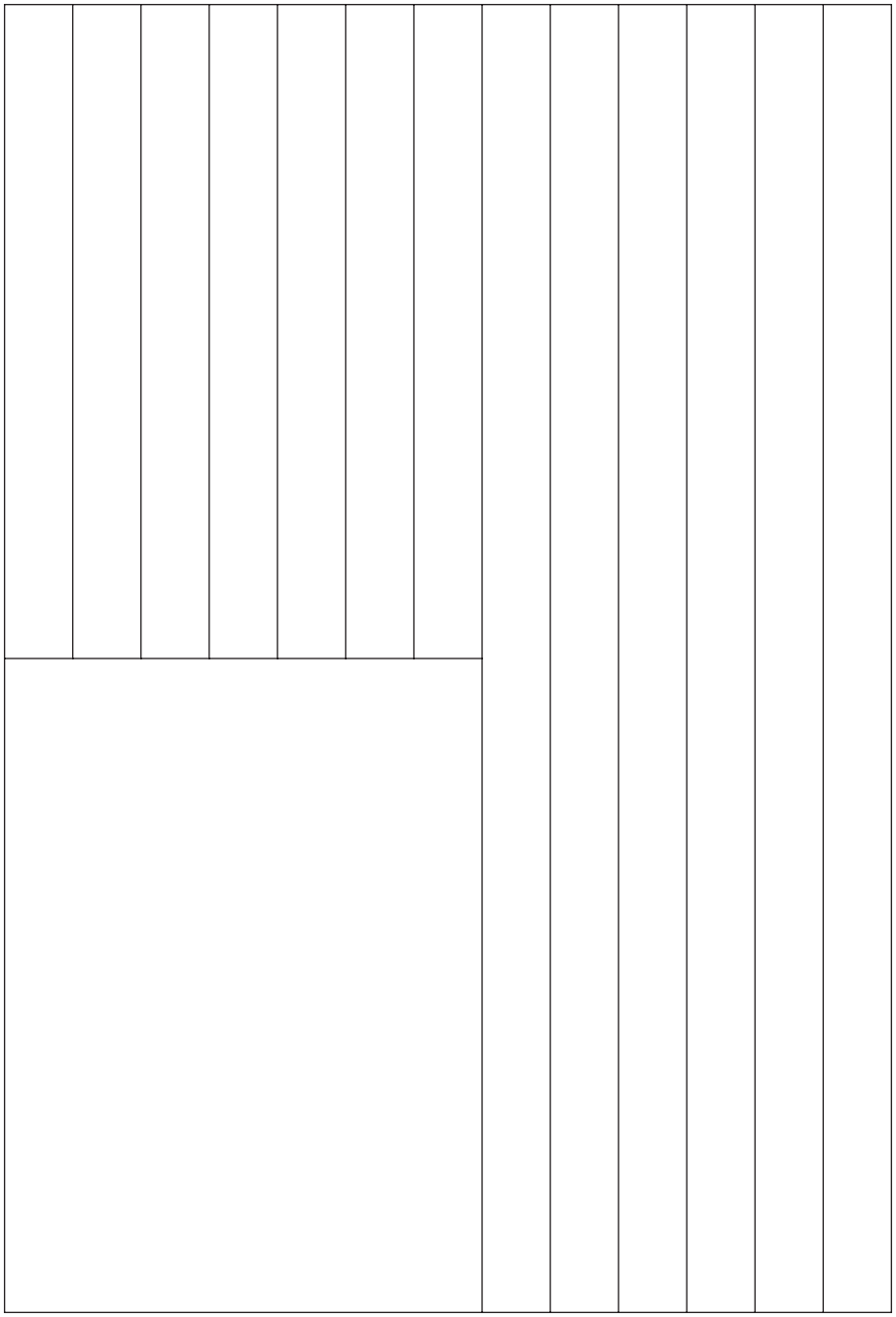
Five-Pointed Star in One Snip - from the Besty Ross Homepage

Family Connections

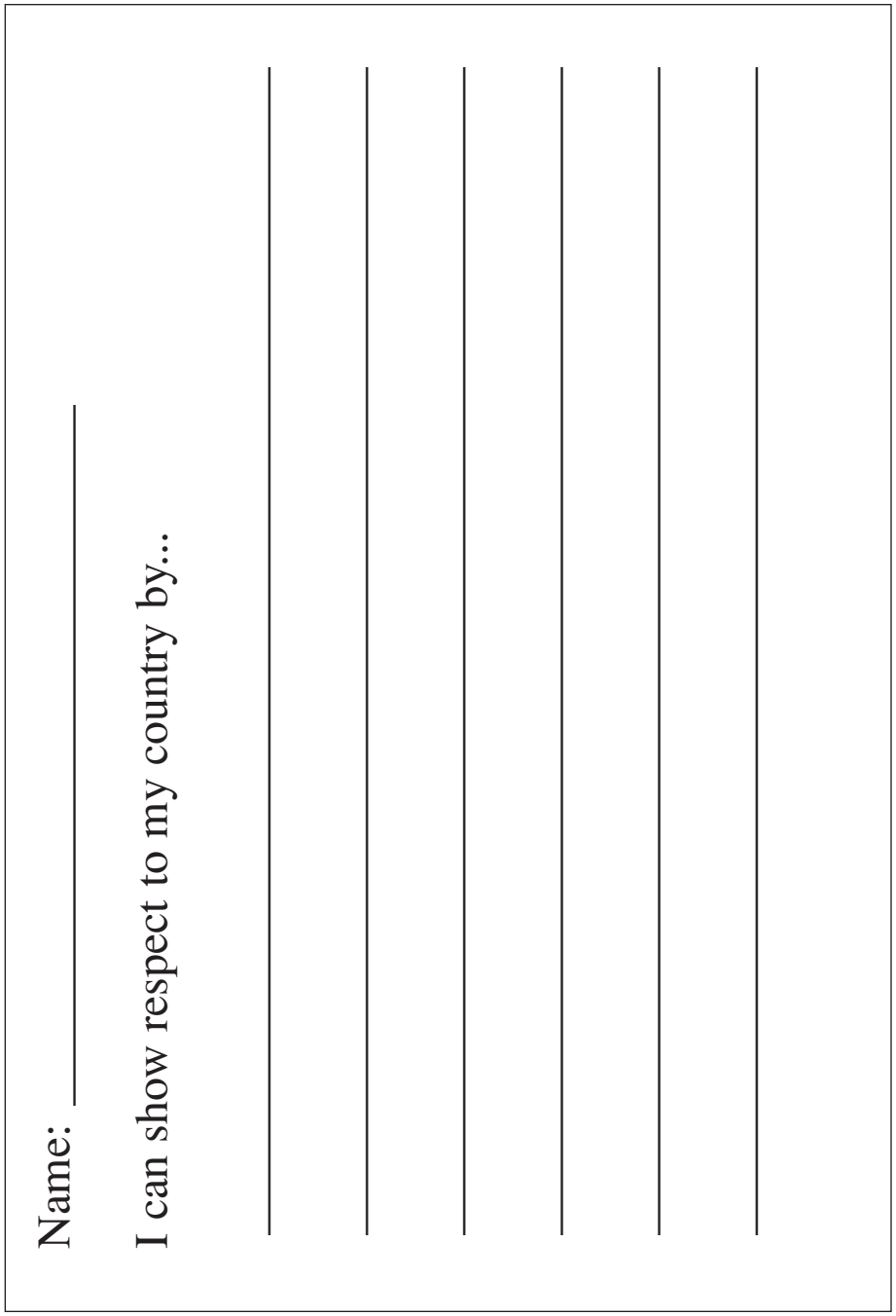
Each student could focus on a specific state or national symbol and compile a poster about that item at home. Students could bring their posters to school and the class could spend a day having a "Freedom Fair."

- Students who have origins or ties to another country could be assigned to find symbols or information about that country to share with the class.
- Students could interview family members about their feelings of freedom.
- Students could compile a book of their favorite national or state symbols and their significance or meaning.

Flag Cover

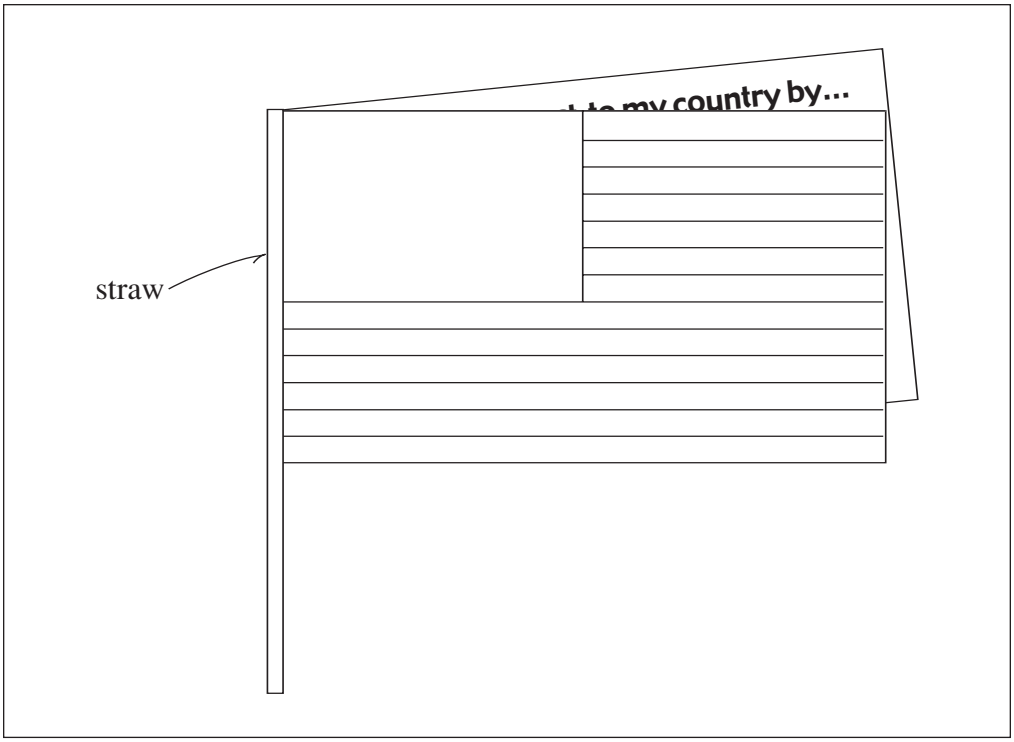


Flag Writing Template

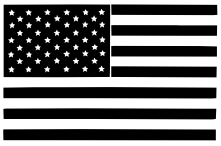


Sample Quilt Pieces

Piece #1



Piece #2

(white) 	(red) **freedom**	(white)
(red) **liberty**	(white) **name**	(red) **courage**
(white)	(red) **Uncle Sam**	(white)

5-Pointed Star in One Snip

How to Cut a 5-Pointed Star in One Snip

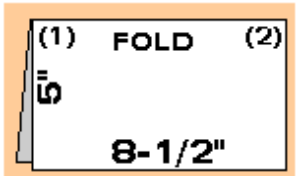
George Washington's original pencil sketch for the flag indicated 6-pointed stars, a form he apparently preferred.

Betsy Ross, however, recommended a 5-pointed star. When the committee protested that it was too difficult to make, she took a piece of paper, folded it deftly, and with a single snip of her scissors, produced a symmetrical five-pointed star. This seeming feat of magic so impressed her audience that they readily agreed to her suggestion.

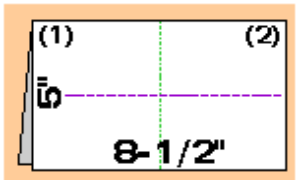
To you we pass along the secret...

Take a thin piece of paper 8-1/2" x 10" (or an exact proportion thereof), fold it as indicated and cut yourself a perfect 5-pointed star.

Thanks to the Betsy Ross House for providing these instructions.

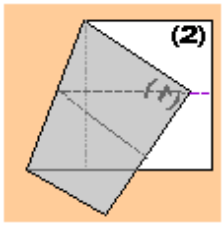


Step 1. Fold an 8-1/2" x 10" piece of paper in half.

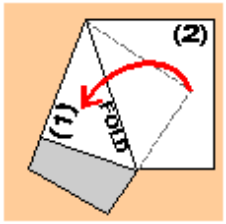


Step 2. Fold and unfold in half both ways to form creased center lines. (Note: be sure paper is still folded in half.)

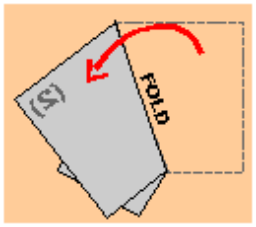
http://www.ushistory.org/betsy/flagstar.html



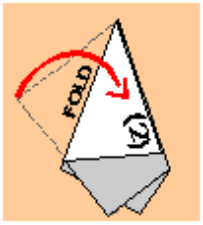
sure to fold from the vertical crease line.



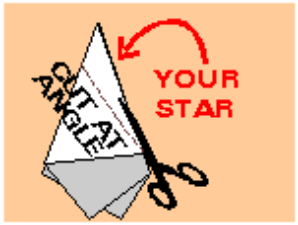
Step 4. Bring corner (1) left till edges coincide, then make the fold.



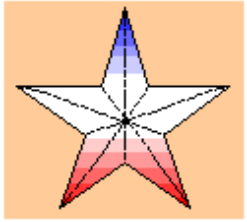
Step 5. Bring corner (2) left and fold.



Step 6. Bring corner (2) right until edges coincide. Then fold.



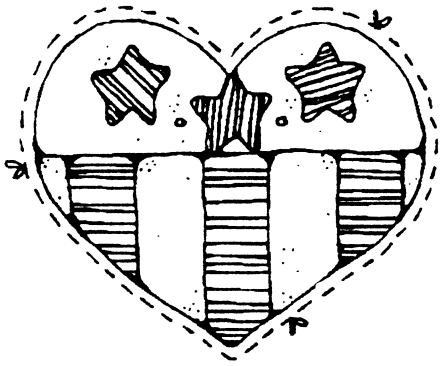
Step 7. Cut on the angle as shown in the picture. Then unfold the small piece.



Step 8. Marvel at your perfect (we hope!) 5-pointed star! If your star is not perfect, take a fresh piece of paper (8-1/2" x 10" -- not 8-1/2" x 11") and return to Step 1.

Special Homework Assignment

Our class is beginning a social studies unit on America, patriotism, and freedom. As part of this unit, each student needs to select one symbol or unique feature of America to learn more about. This could be the flag, Liberty Bell, Statue of Liberty, Mount Rushmore, etc. After selecting their symbol they need to find or draw a picture of the item, or create a model. Students then need to research information to learn more about it. On _____, students need to bring their picture or model and a half page report with information to share with the class.



Thank you for your support!

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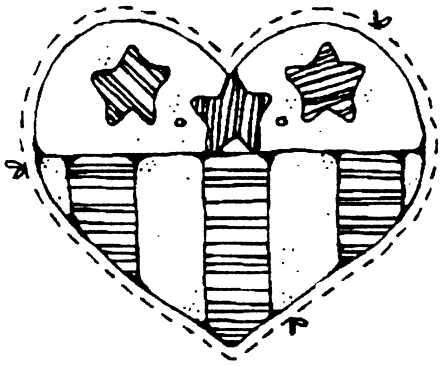


Thank you for your support!

Activity–Rock Art

Standard II

Objective 3

Connections

Standard II
Students will develop a sense of self in relation to families and community.

Objective 3
Express relationships in a variety of ways.

Process Skills
Symbolization

Intended Learning Outcomes
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

This lesson focuses on Navajo and Hawaiian rock art. The art is the main focus of the lesson, so you will want to teach other lessons that focus on the cultures and traditions of Native Americans or Hawaiians. Part of this lesson should be done as a shared reading experience.

Invitation to Learn

Read The *Legend of the Indian Paintbrush* by Tomie dePaola. As you are reading this to the children, pay special attention to the paintings in the book. Have children help you interpret them or tell the story about them.

Instructional Procedures:

Materials

- ❑ *Mathematics from Many Cultures* by Calvin Irons, James Burnett and Stanley Wong Hoo Foon (Mimosa Publications)
- ❑ *The Legend of the Indian Paintbrush* by Tomie dePaola
- ❑ chalk
- ❑ sandpaper (one piece for each child or small group)
- ❑ hair spray
- ❑ symbolization worksheet

1. Using the big book *Mathematics from Many Cultures*, page 6 and 7 discuss the petroglyph, Ganaskidi, and kaha ki'i. Draw special attention to the shapes used. Notice that circles and triangles are the most dominant shapes used.
2. Pass out sandpaper to each small group or individual child.
3. Have students create their own rock art using the chalk and sandpaper. Students should use their drawings to tell a story or event. Have them focus on using shapes in their drawings, particularly circles and triangles.
4. Set the chalk on the sandpaper by spraying it lightly with hair spray.
5. Have students make a key using the symbolization worksheet.
6. Have students share their drawings and keys with the class or a friend.

Possible Extensions/ Adaptations

Instead of using sandpaper and chalk, another idea is to use plaster of paris and drop lumps onto wax paper to dry. When it is dry, have students paint the entire surface using red or brown tempera paint. When the paint is dry, students can use a paper clip to scratch their art into the "rock." The paint will scratch away, leaving the design of their artwork white.

Also, students could write the story of a picture they have drawn on paper, or could research Native American symbols and use those in telling another story. Additionally, students could create a graph representing the shapes or colors they used.

Assessment Suggestion

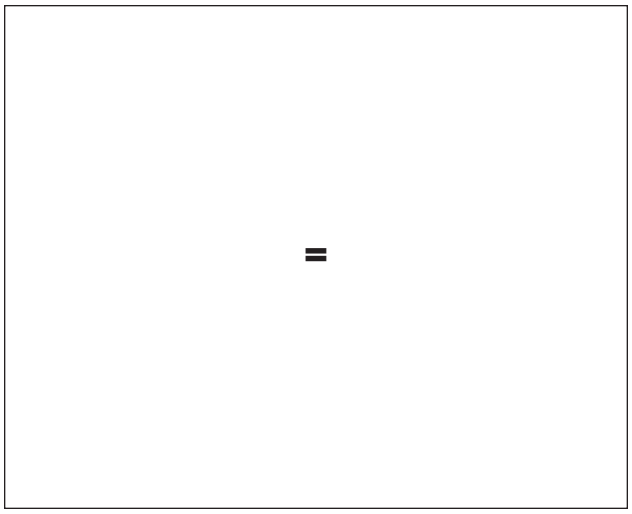
Students can be assessed throughout the process of this activity. Their pictures should correlate with what they are trying to portray. Their key should also correspond accurately with their drawings.

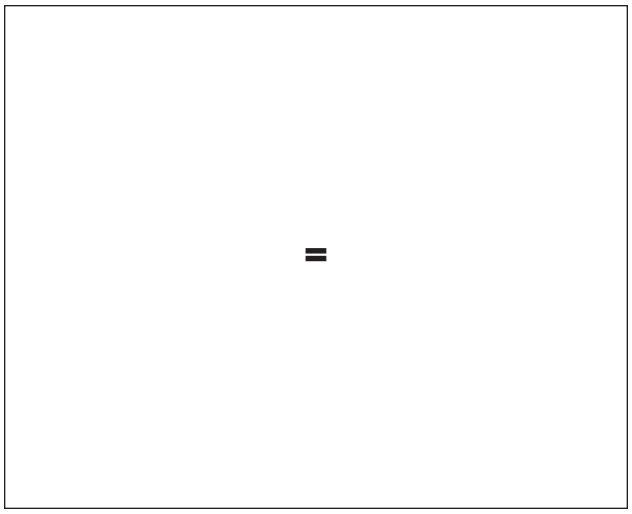
Family Connections

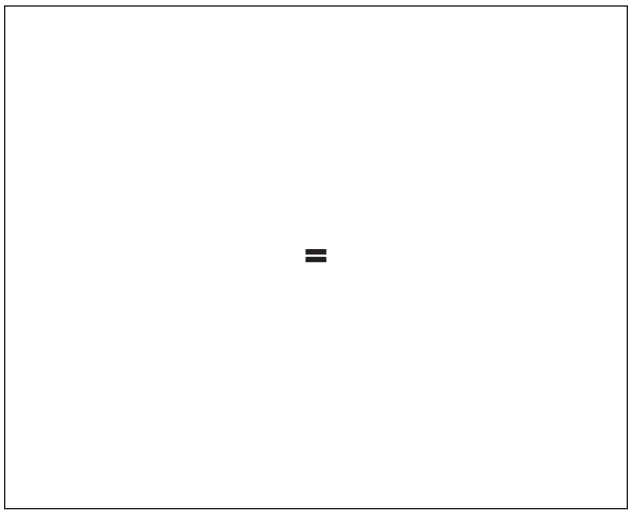
Students could create a story about their family using drawings.

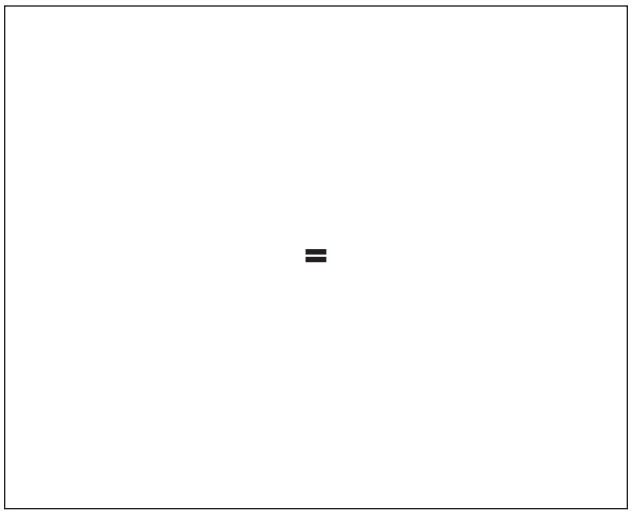
Name_____

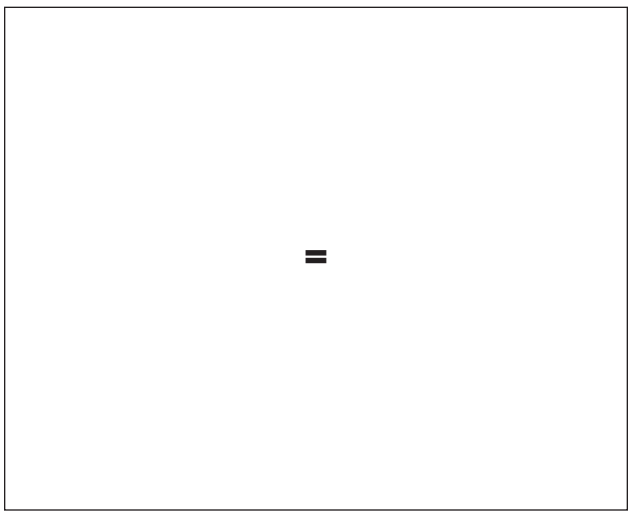
Rock Art Symbolization

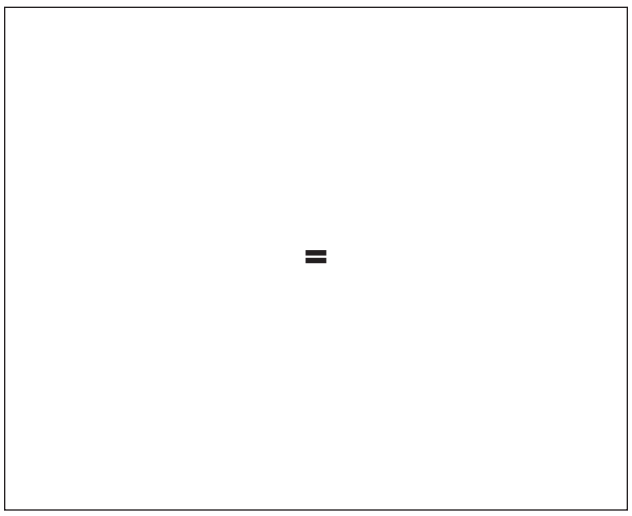












Activity—Fairy Tale Riddles and Puppet Shows

Standard II
Students will develop a sense of self in relation to families and community.

Objective 3
Express relationships in a variety of ways.

Process Skills
Prediction, segmentation and blending

Intended Learning Outcomes
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard II

Objective 3

Connections

Background Information

This lesson is designed to take place over several days. Work with the pocket chart. A few materials should be added each day. Developing the puppets and presenting the puppet shows may each take several days.

Invitation to Learn

What is a fairy tale? Encourage students to share answers and their favorite fairy tales. If children are uncertain about what a fairy tale is, go through several examples together.

Instructional Procedures

1. Day One: Follow step-by-step guide for sharing "Fairy Tale Riddles" as contained in the pocket chart packet.
2. Day Two: Focus on reading the pocket chart, looking at rhyming words or consonant blends.
3. Day Three: Focus on quotations, how and why they are used, voice inflections, and various emotions.
4. Day Four and Five: Divide students into groups and assign each a fairy tale. Use one or both segmentation worksheets and have groups work together to create a retelling of their fairy tale.
5. Day Six and Seven: Have students choose which character they are playing in their fairy tale and create a puppet using the fairy tale puppet pattern.
6. Day Eight: Have students practice their fairy tale presentations.
7. Day Nine: Have students perform their fairy tale presentations for the class. Use the Fairy Tale Riddle Pocket Chart as their opening.

Materials

- ❑ *Fairy Tale Riddles* (Scholastic Interactive Pocket Charts)
- ❑ puppet show theater
- ❑ paper towel rolls
- ❑ construction paper
- ❑ fishing line
- ❑ hot glue
- ❑ other materials used to decorate and create puppets
- ❑ segmentation and

Possible Extensions/Adaptations

Students could make up their own riddles for other fairy tales or nursery rhymes (see attached paper).

Assessment Suggestion

Students can be assessed throughout the process of this activity. They should be assessed on their voice intonation or inflection, their ability to retell a story, and how they sequence the story they are retelling. They should also be assessed on the way they listen and respond to others.

Additional Resources

Cinderella by Barbara Karlin

The Gingerbread Man by Eric Kimmel

Goldilocks and the Three Bears by Jan Brett

Jack and the Beanstalk by Steven Kellogg

The Little Red Hen by Byron Barton

The Three Little Pigs illustrated by Marie-Louise Gay

Family Connections

Students can complete more fairy tales or nursery rhyme riddles at home with their family using the included template. They can retell and write several of their Fairy Tales and compile them in a book. Students can also pretend to be a news reporter and interview characters in fairy tales about what happened, and then write a news article or create a TV news report.

Names_____

Segmentation and Blending Worksheet #1 for Fairy Tale Puppet Show

Fairy Tale _____

Beginning	*Middle*	*End*

Names_____

Segmentation and Blending Worksheet #2 for Fairy Tale Puppet Show

Fairy Tale _____

Directions: Write the events of the fairy tale in the order they happen.

1.
2.
3.
4.
5.
6.
7.

8.
9.
10.
11.
12.
13.
14.

Name_____

Fairy Tale Riddle

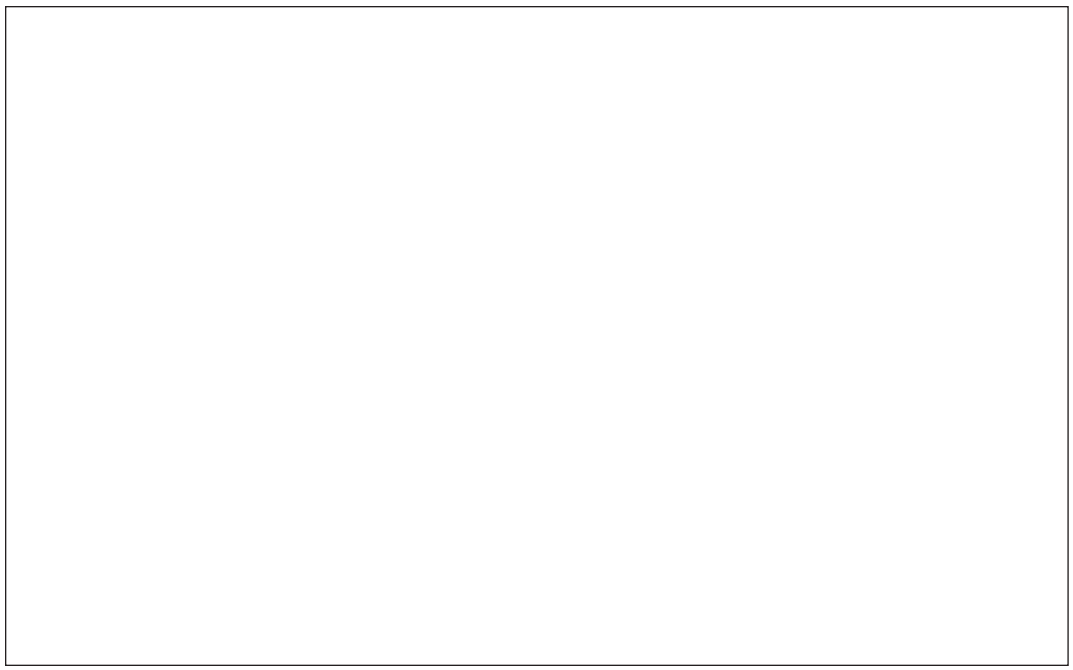
Once upon a time, in a land far away,

_____one fine day.

"_____!" I did cry.

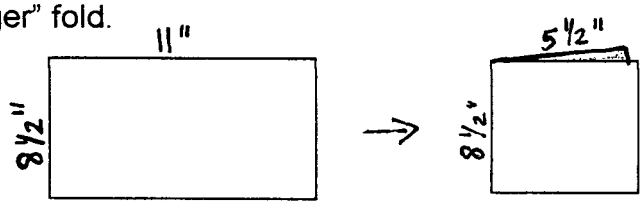
Can you guess my name? Give it a try!

Character's Name: _____

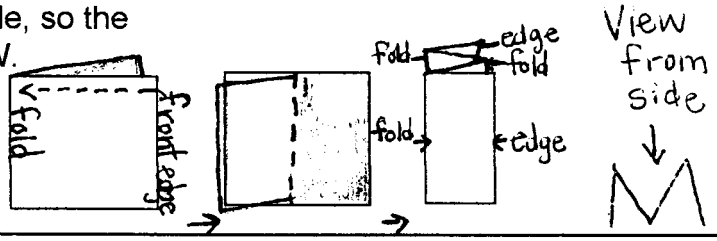


Directions for Fairy Tale Puppets

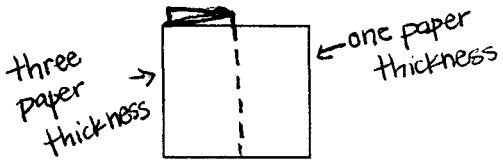
1. Using an 81/2" by 11" piece of paper, fold in half doing a "hamburger" fold.



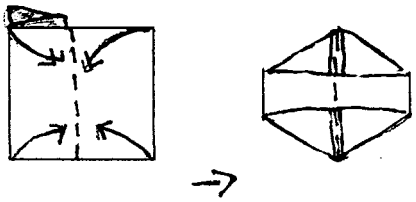
2. Take the front flap edge up to the fold. Do the same with the other side, so the paper is folded like and M or W.



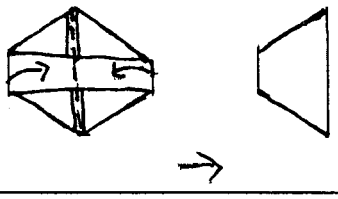
3. Undo the last fold, so the paper has a middle crease with the thickness of three papers on one side and one paper on the other.



4. Fold all four corners in as if you are making a paper air plane.

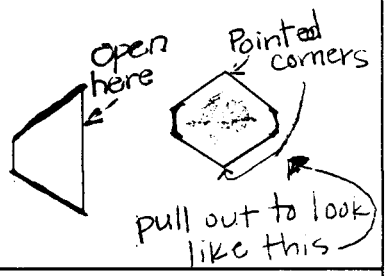


5. Fold along the creased line.

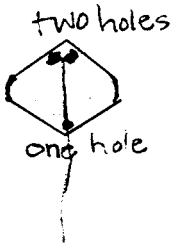


Directions for Fairy Tale Puppets, cont.

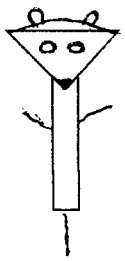
6. Open the puppets mouth from the folded side and pull so that the pointed corners go together.



7. Punch two holes on the top pointed corner, and one hole on the bottom pointed corner. Tie the fishing line in a knot using the top two hole and thread it through the bottom hole.



8. Hot glue the head of the puppet to the top of a decorated paper towel roll making sure the fishing line is going down the paper towel roll



9. Decorate the head of the puppet and have fun!

Activity–The Little House

Standard II
Students will develop a sense of self in relation to families and community.

Objective 2
Describe important aspects of the community and culture that strengthen relationships.

Process Skills
Problem solving

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Standard II

Objective 2

Connections

Background Information

This lesson is a great way to introduce students to cycles and patterns. The literature selection for this activity is designed to be used first as a shared reading experience. It can then be used to teach word patterns and repetition in language cycles of time in math, and cycles of change in science.

Invitation to Learn

Pass around a silver dollar that is about 100 years old. Ask: "Did you notice how worn out the silver dollar is? What do you think it looked like when it was new?" "How much do you think you could buy with it when it was new?" (Let them know that a new car cost about $200.00.)

Instructional Procedures

1. Invitation to learn activity
2. Refer to patterns on inside of book jacket for changes over time.
3. Read the story *The Little House* by Virginia Burton
4. Discuss the book so students can identify changing patterns throughout story and make a list of these patterns.
5. Create a seasonal mandala.

Instructions for Making a Seasonal Mandala

A mandala is an ancient form of art that is found in every culture. It is a circle with a cross in it. Some are very elaborate and others are very simple. The mandala represents wholeness and interconnectedness of all things.

Instructional Procedures

Materials

- ❑ paper plate and cup to trace around
- ❑ 81/2 x 11 inch piece of white drawing paper
- ❑ crayons or markers
- ❑ ruler and pencil
- ❑ scissors

1. Trace around the paper plate to create a circle on the white piece of paper. Draw lines across the circle separating it into four equal sections.
2. Make a dot where the two lines cross in the center. Trace around a smaller cup to form a circle in the middle of the paper.
3. Draw something in the small circle that could be observed in every season—rain, cloud, sun, tree, flowers, etc.
4. Next, have students write Spring, Summer, Fall and Winter in each section of the circle.
5. Have students draw a picture showing how the center object would change in each season. (An example would be an apple in the middle surrounded by four trees: one in bloom, one with tiny apples, one with ripe apples, and one without leaves.)

Possible Extensions/Adaptations

Nature Walk—Find a special place where you can go several times in the school year to observe changes. Take photos or write in journals to record information throughout the year. (Show field trip kits.)

Winslow Homer—Study "Snap the Whip," a painting by Winslow Homer.

Games—Teach students how to play games children played 100 years ago, like Cats Cradle, Jump Rope Chants, Snap the Whip, Red Rover, marbles, etc.

Venn Diagram—Make a Venn Diagram of games students play today compared with games their parents played. (See family connections activity.)

Assessment Suggestions

The seasonal mandala that students make will show how well they understand the concept of seasonal patterns.

Family Connections

Have a homework assignment where students interview their parents or grandparents asking them questions such as:

- What games did you plan in first grade?
- What was your favorite subject in first grade?
- What was your school like in first grade?
- What did you do at recess time in first grade?
- What did you have for school lunch?

Additional Resources

Various pieces of fruit (banana, kiwi, apple, etc.) can be cut for the students to observe the mandala pattern on the inside, then the fruit can be used for tasting.

www.mandalaproject.org.

Activity–Five Senses Walk Around the School (outside)

Standard II

Objective 2

Connections

Standard II
Students will develop a sense of self in relation to families and community.

Objective 2
Describe important aspects of the community and culture that strengthen relationships.

Process Skills
Observation, data collection, description, investigation, classification, form conclusions

Intended Learning Outcomes
1. Demonstrate a positive learning attitude.
3. Demonstrate responsible emotional and cognitive behaviors
4. Develop physical skills and personal hygiene.

Background Information

The class will go on a discovery walk around the outside of the school, observing the building (walls, windows, doors, parking, etc.) playground (equipment, plants, wildlife, ground covering) and what surrounds the school grounds. The gathered information will be used to produce a class book that tells about their school using descriptive words and phrases.

If necessary, review concepts of repeating patterns, and the five senses (touch, smell, sight, hearing, and taste—although we will not use taste for this activity). Practice using the senses to observe things in the classroom. Practice using crayons to do texture rubbings of things found in the classroom. Acquaint student with contents of the "Field Trip Kit." Establish guidelines for using the kit.

Invitation to Learn

Share "What in the World" pictures with the class. (These are colored pictures of everyday objects photographed in a distorted way: close-up or very far away). Give them time to try to guess what they are looking at. Introduce the concept of taking pictures with the camera held very close or very far away.

Instructional Procedure

1. Tell the students that you are going to tell them about a special place. Ask them to listen carefully and guess what you are describing (your old school). Use general terms. Say things like "It has lots of rooms, big windows, some trees, a place to play, and a place for cars to park." Ask the class if they have a mental picture of the place you are describing. Let them guess.

2. Ask, "What might help you see a better 'mind picture'? Would more describing words help?" Tell them they are going to write a book about their school. Before they can do that they will have to discover some interesting things about their school.
3. Explain that they will first take a five senses walk around the school to observe and record what they see, hear, smell, and feel.
4. Distribute a "Field Trip Kit" to each student.
5. Walk around the school, stopping frequently to discuss what they are observing.

During the walk each student will:

- Record details of things they see, hear, smell, and touch. (Students can use pictures or words.)
- Count and record how many doors, windows, toys, signs, etc.
- Do rubbings of textures (walls, cement, tree bark, etc.)
- Use a magnifying glass to get a close-up look at things (leaves, bugs, seeds, grass, and brick)
- Notice and record any repeating patterns they see.
- Lay on the grass with closed eyes to listen and smell.

Teacher will:

- Take close-up pictures of interesting textures, patterns, and shapes to use for a class set of "What in the World?" mystery pictures.
- Go back to class to process information.
- Label chart or board with words: smell, touch, see, and hear.
- Sort and list information gathered by the students. (If possible, let students record their own information in the appropriate column.)

** Over the next few days, use this information to write a class book about your school. Use grade-appropriate prewriting and writing skills. Illustrate and publish the book and share with the school (give to the library for students to check out.)

Materials

- ❏ "What in the World" pictures (found on the back page of National Geographic World magazines).
- ❏ Field Trip Kit: (reusable bag with handles containing a clip board, paper, pencil, colored pencils, magnifying glass, measuring tape, small plastic baggies, unwrapped crayons.
- ❏ camera for teacher

Possible Extensions/Adaptations

- Gather leaves and seeds to sort.
- Take a walk during each season to note changes in plants, weather, and animals.
- Adopt a tree to study for the entire school year.
- Identify plants and animals found on the school grounds.

- Divide the class into small groups (3-4). Provide each group with a "World" magazine to look at. (Or use the pictures from your class walking trip). Give groups five minutes to guess what they see on the "What in the World" page. Share answers. Discuss what skills they used to solve the mystery pictures. Guide talk to observation skills, such as being able to learn about something in more than one way. Review using the five senses to make observations.
- Tour the school and make a map showing school helpers, bathrooms, classrooms, lunchroom, etc.

Assessment suggestion

Direct observation of students as they record what they see, hear, smell, and touch on the walk will tell you if they understand the concept of the five senses. The completed class book will also give you an authentic piece to assess for class understanding of the process skills used in this activity.

Additional Resources

Math for All Seasons by Greg Tang. Seasonal topics using math to solve riddles.

Math in the Bath (and other fun places, too) by Sara Atherlay. Fun story that gives examples of math in everyday life-dinnertime, social studies, music, family, nature, etc.

What's a Pair? What's a Dozen? by Stephen R. Swinburne. Book shows examples of number-related words found in nature using photographs of everyday things.

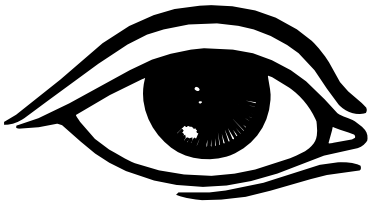
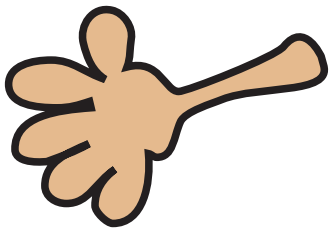
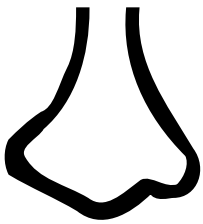
One Crow, A Counting Rhyme by Jim Aylesworth. Counting rhyme that moves through the seasons from summer to winter.

Reading Rainbow videos: "Once There Was a Tree" (life cycle of trees), "And Still the Turtle Watched" (ecology and eagles), "Is This a House for Hermit Crab?" (animal homes), "Raccoons and Ripe Corn" (animal tracks), "Summer" (seasons).

Family Connections

As a homework assignment, students could take a five senses walk around their home or community with their family. They could write a book about their observations to share with the class.

Five Senses Walk

Activity–Who's in Your Family?

Standard II

Objective 3

Process Skills
Symbolization, classification, description

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Connections

Background Information

This lesson is designed to introduce and use the titles of members of a family. The book *Family* defines what family member relationships are: "Who's my mother's brother? He's my uncle. Who's your Daddy's brother? He's my uncle, too!" Story ends with: "Who is my true family? Everybody! Everyone and everywhere and every color, too."

Invitation to Learn

Read *Family* and sing a song with the audiotape.

Instructional Procedures

Materials

- ❑ *Family* book and audio tape by Carol A. Johnson
- ❑ blackline copy of family words: father, mother, sister, brother, aunt, uncle, grandfather, grandmother.
- ❑ scissors

1. As a group, identify the words in the text that name a family member, listing each on the board as they are found (i.e., mother, father, sister, uncle, etc.)
2. Review each word, looking at beginning sounds-letters, ending sounds-letters, number of syllables.
3. Revisit text to define each name: What is an aunt? (Mother's sister or father's sister.)
4. List each family member's name in student spelling dictionary for use in writing.
5. Have students cut out one family name card for each member of their family.
6. Tape cards to a graph labeled with family titles--father, mother, etc.
7. Have the class determine how many fathers, mothers, etc. they have all together by reading the graph.

8. Have students compare the numbers of members in their families. Which group has more? Which has the least?

(This activity could be done in small groups using a separate graph for each group. You could then compare numbers of family members between groups.)

Possible Extensions/Adaptations

- Draw a house with one window for each member of the family. Use details to personalize the room. For example, if mom is quiet use soft, warm colors. If a brother likes soccer you could put a soccer ball in the room.
- Use family title names and a house picture to introduce and practice the concept of a fact family. (Father is the largest number, mother is the middle number and baby is the smallest of the three numbers.)
- Extend the family concept to include the world as one big family.
- Introduce concept that families come in all sizes. Not all families have the same family members.
- Read *Bread, Bread, Bread* by Ann Morris. This book shows families from many cultures with their 'bread.' Bring in different grains (rice, wheat, corn, oats, millet, etc. to grind in class. Talk about how the different grain is grown and the different ways it is used by families all over the world. Make butter (shaking cream in a bottle) and bring in samples of different kinds of bread to taste.

** (I buy a 12-grain bread mix and use a bread maker to cook the bread in class.)

Assessment Suggestion

Assessment will depend on which activity or extension you use. Could the students accurately portray family members? Do they recognize the family name words? Can they read the information from their graph?

Additional Resources

Families Are Different by Nina Pellegrini (Single parent families, adoption, grandparents raising children, etc.)

Families around the World by Jenny Vaughan. (Photographs of families from around the world.)

Loving by Ann Morris (Pictures of families all over the world doing what all families do—loving each other.)

Houses and Homes by Ann Morris. (Photographs of homes from around the world.)

The Family of Earth by Schim Schimmel (Beautiful picture book with animal families.

"The earth may look different to each of us, but we share only one earth." Use to introduce ecology and our responsibility to take care of the earth for each other.

We Dream of a World by the Gifted and Talented Students of Pershing Accelerated School. Students draw and write about their dreams for a world at peace.

Family Connections

Families could create a "Family Tree." Students would then be able to see which aunt is mom's sister and which aunt is dad's sister, etc.

Family Words

mother	father
brother	sister
grandfather	aunt
grandmother	uncle
brother	sister
aunt	uncle
brother	sister
cousin	cousin

Activity–Fredrick

Standard II

Objective 3

Connections

Standard II
Students will develop a sense of self in relation to families and community.

Objective 3
Express relationships in a variety of ways.

Process Skill
Symbolization

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Background Information

In the story, Fredrick, the little field mouse, and his friends live in a stone wall near the barn. When the weather begins to turn chilly, the other field mice begin to gather grains, nuts, and seeds. Fredrick does not help. He says that he is gathering rays of the sun, colors, and words. As the long winter progresses and food supplies are depleted, the field mice are comforted when Fredrick, the artist, shares his contributions of warm memories, rainbow colors, and colorful poetry with them.

Students can close their eyes and visualize a place with warmth and color as Fredrick did in the story. Students should be able to use their own background and experience to make connections with parts of the story.

Invitation to Learn

Read the story of Fredrick. Have the students identify the setting of the story and the problem that the little field mice have. As part of the solution to the problem, ask each student to close their eyes and visualize a beautiful place, a place they would like to remember during the gray days of winter. Take time to share.

Instructional Procedures

1. Give each student two sheets of white drawing paper, one in the shape of an oval, and the other in the shape of a long skinny triangle. When these two shapes are put together they make a cartoon bubble. Have each student draw or paint the scene they visualized, a place they would like to remember on the gray days of winter.

2. Prepare the large sheet of butcher paper by taping it to the wall and adding a title and a sentence in the top left corner to begin the wall story. As students complete their drawings in the cartoon bubble, they are added to the butcher paper to become the middle part of the story. The teacher adds the last part by writing a sentence or two that pulls the ideas all together.
3. Read over the story and enjoy the fact that each response is different, just as each person is different, but that all of the responses are an important part of the whole story. Make connections with Fredrick in the story. Even though he had different ideas than others, he had an important contribution to make.

Materials

- ❏ separate sheets of paper, each with one sentence that begin or end the wall story
- ❏ a sheet of butcher paper large enough to display all students art work.
- ❏ markers
- ❏ scissors
- ❏ glue stick

Assessment Suggestions

This activity can be used as an assessment of student understanding as observed by the drawings and comments students add to the wall story.

Additional Resources

http://wilburnes.wcpss.net/authorstudy/koy/fred6.html.

Activity–Dancing Mice

Standard II

Objective 3

Connections

Standard II
Students will develop a sense of self in relation to families and community.

Objective 3
Express relationships in a variety of ways.

Process Skill
Symbolization

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Materials

- ❑ sheets of multicolored tissue paper (precut into basic geometric shapes)
- ❑ scotch tape or glue sticks
- ❑ curling ribbon (Precut into three-foot lengths—3 for each student)
- ❑ 3 helium-filled balloons for each person

Instructional procedures

1. It is good to do this activity in a gym where there is plenty of room for movement.
2. Instruct students to use basic shapes that have been precut from tissue paper to create a mouse. These shapes should be put together with small pieces of tape. (It is important to use as little tape as possible because of the weight.) After the mouse is taped together, prepare three helium-filled balloons for each student.
3. Each balloon should have a long ribbon on it (about three feet). Tape the ribbons on to the head, and onto each arm of the tissue paper mouse. The mouse should begin to float. Students will hold onto the ribbon and dance around with the mouse to some fun music, such as "Mother Goose Suite" by Maurice Ravel.
4. The teacher can call out words like glide, tiptoe, twirl, etc. Students can do these actions as they dance around the gym to the music.

Possible Extensions/Adaptations

- This story can also be used as part of an author study of Leo Leonni's work. Students can make a book that includes the title, the author, the setting, the favorite character, the beginning, the middle, the end, the problem, and the solution.
- Dancing mice could also be used to teach the meaning of action verbs. The teacher calls an action verb and the students do this type of movement.
- This is a good adaptation to use when teaching Music Start. Maurice Ravel is a second grade composer.

Assessment Suggestions

This activity can be used as an assessment of student understanding as observed by the pleasure they have playing with their dancing mice.

Additional Resources

http://wilburnes.wcpss.net/authorstudy/koy/fred6.html.

Family Connections

The dancing mice activity could be turned into a play for families.

Standard III
Activities

Activity–Observing Plants Through a Discovery Journal

Standard III
Students will develop an understanding of their environment.

Objective 1
Investigate plants and plant growth.

Process Skills
Observation, form conclusions, collection and interpretation of data, description, investigation, prediction

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Standard III

Objective 1

Connections

Background Information

Most plants have some basic structure: roots, stems, leaves, flowers, and seeds. Roots anchor the plant to the ground. They observe water and minerals. Stems support leaves and lift them to the sunlight. Stems also conduct water, food, and minerals from the roots to the flowers and leaves. Leaves are the food production sites of the plant. On the underside of most leaves are openings were gases are exchanged. Flowers must be pollinated for seeds to form. Pollen is usually carried by the wind or by animals. After pollination, a fruit will develop. Inside the fruit are seeds that will form new plants.

Invitation to Learn

Play "Twenty Questions" with the participants; the object will be a plant in a bag.

Instructional Procedures

1. Pass out plant and discuss as a class.
2. Introduce discovery journal.
3. Create a discovery chart.
   a. Students write on the chart what they know about plants.
   b. The chart will be displayed in the classroom as a reference for the remainder of the plant unit.
4. Have students write about the plant in their journal.

Materials

- ❏ discovery journals
- ❏ different plants
- ❏ brown bag

Possible Extensions/Adaptations

Students with special needs will be allowed to draw a picture in their journals instead of writing. Students can also use the class discovery chart to get ideas for writing.

Assessment Suggestion

Create a rubric for the journal based on a 3, 2, 1, 0 scale. Keep anecdotal notes of your observation of the students' work.

Additional Resources

Look at this Tree by Susan Canizares

All Kinds of Plants by Sandar Iversen

From Flowers to Fruit by Fred and Jeanne Biddulph

Plant Parts by Amy Jo

Plants and Seeds by Colin Walker

Where are the Seeds? by Pauline Cartwright

Family Connections

1. Send home a family letter informing parents of the up-coming study of plants. Encourage parents to discuss and share their knowledge of plants.
2. Have students take their journals home once a week and share them with their families. Parents initial them and return them back to school.
3. Encourage parents to take their child on a plant walk around their neighborhood and have the child illustrate their favorite plant and share the drawings with the class.

Activity–Seed House

Standard III
Students will develop an understanding of their environment.

Objective 1
Investigate plants and plant growth.

Process Skills
Observation, description, investigation, predictions, collection, data interpretation

Intended Learning Outcomes
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard III

Objective 1

Connections

Background information

A seed is the start of a new plant. It is covered in a seed coat that keeps the tiny leaves and roots inside safe from harm. A seed contains food for the new plant to use until it grows big enough to reach sunlight and the plant can make its own food. A plant's growth is dependant upon soil, temperature, and light condition.

Invitation to Learn

Sing "Growing Plants"

Instructional Procedures

1. Read *The Tiny Seed* and refer teachers to worksheet in the Academy Handbook.
2. Show a seed house as a model.
3. Make the seed house.
4. Write observations in discovery journal.

Possible Extensions/Adaptations

Complete *The Tiny Seed* worksheet in the Academy Handbook. Create a class circle story about the life of a seed.

Assessment Suggestions

Students display their seed houses in the classroom. Check the students' journals for accuracy of their seed house descriptions. Ask comprehension questions from *The Tiny Seed*.

Materials

- ❑ seed house blackline
- ❑ various seeds
- ❑ ziploc bags
- ❑ paper towels
- ❑ spray bottle with water
- ❑ scissors
- ❑ stapler
- ❑ discovery journal
- ❑ *The Tiny Seed* book
- ❑ "Growing plants" song overhead

Additional Resources

Look at this Tree by Susan Canizares

All Kinds of Plants by Sandar Iversen

From Flowers to Fruit by Fred and Jeanne Biddulph

Plant Parts by Amy Jo

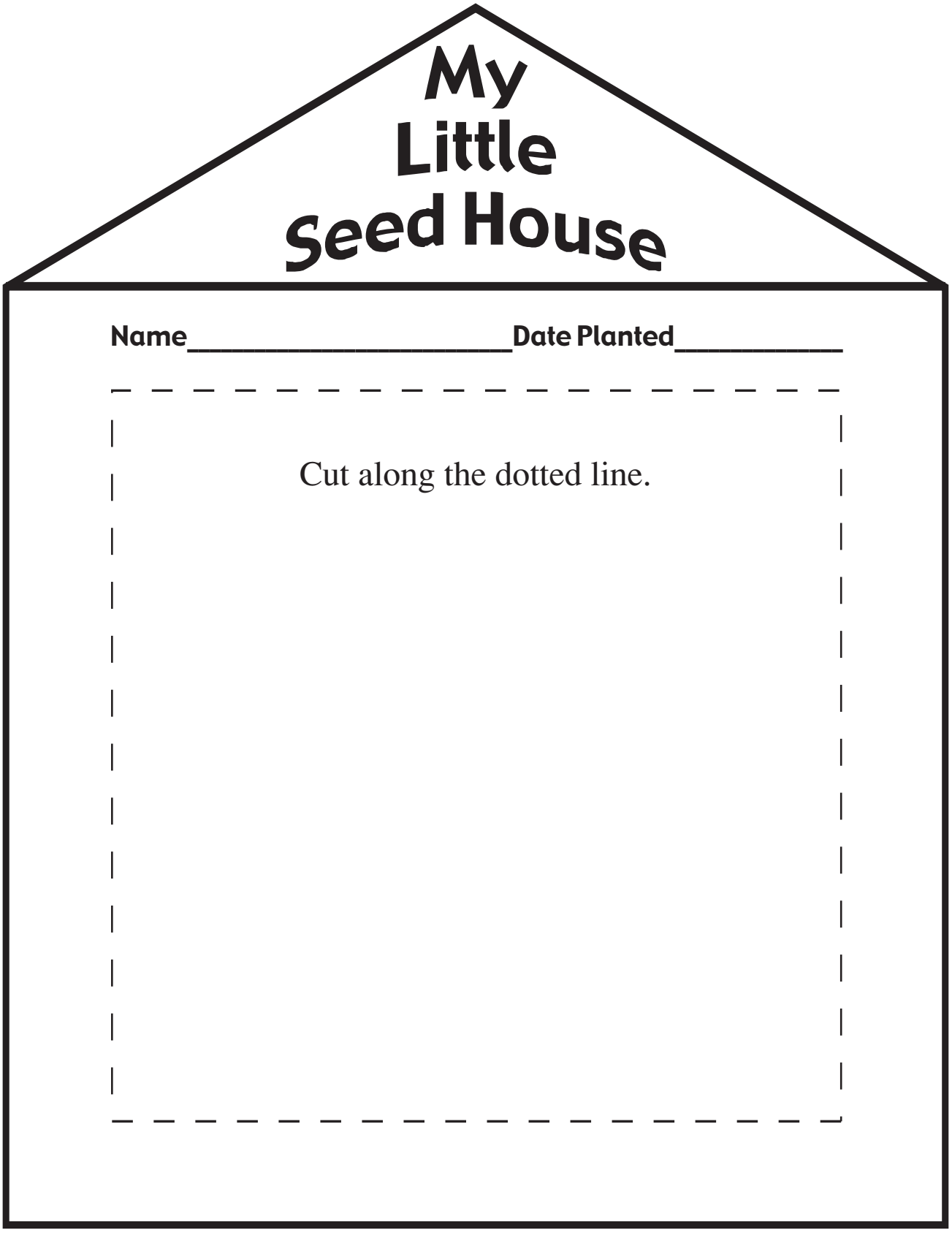
Plants and Seeds by Colin Walker

Where are the Seeds? by Pauline Cartwright.

Family Connections

Have students take their seed houses home and share them with their families.

The Seed House



Name_____

The Tiny Seed

These things helped the tiny seed.

1. _____

2. _____

3. _____

4. _____

These things hurt the tiny seed.

1. _____

2. _____

3. _____

4. _____

bird sun mouse soil wind weed foot rain

"Growing Plants" Songs

Growing Plants

(sung to "twinkle, Twinkle Little Star")

Growing, growing little plants,
Growing plants need lots of air.
If by chance you see a weed,
Pull it; take care of your seed.
Growing, growing little plants,
Growing plants need lots of care.

Growing, growing little plants,
Growing plants need lots of sun.
If by chance you see a weed,
Pull it; take care of your seed.
Growing, growing little plants,
Growing plants is lots of fun.

Growing, growing little plants,
Growing plants in healthy soil.
If by chance you see a weed,
Pull it; take care of your seed.
Growing, growing little plants,
In healthy soil they will not spoil.

Growing, growing little plants,
Growing plants need water too.
If by chance you see a weed,
Pull it; take care of your seed.
Growing, growing little plants,
Growing plants is fun to do.

Maytime Magic

A little seed
For me to sow…

A little soil
To make it grow…
A little hole,
A little tap…
A little love,
And that is that.

A little sun,
A little shower…
A little while,
And then…a flower!

Activity–Will it Float?

Standard III

Objective 2

Process Skills
Observation, classification

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Connections

Background Information

When objects sink or float, they push water away. When water is pushed aside we call it displacement. If the amount of water pushed aside by an object weighs more than the object, the water can hold it up and it floats.

If an object placed in the water pushes away an amount of water that weighs less than the object, the water can't hold it up and it sinks.

When the aluminum foil boat is on top of the water, it is pushing the water aside, or displacing it. All of this displaced water weighs more than the foil, so it allows the foil boat to float. When the surface area of the foil is smaller (the foil is crumpled) it does not displace or push aside enough water to allow it to float.

Materials

- ❑ cork
- ❑ pencil
- ❑ paper clip
- ❑ crayon
- ❑ twig
- ❑ marble
- ❑ plastic spoon
- ❑ bar of soap
- ❑ *Mr. Gumpy's Outing* by John Burningham

Invitation to Learn

Read *Mr. Gumpy's Outing*.

Instructional Procedures

1. Show items on table and have students predict which will sink or float. Record findings on a chart.
2. Drop items one at a time in water. Observe what happens and mark results on the chart.
3. Discuss why certain items floated and others sank.
4. Compare predicted results with what actually happened.

Possible Extensions/Adaptations

Try using other materials such as an oil-based clay to see if the same principles apply. Also try leaves, twigs, and other objects found in nature.

Assessment Suggestions

Write observations of the experiment in a journal. Describe one object and tell about results.

Additional Resources

Amazing Water by Melvin Berger

An Apple Floats by Christin Wilsdon

Is It Floating? by Fred and Jeanne Biddulph

Sink or Float by Leslie Fox

Water Changes by Brenda Parkes

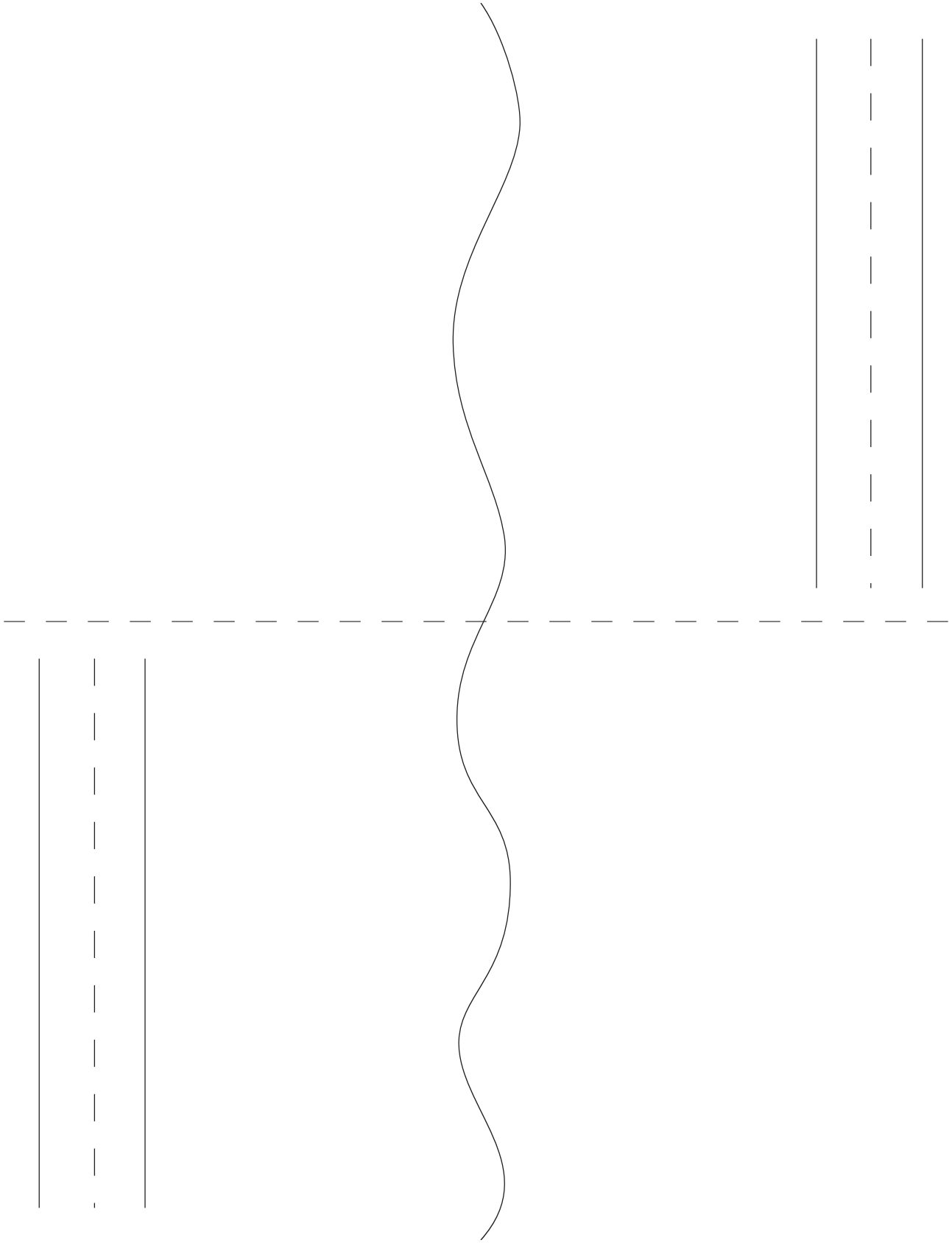
Family Connections

Invite the students to share the sink or float chart with their family. Have them experiment with objects at home and share results with the class.

Will it Sink or Will it Float?

	Sink	Float
cork		
pencil		
paper clip		
marble		
plastic spoon		
crayon		
soap		
twig		

Sink or Float Worksheet



Activity–Changing Matter

Standard III

Objective 2

Connections

Standard III
Students will develop an understanding of their environment.

Objective 2
Investigate water and interactions with water.

Process Skills
Observation, predictions

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Background Information

A liquid takes the shape of any container it is poured into, but doesn't change its volume as it flows from one container to another. *(Volume means the amount of something or the quantity of space it takes up.)* A solid keeps its shape and volume. Water becomes a solid when temperatures drop below freezing. Water's freezing and melting points are not very extreme, so it can pass from phase to phase in the course of a day.

Invitation to Learn

Discuss prior knowledge about popsicles and how they are made.

Instructional Procedures

Materials

- ❑ white art paper
- ❑ ice cube trays
- ❑ water
- ❑ food coloring

1. In a glass pitcher, mix water and one color of food coloring.
2. Discuss the properties of liquids.
3. Pour liquid into ice cube trays.
4. Place trays in the freezer.
5. Repeat steps 1-4 with a different color of food coloring.
6. Remove trays from freezer.
7. Have students place one ice cube of each color on white art paper.
8. Place paper and cubes in a sunny location.
9. Wait for liquid to evaporate and dry.
10. Observe the pattern that remains on the paper.

Possible Extensions/Adaptations

Teach hand signs and a song for the water cycles. Use transformations to create a picture.

Additional Resources

Amazing Water by Melvin Berger

An Apple Floats by Christin Wilsdon

Is It Floating by Fred and Jeanne Biddulph

Sink or Float by Leslie Fox

Water Changes by Brenda Parkes

Family Connections

Encourage students to find other examples of water changing states in their homes. Encourage students to find other solids, liquids, and gases in their homes.

Activity–Map Maker

Standard III

Objective 3

Connections

Standard III
Students will develop an understanding of their environment.

Objective 3
Demonstrate how symbols and models are used to represent features of the environment.

Process Skills
Symbolization, classification

Intended Learning Outcomes
1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.

Background Information

A map is a geographic picture of places. Maps can show something as large as the Earth or something as small as a room. A map of the world is made up of water and land. The water is represented by a blue color. The land is represented by various colors.

Materials

- ❑ a plastic globe
- ❑ large map of the world traced on butcher paper
- ❑ items to sort
  - ❑ kangaroo, koala, sun, and an Australian flag
  - ❑ penguin, igloo, snowflakes, and the Antarctica flag
  - ❑ sharks, fishing boats etc.
  - ❑ American flag, Statue of Liberty, baseball, and Mickey Mouse words to label each area
  - ❑ North America, Antarctica, Australia, Pacific and Atlantic Ocean

Invitation to Learn

Toss around a plastic globe and ask participants what they notice or know about a globe.

Instructional Procedures

1. Display the oversized world map with some parts unlabeled.
2. Discuss what a map is and what it does.
3. Compare globe and flat map.
4. Label each of the areas.
5. Show items and have students sort them into categories
6. Place the items on the appropriate part of the map.
7. Class discussion.

Possible Extensions/Adaptations

Students draw their own map and label the parts. Students color and add detail to the class world map.

Activity–Retelling and Sequencing The Tiny Seed

Standard III
Students will develop an understanding of their environment.

Objective I
Investigate plants and plant growth.

Process Skills
Investigation, form conclusions

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Standard III

Objective 1

Connections

Background Information

Most plants have a basic structure made up of various plant parts: roots, stems, leaves, flowers, and seeds. Roots anchor the plant to the ground and absorb water and minerals. Stems support leaves and lift them to the sunlight. They conduct water, food, and minerals from the roots to the flowers and leaves. Leaves are the food production sites of the plant. The underside of most leaves have openings were gases are exchanged. Flowers must be pollinated for seeds to form. Pollen is usually carried by the wind or by animals. After pollination, a fruit will develop. Inside the fruit are seeds that will form new plants

Invitation to Learn

The teacher has a sock with seeds attached to it to generate ideas of how seeds travel.

Instructional Procedures

1. Teacher does a shared writing as students retell *The Tiny Seed*.
2. Using the interactive writing procedures, the students will write sentences telling ways seeds travel.
3. Students will pick one way that seeds travel. They will write one sentence and illustrate it.

Materials

- ❏ *The Tiny Seed*
- ❏ chart paper
- ❏ pens

Possible Extensions/Adaptations

The teacher may choose to have each student use a sock to go on a "gathering walk" and collect seeds.

Assessment Suggestions

Teacher assesses students' knowledge as ideas are shared. Teacher also evaluates the writing sample.

Additional Resources

Look at this Tree by Susan Canizares

All Kinds of Plants by Sandar Iversen

From Flowers to Fruit by Fred and Jeanne Biddulph

Plant Parts by Amy Jo

Plants and Seeds by Colin Walker

Where are the Seeds? by Pauline Cartwright.

Family Connections

Students can retell The Tiny Seed and share their writing and illustrations with their family.

Activity—How Tall are Plants?

Standard III
Students will develop an understanding of their environment.

Objective 1
Investigate plants and plant growth.

Process Skills
Description, data collection and interpretation

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Standard III

Objective 1

Connections

Background Information

Height is a physical characteristic of plants. It is determined by the growing conditions that the plant receives such as the amount of sunlight, water, quality of soil, and temperature. Growth is a characteristic of plants that can be easily measured.

Invitation to Learn

Use a non-standard unit such as unifix cubes, paperclips, or string to measure plant growth.

Instructional Procedures

1. Demonstrate how to measure the height of a plant using unifix cubes.
2. Divide students into groups and give each group a plant to observe and measure using unifx cubes.
3. Record height on chart using cut out squares to match unifix cubes.
4. As a class, put the plants' height on a class chart and compare.
5. Students will write and illustrate one or more conclusions drawn from the class chart.

Materials

- ❑ various plants
- ❑ unifix cubes
- ❑ discovery journals
- ❑ pencils
- ❑ chart paper

Possible Extensions/Adaptations

Measure plants using another nonstandard unit.

Assessment Suggestions

Teacher observes group activities and evaluates journal entries.

Additional Resources

Look at this Tree by Susan Canizares

All Kinds of Plants by Sandar Iversen

From Flowers to Fruit by Fred and Jeanne Biddulph

Plant Parts by Amy Jo

Plants and Seeds by Colin Walker

Where are the Seeds? by Pauline Cartwright

Family Connections

Share discovery journal at home. Measure plants at home using nonstandard units of measure.

Activity–Interactive Writing to Make a T-chart

Standard III
Students will develop an understanding of their environment.

Objective 2
Investigate water and interactions with water.

Process Skills
Form classifications, descriptions, and conclusions

Intended Learning Outcomes
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard III

Objective 2

Connections

Background Information

The teacher and students gather in a central location to write a common text. The students and teacher brainstorm possible sentences. After the sentence has been chosen they work together to construct the text. The students write either a letter or the entire word. The class can write on their own board/paper or observe each other. When the text is finished the class reads it aloud.

Invitation to Learn

Show pictures of objects that float.

Instructional Procedures

1. Use the interactive writing procedure to make a list of vehicles that float.
2. Students find and draw pictures of vehicles that float.
3. Students paste or draw pictures in their journal and write a sentence about what is happening.

Materials

- ❏ chart paper
- ❏ pens
- ❏ journal
- ❏ objects found in classroom to test floating and sinking capabilities

Possible Extensions/Adaptations

Write a story about where the vehicle could go and what will happen to it.

Assessment Suggestions

Evaluate journal entries.

Additional Resources

Amazing Water by Melvin Berger

An Apple Floats by Christin Wilsdon

Is It Floating by Fred and Jeanne Biddulph

Sink or Float by Leslie Fox

Water Changes by Brenda Parkes

Family Connections

Try sinking or floating activities at home with family.

Activity—Making Maps

Standard III
Students will develop an understanding of the their environment.

Objective 3
Demonstrate how symbols and models are used to represent features of the environment.

Process Skills
Problem solving, description, symbolization

Intended Learning Outcomes
5. Understand and use basic concepts and skills.

Standard III

Objective 3

Connections

Background Information

If an object is two-dimensional it is a picture of something or someone. If an object is three-dimensional it has more than one side and can be viewed from different angles.

Invitation to Learn

Show various objects: ball, bear, Barbie, crayon, and book. Have participants draw these three-dimensional objects on their paper, which will make them into two-dimensional objects.

Instructional Procedures

1. Have a group discussion about finding a treasure. What do you need to find a treasure?
2. Tell the students a treasure that will be hidden in the classroom.
3. Explain that each group will construct a map of the classroom that can be used to find the treasure.
4. Students create a map of the classroom using blocks.
5. Students trace around the blocks to turn the three-dimensional objects into two- dimensional.
6. One person hides the treasure while the others close their eyes.
7. The child points to the location the treasure is hidden on the map and the students find the treasure in the actual classroom.

Materials

- ❏ ball, bear, Barbie, crayon, and book.
- ❏ paper and crayons
- ❏ a set of blocks of various shapes and colors
- ❏ 5 large sheets of butcher paper
- ❏ 5 treasures—small pieces of candy

Possible Extensions/Adaptations

Students create their own map of their house, classroom, or bedroom. Students incorporate a legend and compass rose.

Assessment Suggestion

Teacher checks for accuracy of classroom map. Teacher observes students participating in the activity.

Activity–Going Places

Standard III
Students will develop an understanding of their environment

Objective 3
Demonstrate how symbols and models are used to represent features of the environment

Process Skills
Problem solving, symbolization

Intended Learning Outcomes
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard III

Objective 3

Connections

Background Information

Directional words help us understand positions on maps. These words include: North, South, East, West, up, down, above, below, left, right, near, and far.

Invitation to Learn

Blindfold a participant and have them go through a maze while listening and following directions.

Instructional Procedures

1. Put students in small groups or with a partner.
2. Pass out grids to each group.
3. Students need to place two different markers on the grid.
4. Students must find a way to get from one marker to the other through the use of directional clues.
5. Once students are familiar with this process they need to record their steps on a sheet of paper.

Materials

- ❏ grid that includes a compass rose
- ❏ crayons
- ❏ pencil
- ❏ writing paper
- ❏ manipulatives to use as markers

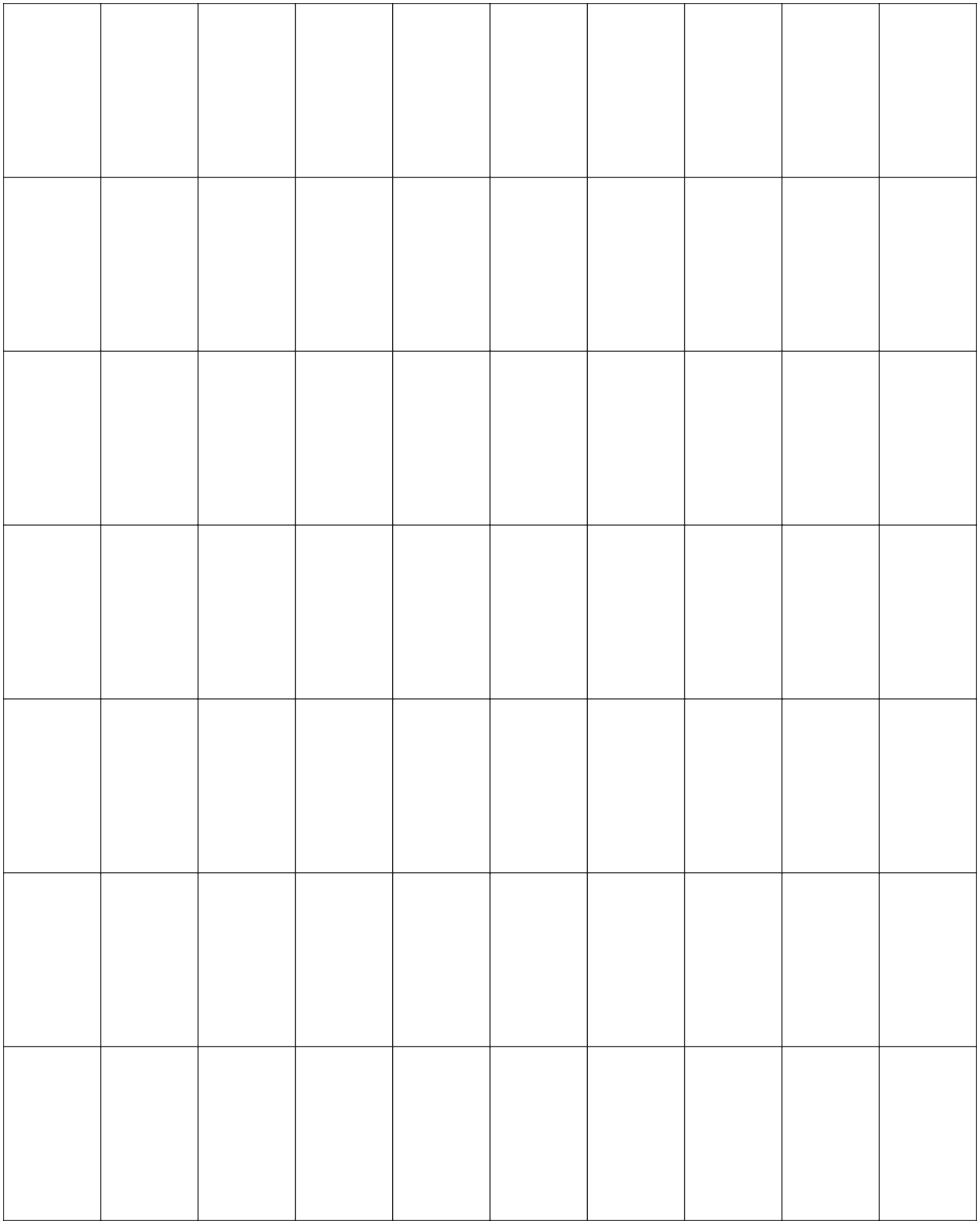
Possible Extensions/Adaptations

Create a larger grid, put more objects on the grid, and play a version of Battleship.

Assessment Suggestion

Teacher observes and checks for accuracy of directions.

Going Places Grid



Appendix

Nine Month Curriculum Mapping Form

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Language Arts									
Math									
Science									
Social Studies									
Healthy Lifestyles									
PE									
Fine Arts									
Technology									
Library Media									

Weekly Theme Map

Theme	**Song**
Graph	**Observation/Exploration**
Creative Dramas	
Homework	**Art**
Journal Entry	**Video/Technology**
Poem	
<u>Monday</u> **Message** **Unit:** **Reading:** **Math:** **Writing:**	**<u>Tuesday</u>** **Message** **Unit:** **Reading:** **Math:** **Writing:**

Wednesday **Message** **Unit:** **Reading:** **Math:** **Writing:**	**Thursday** **Message** **Unit:** **Reading:** **Math:** **Writing:**	
Friday **Message** **Unit:** **Reading:** **Math:** **Writing:**	**Books:**	**Essential Language:**

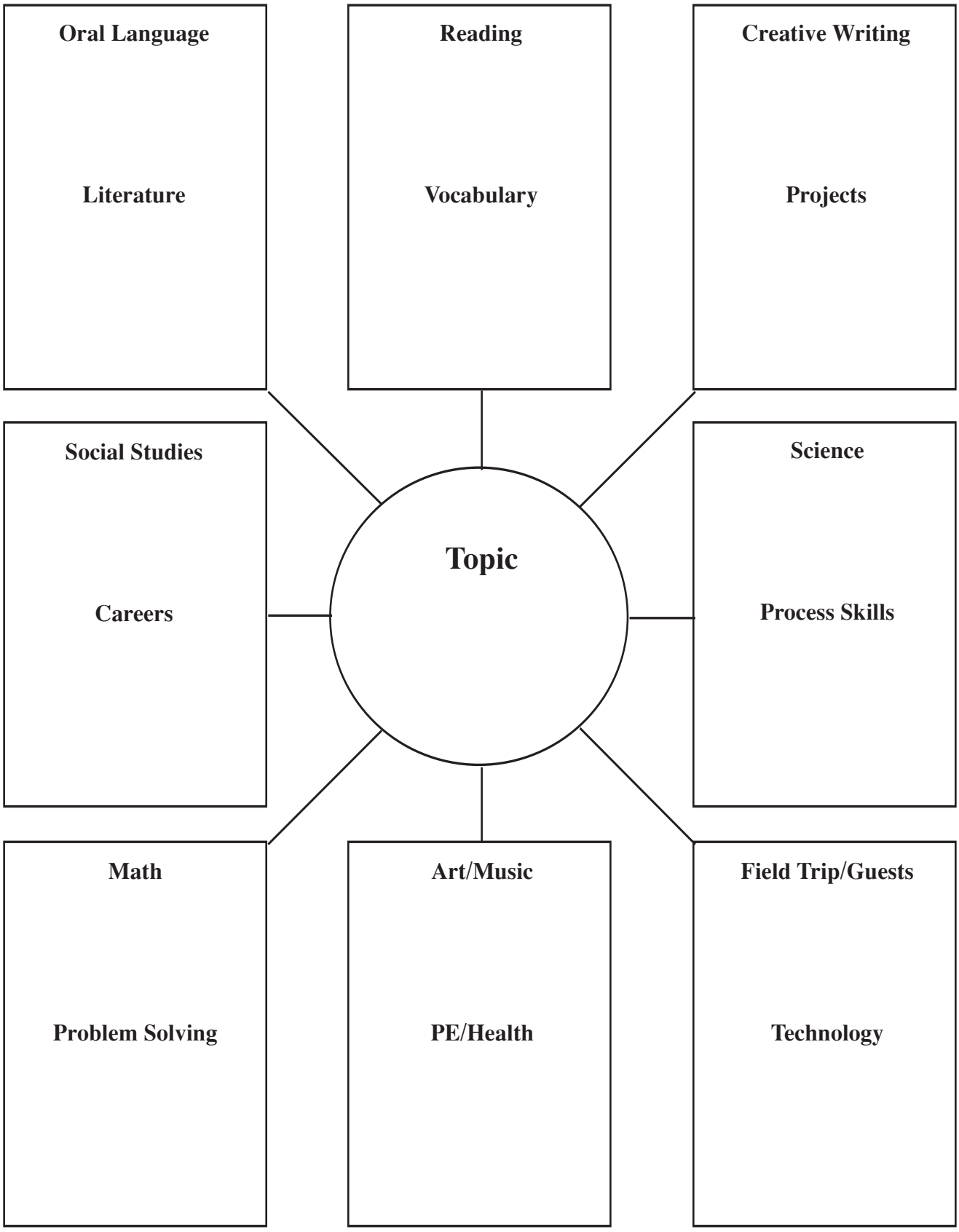
Tri-Area Curriculum Mapping Form

Teachers may find it helpful to map out their curriculum into three areas: language arts, math and other content areas. As teachers map out these three areas, other logical connections to math and language arts will become evident. Grade level mapping also enables teachers to see at a glance how hands on materials and books might be shared among the K-2 teachers.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Language Arts									
Math									
Other Content Areas									

The following curriculum unit format promotes literacy connections to content areas. Students read and write about content areas. Teachers make every effort to provide books on the core topic at each child's reading level. The teacher reads aloud books on core topics. Over time, students develop the content vocabulary and background knowledge that will facilitate reading comprehension.

Integrated Planning Form



Big 6 Planning Form

Topic:	**Grade Level:**
1.	**Task Definition**
	About what do I want to learn more? What do I need to do?
2.	**Information Seeking Strategies**
	What resources can I use? How can I find information?
3.	**Location and Access**
	Where can I find these resources? Where can I go to look?
4.	**Use of Information**
	What can I use from these resources? Will I read, listen, or observe?
5.	**Synthesis**
	How can I share what I have learned? What can I make to show what I have learned?
6.	**Evaluation**
	How will I know if I did my job well?

Project Approach Planning Form

Core Objectives:

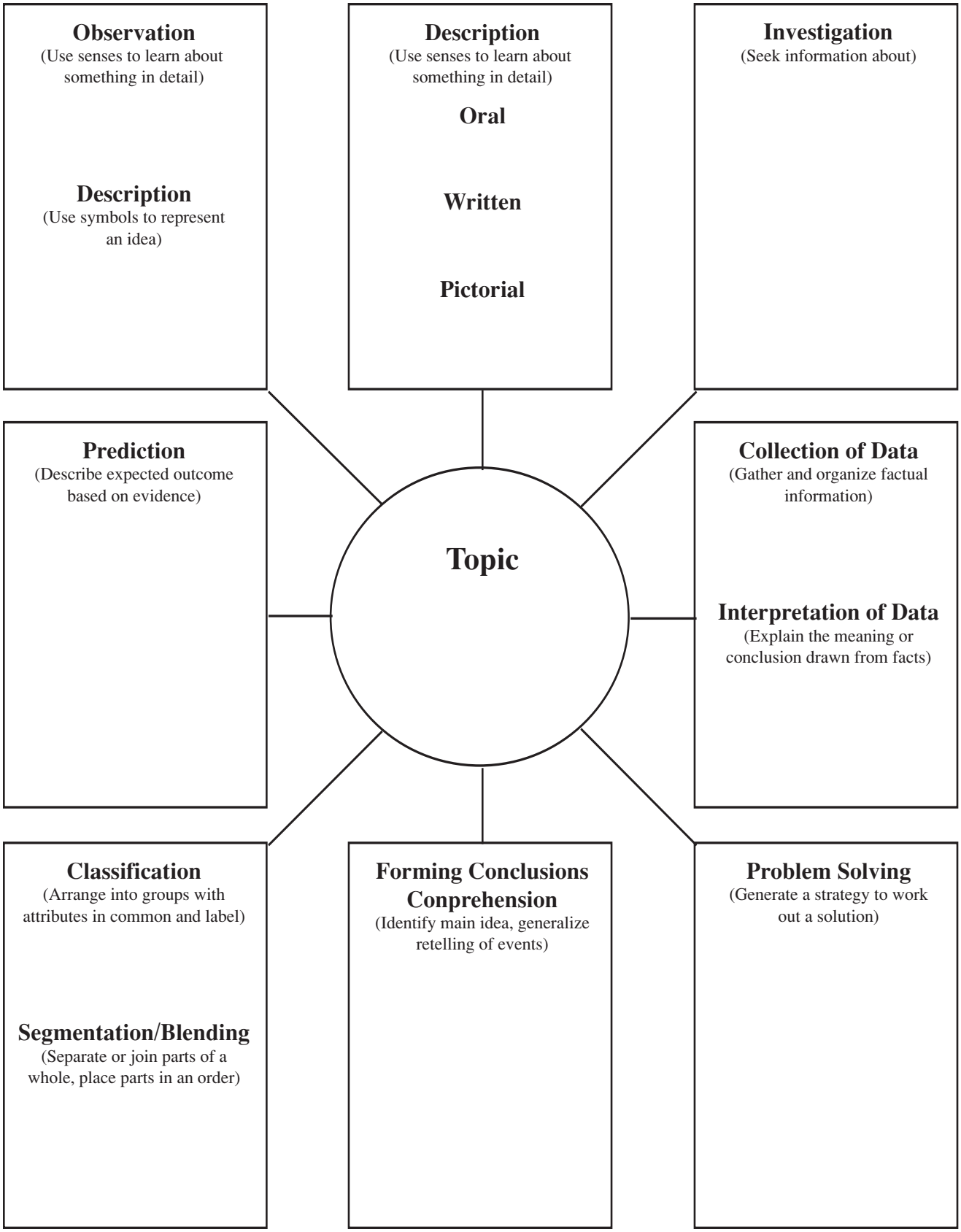
1.
2.
3.
4.

	Discussion	**Field Work**	**Representation**	**Investigation**	**Display**
Phase I: **Beginning a Project**					
Phase II: **Developing the Project**					
Phase III: **Concluding the Project**					

Adapted from *The Project Approach: A Second Practical Guide for Teachers* by Sylvia Chard.

Curriculum Topics for Projects			
Field Trip			
Numbers			
Shapes			
Part/Whole			
Sorting			
Comparisons			
Sequences			
Graphing			
Cycles and Patterns			
Writing			
Sketches			
Models			
Rubbings/Prints			
Measures			
Collection Items			

Process Skill Planning Form

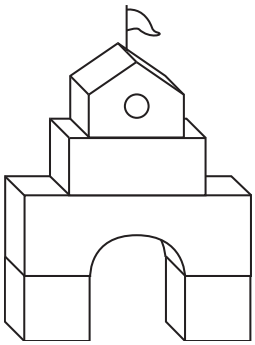
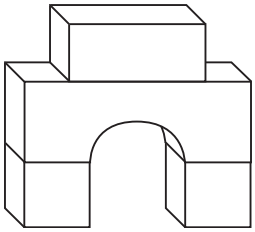
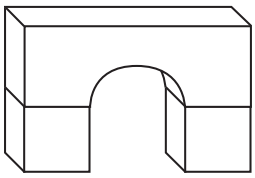
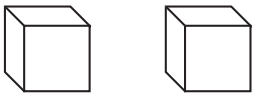


Balanced Literacy Planning Form

Topic:	**Grade:**
Read Aloud/Modeled Reading *(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)*	**Write Aloud/Modeled Writing** *(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)*
Shared Reading *(Teacher models and teaches reading strategies.)*	**Shared Writing** *(Teacher models and teaches writing strategies.)*
Interactive Reading *(Teacher and child choose text and share reading with teacher encouraging child to read when able.)*	**Interactive Writing** *(Teacher and child choose topic and share pen. The teacher and child compose together.)*
Guided Reading *(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies).*	**Guided Writing** *(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)*
Independent Reading *(Child chooses text and practices reading independently at his level.)*	**Independent Writing** *(Child chooses topic and practices writing at his independent level.)*

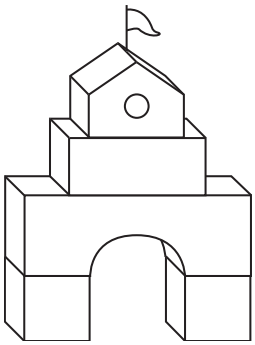
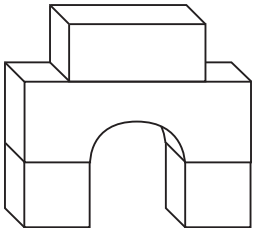
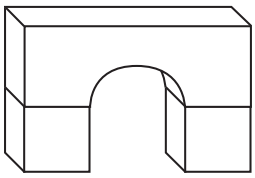
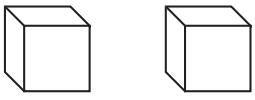
Six Traits Self-Evaluation: Ideas and Content

Name _____Date _____

Score	Ideas and Content	✓ Self-Evaluation
You've Got It! 	*My writing is interesting and keeps the reader reading!* *I included just the right amount of detail—not too much or to little.* *My details work together and I stay focused.*	
Almost There! 	*I include general knowledge which provides a big picture.* *I have some good information, but I need more specific details.*	
Getting Closer! 	*I have a few details, but they tend to be skimpy or overwhelming.* *My main idea is unclear.*	
Take Another Look! 	*I do not have enough information to write about my topic.*	

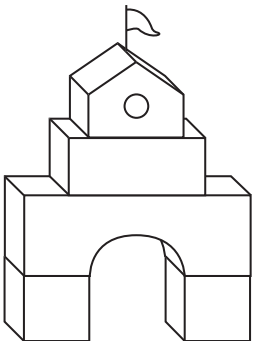
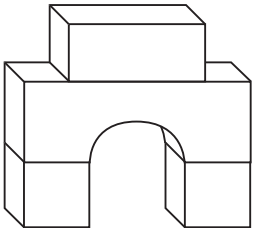
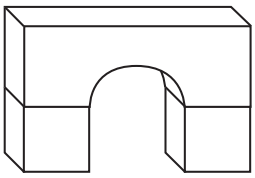
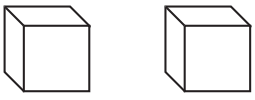
Six Traits Self-Evaluation: Organization

Name _____Date _____

Score	Organization	✓ Self-Evaluation
You've Got It! 	*I have a strong sense of direction.* *I focus on the main ideas.* *My details all seem to fit where they are placed.* *My writing has a beginning, middle, and end, and the sequence makes sense*	
Almost There! 	*My writing is orderly but some of my information could have been dropped.* *Some of my information would fit better in another place.* *My transitions were too predictable.*	
Getting Closer! 	*Has a few details but may be skimpy or overwhelming* *Main idea is uncear. I had an introduction and conclusion, but they needed a little work.* *I used a predictable writing format.*	
Take Another Look! 	*My writing needs more direction.* *I needed to set up my ideas.* *My writing just stopped.* *I needed to pull together a conclusion.*	

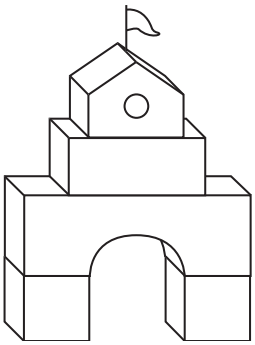
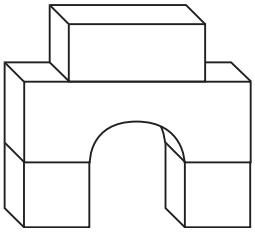
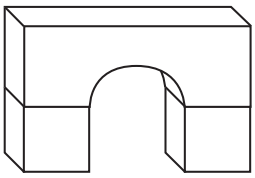
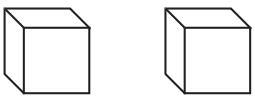
Six Traits Self-Evaluation: Voice

Name _____Date _____

Score	Voice	✓ Self-Evaluation
You've Got It! 	*My personality shows in my writing.* *My enthusiasm about my topic holds the reader's attention.*	
Almost There! 	*My information is good, but not full of energy or personality.* *I am experimenting with my writing.* *I am trying to find my own personal voice.*	
Getting Closer! 	*My voice comes and goes.* *My voice does not fit the topic.*	
Take Another Look! 	*The voice could be anybody's.* *I need more enthusiasm in order for the topic to come alive for my reader.*	

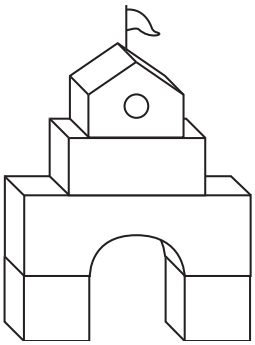
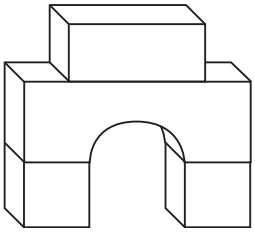
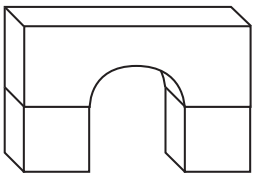
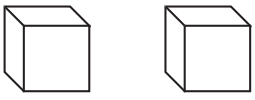
Six Traits Self-Evaluation: Word Choice

Name _____Date _____

Score	Word Choice	✓ Self-Evaluation
You've Got It! 	*My message is clear.* *My writing is original.* *My words help people to visualize the things I describe.*	
Almost There! 	*I tried to use colorful language.* *I wrote some memorable words or phrases.* *I think my writing needs more good descriptive words.*	
Getting Closer! 	*My writing uses common words.* *It is hard to get a mental picture of the things I describe.*	
Take Another Look! 	*I used some words incorrectly.* *The reader might have a hard time understanding my message.*	

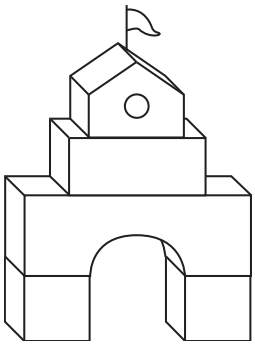
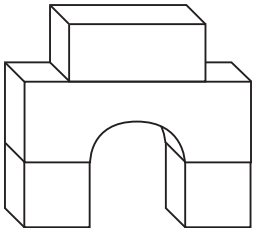
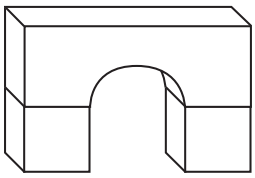
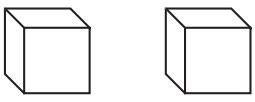
Six Traits Self-Evaluation: Sentence Fluency

Name _____Date _____

Score	Sentence Fluency	✓ Self-Evaluation
You've Got It! 	*My sentences vary in length and form.* *My sentences are smooth and easy to read.* *My sentences are well-written.*	
Almost There! 	*Most sentences are easy to read aloud.* *It would add interest if I varied my sentence structure.*	
Getting Closer! 	*It is hard to tell where my sentences begin and end.* *I have short, choppy sentences.* *My sentences follow the same pattern.*	
Take Another Look! 	*It is hard to read my long sentences.* *The reader sometimes has to reread my sentences to understand them.*	

Six Traits Self-Evaluation: Conventions

Name _____Date _____

Score	Conventions	✓ Self-Evaluation
You've Got It! 	*I have very few errors.* *The reader can skip right over my errors.* *My writing is clean, edited, and polished. I used capital letters for the beginning of each sentence and for proper names.* *I only need a "quick fix" to publish it.*	
Almost There! 	*I have some errors that distract the reader, but the meaning is still clear.* *I would need to edit this before publishing it.*	
Getting Closer! 	*Frequent errors make my writing hard to read.* *The reader has to stop and go back over my writing to be sure of it's meaning.*	
Take Another Look! 	*I hurried too fast and scribbled down ideas.* *I just wanted to be finished.*	

My Presentation Plan: Student Planning Sheet

Name _____Date _____

Project Title _____

Planning Questions	My Answers
1. About what do I want to learn more?	
2. Which resources can I use?	
3. Where can I find these resources?	
4. What can I use from these resources?	
5. How can I share what I learned?	
6. How will I know I did my job well?	

My Presentation: Student Evaluation Sheet

Name _____Date _____

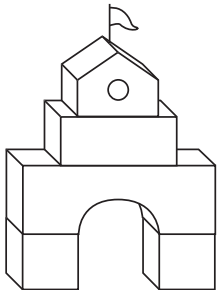
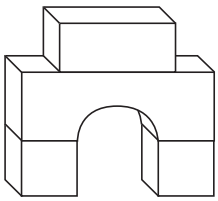
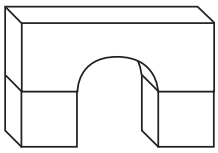
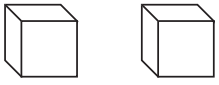
Project Title _____

Planning Questions	Project Evaluation
1. About what do I want to learn more?	**1. Did I clearly state my objective?**
2. Which resources can I use?	**2. Which resources did I use?**
3. Where can I find these resources?	**3. Where did I find my resources?**
4. What can I use from these resources?	**4. What did I use from my resources?**
5. How can I share what I learned?	**5. How did I share my inormation?**
6. How will I know I did my job well?	**6. Did I meet my criteria for doing my job well?**
Teacher Comments:	

Assessing My Drawing: Student Rubric

Name _____Date _____

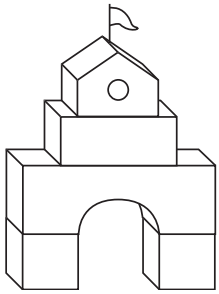
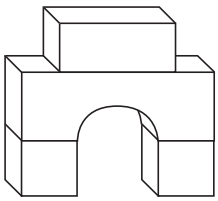
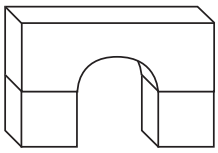
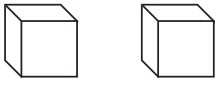
Project Title _____

Score	Criteria	Comments
You've Got It! 	*I drew carefully and tried hard to draw what I saw.* *I looked at what I was drawing to make sure I got it right.* *I used the right colors.* *My drawing is neat.* *My drawing used easy-to-read print (labels, captions)*	
Almost There! 	*I did use some detail in my drawing.* *My drawing used print or labels.* *Some of the colors I used were not the real colors.*	
Getting Closer! 	*I did use some detail in my drawing, but I see I left out a few details.* *Print is difficult to read.* *I didn't use the real colors in my drawing.*	
Take Another Look! 	*My drawing doesn't show details.* *I didn't look up at the subject while I was drawing.* *I was not neat or careful.* *I did not use print to label my drawing.*	
Teacher Comments:		

Assessing My Presentation: Student Rubric

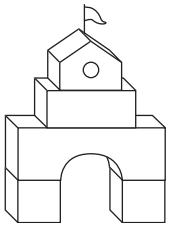
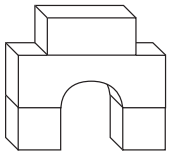
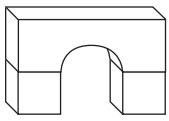
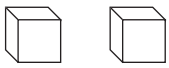
Name _____Date _____

Project Title _____

Score	Criteria	Comments
You've Got It! 	*I spoke with expression and enthusiasm.* *I presented at least three new concepts I learned.* *I used three resources to prepare.* *I included several well-done visual aids or models.*	
Almost There! 	*I spoke so everyone could hear.* *I presented at least two new concepts I learned.* *I used two resources to prepare.* *I included several visual aids or models.*	
Getting Closer! 	*Most of the time I spoke so everyone could hear.* *I presented one new concept I learned.* *I used one resource to prepare.* *I included one visual aid.*	
Take Another Look! 	*It was difficult to hear my presentation.* *My presentation did not include new concepts.* *I did not use resources to prepare.* *I did not make a visual aid.*	
Teacher Comments:		

Name:_____

Playground Safety Rubric

Score	My Presentation	Comments
You've Got It! 	*I know and follow the school rules.* *I tallked about what I wanted to have happen.* *I know the step for handling conflicts and how to do it without adult help.* *I listened to what the other person wanted to have happen.* *I was able to go back to the activity because I solved the problem by myself.*	
Almost There! 	*I could tell which school rule was difficult to follow.* *I know the procedure for handling conflicts.* *I used words to talk about what I wanted to have happen.* *I said what I would do the next time I had this problem.*	
Getting Closer! 	*I know the school rules.* *When I was reminded of the steps for problem solving, I could restate the steps.* *I said what I wanted to have happen, but placed blame rather than listening to the other person.* *I chose a new activity.*	
Take Another Look! 	*I did not follow the school rules.* *I called names.* *I got mat.* *I didn't use words to communicate.*	

Sample Charting Format

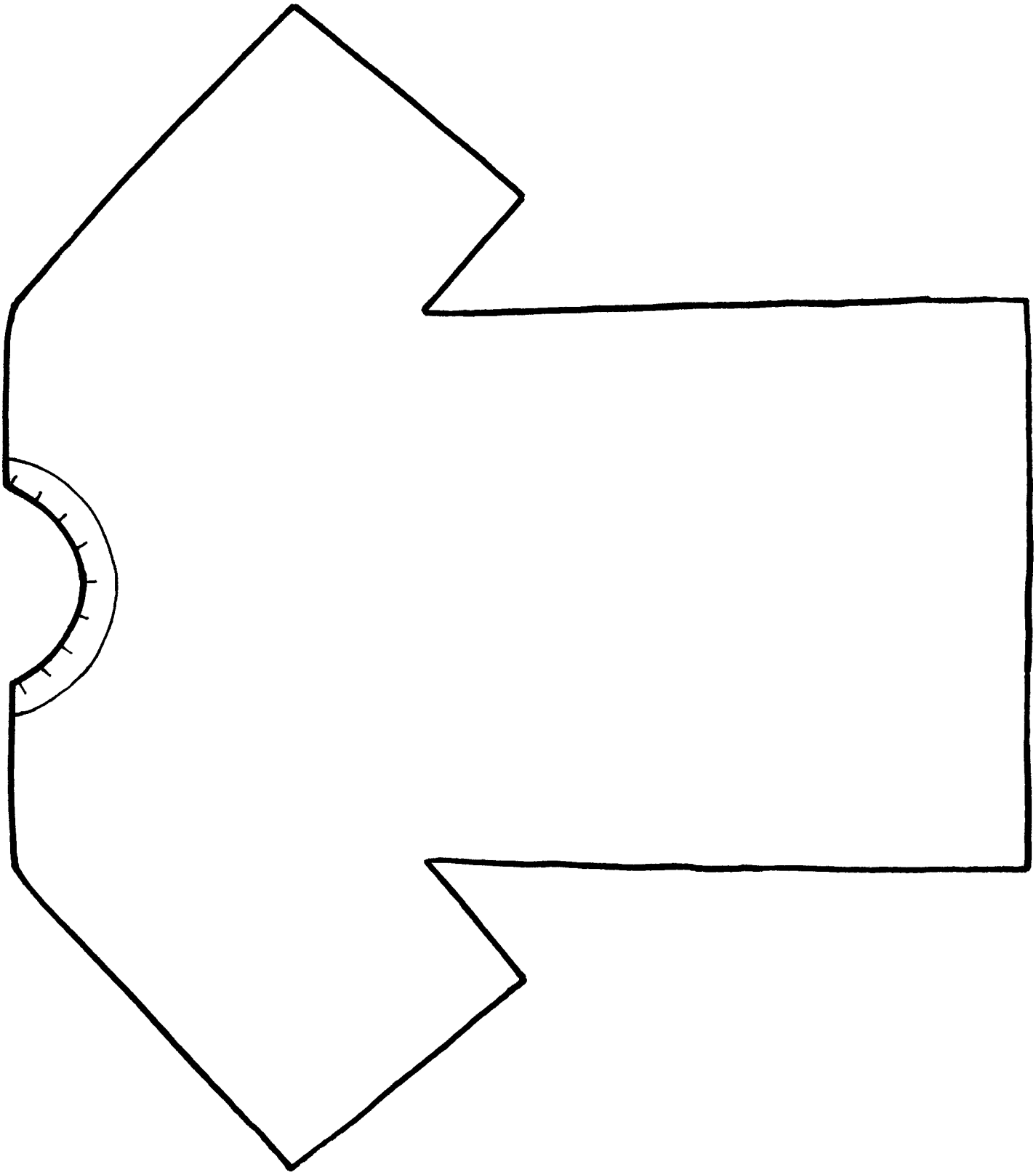
This is what the (egg, apple, or ball) did...	when I dropped it on the asphalt	when I dropped it on the grass	when I dropped it on the wood chips/sand
This is what the banana did...	when I walked into jungle gym	when I ran into the jungle gym	when I crowded in line

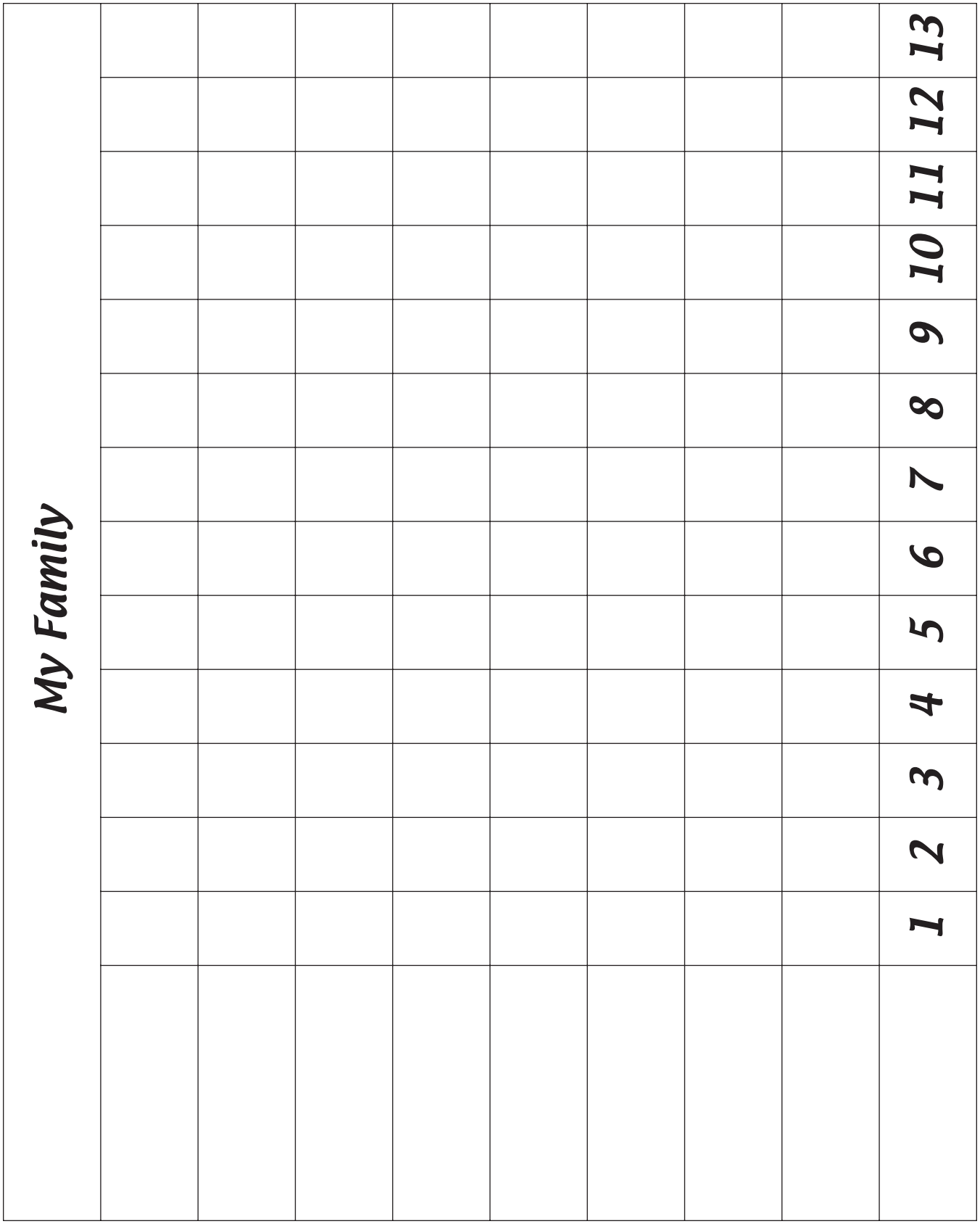
Sample Charting Format

I think the (egg, apple, or ball) will...	when I drop it on the asphalt	when I drop it on the grass	when I drop it on the wood chips/sand
I think the banana will...	when I walk into jungle gym	when I run into the jungle gym	when I crowd into line

Writing and Language:
Genre to Write In:
ABC's of
Add-on story
All about's
Biography
Circle story/cycle model
Dictionary/topic
Experience/journal
Fiction
How-to's
Letter
List
Magazine
Narrative
News report/newspaper
Nonfiction
Persuasive
Poetry
Poster/advertise/pamphlet
Reports
Sequence
Set of directions/map
Manipulatives:
First Grade Web Topic:
Concepts & Process Skills:
Essential Vocabulary:
Trade Books:
Information Books:
Math:
Songs:
Poems:
Art:

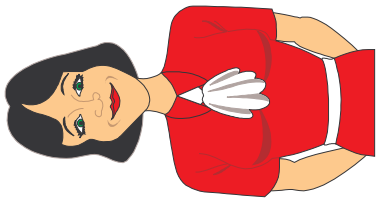
T-Shirt Pattern

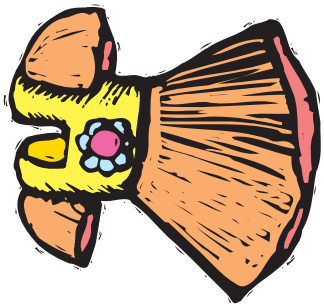


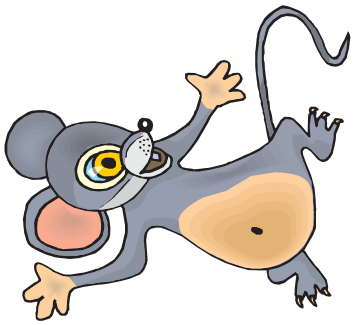

My Family
13
12
11
10
9
8
7
6
5
4
3
2
1

Grid Paper

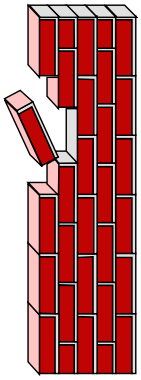
Chrysanthemum Sound Board







Seven Fat Cats Sound Board



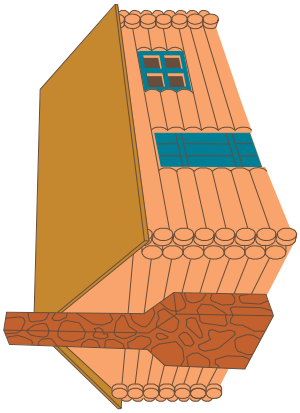
3

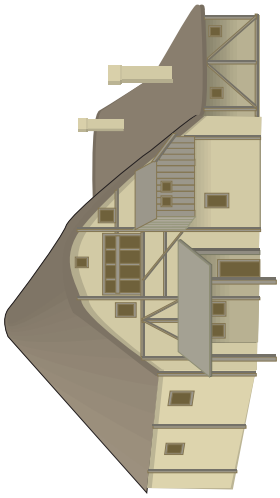
5

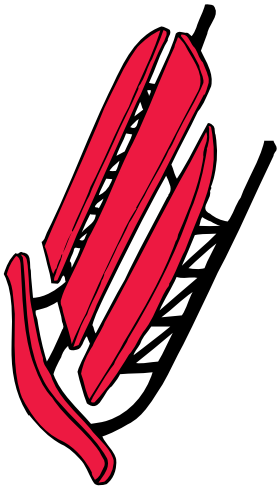
Then and Now Chart

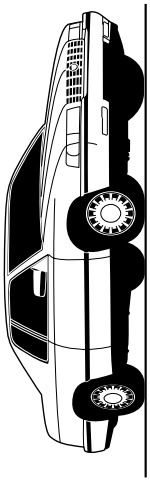
Then	Now

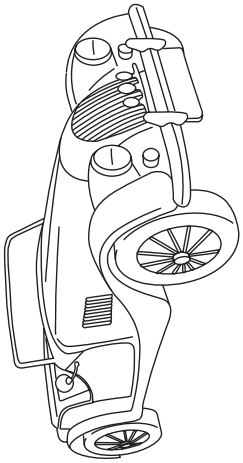
Then and Now Cards

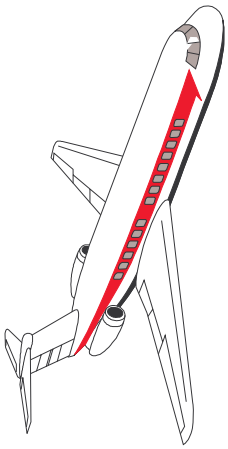


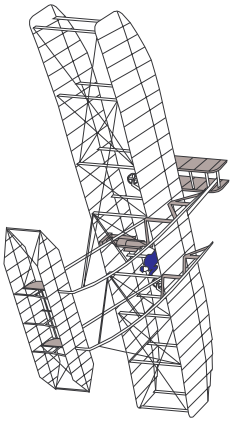


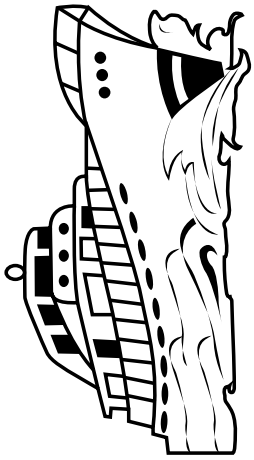


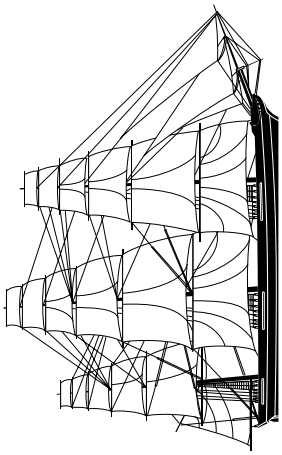


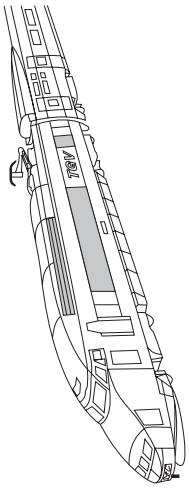


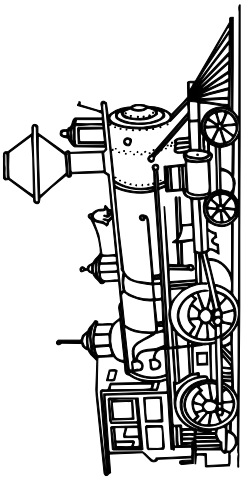




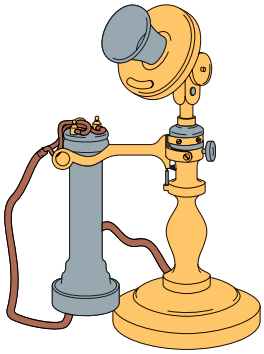


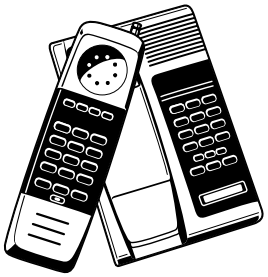


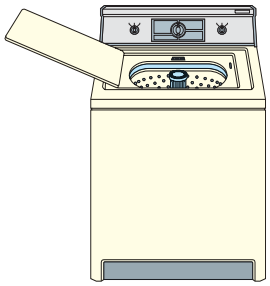


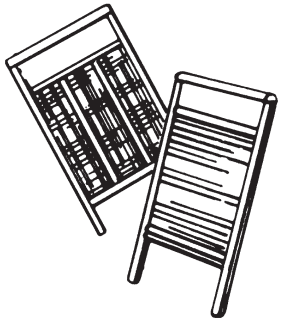


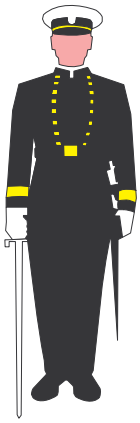
Then and Now Cards

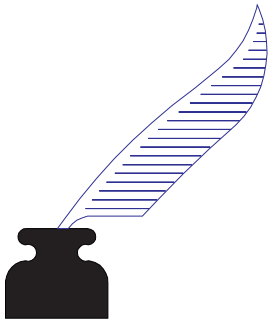


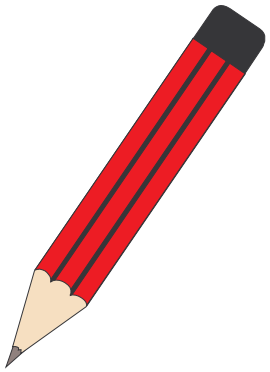


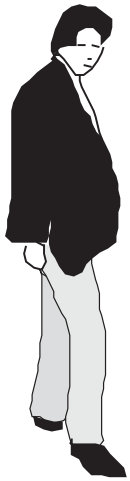




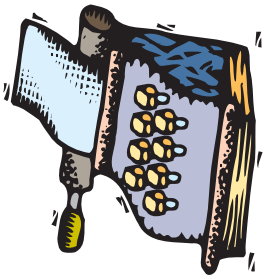


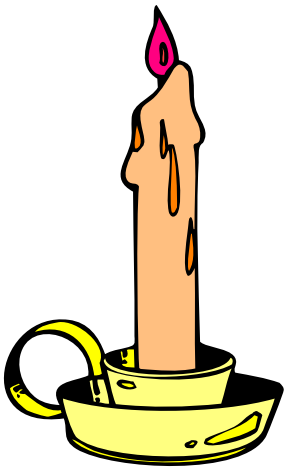


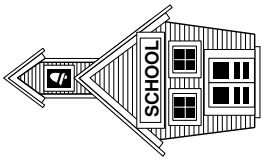


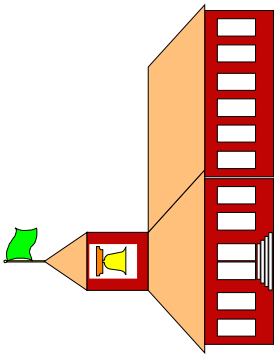


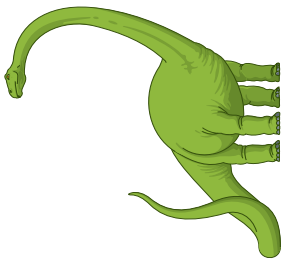
Then and Now Cards

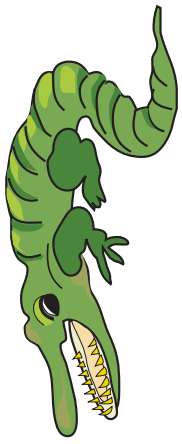


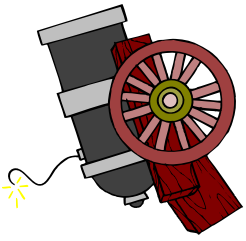


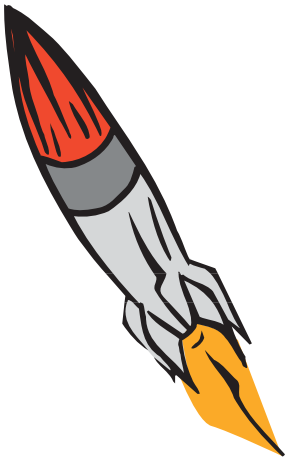




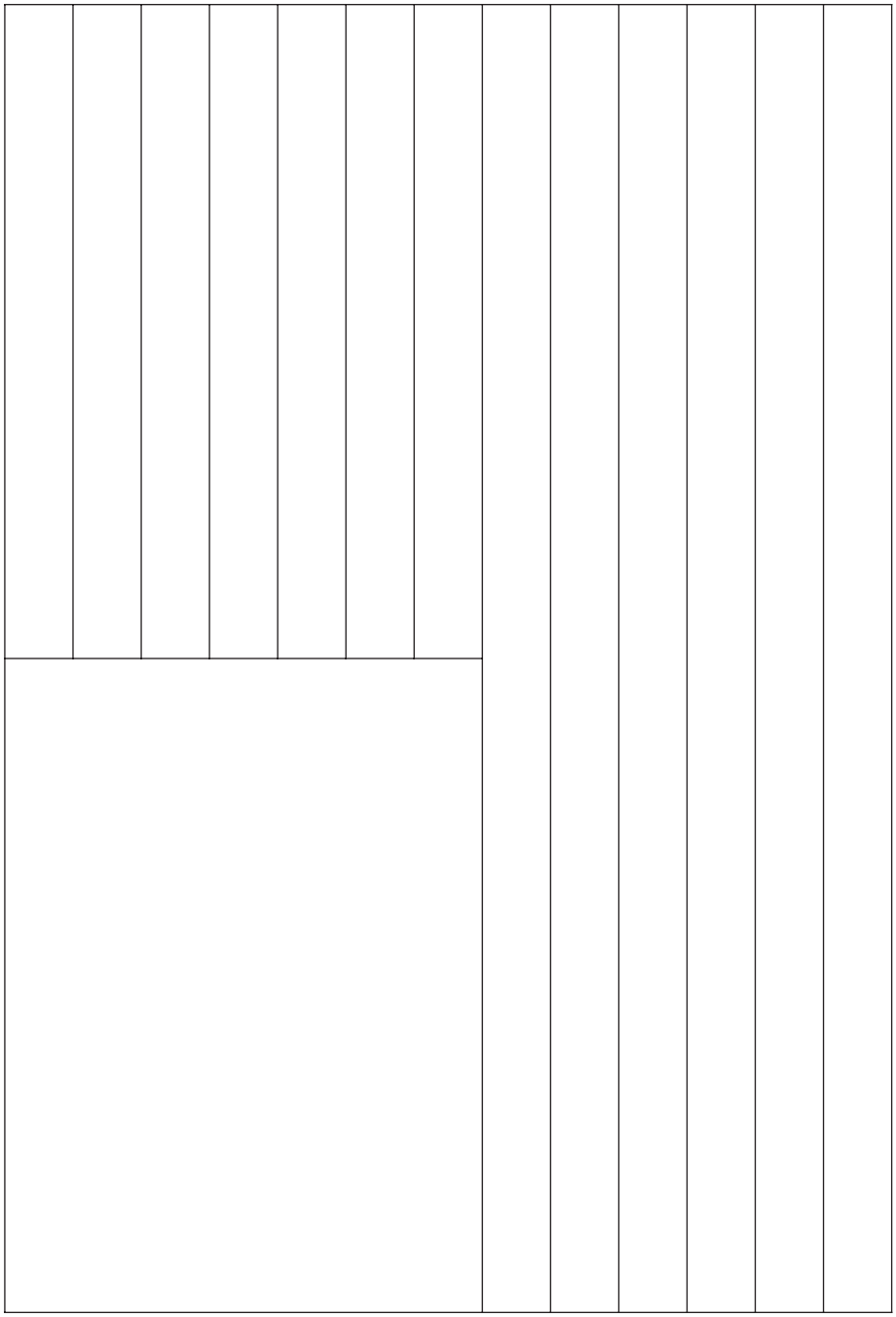




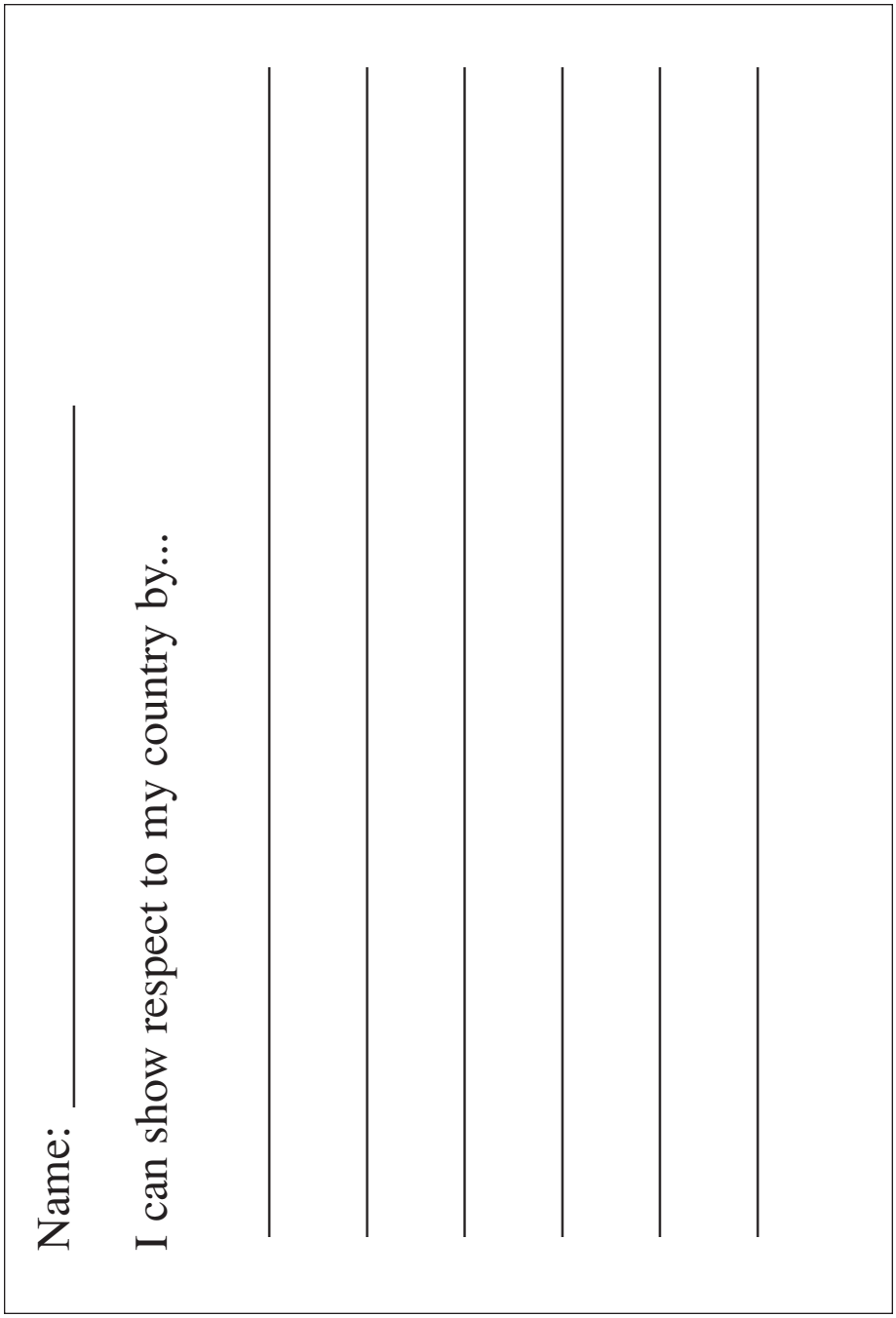




Flag Cover



Flag Writing Template



Name_____

Rock Art Symbolization

=	=
=	=
=	=

Names_____

Segmentation and Blending Worksheet #1 for Fairy Tale Puppet Show

Fairy Tale _____

Beginning	*Middle*	*End*

Names_____

Segmentation and Blending Worksheet #2 for Fairy Tale Puppet Show

Fairy Tale _____

Directions: Write the events of the fairy tale in the order they happen.

1.
2.
3.
4.
5.
6.
7.

8.
9.
10.
11.
12.
13.
14.

Name_____

Fairy Tale Riddle

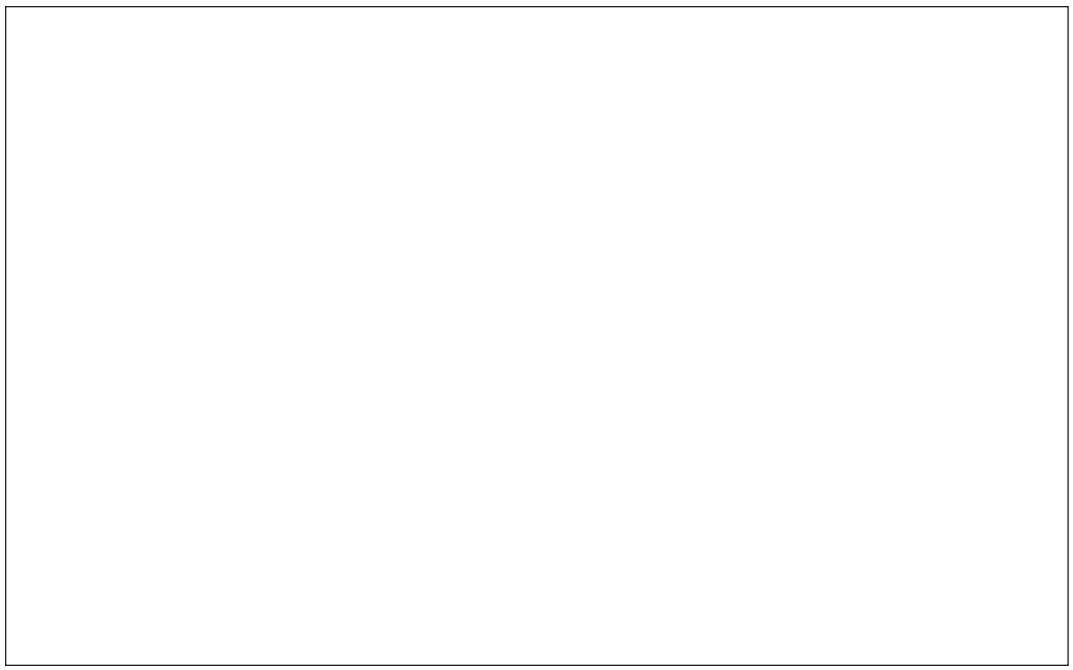
Once upon a time, in a land far away,

_____one fine day.

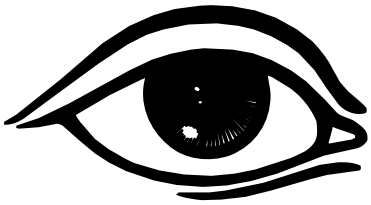
"_____!" I did cry.

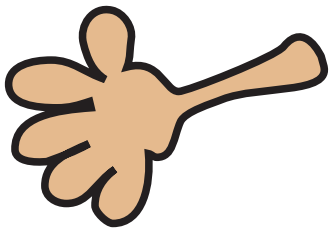
Can you guess my name? Give it a try!

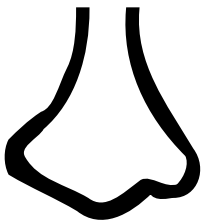
Character's Name: _____



Five Senses Walk



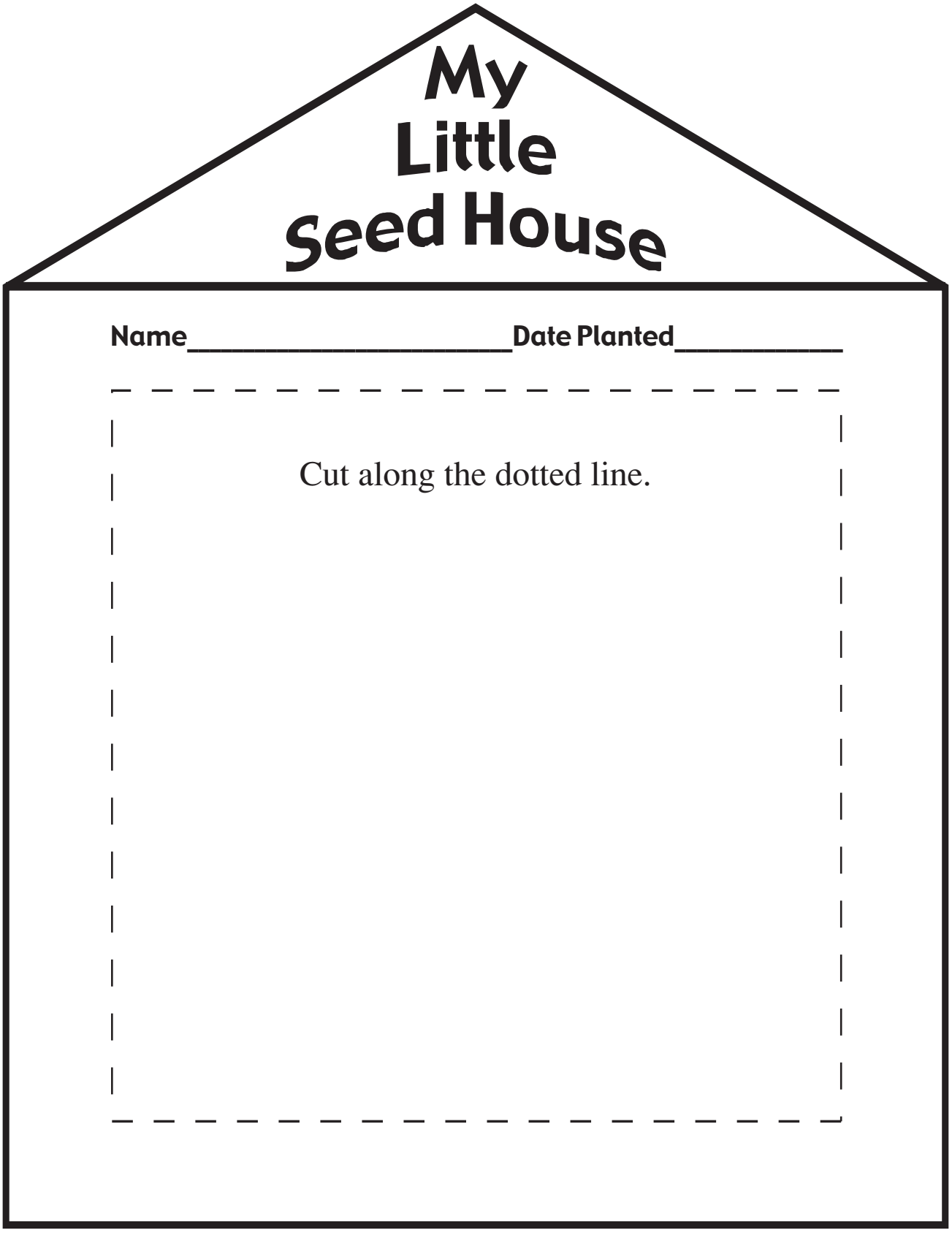




Family Words

mother	father
brother	sister
grandfather	aunt
grandmother	uncle
brother	sister
aunt	uncle
brother	sister
cousin	cousin

The Seed House



Name_____

The Tiny Seed

These things helped the tiny seed.

1. _____
2. _____
3. _____
4. _____

These things hurt the tiny seed.

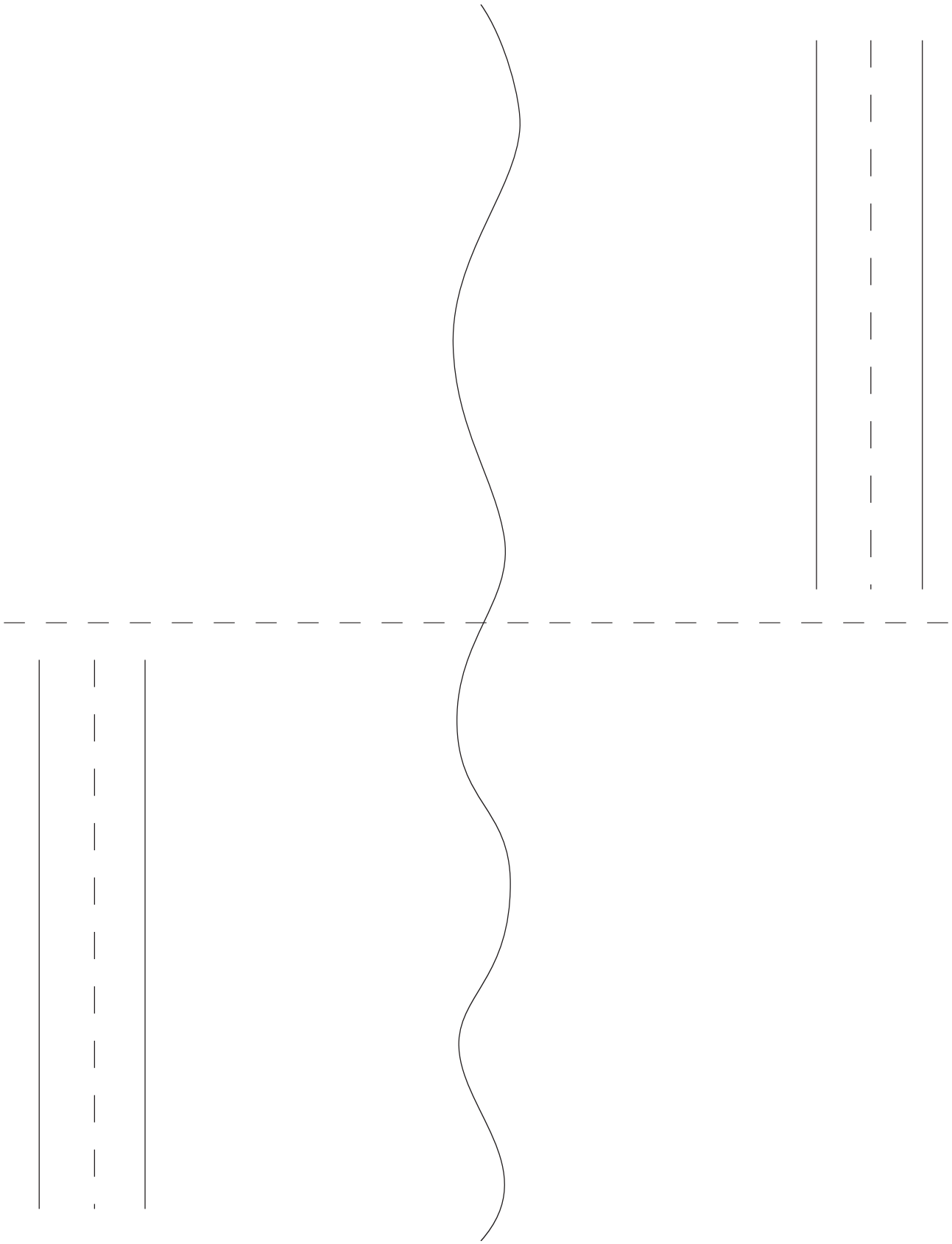
1. _____
2. _____
3. _____
4. _____

bird sun mouse soil wind weed foot rain

Will it Sink or Will it Float?

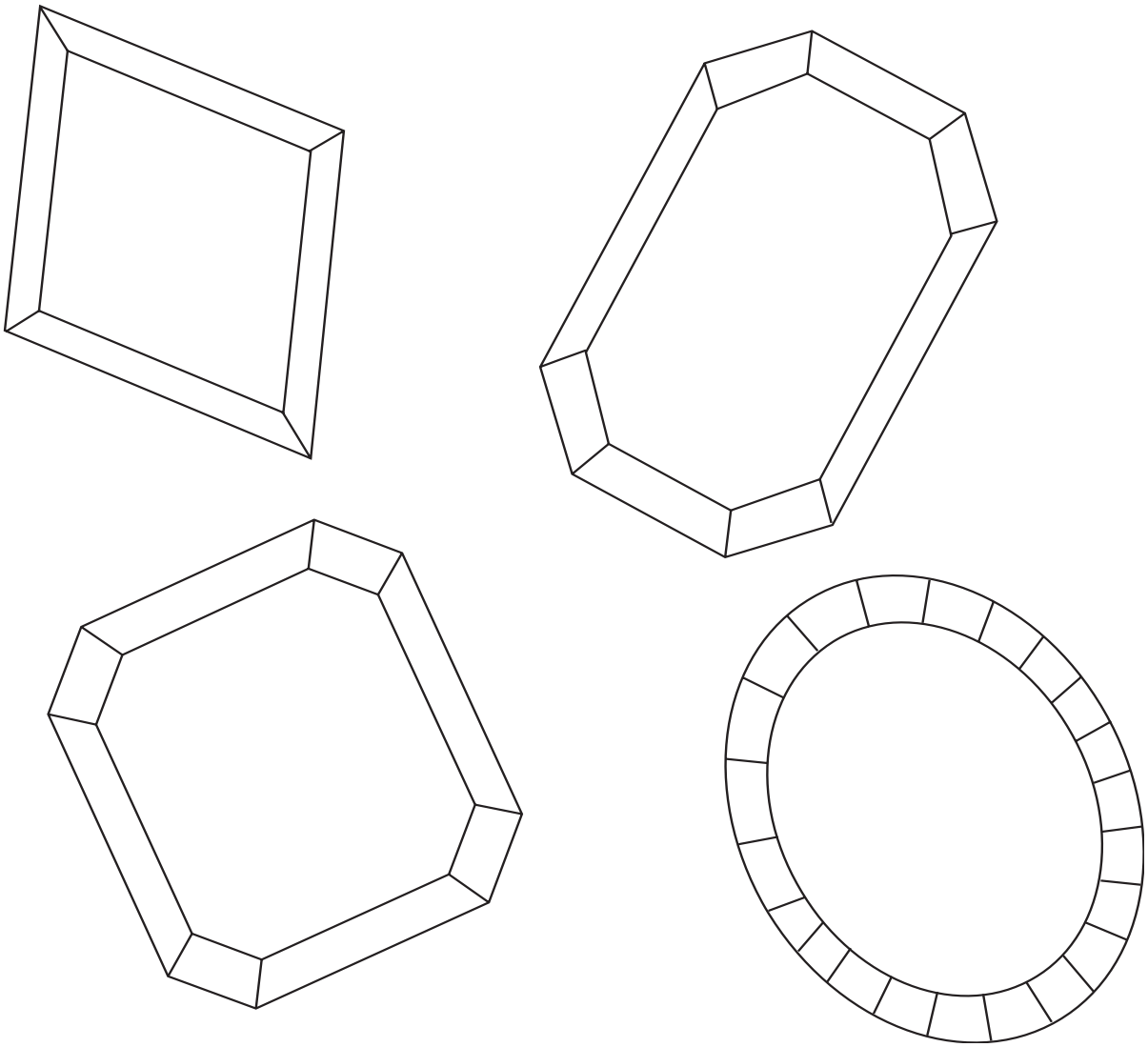
	Sink	Float
cork		
pencil		
paper clip		
marble		
plastic spoon		
crayon		
soap		
twig		

Sink or Float Worksheet



Going Places Grid

Treasures I'll Take Away From the Session



Consider sharing your wealth....

I Will Face My Fears By:

–Notes–

–Notes–

–Notes–

–Notes–

–Notes–

–Notes–

Professional Development Activity
Evaluation Form 2002-03
Utah State Office of Education

Course Title **Elementary CORE Academy**

Facilitator _____

Dates _____ to _____

Location _____

		N/A	Strongly disagree	Disagree	Agree	Strongly Agree
1.	Inservice aligned with the Utah Core Curriculum.	0	1	2	3	4
2.	Useful assessment practices related to subject were presented.	0	1	2	3	4
3.	Time allocated for this professional development was appropriate to meet my learning needs. If your answer was "strongly disagree" or "disagree", please check one of the following:	0	1 ___More time needed ___Less time needed	2	3	4
4.	Inservice was well organized.	0	1	2	3	4
5.	Facilitator(s) and presenter(s) clearly stated objectives of professional development.	0	1	2	3	4
6.	Presenter(s) had adequate knowledge of subject matter.	0	1	2	3	4
7.	Professional development provided information relevant to my classroom.	0	1	2	3	4
8.	Accommodations and facilities promoted learning.	0	1	2	3	4
9.	I will recommend this professional development experience to other teachers.	0	1	2	3	4

10. Rate the use and effectiveness of each mode of instruction in this professional development.

	Not Used	Used Occasionally	Used Often	Not Used Effectively	Used Effectively
a) Lecture	0	1	2	0	1
b) Hands-on	0	1	2	0	1
c) Cooperative Groups	0	1	2	0	1
d) Discussion	0	1	2	0	1
e) Technology	0	1	2	0	1
f) Field Trips	0	1	2	0	1

11. How do you plan to implement the information from this professional development into your classroom instruction?

12. In what way will this professional development provide long-term benefit to the quality of your instruction?

13. What suggestions do you have for improving this professional development?

If you wish to send additional comments regarding this professional development experience, or to indicate other professional activities you would like to take in the future, please email or phone:

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1. Check the category that best describes your school position:
_____Teacher _____School and/or District Administrator / Supervisor
_____Grade Level
_____Pre-service teacher candidate _____Other (Specify:_____)

2. Gender: _____Male _____Female

3. How many students, total, did you teach during the previous school year? _____
How many students do you expect to teach in the coming school year? _____

4. Are you teaching at a Title I School?
❑ Yes I am ❑ No I am not ❑ I don't know

School _____ District _____