



ELEMENTARY CORE ACADEMY

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KINDERGARTEN

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

a professional
development
resource



UtahState
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 State Science Education Coordination Committee (SSECC)
 State Mathematics Education Coordination Committee (SMECC)
 Special Education Services Unit (USOE)
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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.

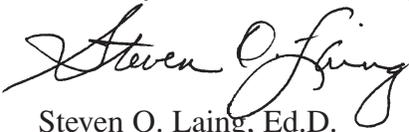
I commend you for your dedication and willingness to engage in meaningful professional growth. Efforts by teachers and administrators to develop, provide, and participate in high quality professional development programs must continue if we desire quality learning experiences for all children.

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

School Funds:

- Trust land, ESEA Title II, and other school funds
- Utah State Office of Education Special Education Services

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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.

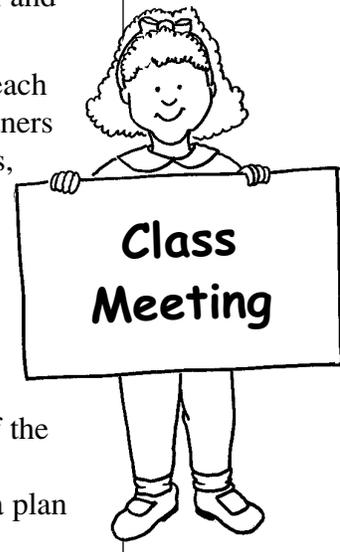
- Young children thrive in a classroom that models a caring community

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 _____		I will try _____
What happened _____		_____
_____		_____
_____		_____
_____		_____

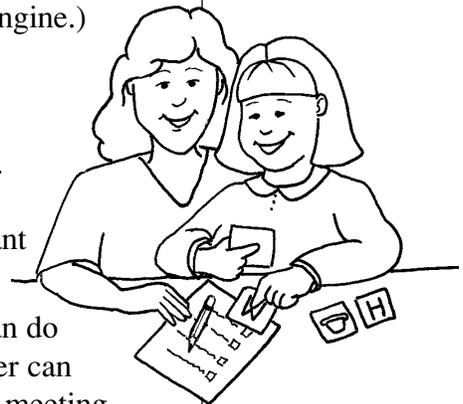
- **I Feel**
- **I Do**
- **I Experience**

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

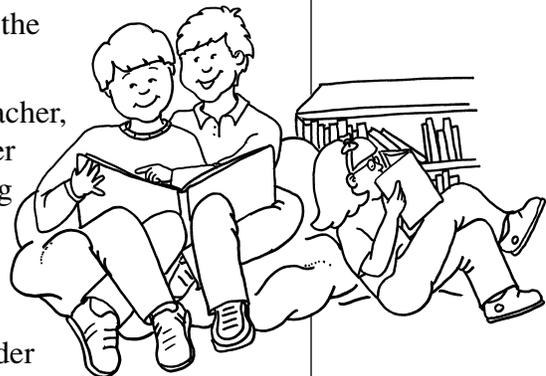
The primary goal of the language and literacy program is to expand a child's ability to communicate through speaking, reading, and writing. Technical skills or subskills are taught as needed to accomplish the larger goals—not as the goal itself. Teachers provide generous amounts of time and a variety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

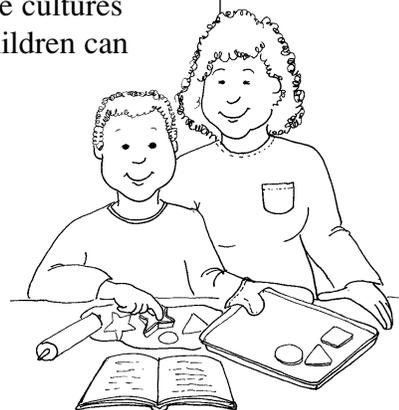
- Teaching math as a separate subject at a scheduled time each day.
- Focusing the math program around a math textbook, accompanying workbooks, practice sheets, and board work.
- Moving sequentially through lessons as outlined in the teacher’s edition of the text.
- Not allowing time for recommended “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

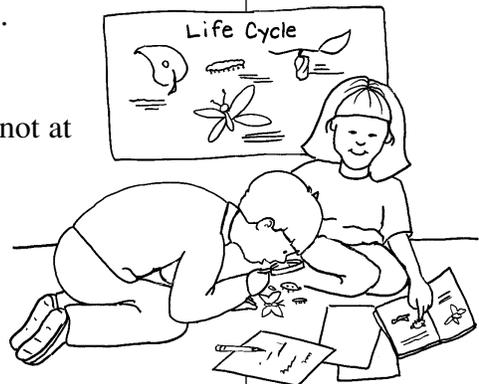
Discovery science is a major part of the curriculum. It builds on a child's natural interest in the world where they can learn many science facts related to their own experience.

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) <i>Welcome:</i> 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) <i>Me:</i> 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) <i>Safety:</i> 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) <i>Body Care:</i> 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) <i>Food is Fuel:</i> 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) <i>Change Over Time:</i> 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) <i>Fall:</i> 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
<p>Week 8: (October) <i>Fall:</i> bird migration, people and animal adaptation, fall activities, fall foods, fall poems</p>	<p>Leaves, pumpkins, seeds, dried corn, gourds, map for migration to Mexico, globe, fall books, books about Mexico</p>
<p>Week 9: (October) <i>Fall:</i> harvest, weather, leaf sorting, leaf patterns, frost</p>	<p>Chestnuts, harvest products, laminated leaf patterns, materials for leaf rubbings, nuts, nutcracker, thermometer, weather charts from newspaper, fall books</p>
<p>Week 10: (October) <i>Five Senses (sight):</i> colors, sight boxes, color goggles, reflections, shadows, magnification</p>	<p>Sight boxes, color goggles, mirrors, magnifiers, microscope, materials for color mixing (food coloring, water, eye droppers, white egg carton), color recipe cards, sight books</p>
<p>Week 11: (November) <i>Five Senses (touch and smell):</i> texture identification, comparison of fingertip sensitivity to sensitivity of other parts of the body, identification of classmates by touch, odor identification, noses</p>	<p>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</p>
<p>Week 12: (November) <i>Five Senses (taste):</i> identification of taste, favorite taste, characteristics of tongue, names of tastes, tasting table</p>	<p>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</p>



Sample of a Kindergarten Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 13: (November) <i>Five Senses (hearing):</i> 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) <i>Family Traditions:</i> 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) <i>Family Contributions:</i> 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) <i>Cultural Traditions:</i> 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) <i>Family:</i> 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) <i>Winter:</i> 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
<p>Week 19: (January) <i>Winter:</i> winter weather, dressing for winter, animals in winter, plants in winter, winter problems</p>	<p>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</p>
<p>Week 20: (January) <i>Winter:</i> thermometers, winter fun, snowballs, The Mitten by Jan Brett, winter festival</p>	<p>Thermometers, giant mitten and headbands, winter books, blank books to record ideas for winter fun, winter Olympic pictures, print from ski, skating, snowmobile shops</p>
<p>Week 21: (January) <i>Community Resources (people):</i> police, fire, hospital, business, services provided by community helpers</p>	<p>Community play rug, toy trucks, people pictures, environmental print from local area (hospital, police department, fire department, etc.)</p>
<p>Week 22: (January) <i>Community Resources (places):</i> post office, stores, restaurants, park, university</p>	<p>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.)</p>
<p>Week 23: (February) <i>Maps:</i> community mapping (play rug with logos of local businesses, university, zoo, school, etc.)</p>	<p>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)</p>
<p>Week 24: (February) <i>Friendship:</i> making friends, my friends, attributes of friends, problem solving, activities together</p>	<p>Class photos, student name cards, books about friends, blank books to write about friends (“I like _____” or “I like to ____ with _____.”)</p>

Sample of a Kindergarten Curriculum Map, cont.

Content	Exploration and Literacy Centers
<p>Week 25: (February) <i>Friendship</i>: charting sequence of new friends for the week, friend finders festival (students work with a new friend each day)</p>	<p>Class photos, student name cards, books about friends, blank books, name graph, class books and poems (students enjoy identifying authors)</p>
<p>Week 26: (February) <i>Citizenship</i>: national symbols, Lincoln, Washington, USA (teach meaning of initials), students initials, characteristics of good citizens</p>	<p>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 countries, maps, globe</p>
<p>Week 27: (March) <i>Books (emphasis on rhyme)</i>: Mother Goose, poetry, rhyming words, word families, poem writing</p>	<p>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</p>
<p>Week 28: (March) <i>Books (elements of books)</i>: alphabet books, number books, authors, illustrators, fairy tales and their characters</p>	<p>Alphabet stamps, number stamps, blank books, flannel board fairy tale characters, alphabet stamp markers, blank alphabet books, magazines, puppets, theater, billboard, tickets, programs</p>
<p>Week 29: (March) <i>Books (emphasis on nonfiction)</i>: biographies, animal books, how-to books, field guides, make a book</p>	<p>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”</p>

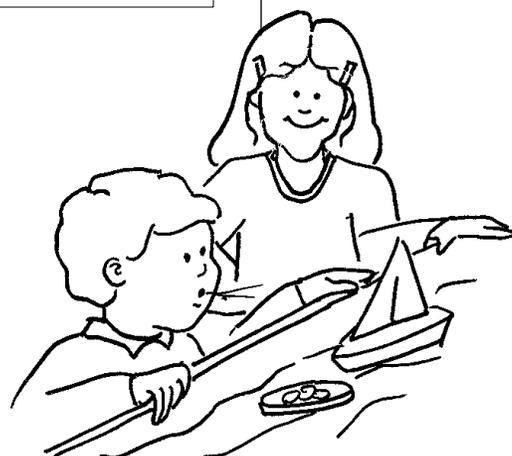


Sample of a Kindergarten Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 30: (March) <i>Spring:</i> 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) <i>Spring:</i> 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) <i>Animal Differences:</i> 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) <i>Birds:</i> 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) <i>Reptiles and Amphibians:</i> 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) <i>Farm Animals:</i> 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) <i>Pets:</i> 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) <i>Mammals:</i> 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) <i>Water Animals:</i> 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) <i>Zoo Animals:</i> 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) <i>Kindergarten Memories:</i> friends, activities, field trips, books, etc.	Pictures of the year's activities, name graph, blank books



First Grade Core Topics

- Self
- Community
- World

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

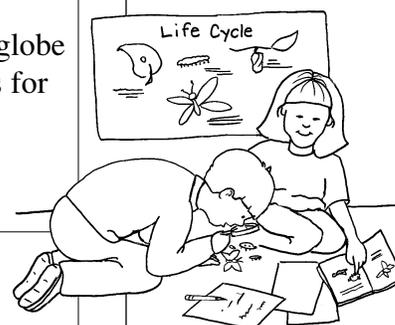
Content	Exploration and Literacy Centers
Week 1: (August) <i>Welcome:</i> teacher, class rules, classroom map, school map, new friends	Treasure hunt using classroom map, students' names and photos, map of school (library, restrooms, etc.)
Week 2: (September) <i>Personal Hygiene:</i> bathing, hand washing, 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) <i>Nutrition:</i> 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) <i>Physical Activity:</i> 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) <i>Helpful and Harmful Substances:</i> marginal foods, harmful substances, choosing health	Pictures of helpful, harmful, and marginal substances to sort and categorize, ads, books about health
Week 6: (October) <i>Safety:</i> 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
<p>Week 7: (October) <i>Plants:</i> observation and drawing of parts of plants, leaves, leaf points, leaves per stem, leaf veins, leaf textures, changes in plants</p>	<p>Laminated leaf cards (sort by vein structure, leaf points, leaf shape, number of leaves, color of leaves), books about plants, leaves</p>
<p>Week 8: (October) <i>Seeds:</i> seeds' travel mechanisms, seed poems, classification of seeds, edible seeds, seed cycle (planting seeds, water, germination, growth)</p>	<p>Seed collection, seed packets, seed catalogues, various stages of seeds sprouting, books about seeds, labels off edible seed packages, word cards</p>
<p>Week 9: (October) <i>Trees:</i> growth, tree rings, kinds of trees, kinds of leaves, field guide to trees on school yard, uses of trees</p>	<p>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</p>
<p>Week 10: (October) <i>Physical Features of Home, School and Community:</i> clipboard walk, making representations, mapping of school yard and neighborhood</p>	<p>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</p>
<p>Week 11: (November) <i>Democratic Processes:</i> rules, taking turns, listening to others, sharing ideas, voting</p>	<p>Activity nomination forms for optional class activities, ballot of potential class activities, class rule poster, books about voting, taking turns, sharing</p>

Sample of a First Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 12: (November) <i>Families:</i> 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) <i>Changes Over Time:</i> self, class, school, neighborhood	Personal baby stories, kindergarten memories, old school yearbooks and pictures, books about growth and change
Week 14: (November) <i>Tasks at Home and School:</i> 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) <i>Consequences of Choices:</i> 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) <i>Cultural Traditions:</i> 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) <i>Cultural Traditions:</i> 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
<p>Week 18: (January) <i>Technology in Home, School, and Community:</i> computers, TV, radio, technology then and now, technology of the future?</p>	<p>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</p>
<p>Week 19: (January) <i>Self-Expression:</i> recognition and expression of feelings, oral descriptions, art, writing, movement, songs</p>	<p>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</p>
<p>Week 20: (January) <i>Communication:</i> phones, letter writing and delivery, e-mail, newspapers (printing)</p>	<p>Toy phone, creative drama post office, class newspaper, e-mailing to classmate, junk mail, stamps, stationary, newspapers, class news</p>
<p>Week 21: (January) <i>Communication with Technology:</i> amount of time to send messages, methods, amount of information, number of people involved, advantages and disadvantages of each form</p>	<p>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</p>
<p>Week 22: (January) <i>Motion:</i> locomotor, non-locomotor, movement vocabulary, exploring motion, how many ways can we move? (balls, cars, ramps, spinners, direction of pendulum, measure distance)</p>	<p>Tops, pendulums, race cars, ramps, measuring cubes, balls, spinners, vocabulary direction cards, books about motion</p>

Sample of a First Grade Curriculum Map, cont.

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



Sample of a First Grade Curriculum Map, cont.

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

Sample of a First Grade Curriculum Map, cont.

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



Second Grade Core Topics

- Self
- Community
- World

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
<p>Week 1: (August) <i>Welcome:</i> need for rules, methods of group decision making, how rules protect rights and property</p>	Class rules, class meeting agenda forms, compliment forms
<p>Week 2: (September) <i>Safety:</i> bike, playground, car, home, stranger, good touch, bad touch</p>	Safety signs, helmet, seat belt, poison sign, McGruff Houses
<p>Week 3: (September) <i>Insects:</i> life cycle of local insects, advanced insect life cycle (egg, caterpillar, pupa or chrysalis, adult) number of stages in cycle, representation of each stage</p>	Insect tub with books, stages of butterfly models, insect field guides, books about insects
<p>Week 4: (September) <i>Weather:</i> observation, measurement, recording, graphing, reporting changes, making representations of weather</p>	Weather chart, weather station, thermometer, wind direction ribbon, rain gauge, newspapers, weather reports, weather books, weather charts from weather bureau
<p>Week 5: (September) <i>Weather:</i> clouds, effects of weather on plants, animals, and people</p>	Weather field guide, cloud book, weather books, wind vane
<p>Week 6: (October) <i>Fall:</i> weather patterns, plant changes, migration and adaptation of animals, relationships between plants and animals</p>	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
<p>Week 7: (October) <i>Fall:</i> signs of fall, frost, harvest, temperature, colors</p>	<p>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</p>
<p>Week 8: (October) <i>Rocks:</i> analysis of parts that make up rocks, sorting by attribute, properties of rocks, representations with rocks</p>	<p>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</p>
<p>Week 9: (October) <i>Community:</i> rocks, plants, and animals in community; goods, services, and resources in community</p>	<p>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</p>
<p>Week 10: (October) <i>Comparing Communities:</i> rural, suburban, urban, field trip for comparison of providers of goods and services, environmental resources identification</p>	<p>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.)</p>
<p>Week 11: (November) <i>Comparing Cultures:</i> traditions, music, dances, artwork, poems, stories, plays, recognition of instances of bias</p>	<p>Multicultural books, globe, cultural items, artwork, music, dress, foods, student sharing, multicultural books (flyers, leaflets, photos, maps, songs, etc.)</p>



Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 12: (November) <i>Community Changes Over Time:</i> 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) <i>Families Change Over Time:</i> 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) <i>Friendships:</i> 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) <i>Choices and Consequences:</i> 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) <i>Communicating:</i> 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
<p>Week 17: (December) <i>Conflict Resolution:</i> problem solving, communication, rock-paper-scissors, agenda for class meeting, playground survey</p>	<p>Agenda for class meeting, rock-paper-scissors, playground survey, agenda board, survey forms, books about conflict resolution, cooperation, friends</p>
<p>Week 18: (January) <i>Activities for Public Good:</i> group decision making for common good, community needs, respect for differences, effects of tobacco (on self and others)</p>	<p>Service project, cooperative learning, letter writing about concerns, newspaper stories about volunteers, service organizations, brochures (animal shelter, homeless shelter, Red Cross blood bank etc.)</p>
<p>Week 19: (January) <i>Cultural Traditions:</i> music, dance, art, poems, stories</p>	<p>Globe, cultural origin, class cultures, songs, dance art, stories, multicultural books</p>
<p>Week 20: (January) <i>Winter:</i> weather patterns, weather and plants, weather and animals, weather and people, winter activities</p>	<p>Daily weather charts, clipboard walk, recording changes in plants, animals and people, newspaper articles about winter sports, ski slopes, snow depth, weather etc.</p>
<p>Week 21: (January) <i>Winter:</i> signs of winter, snow, temperature, icicles, fog</p>	<p>Snow trough, snowflakes, frost, magnifiers, icicles, tracks in snow, evergreens versus other trees, articles about winter sports, ski slopes, snow depth, weather etc.</p>
<p>Week 22: (January) <i>Winter:</i> seasonal weather patterns, representations of winter weather, seasonal cycles (fall, winter, spring, summer)</p>	<p>Daily weather charts to compare over the year, who can melt cup of snow the fastest? pictures of seasons, seasonal activities and dress</p>

Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 23: (February) <i>Balanced Diet:</i> 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) <i>Communicable/ Non-communicable Diseases:</i> 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) <i>Physical Fitness:</i> 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) <i>Impact of Media:</i> positive, negative, passive entertainment, advertising, consumerism, violence, junk	Magazine, newspaper, TV ads, entertainment graph
Week 27: (March) <i>Real and Make-Believe Stories:</i> animal stories, fiction, nonfiction, characters, setting	Venn diagram to compare stories, fiction and informational texts, cartoons, animal stories, books
Week 28: (March) <i>Maps and Globes:</i> 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
<p>Week 29: (March) <i>Maps:</i> physical features of location that affect our lives, ways that the climate affect how people live, ways that natural resources affect homes and foods</p>	<p>Local natural resources and jobs, photos of desert, mountains, wetlands, atlas, maps</p>
<p>Week 30: (March) <i>Spring:</i> weather patterns, ways that weather affects plants, animals, and people, representations of winter weather</p>	<p>Daily weather chart comparison, clipboard walk—recording changes in plants, animals and people, books about spring (weather, plants, rain, etc.)</p>
<p>Week 31: (March) <i>Spring:</i> signs of spring, temperature, hail, wind, sunshine</p>	<p>Thermometers, budding branches (forced), signs of wind, wind direction, weather books, weather report in newspaper</p>
<p>Week 32: (April) <i>Spring:</i> thunder and lightning, rain, rainbows, melting snow, where does the water go?</p>	<p>Descriptions of storms, thunder, lightning, CD of storm, watercolor storm paintings, weather books</p>
<p>Week 33: (April) <i>Animal Life Cycles:</i> amphibian (egg, tadpole, pollywog, frog), life cycle of bird (egg, chick, fledgling, adult) birth and death cycles, growth and changes in people</p>	<p>Creatures for classroom observation, bones, paper plate life cycles, books about life cycles of various animals</p>
<p>Week 34: (April) <i>Big 6 Information Literacy (whole group):</i> About what do I want to learn more? Which resources can I use? Where can I find these resources?</p>	<p>Big 6 planning form, Big 6 evaluation form</p>

Sample of a Second Grade Curriculum Map, cont.

Content	Exploration and Literacy Centers
Week 35: (April) <i>Big 6 Information Literacy (whole group):</i> 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) <i>Big 6 Information Literacy: (individual reports)</i>	Work on individual reports
Week 37: (May) <i>Sharing Animal Reports:</i>	Work on individual reports
Week 38: (May) <i>Sharing Animal Reports:</i>	Share individual reports
Week 39: (May) <i>Sharing Animal Reports:</i>	Share individual reports
Week 40: (June) <i>Memories of Second Grade: favorite activities, books, people</i>	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	<u>Tuesday</u> Message
Unit:	Unit:
Reading:	Reading:
Math:	Math:
Writing:	Writing:

<p><u>Thursday</u> Message</p> <p>Unit:</p> <p>Reading:</p> <p>Math:</p> <p>Writing:</p>	<p>Essential Language:</p>
<p><u>Wednesday</u> Message</p> <p>Unit:</p> <p>Reading:</p> <p>Math:</p> <p>Writing:</p>	<p>Books:</p>
<p><u>Friday</u> Message</p> <p>Unit:</p> <p>Reading:</p> <p>Math:</p> <p>Writing:</p>	

Sample Weekly Theme Map

<p>Theme <i>Wonderful Winter</i></p>	<p>Song “Once There was a Snowman,” “My Snowman’s Getting Big”</p>
<p>Graph <i>Winter Weather—graph snow, sun, fog, clouds</i></p>	<p>Observation/Exploration <i>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?</i></p>
<p>Creative Dramas <i>The Mitten</i> (headbands from Jan Brett website and giant mitten)</p>	<p>Art <i>Shaving cream at easel—plastic sheet with black paper behind it, or use whipped soap flakes.</i></p>
<p>Homework <i>Your family’s favorite thing to do in winter.</i></p>	
<p>Journal Entry <i>I like to _____ in the snow.</i></p>	<p>Video/Technology</p>
<p>Poem <i>Snowballs</i> <i>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> <i>I made it some pajamas and a pillow for its head, Then last night it ran away, But first it wet the bed!</i></p>	
<p>Monday</p> <p>Message <i>We will learn about winter.</i></p> <p>Unit: <i>Word web—words describing winter. Read “How Do You Know it is Winter?”</i></p> <p>Reading: <i>Song Writing (Farmer in the Dell tune)</i></p> <p>Math: <i>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.</i></p> <p>Writing: <i>Add four winter words to your word book.</i></p>	<p>Tuesday</p> <p>Message <i>We will feel and draw a winter day.</i></p> <p>Unit: <i>Go outside, observe plants, animals, people, weather. Take notes on clipboard to help with poem and picture.</i></p> <p>Reading: <i>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.</i></p> <p>Writing: <i>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?</i></p>

<p><u>Wednesday</u></p> <p>Message We will act out <u>The Mitten</u>.</p> <p>Unit: Read, then act out <u>The Mitten</u>. Use Jan Brett website headbands.</p> <p>Reading: Tell child which letter sound or color word at which to throw a styrofoam snowball.</p> <p>Math: Lay out numbered mittens. Child stacks up the correct number of cubes on each mitten then says “aachoo!” and knocks them all down.</p> <p>Writing: Color and cut out the characters in <u>The Mitten</u>. Sequence them by size, then tell story to a friend and place them in a wallpaper mitten.</p>	<p><u>Thursday</u></p> <p>Message We will learn about snow.</p> <p>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.</p> <p>Reading: Make three-piece snowmen with letter on hat, and corresponding pictures on balls to match letter/sound.</p> <p>Math: Use number sand molds in snow trough. Make 1-10 and correct number of snowballs to match each number.</p> <p>Science: Catch snowflakes on square of black paper. Use hand lenses to observe.</p>
<p><u>Friday</u></p> <p>Message We will talk about snow fun.</p> <p>Unit: Recreation in snow. List ways to have fun in winter. Write them on a chart with a small illustration.</p> <p>Reading: Make compound words (snowball, snowman, snowflake).</p> <p>Math: Make three circles – small, medium, and large snowflakes. Decorate snowmen with fabric scarves, pompoms, etc. Hang in hall.</p> <p>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.</p>	<p>Books: <u>The Mitten</u> <u>The Snow Day</u> <u>When Winter Comes</u> <u>The Tiny Woman’s Coat</u> <u>Snowball War!</u> <u>Snowballs by Ehlert</u> <u>How Do You Know It Is Winter?</u></p> <p>Essential Language: winter snow ice freeze snowball snowflakes snowman mitten</p>

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

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.

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.

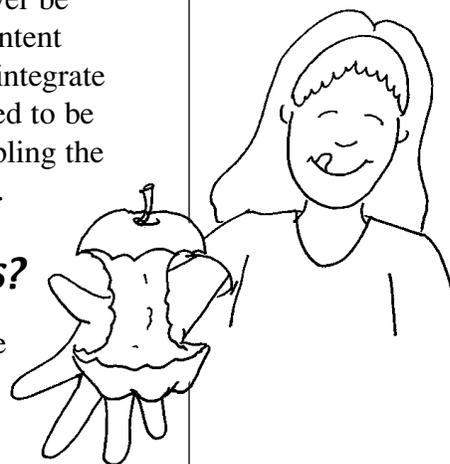
Should everything be integrated?

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.

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



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.

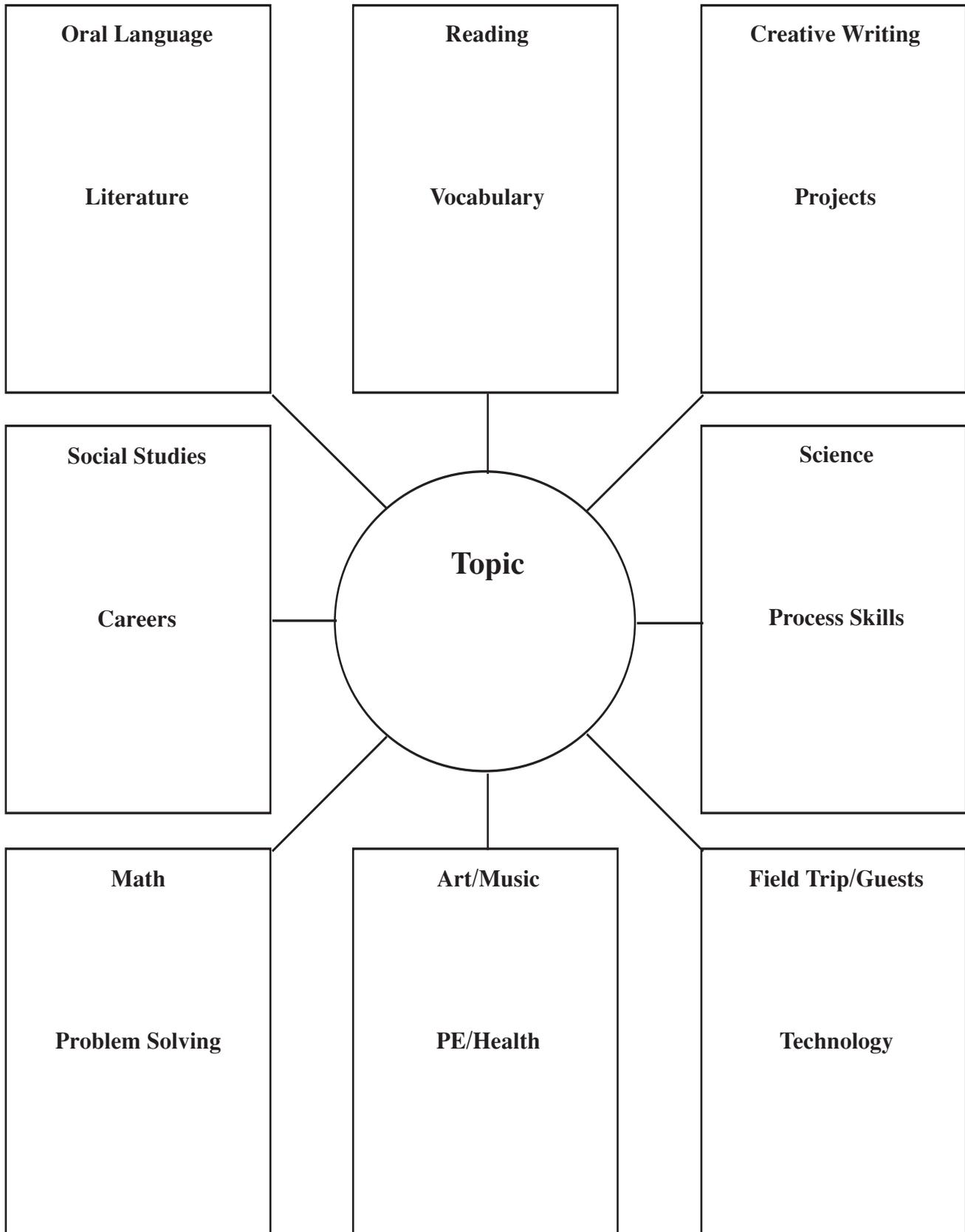
In our daily life, we do not have isolated “math,” “literacy,” or “science” experiences. When we drive a car, bake a cake, or go to the store, we use skills and knowledge from many different disciplines to accomplish our goal. Most classrooms already offer integrated learning experiences. Children use 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.

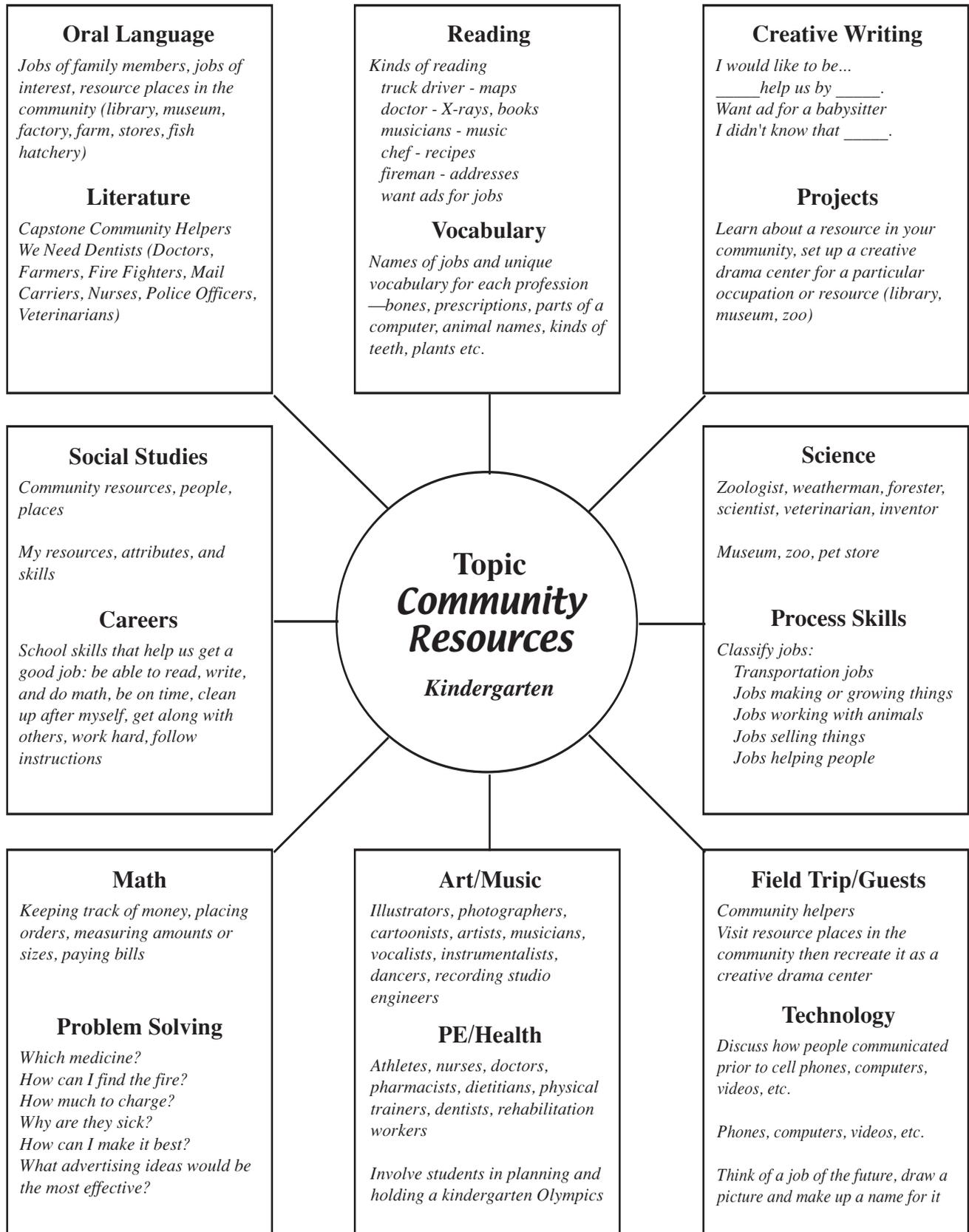
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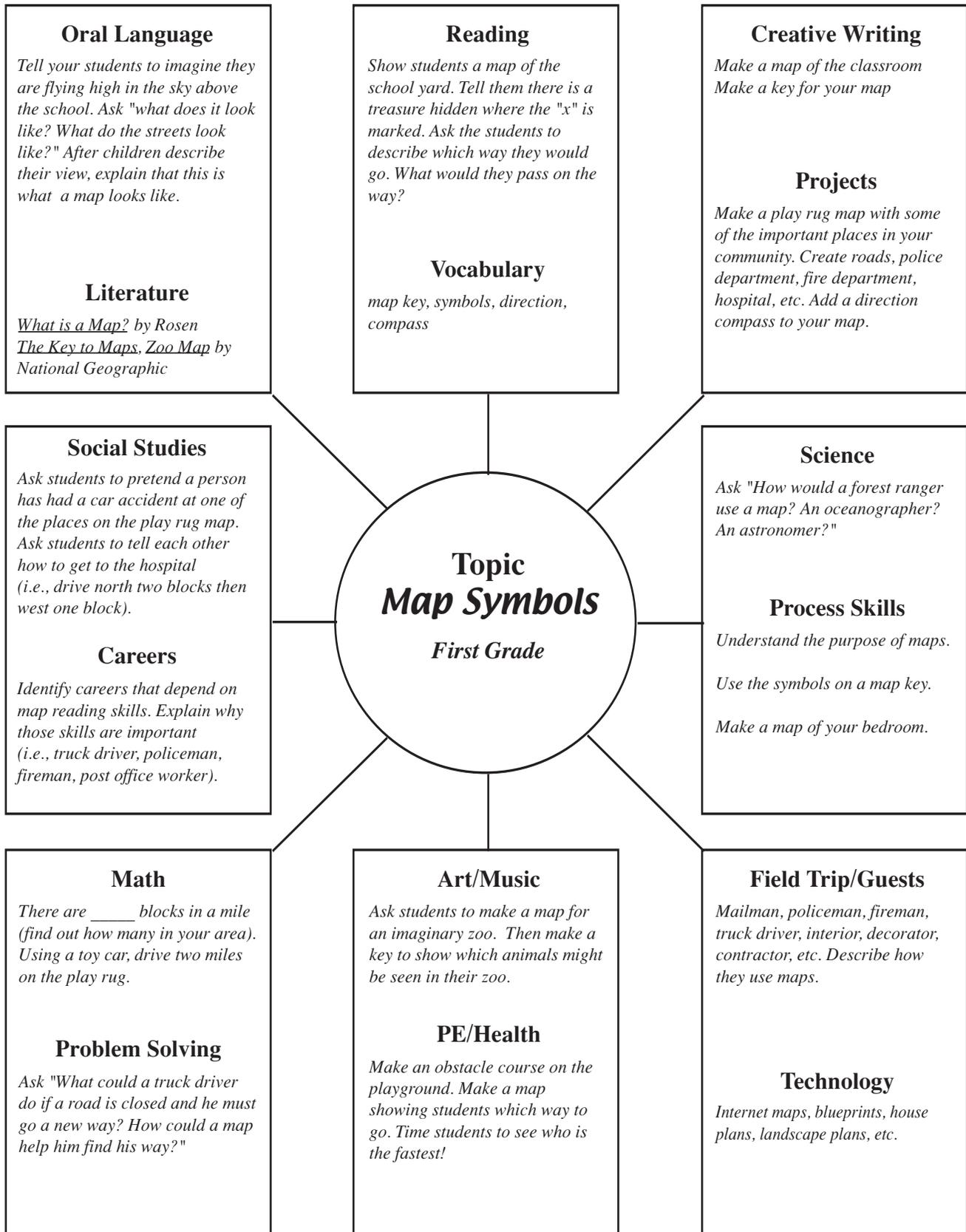
Integrated Planning Form



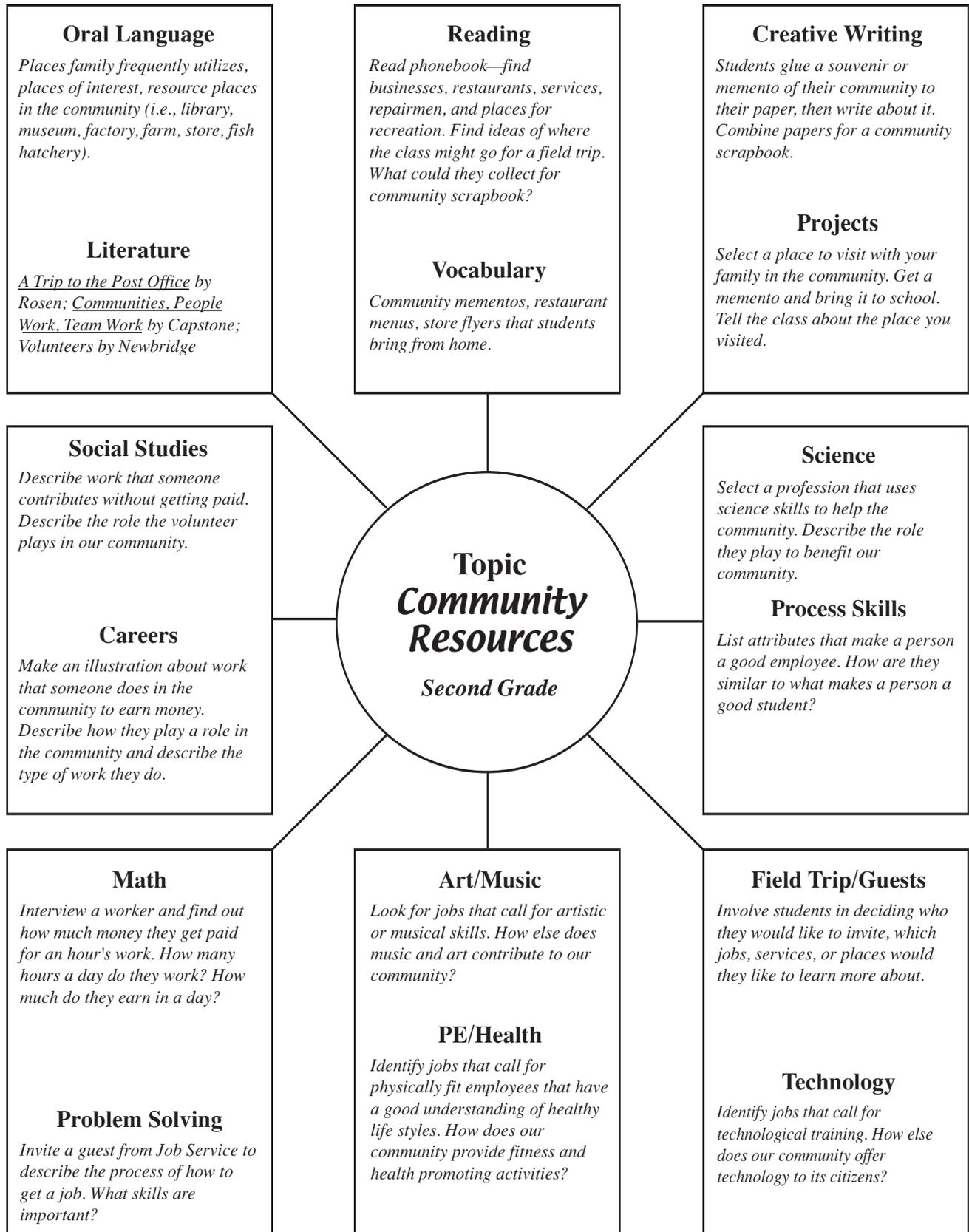
Sample Integrated Planning Form



Sample Integrated Planning Form



Sample Integrated Planning Form



Format #2

The Big 6–Information Literacy

The Big 6 Process Strengthens:

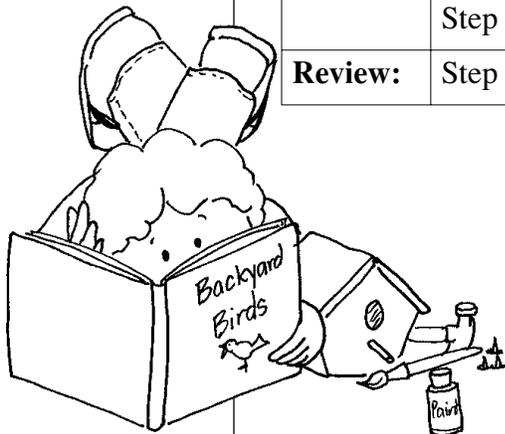
- Reading
- Writing
- Collecting Data
- Graphing
- Drawing
- Making Models
- Creating Content Vocabulary

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. <i>Task Definition:</i> About what do I want to learn more?
	Step 2. <i>Information Seeking Strategies:</i> Which resources can I use?
	Step 3. <i>Location and Access:</i> Where can I find these resources?
Do:	Step 4. <i>Use of Information:</i> What can I use from these resources?
	Step 5. <i>Synthesis:</i> How can I share what I learned?
Review:	Step 6. <i>Evaluation:</i> 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.

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?

**The Big 6
Framework:**

- Plan
- Do
- Review



- 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		
	<p>About what do I want to learn more? What do I need to do?</p> <p><i>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.</i></p>		
2.	Information Seeking Strategies		
	<p>What resources can I use? How can I find information?</p> <p><i>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)</i></p>		
3.	Location and Access		
	<p>Where can I find these resources? Where can I go to look?</p> <p><i>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.</i></p>		
4.	Use of Information		
	<p>What can I use from these resources? Will I read, listen, or observe?</p> <p><i>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.</i></p>		
5.	Synthesis		
	<p>How can I share what I have learned? What can I make to show what I have learned?</p> <p><i>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.</i></p>		
6.	Evaluation		
	<p>How will I know if I did my job well?</p> <p><i>Students will orally review self-evaluation with teacher, compare animals (size, home, sound, body covering, food), and illustrate the animal.</i></p>		

Sample Big 6 Planning Form	
Topic: <i>National Symbols</i>	Grade Level: <i>First Grade</i>
1. Task Definition	<p>About what do I want to learn more? What do I need to do?</p> <p><i>Students will identify national symbols and the values they represent.</i></p> <p><i>Students will identify three symbols of our country, make representations of them, and write about their meaning.</i></p>
2. Information Seeking Strategies	<p>What resources can I use? How can I find information?</p> <p><i>Students will brainstorm about possible ways they can find information about national symbols.</i></p> <p><i>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: <u>We Vote</u>, <u>Fourth of July</u>, <u>My Flag</u>, and <u>This is America</u> by Newbridge, <u>A Look at Lady Liberty</u> by Rosen, <u>America the Beautiful</u>, and <u>The Pledge of Allegiance</u> by Scholastic.</i></p>
3. Location and Access	<p>Where can I find these resources? Where can I go to look?</p> <p><i>Students will brainstorm about possible places to find resources. Students will use the library and computer lab at school and interview an adult.</i></p> <p><i>Students will discuss community resources with their parents (public library, field trip, interview parents, write letters).</i></p>
4. Use of Information	<p>What can I use from these resources? Will I read, listen, or observe?</p> <p><i>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.</i></p>
5. Synthesis	<p>How can I share what I have learned? What can I make to show what I have learned?</p> <p><i>Students will make a representation and create a written description of three national symbols. They will describe the values for which the symbols stand.</i></p>
6. Evaluation	<p>How will I know if I did my job well?</p> <p><i>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?</i></p>

Sample Big 6 Planning Form	
Topic: <i>Animals</i>	Grade Level: <i>Second Grade</i>
1. Task Definition	<p>About what do I want to learn more? What do I need to do?</p> <p><i>Students will choose an animal and create a nonfiction book about the animal's food, habitat, and five interesting facts about the animal.</i></p> <p><i>Students will make a visual project depicting their animal (e.g., diorama, paper-mache model, puppet, collage).</i></p>
2. Information Seeking Strategies	<p>What resources can I use? How can I find information?</p> <p><i>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.</i></p> <p><i>Books, videos, pet store, zoo, interviews, observation, internet, encyclopedia, National Geographic, Ranger Rick</i></p>
3. Location and Access	<p>Where can I find these resources? Where can I go to look?</p> <p><i>Students will use the library and the computer lab at school.</i></p> <p><i>Students will discuss other resources in the community with their parents (e.g., public library, pet store, zoo, internet, interviews).</i></p>
4. Use of Information	<p>What can I use from these resources? Will I read, listen, or observe?</p> <p><i>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.</i></p> <p><i>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.</i></p>
5. Synthesis	<p>How can I share what I have learned? What can I make to show what I have learned?</p> <p><i>Students will choose an animal and create a nonfiction book about the animal's food, habitat, and five interesting facts about the animal.</i></p> <p><i>Students will choose the format for their book (e.g., foldout, carousel, pop-up book) showing what they have learned.</i></p> <p><i>Students will display and describe the visual project depicting their animal.</i></p>
6. Evaluation	<p>How will I know if I did my job well?</p> <p><i>Students will fill out a self-evaluation rubric.</i></p>

Format #3

The Project Approach Format

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

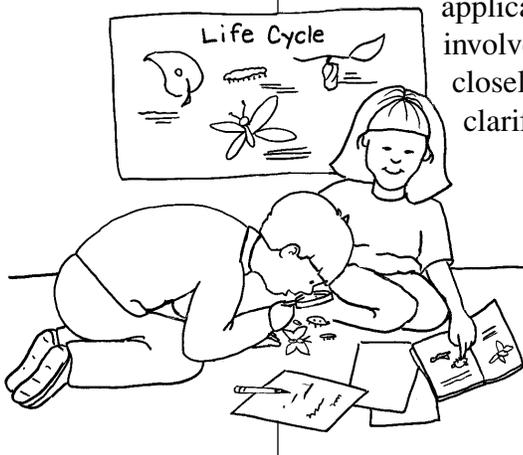
Integrating Curriculum through Long-Term Studies

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.

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

Features of the Project Approach

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

Project Approach Planning Form

Core Objectives:					
<ol style="list-style-type: none"> 1. 2. 3. 4. 					
	Discussion	Field Work	Representation	Investigation	Display
<p>Phase I:</p> <p>Beginning a Project</p>	<p><i>Set up the project. Find out what students already know about topic.</i></p>	<p><i>Students interview family members about experiences with topic.</i></p>	<p><i>Students use writing, math, and the arts to share what they know.</i></p>	<p><i>Students develop questions to focus on for investigation. Teacher makes sure core objectives are included.</i></p>	<p><i>Questions are displayed for investigation focus. Student representations of knowledge are displayed.</i></p>
<p>Phase II:</p> <p>Developing the Project</p>	<p><i>Discussions are ongoing throughout investigation. Discussions prepare children for experiences and give opportunity for review and assessment.</i></p>	<p><i>Going out of the classroom to investigate a field site. Interviewing experts in the field or in the classroom.</i></p>	<p><i>Brief field sketches and notes. Drawings, paintings, writing, math diagrams, maps, etc., to represent new learning.</i></p>	<p><i>Investigative activities that lead to answers to children's questions and core objectives.</i></p>	<p><i>Sharing representations of new experiences and knowledge. Ongoing record of the project work.</i></p>
<p>Phase III:</p> <p>Concluding the Project</p>	<p><i>Review and evaluate the project. "What have I learned?" "Do I understand the core objectives?"</i></p>	<p><i>Invite others (parents, other classes, etc.) to share in what was learned.</i></p>	<p><i>Decide how to represent information to others.</i></p>	<p><i>Talk with students about further investigations they might do on topic.</i></p>	<p><i>Visual summary of what was learned.</i></p>

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

Sample Project Approach Planning Form

<p>Core Objectives: <i>Investigate the properties and uses of rocks.</i></p> <ol style="list-style-type: none"> 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
<p>Phase I: Beginning a Project</p>	<p><i>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.</i></p>	<p><i>Students interview family members about experiences with rocks.</i></p>	<p><i>Students use writing, math, and the arts to share what they have learned about rocks.</i></p>	<p><i>Ask students what they want to learn about rocks. Teacher makes sure core objective are included.</i></p>	<p><i>Questions are displayed for investigation focus. Students share what they have learned about rocks so far through art and writing projects. These are displayed.</i></p>
<p>Phase II: Developing the Project</p>	<p><i>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?</i></p>	<p><i>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.</i></p>	<p><i>Drawings of rocks they found. Field notes from field trip. Graph of rock hardness, color, texture, layering, and particle size. Rock art project.</i></p>	<p><i>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.</i></p>	<p><i>Graphs, drawings, artwork, etc. are displayed. Children have an opportunity to act out or sing about what they are learning about rocks.</i></p>
<p>Phase III: Concluding the Project</p>	<p><i>Review and evaluate the rock project. “What have I learned about rocks?” “Do I understand the core objectives?”</i></p>	<p><i>Field trip to Utah Natural History Museum.</i></p>	<p><i>Share rock displays with other second grade classes.</i></p>	<p><i>Ask students what they would still like to learn about rocks.</i></p>	<p><i>Visual summary of what was learned about rocks.</i></p>

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

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

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

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

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

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

Format #4

Process Skill Planning Form

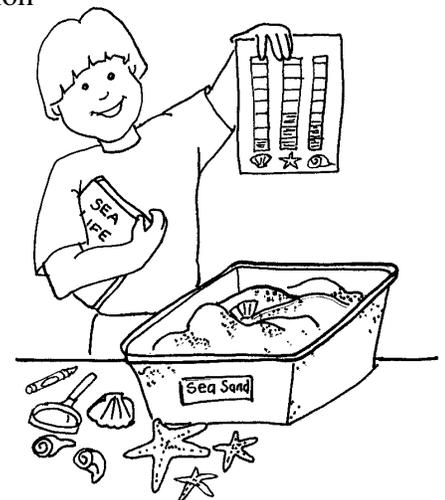
- **Process skills by nature are cross-curricular and promote reading, writing, and math concepts.**

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.

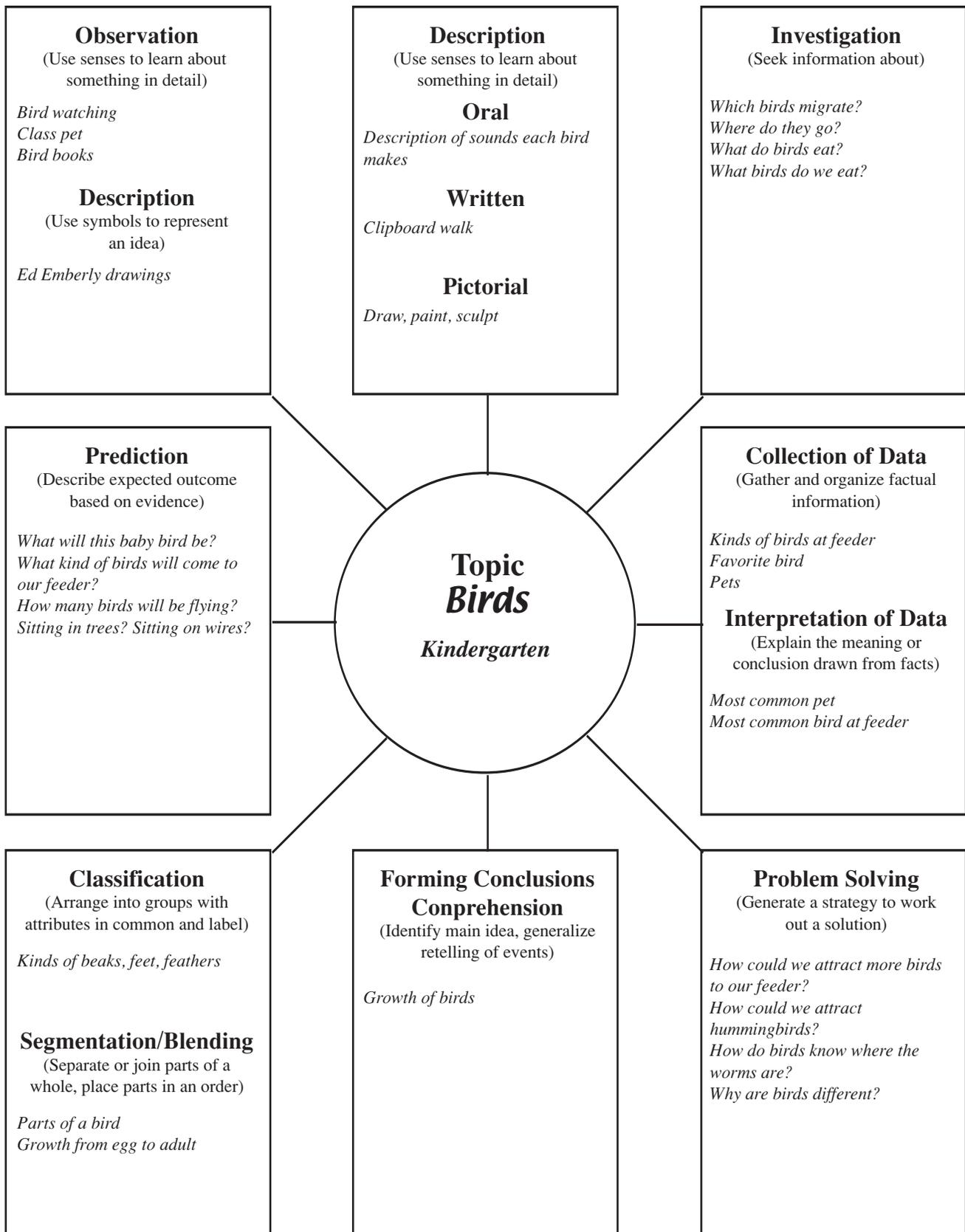
The following process skills are emphasized in the early childhood classroom.

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.

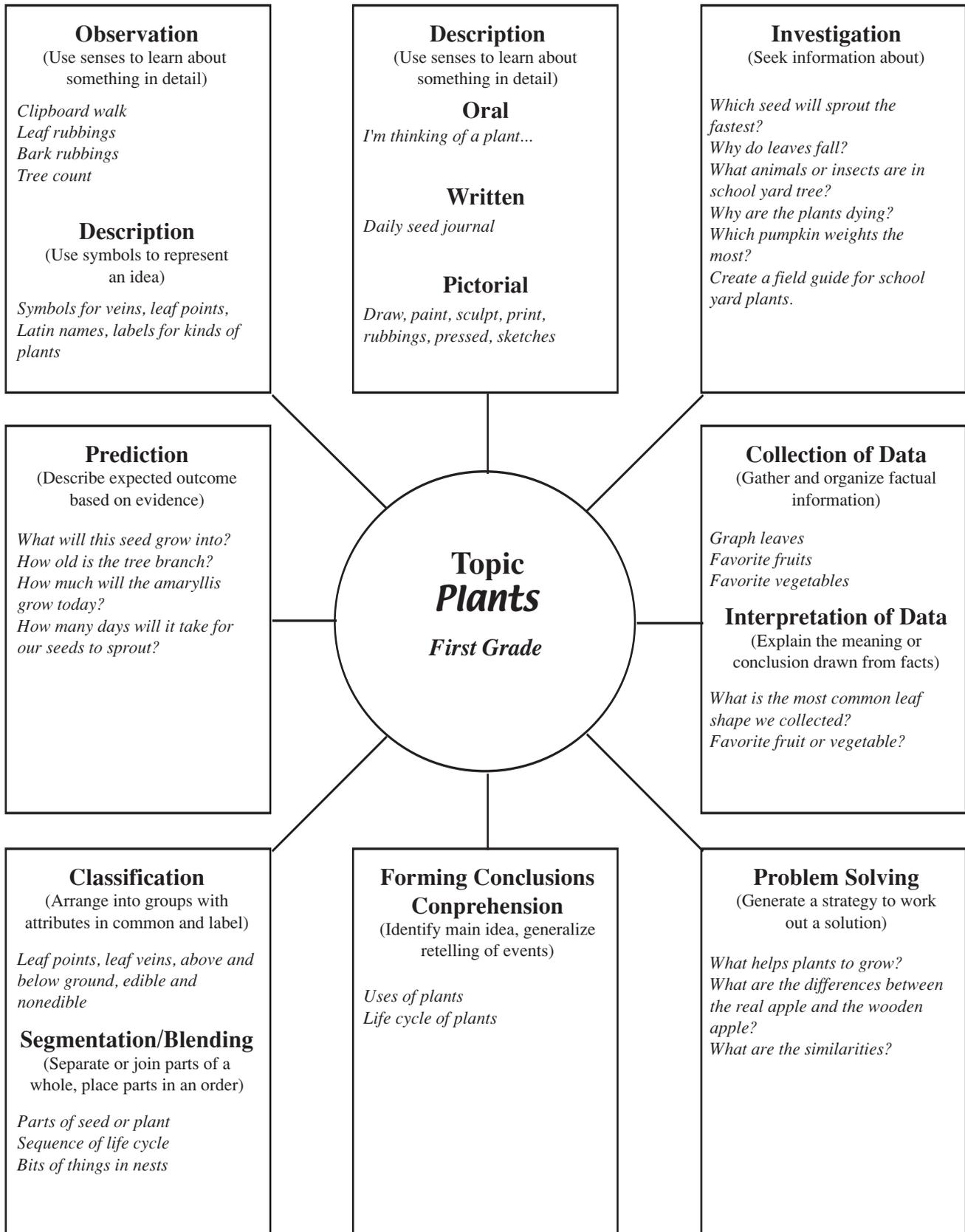


* See page 4-5 for Process Skills Planning Form master.

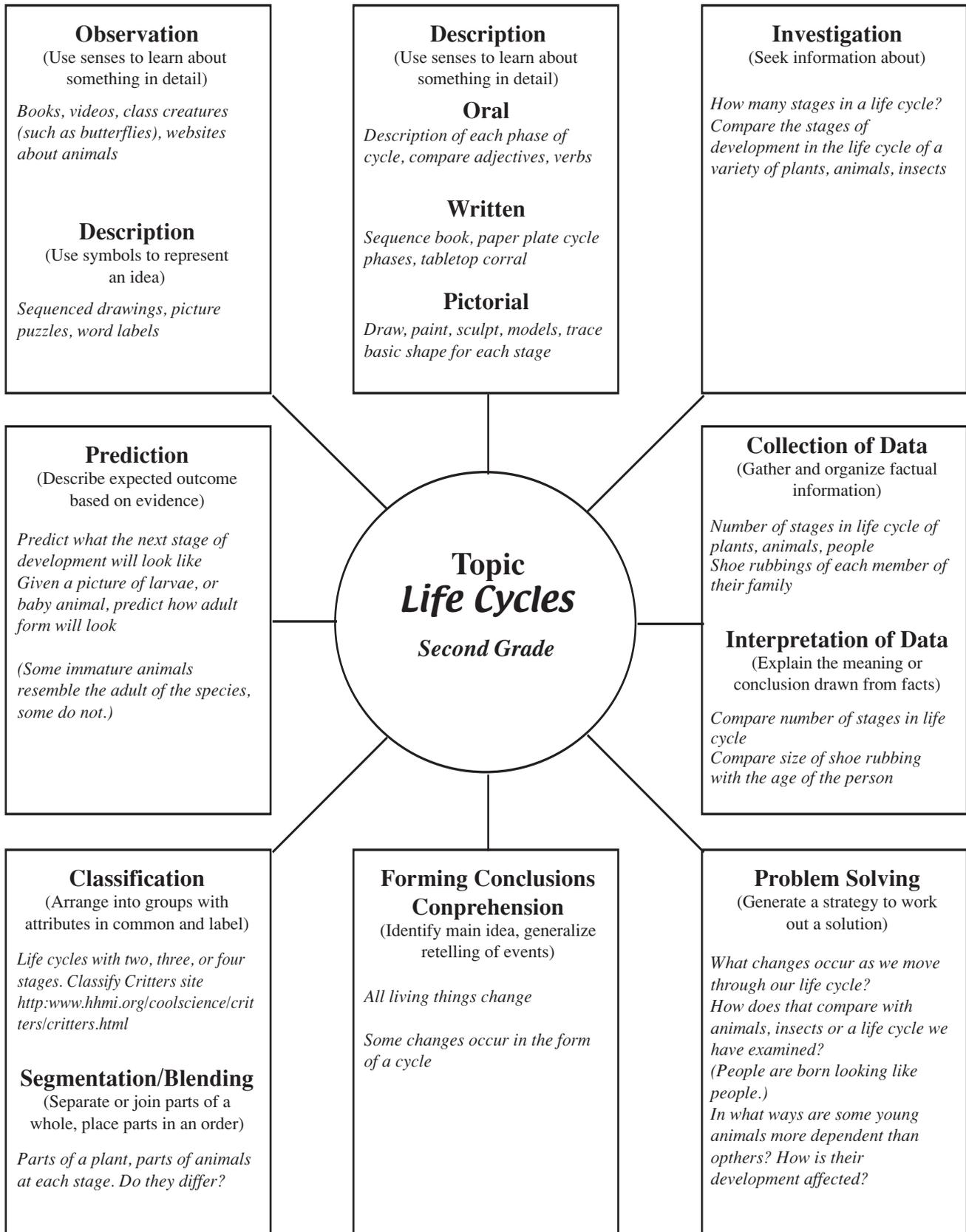
Sample Process Skill Planning Form



Sample Process Skill Planning Form



Sample Process Skill Planning Form



Format #5

Balanced Literacy Planning Form

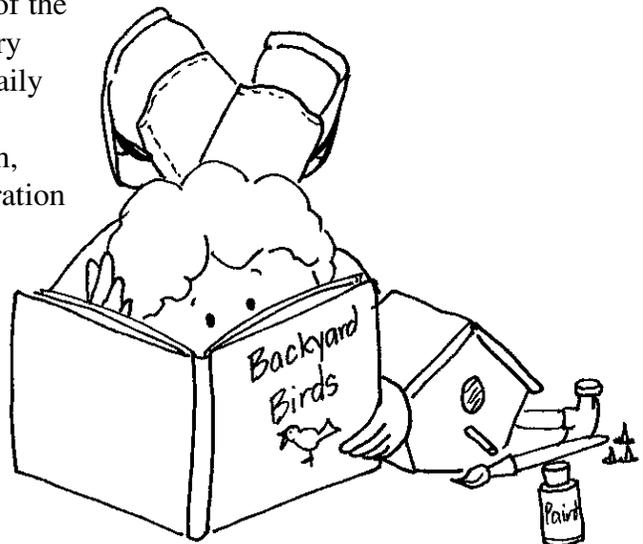
- **Children learn the meanings of most words indirectly—through everyday experiences with oral and written language.**

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 predictions 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

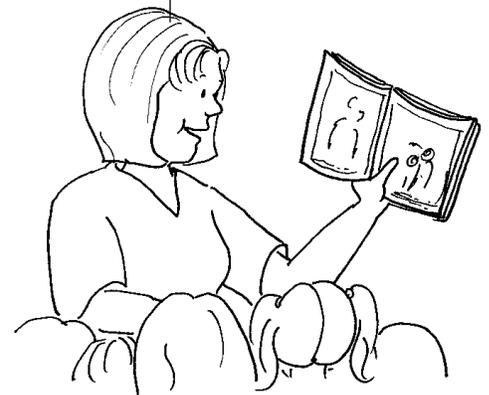
“I think this word means.....” (Predict meaning)

- 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.

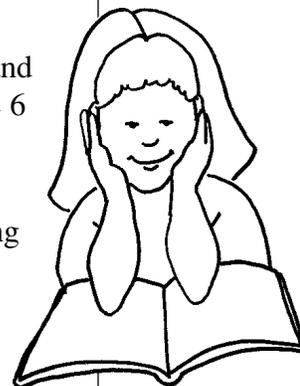
- State, “This is a list of your ideas.”
- Use graphic organizers to help students comprehend text (see Process Skills in Reading and Writing, pp. 4-6 to 4-14)

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.

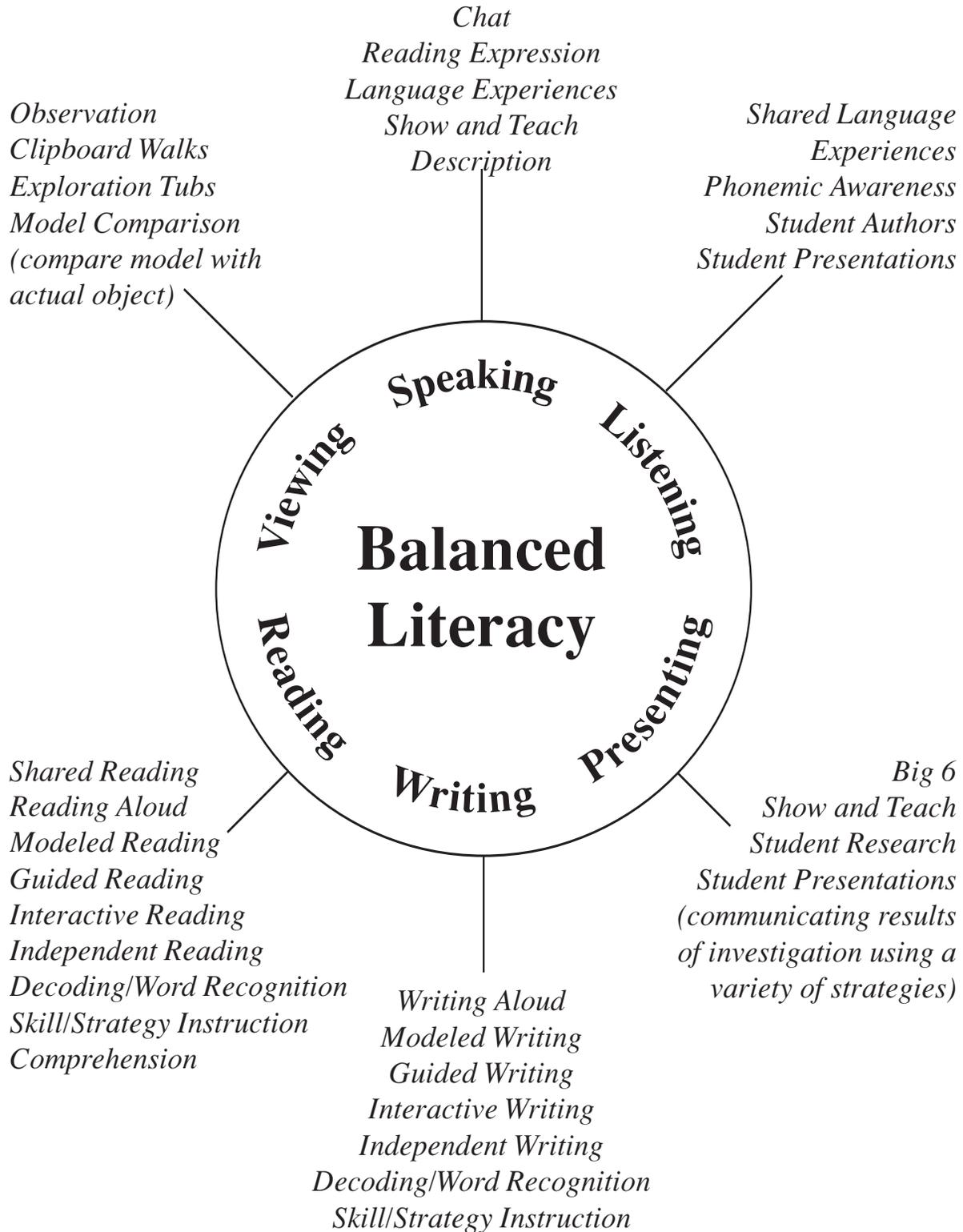
- The teacher makes sentence strips from the text for pocket chart.
- Find specific answers to questions in the text.
- Discuss beginning sounds or the sounds that words have in common
- Discuss predictable sentences. Which words change?
- Find sight words students have learned or words using the sounds 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



Big 6
Show and Teach
Student Research
Student Presentations
(communicating results of investigation using a variety of strategies)

Balanced Literacy Planning Form

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

Sample Balanced Literacy Planning Form

<p>Topic: <i>Animal Movement</i></p>	<p>Grade: <i>Kindergarten</i></p>
<p>Read Aloud/Modeled Reading</p> <p><i>(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)</i></p> <p><i>Read: <u>I Can Do It!</u> by Eric Carle. Discuss picture clues for each page. Discuss beginning sound of each animal name.</i></p>	<p>Write Aloud/Modeled Writing</p> <p><i>(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)</i></p> <p><i>Write sentence stem. Insert animal name and movement. Sound out words as you write them.</i></p>
<p>Shared Reading</p> <p><i>(Teacher models and teaches reading strategies.)</i></p> <p><i>Read: <u>I Can Do It!</u> Discuss picture clues for each page. Discuss beginning sound of each animal name.</i></p>	<p>Shared Writing</p> <p><i>(Teacher models and teaches writing strategies.)</i></p> <p><i>Write sentence stem.</i></p> <p><i>Insert animal name and movement.</i></p> <p><i>Students help sound out words</i></p>
<p>Interactive Reading</p> <p><i>(Teacher and child choose text and share reading with teacher encouraging child to read when able.)</i></p> <p><i>Choose from: <u>This One Can Run</u> (Outside the Box), <u>Jumpers</u> (SUNSHINE™, Emergent), <u>I Can Jump</u> (SUNSHINE™, Emergent). Discuss picture clues, and beginning sound for each animal name.</i></p>	<p>Interactive Writing</p> <p><i>(Teacher and child choose topic and share pen. The teacher and child compose together.)</i></p> <p><i>Decide on sentence stem for class book.</i></p> <p><i>"The ___ can ___." Or "I can ___ like a ___. Can you do it?"</i></p> <p><i>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.</i></p>
<p>Guided Reading</p> <p><i>(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies.)</i></p> <p><i>Choose from: <u>This One Can Run</u> (Outside the Box), <u>Jumpers</u> (SUNSHINE™, Emergent), <u>I Can Jump</u> (SUNSHINE™, Emergent). Discuss picture cues and beginning sound for each animal name. Make sentence strip for each page in the book.</i></p>	<p>Guided Writing</p> <p><i>(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)</i></p> <p><i>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.</i></p>
<p>Independent Reading</p> <p><i>(Child chooses text and practices reading independently at his level.)</i></p> <p><i>Choose from: <u>This One Can Run</u> (Outside the Box), <u>Jumpers</u> (SUNSHINE™, Emergent), <u>I Can Jump</u> (SUNSHINE™, Emergent).</i></p>	<p>Independent Writing</p> <p><i>(Child chooses topic and practices writing at his independent level.)</i></p> <p><i>Each student makes page for a class book titled <u>I Can Do It!</u></i></p> <p><i>I can ___ like a ___. Can you do it?</i></p>

Sample Balanced Literacy Planning Form

<p>Topic: <i>Water</i></p>	<p>Grade: <i>First Grade</i></p>
<p>Read Aloud/Modeled Reading</p> <p><i>(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)</i></p> <p>Read <i>What Will Float?</i> by Fred and Jeanne Biddulph (SUNSHINE™, Level 1) or <i>Who Sank the Boat?</i> by Pamela Allen.</p>	<p>Write Aloud/Modeled Writing</p> <p><i>(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)</i></p> <p>Ask students to predict if an object will float or sink. Demonstrate writing in recording prediction and results.</p>
<p>Shared Reading</p> <p><i>(Teacher models and teaches reading strategies.)</i></p> <p>Discuss question marks and inflection of questions. Discuss the index at the back and page numbers of items. Discuss the table of contents.</p>	<p>Shared Writing</p> <p><i>(Teacher models and teaches writing strategies.)</i></p> <p>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.</p>
<p>Interactive Reading</p> <p><i>(Teacher and child choose text and share reading with teacher encouraging child to read when able.)</i></p> <p>Read <i>Is It Floating?</i> 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.</p>	<p>Interactive Writing</p> <p><i>(Teacher and child choose topic and share pen. The teacher and child compose together.)</i></p> <p>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.</p>
<p>Guided Reading</p> <p><i>(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies.)</i></p> <p>Student rereads <i>Is It Floating?</i></p>	<p>Guided Writing</p> <p><i>(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)</i></p> <p>Review punctuation, table of contents, or index.</p> <p>Have students help create an index for the shared writing activity.</p>
<p>Independent Reading</p> <p><i>(Child chooses text and practices reading independently at his level.)</i></p> <p>Student selects from: <i>What Floats?</i> (TWiG®, Wright Group , Emergent), <i>Sink or Float?</i> by Leslie Fox (Harcourt Science, Level 1).</p>	<p>Independent Writing</p> <p><i>(Child chooses topic and practices writing at his independent level.)</i></p> <p>Each student makes a book <i>Float or Sink?</i> and makes an index showing the page number for each item he includes in the book.</p>

Sample Balanced Literacy Planning Form

<p>Topic: <i>Student Research Animals</i></p>	<p>Grade: <i>Second Grade</i></p>
<p>Read Aloud/Modeled Reading</p> <p><i>(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)</i></p> <p>Read <u>How Big Is an Elephant?</u> by Joe Wahman (SUNSHINE™, Level N).</p>	<p>Write Aloud/Modeled Writing</p> <p><i>(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)</i></p> <p>Demonstrate reading the question, reading the book, finding an answer, then writing the answer to the question as a complete sentence.</p>
<p>Shared Reading</p> <p><i>(Teacher models and teaches reading strategies.)</i></p> <p>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.</p>	<p>Shared Writing</p> <p><i>(Teacher models and teaches writing strategies.)</i></p> <p>Read a question. Ask students to read the paragraph where the question is first answered. Write the answer as a complete sentence.</p>
<p>Interactive Reading</p> <p><i>(Teacher and child choose text and share reading with teacher encouraging child to read when able.)</i></p> <p>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.</p>	<p>Interactive Writing</p> <p><i>(Teacher and child choose topic and share pen. The teacher and child compose together.)</i></p> <p>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.</p>
<p>Guided Reading</p> <p><i>(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies.)</i></p> <p>Ask each student to follow the same procedure—independently with a book of her choice. Read the book and write two questions.</p>	<p>Guided Writing</p> <p><i>(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)</i></p> <p>Students write a short paragraph about an animal, stating answers to questions.</p>
<p>Independent Reading</p> <p><i>(Child chooses text and practices reading independently at his level.)</i></p> <p>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.</p>	<p>Independent Writing</p> <p><i>(Child chooses topic and practices writing at his independent level.)</i></p> <p>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.</p>

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.

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

Children develop real life problem solving skills when activities:

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



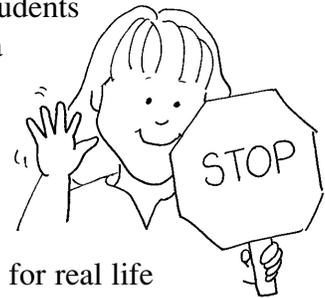
are exposed to experiences that: 1) spark interest and curiosity, 2) integrate learning experiences, and 3) structure their thinking. As children gain confidence in their ability to reason, check, build connections, make representations, and communicate their ideas with others, they assume more responsibility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



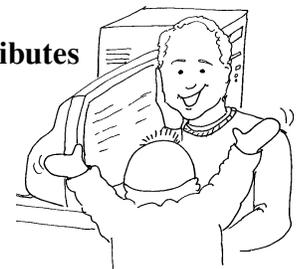
2. Observation—Students use senses to learn about something in detail

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.



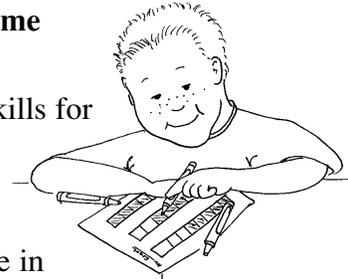
3. Description—Students verbally portrays attributes of an object, person, scene, or event

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.



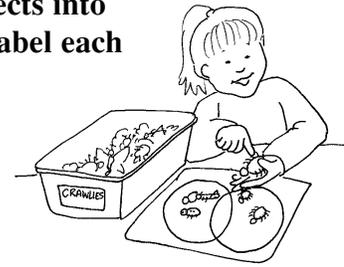
6. Investigation—Students seek information about a subject

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.

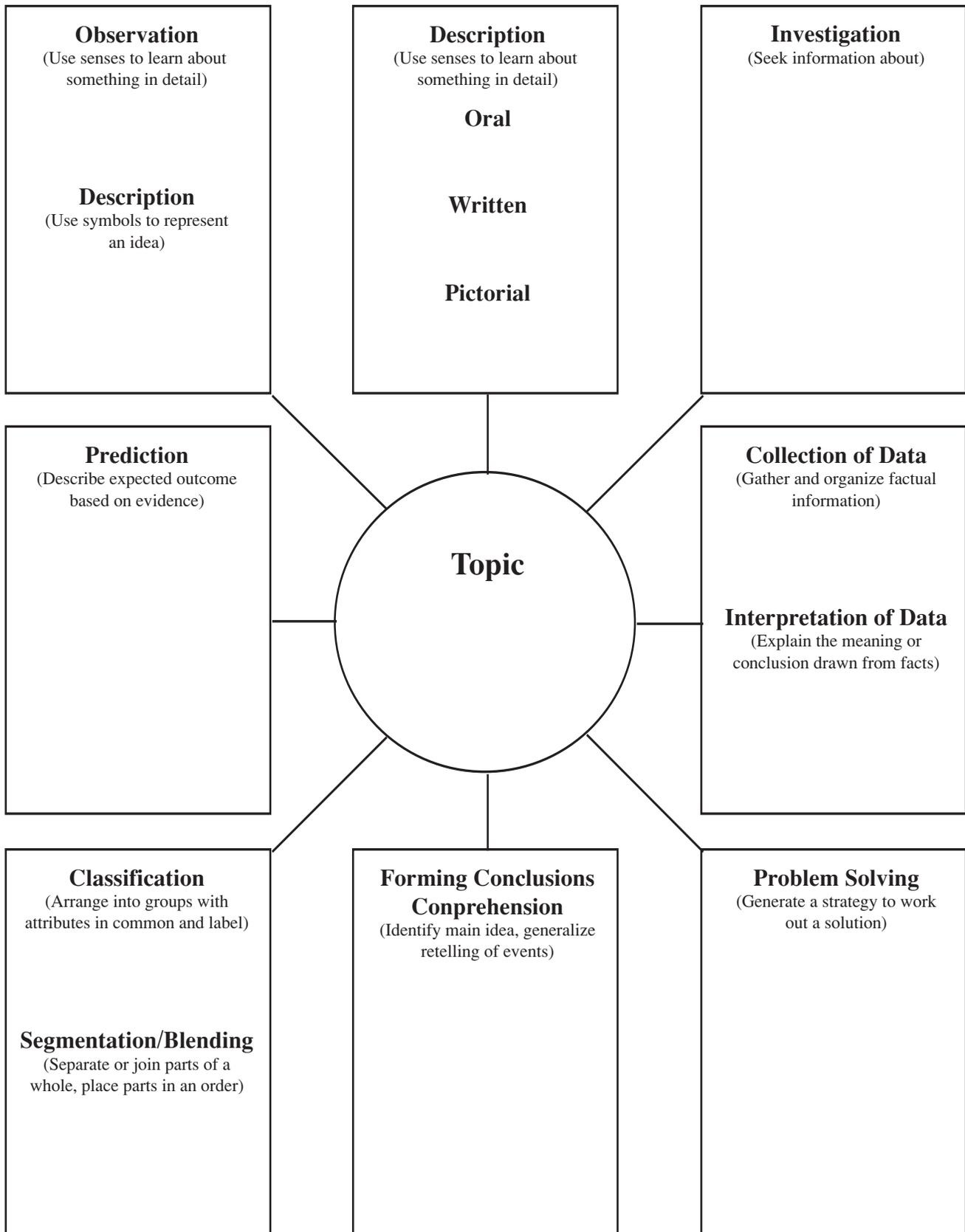
10. Form Conclusions—Students identify the main idea, generalize results, or retell events

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.

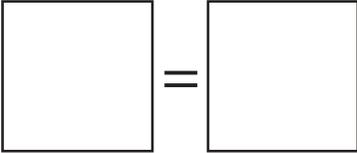
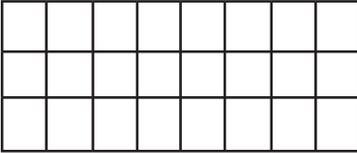
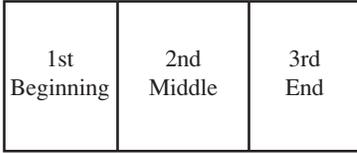
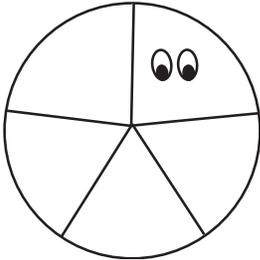
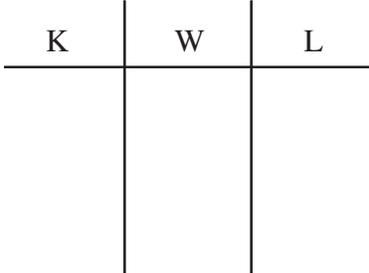
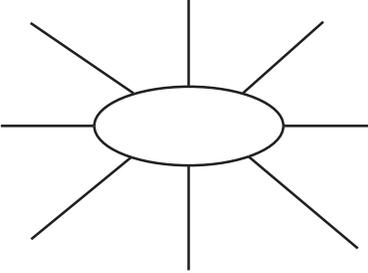
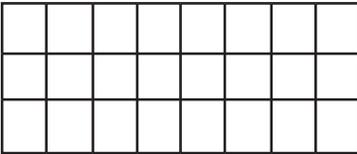
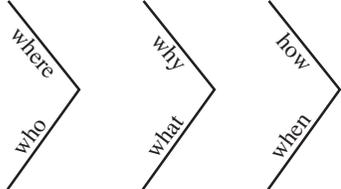
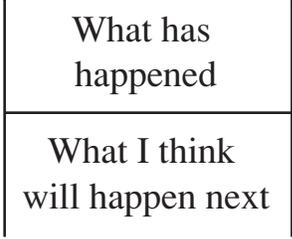
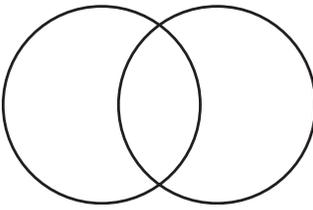
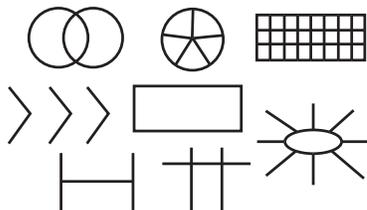
*** Refer to the Process Skill Planning Form (p. 4-5) for help planning integrated units based on developmentally appropriate process skills.**



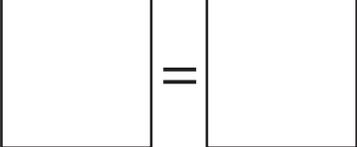
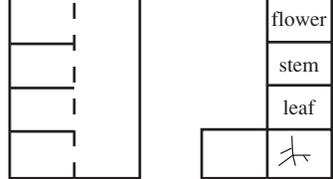
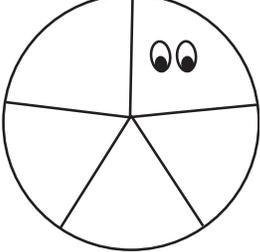
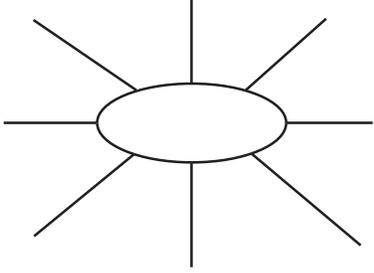
Process Skill Planning Form



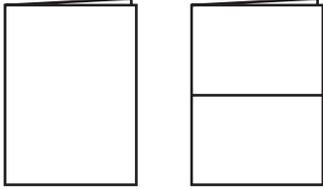
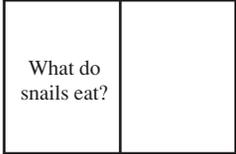
Graphic Organizers for Reading, Writing, and Investigating

<p>Symbolization (Use symbols to represent an idea)</p> 	<p>Collecting Data (Gather and organize factual information)</p> 	<p>Segmentation and Blending (Separate or join parts of a whole)</p> 
<p>Observation (Use senses to learn about something in detail)</p> 	<p>Investigation (Seek information about)</p> 	<p>Problem Solving (Generate a strategy to work out a solution)</p> 
<p>Description (Verbally portray attributes of an object, person, scene or event)</p> 	<p>Interpretation of Data (Explain the meaning or conclusion drawn from facts)</p> 	<p>Form Conclusions (Comprehension) (Identify main idea, generalize, retell events)</p> 
<p>Prediction (Describe expected event or outcome based on evidence)</p> 	<p>Classification (Arrange into groups with attributes in common and label)</p> 	<p>Communicating Results (Create multiple representations for thinking about a concept)</p> 

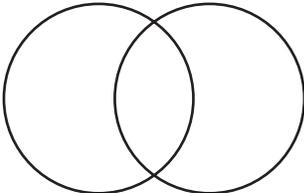
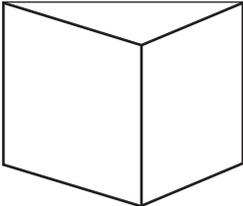
Enriching Writing with Process Skills

<p style="text-align: center;">Symbolization (Use symbols to represent an idea)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">labels, models, safety symbols, map symbols</p>	<p style="text-align: center;">Symbolization Books</p> <div style="text-align: center;">  </div>
<p style="text-align: center;">Observation (Use senses to learn about something in detail)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Describe attributes of an object: shape, size, weight, color, length</p>	<p style="text-align: center;">Observation Books</p> <div style="text-align: center;">  </div> <p>Clipboard walks, exploration tub books, cultural food experiences Class Murals: Students draw observations (signs of winter, playground problems, etc.)</p>
<p style="text-align: center;">Description (Verbally portray attributes of an object, person, scene, or event)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Describe attributes of an object: shape, size, weight, color, length</p>	<p style="text-align: center;">Descriptive Poems</p> <p>In small groups or individually, create lists on a topic (e.g., winter words, words describing a good)</p> <p>Animal Poems:</p> <ol style="list-style-type: none"> 1. Name of animal 2. Color, size, movements 3. Important body parts 4. Tell what animal does 5. Repeat sound three times <p>People Poems:</p> <ol style="list-style-type: none"> 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 <p>Food Poems:</p> <ol style="list-style-type: none"> 1. What it looks like 2. What it tastes like 3. What it feels like in your mouth 4. What it is <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Cats</p> <p style="text-align: center;">Little back balls of fluff Running, rolling, climbing, bouncing Shining green eyes, whiskers, long fuzzy tails, Chasing strings, catching mice. Purr, purr, purr!</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">My Dad by Jonathan</p> <p style="text-align: center;">He is big. He's got red eyes. He's got \$5. He watches TV with me. I like to wrestle him. My Dad.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="text-align: center; border: 1px solid black; width: 80px; height: 20px; margin: 0 auto 10px auto;"></div> <p style="text-align: center;">Round, red, smooth, shiny Sweet, juicy Crispy, crunchy Apples!</p> </div>

Enriching Writing with Process Skills, cont.

<p style="text-align: center;">Prediction (Describe expected event or outcome based on evidence)</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">What has happened</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="margin: 0;">What I think will happen next</p> </div> <p>Predict event and effects of a behavior or decision, show reasoning in creating and defending predictions</p>	<p style="text-align: center;">Prediction Books</p> <p>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?</p> <p>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)</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p style="font-size: small; margin-top: 5px;">Outside/Inside Prediction/What happened</p> </div> <div style="text-align: center;">  <p style="font-size: small; margin-top: 5px;">Float/Sink Above the ground/below</p> </div> </div>																														
<p style="text-align: center;">Collecting Data (Gather and organize factual information)</p> <div style="text-align: center; margin: 10px auto; width: 80%;"> <table border="1" style="border-collapse: collapse; width: 100%; height: 60px;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> </div> <p>Take notes, graph information, conduct interviews or surveys, measure, count frequency of events</p>																															<p style="text-align: center;">Data Collection</p> <p>Interviews: Reasons why it is important to learn to do math.</p> <p>Survey: Most common reason for playground conflicts. Record information in an organized way: story maps, webs, standard and nonstandard measures.</p> <p>Graph: Did you eat breakfast? Personal fitness record</p>
<p style="text-align: center;">Investigation (Seek information about)</p> <div style="text-align: center; margin: 10px auto; width: 80%;"> <table border="1" style="border-collapse: collapse; width: 100%; height: 100px;"> <tr> <td style="width: 33%; text-align: center; vertical-align: middle;">K</td> <td style="width: 33%; text-align: center; vertical-align: middle;">W</td> <td style="width: 33%; text-align: center; vertical-align: middle;">L</td> </tr> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </table> </div> <p>Ask questions, find answers in field guides, resource books, interviews, letters, and technology</p>	K	W	L				<p style="text-align: center;">Investigation</p> <p>Record the sequence or create a class book with a collection of favorite memories from a class field trip.</p> <p>Blank books or clipboards with blank paper allow the children to record their observations, predictions, and thoughts throughout a unit of study.</p> <p>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.</p> <p>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.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="font-size: small; margin-left: 10px;"> <p>(Lift blank flap to read answer.)</p> </div> </div>																								
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Enriching Writing with Process Skills, cont.

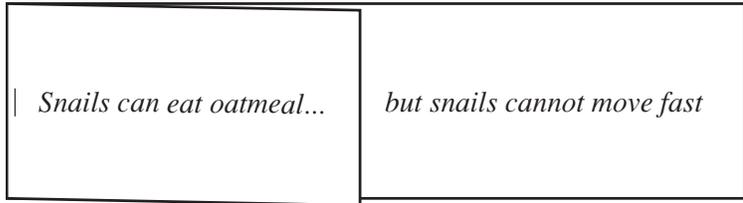
<p style="text-align: center;">Classification (Arrange into groups with attributes in common and label)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Compare and contrast attributes of characters, consider multiple attributes, identify fiction/ nonfiction, generate categories</p>	<p style="text-align: center;">Classification Books</p> <p>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.”</p> <p>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.</p>											
<p style="text-align: center;">Segmentation and Blending (Separate or join parts of a whole)</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">1st Beginning</td> <td style="padding: 5px;">2nd Middle</td> <td style="padding: 5px;">3rd End</td> </tr> </table> </div> <p style="text-align: center;">Segment events, sequences, daily healthcare components, elements of patterns, dramatizations</p>	1st Beginning	2nd Middle	3rd End	<p style="text-align: center;">Segmentation and Blending—Sequencing</p> <p>Three-Sided Corrals: Pictures and writing should be placed so it can be read in sequence by turning the corral clockwise</p> <div style="text-align: right;">  </div> <p>Recipes: Students write a recipe, list the ingredients, and steps to make their favorite snack</p> <p>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.”</p> <p>Accordion Books: Sequence the growth of a plant or animal</p>								
1st Beginning	2nd Middle	3rd End										
<p style="text-align: center;">Problem Solving (Generate a strategy to work out a solution)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Identify conflict and resolution in text, actions leading to classroom conflicts, strategies to solve conflicts write out story problems</p>	<div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">Name _____</td> <td rowspan="5" style="width: 100px;"></td> <td style="padding: 5px;">I will try:</td> </tr> <tr> <td style="padding: 5px;">What happened:</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">_____</td> </tr> </table> </div> <p style="text-align: center;">Problem Solving</p> <p>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).</p> <p>How-To Books: “How to Make Friends,” “How to Lose All Your Friends,” “How to Get 100% on a Spelling Test.”</p>	Name _____		I will try:	What happened:	_____	_____	_____	_____	_____	_____	_____
Name _____		I will try:										
What happened:		_____										
_____		_____										
_____		_____										
_____		_____										

Enriching Writing with Process Skills, cont.

Form Conclusions (Comprehension)

(Identify main idea, generalize, retell events)

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.

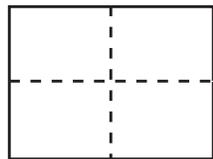
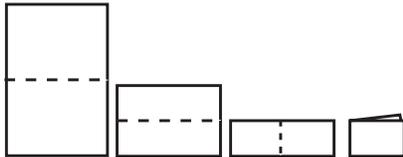
Write the relationship between what we choose to do and the resulting experience.

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.

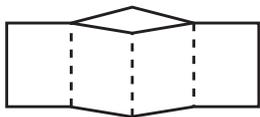
Suitcase Writing: Send home a stuffed animal in a suitcase with a supply of writing materials. Students write about the adventure the animal had that night at their house.

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.”

Mini Books



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



Push in ends—and you have a mini book!

The fluffy snowflake swirls.

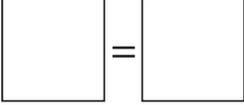
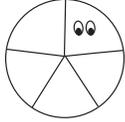
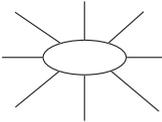
adjective	noun	verb	prepositional phrase
<i>fluffy</i>	<i>snowflake</i>	<i>flies</i>	<i>on my head</i>
<i>fat</i>	<i>snowman</i>	<i>melts</i>	<i>in the air</i>
<i>wild</i>	<i>snowball</i>	<i>swirls</i>	<i>on the ground</i>
<i>funny</i>	<i>snowdog</i>	<i>swims</i>	<i>on the playground</i>

The fluffy snowflake swirls.

The snowflake swirls on my head.

The fluffy snowflake swirls.

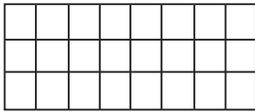
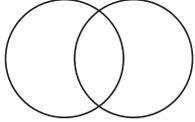
Process Skills Across Content Areas

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

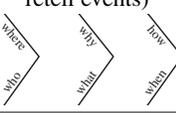
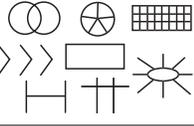
Process Skills Across Content Areas, cont.

Skill	<p style="text-align: center;">Prediction (Describe expected event or outcome based on evidence)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">What has happened</td> </tr> <tr> <td style="text-align: center;">What I think will happen next</td> </tr> </table>	What has happened	What I think will happen next	<p style="text-align: center;">Collecting Data (Gather and organize factual information)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																									<p style="text-align: center;">Investigation (Seek information about)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">W</td> <td style="text-align: center;">L</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	K	W	L			
What has happened																																			
What I think will happen next																																			
K	W	L																																	
Language Arts	<p><i>Form an idea of an expected event or outcome based on evidence from text or illustrations</i></p> <p><i>Validate idea based on current observations or evidence from text</i></p> <p><i>Identify and extend patterns</i></p>	<p><i>Take notes</i></p> <p><i>Use reference materials</i></p> <p><i>Mark evidence in text with sticky notes</i></p> <p><i>Record information in an organized way (graphic organizer, story maps, webs)</i></p> <p><i>Be precise and accurate</i></p>	<p><i>Ask questions</i></p> <p><i>Investigate possible relationships</i></p> <p><i>Follow organized procedures</i></p> <p><i>Understand the difference between a question and a story</i></p> <p><i>Read nonfiction and expository books</i></p>																																
Math	<p><i>Use mental math, estimation, or number sense to predict reasonable answer</i></p> <p><i>Show reasoning in creating and defending predictions</i></p> <p><i>Extend patterns</i></p> <p><i>Identify sequences, predict next in sequence</i></p>	<p><i>Count objects, frequency of events</i></p> <p><i>Create real/symbolic graphs</i></p> <p><i>Use standard and nonstandard measure</i></p>	<p><i>Create real and symbolic graphs</i></p> <p><i>Use standard and nonstandard measure</i></p> <p><i>Ask questions and explore answers (e.g., Which of these? How much? How many? etc.)</i></p>																																
Science	<p><i>Form idea of an expected result</i></p> <p><i>Draw on observation and judgment that is based on past experience</i></p> <p><i>Validate based on current observation</i></p> <p><i>Identify and extend patterns, cycles, sequences</i></p>	<p><i>Measure and record information in an organized way</i></p> <p><i>Be precise and accurate</i></p>	<p><i>Develop a sense of curiosity</i></p> <p><i>Use observation and sense-enhancing tools</i></p> <p><i>Suggest ideas for experimentation to learn information</i></p> <p><i>Use field guides and resource books to gather additional information</i></p>																																
Social Studies	<p><i>Use judgmental skills to predict an event</i></p> <p><i>Use judgmental skills to describe effects of a behavior, or decision</i></p> <p><i>Examine cause and effect</i></p>	<p><i>Create real/symbolic graphs</i></p> <p><i>Record journal entries</i></p> <p><i>Conduct interviews, surveys</i></p> <p><i>Use graphic organizers, mapping</i></p>	<p><i>Use interviews to collect information, to draw a conclusion, or to solve a problem</i></p> <p><i>Suggest questions for interviews/surveys to learn information</i></p>																																
Healthy Lifestyles	<p><i>Practice conflict resolution</i></p> <p><i>Describe friendship qualities, how to make and keep friends</i></p> <p><i>Describe taking care of body</i></p> <p><i>Describe disease, substance abuse, and their effect on health</i></p>	<p><i>Keep a personal fitness record</i></p> <p><i>Describe favorite sport, form of exercise, nutritious food, etc.</i></p> <p><i>Graph what students ate for breakfast</i></p>	<p><i>Investigate nutrition</i></p> <p><i>Investigate sports</i></p> <p><i>Investigate exercise</i></p> <p><i>Research substance abuse/disease</i></p> <p><i>Collect information on friendship</i></p> <p><i>Study stress and identify stress-reducing activities</i></p>																																
Fine Arts	<p><i>Predict emotion that a pantomime portrays (cite evidence)</i></p> <p><i>Predict color created by mixing two primary colors or mixing colors to make a lighter or darker shade</i></p>	<p><i>Count number of hops, jumps to move from one place to another</i></p> <p><i>Describe historical and cultural origin of folk dances and singing games</i></p> <p><i>Collect things that are red, blue, etc.</i></p> <p><i>Count number of beats per measure</i></p>	<p><i>Experiment with color mixing, colors found in landscapes, clouds, etc.</i></p> <p><i>Recognize real world horizon lines</i></p> <p><i>Explore basic shapes that make an object</i></p> <p><i>Examine blending attributes of varied media (watercolor, crayons, chalk, etc.)</i></p>																																

Process Skills Across Content Areas, cont.

Skill	<p style="text-align: center;">Interpretation of Data (Explain the meaning or conclusion drawn from facts)</p> 	<p style="text-align: center;">Classification (Arrange into groups with attributes in common and label)</p> 	<p style="text-align: center;">Segmentation and Blending (Separate or join parts of a whole)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">1st Beginning</td> <td style="text-align: center;">2nd Middle</td> <td style="text-align: center;">3rd End</td> </tr> </table>	1st Beginning	2nd Middle	3rd End
1st Beginning	2nd Middle	3rd End				
<p>Language Arts</p>	<p><i>Recognize cause and effect relationships</i> <i>Organize facts</i> <i>Summarize new information</i> <i>Think inductively and deductively</i> <i>Use a rubric to analyze</i></p>	<p><i>Compare and contrast attributes of characters</i> <i>Arrange ideas and sentences</i> <i>Order and sequence information</i> <i>Consider multiple attributes</i> <i>Differentiate fiction from nonfiction</i></p>	<p><i>Segment sentence into words</i> <i>Segment words into syllables and sounds</i> <i>Blend sounds to form words</i> <i>Blend words into meaningful sentences</i></p>			
<p>Math</p>	<p><i>Identify own data in class graph</i> <i>Identify groups with more or less</i> <i>Solve problems using data from graphs</i> <i>Identify trends on a graph</i> <i>Make judgments or decisions using graphs</i></p>	<p><i>Identify attributes of an object</i> <i>Sort objects according to attributes</i> <i>Compare objects by length, weight, volume</i> <i>Generate categories</i></p>	<p><i>Arrange numbers in various ways</i> <i>Identify elements of patterns</i> <i>Combine and separate sets</i> <i>Add and subtract</i> <i>Identify fractions as part of a whole</i></p>			
<p>Science</p>	<p><i>Explain the information presented and use it to answer a question</i> <i>Interpret data from prior knowledge, books, graphs, tables, diagrams, or technology</i></p>	<p><i>Identify attributes of an object</i> <i>Sort objects by their attributes in multiple ways</i> <i>Analyze, give examples and non-examples</i> <i>Contrast and compare objects to classify</i> <i>Generate names for categories</i></p>	<p><i>Segment objects into parts (parts of an object)</i> <i>Sequence phases, cycles, events</i> <i>Organize steps to an experiment</i></p>			
<p>Social Studies</p>	<p><i>Record observations and describe changes over time and point of view</i> <i>Interpret data from graphs, surveys, interviews, charts, maps</i> <i>Describe cause and effect</i></p>	<p><i>Identify attributes of individuals, families, communities, and cultures</i> <i>Compare and contrast unique talents and attributes</i></p>	<p><i>Identify unique talents</i> <i>Work cooperatively utilizing talents</i> <i>Combine ideas</i> <i>Collaborate</i></p>			
<p>Healthy Lifestyles</p>	<p><i>Recognize cause and effect relationships of health and wellness</i> <i>Recognize cause and effect relationships in conflicts and conflict resolution</i> <i>Summarize fitness information</i></p>	<p><i>Sort locomotor/non-locomotor</i> <i>Sort communicable/non-communicable diseases</i> <i>Sort nutritious/nutrient empty</i> <i>Sort safe behaviors/dangerous behaviors</i> <i>Sort school rules, problem behaviors</i></p>	<p><i>Identify sequence of game or sport</i> <i>Stop, drop, and roll</i> <i>Identify components of daily health care</i></p>			
<p>Fine Arts</p>	<p><i>Feel beats per minute, create a dance to the flow of the music</i> <i>Recognize main idea or story a picture tells</i> <i>Define basic feeling or plot in creative drama or song, cite evidence that led to conclusion</i></p>	<p><i>Identify properties of an object</i> <i>Sort artwork and music</i> <i>Compare portrayed objects (shape, color, size, length, quantity)</i> <i>Order objects from lightest to darkest</i> <i>Generate categories for art, music, movement</i></p>	<p><i>Arrange shapes in various ways</i> <i>Combine and separate shapes, colors</i> <i>Blend together a set of steps to create a dance</i> <i>Create scenes for creative drama production</i></p>			

Process Skills Across Content Areas, cont.

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

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

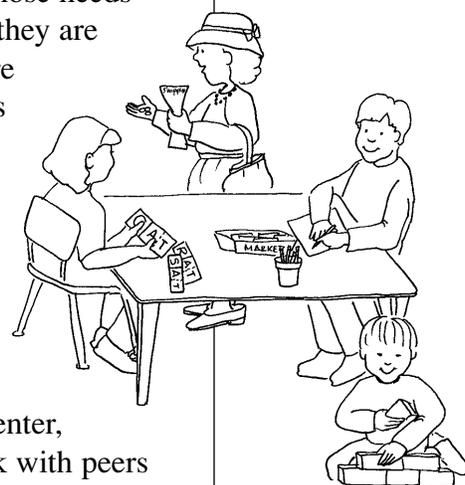
Learning centers can help meet the diverse needs and skill levels of young children. Children learn by doing. They actively construct knowledge by interacting with the world around them. Teachers can facilitate learning by providing organized centers that encourage independent activity. Learning centers 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.

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

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



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

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.

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, pizzeria)
- 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

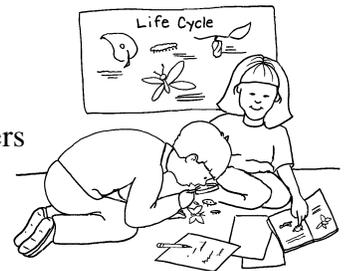
Art Center

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.

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.

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



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.

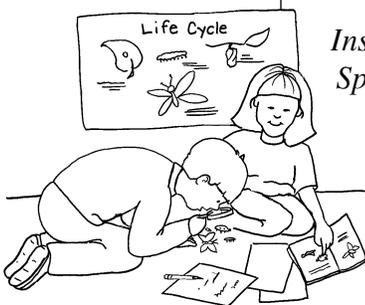
Students are amazed to look inside the box by lifting the flap. At first they find the scene dark and details undetectable. Then the student opens the little flap to let in the light and the scene magically appears. For extra fun, provide a flashlight so the student can turn on additional light and see 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

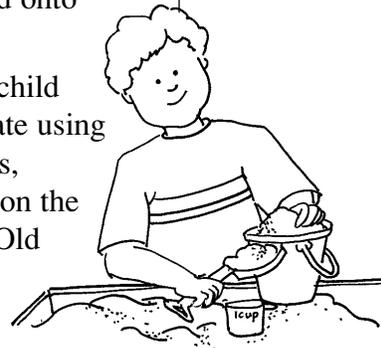
Students remove one shoe, wrap the bottom of the shoe with paper, and make a rubbing of the sole of their shoe by rubbing the paper with a horizontal peeled crayon. They cut out the sole rubbing, glue it to a blank sheet and add it to the class book called "Tracks." Make reproductions of the animal tracks 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

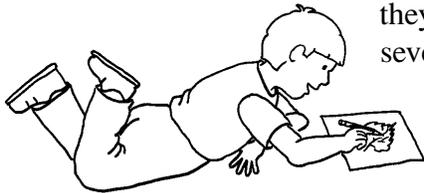
Press leaves till dry, then laminate a variety of leaves onto cards (card stock weight). Mount several of each kind of leaf. Students will sort leaves by color, number of leaf points, outside shape of leaf (heart shaped, star shaped, fan shaped, circular, toothed, lobed), and veins (branched, parallel, 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,



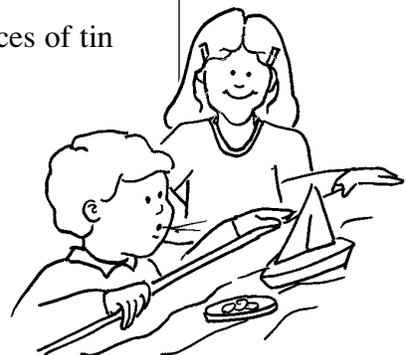
they enjoy creating leaf creatures by laying several leaves down to make arms, legs, ears, etc. Leaf creatures can be made by making a rubbing or cutting out rubbings and gluing them together.

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

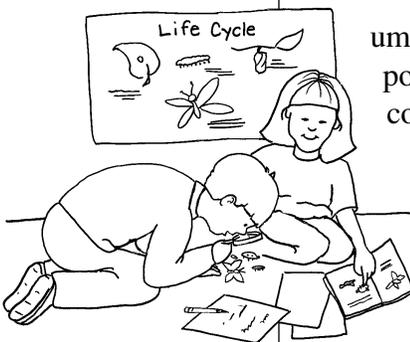
- Sort objects into labeled “float” and “sink” pie tins.
- Predict what you think will sink.
- Predict what you think will float.
- Document results on a large chart.
- Who can make things that float?
- Who can make things that sink?

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, styrofoam 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

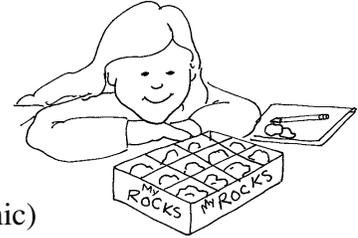
Materials: salt, sugar, pepper, flour, corn starch, bicarbonate soda, cups of water, spoons

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, fool's gold, polished rocks, geodes, etc.; provide field guides on rocks, minerals, and fossils

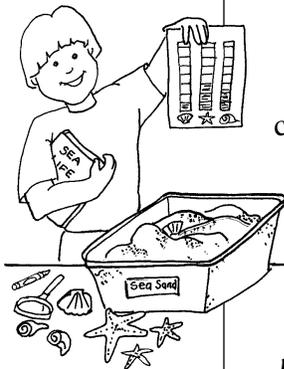
Encourage children to feel the rocks on their cheeks, to scratch for hardness with nails, to look at them with a magnifier, and to sort and classify them. Children also enjoy having a tub of water to put the rocks in because of the change in color and shine. Add a balance scale and cubes to see how many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

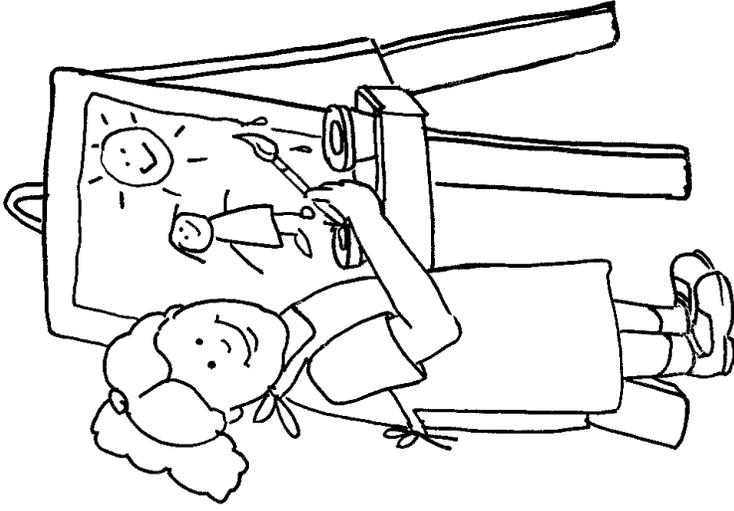
Learning Centers

Art Center			Book Center		
<p>Students will:</p> <p><i>Describe an event, create symbols, and put ideas on paper.</i></p> <p><i>Develop fine motor and visual motor skills.</i></p> <p><i>Engage in creative expression.</i></p>	<p>Rules:</p> <p><i>Wear a paint shirt.</i></p> <p><i>Write your name on your paper.</i></p> <p><i>Mix paints only in tray.</i></p> <p><i>Hang up paintings to dry.</i></p> <p><i>Wipe up spills.</i></p>	<p>Questions:</p> <p><i>What are you going to make your picture about?</i></p> <p><i>How did you make that color?</i></p> <p><i>What is the largest thing in your picture?</i></p> <p><i>Tell me about your picture.</i></p>	<p>Students will:</p> <p><i>Develop print awareness, left to right flow of print.</i></p> <p><i>Develop comprehension and interpretation of text.</i></p> <p><i>Enhance story telling and literature appreciation.</i></p> <p><i>Discover resources for information gathering.</i></p>	<p>Rules:</p> <p><i>Take care of books.</i></p> <p><i>Bring book with a torn page to the teacher.</i></p> <p><i>Return book to correct place.</i></p> <p><i>Share books.</i></p>	<p>Questions:</p> <p><i>What do you think this book will be about?</i></p> <p><i>Have you ever felt like the person in the book?</i></p> <p><i>What is your favorite part of the story?</i></p> <p><i>What do you think will happen next?</i></p>
Block Center			Writing Center		
<p>Students will:</p> <p><i>Describe spatial, size, and weight relationships.</i></p> <p><i>Develop problem solving and measurement skills.</i></p> <p><i>Develop balance, sorting, and cooperation skills.</i></p>	<p>Rules:</p> <p><i>When your structure is as tall as your chin, please stop building.</i></p> <p><i>Put away your own blocks carefully when your are finished.</i></p> <p><i>Only knock down your own structures.</i></p>	<p>Questions:</p> <p><i>Tell me about what you are building.</i></p> <p><i>Would you like to make a sign about what you made?</i></p> <p><i>Which is bigger? Smaller? Lighter? Heavier?</i></p> <p><i>Which blocks match on both sides of your building?</i></p>	<p>Students will:</p> <p><i>Develop understanding that print is speech written down.</i></p> <p><i>Focus on letter formation, sequence of sounds in words.</i></p> <p><i>Engage in book making, journal writing, and labeling.</i></p> <p><i>Relate sequence of illustrations.</i></p>	<p>Rules:</p> <p><i>Snap lids tightly on markers.</i></p> <p><i>Close stamp pads.</i></p> <p><i>Return things to their places.</i></p> <p><i>Use only a dot of glue at a time.</i></p> <p><i>Clean up scraps.</i></p>	<p>Questions:</p> <p><i>What is your book going to be about?</i></p> <p><i>What happens next in your story?</i></p> <p><i>You might want to make a book about that!</i></p> <p><i>You might want to write a letter about that!</i></p>

Learning Centers, cont.

Trough Center			Math Center		
Students will:	Rules:	Questions:	Students will:	Rules:	Questions:
<p><i>Develop fine motor skills, tactile awareness</i></p> <p><i>Develop social interaction</i></p> <p><i>Strengthen problem solving, weighing, measuring, and understanding of capacity</i></p>	<p><i>Keep water or sand in trough.</i></p> <p><i>Pour above the trough.</i></p> <p><i>Only use toys that are in the trough.</i></p> <p><i>Sweep up sand with broom and dustpan.</i></p>	<p><i>Which container do you think will hold the most? How can you find out?</i></p> <p><i>How many little cups does it take to fill the big cup?</i></p> <p><i>Have you seen measuring cups at home? What are they used for?</i></p>	<p><i>Practice grouping, classifying, ordering, patterning, weighing, measuring, and counting one to one</i></p> <p><i>Connect real life story problems to numeration and equations</i></p>	<p><i>Put back all game pieces.</i></p> <p><i>Take turns.</i></p> <p><i>Don't dump out everything at once, just take out the pieces you need one at a time.</i></p> <p><i>Put stray pieces in the lost and found tub.</i></p>	<p><i>How many do you think you need?</i></p> <p><i>Which do you think will weigh the most?</i></p> <p><i>Who has more? Less?</i></p> <p><i>How long did it take you to make that?</i></p>
Science Center			Drama Center		
Students will:	Rules:	Questions:	Students will:	Rules:	Questions:
<p><i>Develop skills in observation, exploration, description, making comparisons, and classifying.</i></p> <p><i>Investigate relationships, using resources. Use problem solving strategies.</i></p>	<p><i>Observe and explore carefully.</i></p> <p><i>Take care of tools.</i></p> <p><i>Return things when you are finished.</i></p> <p><i>Share what you have learned (e.g., orally, pictorially, written).</i></p>	<p><i>What do you wonder about?</i></p> <p><i>What is interesting to you?</i></p> <p><i>What do you know about _____?</i></p> <p><i>About what do you want to learn more?</i></p>	<p><i>Develop social interaction, role identification.</i></p> <p><i>Apply numbers, words, job skills, and real life vocabulary.</i></p>	<p><i>Take turns.</i></p> <p><i>Hang up dress-ups when finished.</i></p> <p><i>Take care of equipment.</i></p> <p><i>Leave props at school.</i></p> <p><i>Don't pretend to be a robber, bad guy, etc.</i></p>	<p><i>Have you ever seen a real _____ (fire station)?</i></p> <p><i>What do real _____ do?</i></p> <p><i>What things do they write down? Read? Count? Say?</i></p> <p><i>What job do you want when you are a grownup?</i></p>

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:

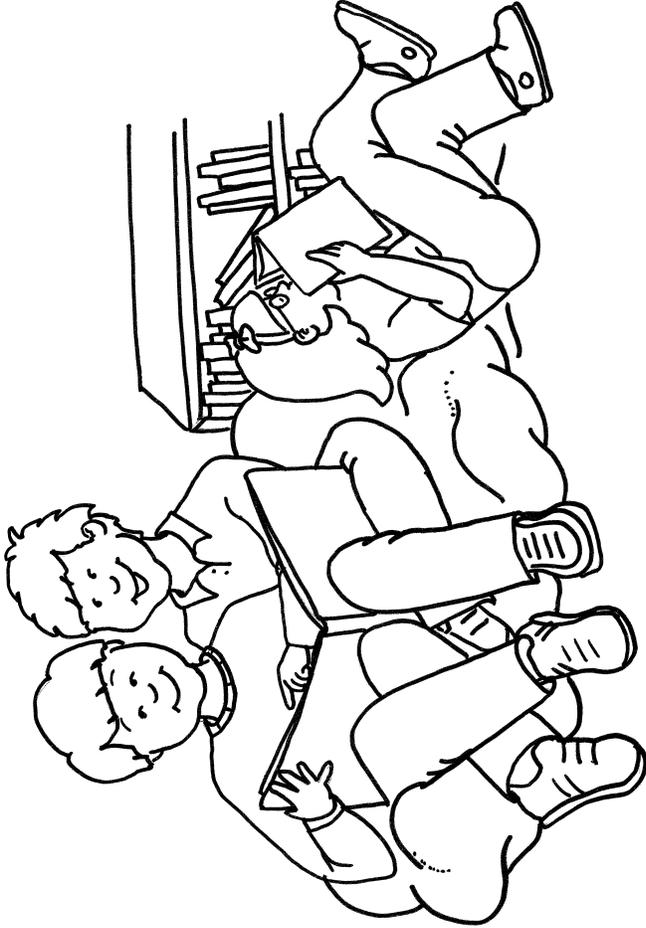
What are you going to make your picture about?

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.

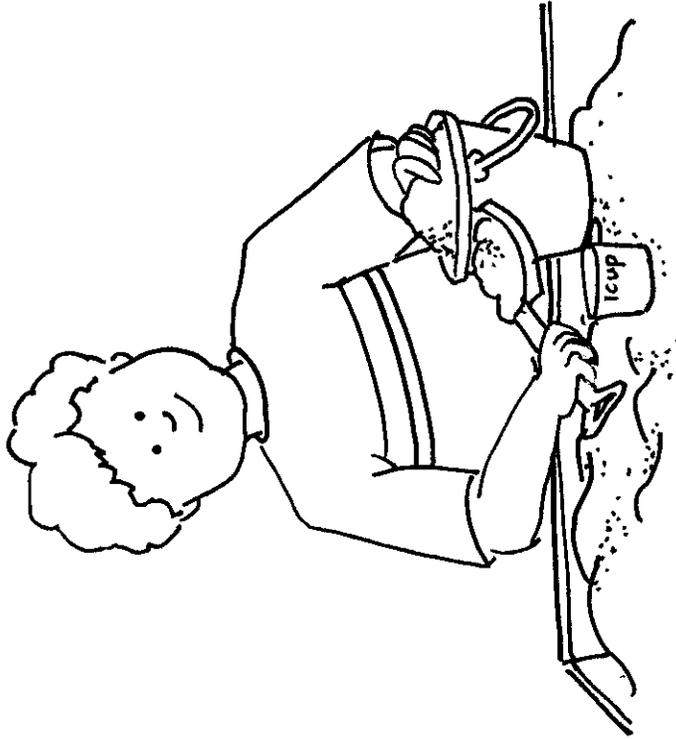
Questions:

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.

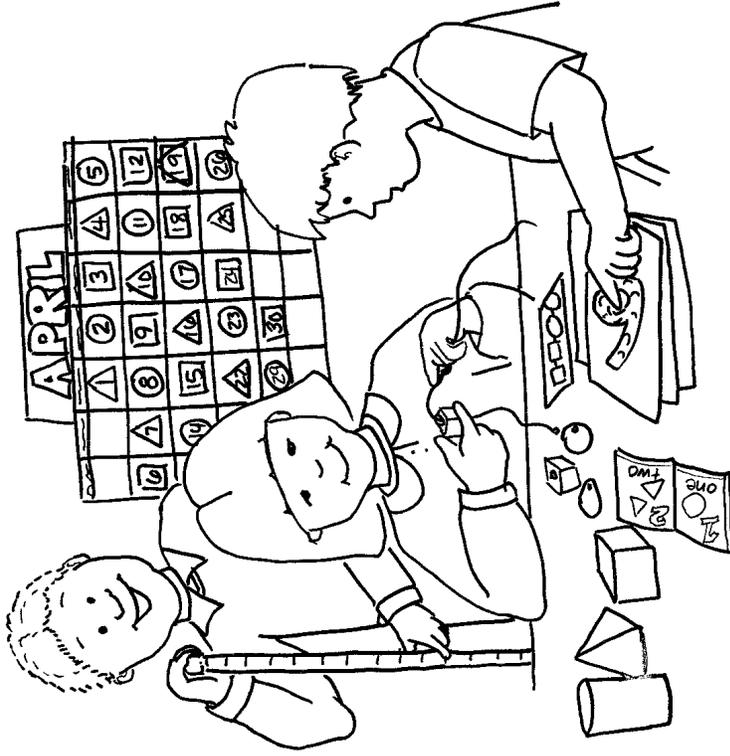
Questions:

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:

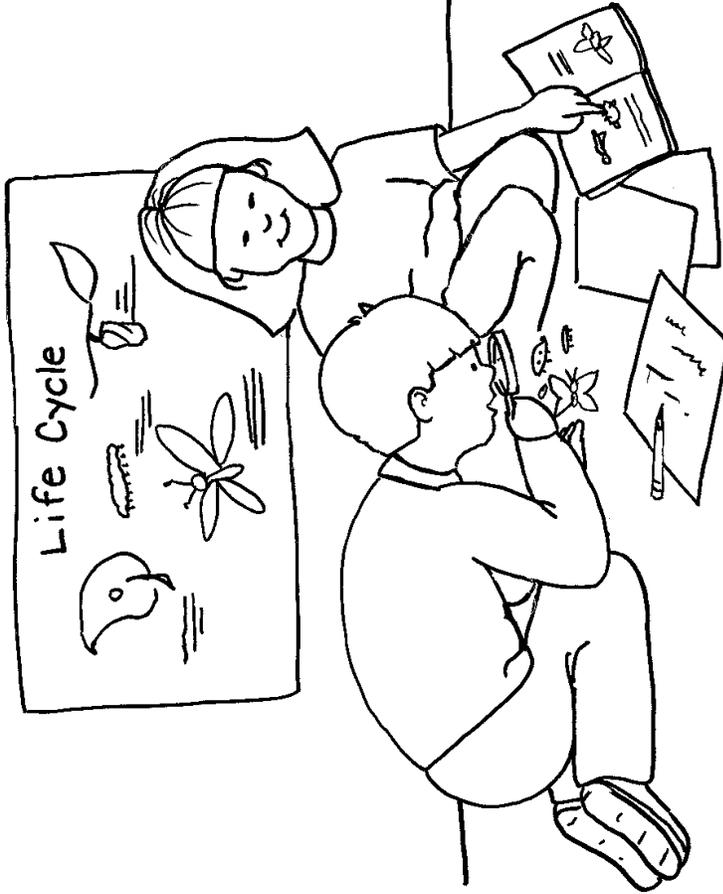
How many do you think you need?

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 things when you are finished.

Share what you have learned (e.g., orally, pictorially, 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

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

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.

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.



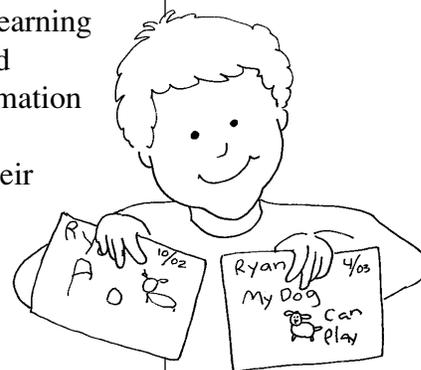
It is essential to tell the whole story when reporting information about performance progress. For example, a first grade teacher may report that a first grade student made excellent progress in learning the letter sounds. Although this may be true, it can give a misleading impression to parents. At 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



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

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—

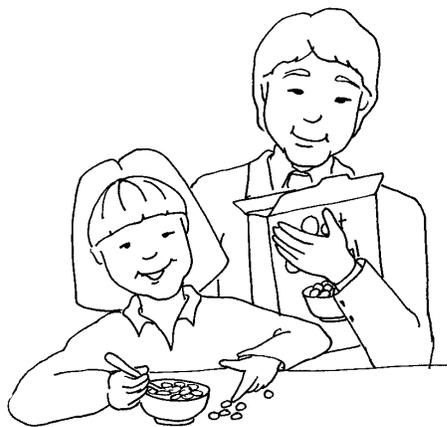
Self-Assessment enables children to reflect on their progress. Teachers can help students assess their understanding by asking questions such as “What can I do very well? What are my personal strengths and interests? What skills can I improve? What is one thing on which I really want to work?” Teachers 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.)

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	<i>Scribbles and uses writing-like behavior. Uses scribbles, letters, and numerals to mimic words—no phonetic association.</i>	<i>Begins to write initial consonants of words. Begins to match letter sounds heard in words. Each syllable is represented by a letter.</i>	<i>Understands left to right organization of print. Uses invented spelling with initial and final consonants and some vowels.</i>	<i>Writes many sight words correctly. Decodes words for spelling but also uses resources to self-correct.</i>	<i>Edits for content, punctuation, and spelling during and after composing.</i>
Penmanship	<i>Learns to hold a pencil correctly. Traces upper and lowercase letters.</i>	<i>Begins to write on a line. Mixes upper and lowercase letters in writing.</i>	<i>Distinguishes upper and lowercase letters in writing.</i>	<i>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).</i>	<i>May vary control of structure, punctuation and spelling according to the complexity of the writing task.</i>
Print/ Mechanics Concepts	<i>Demonstrates an awareness of environmental print.</i>	<i>Uses letters to make words and stories. Attempts to write name and random letters.</i>	<i>Shows evidence of directional knowledge and one-to-one correspondence of written word to spoken word. Starts to write word patterns.</i>	<i>Writes about topics that are personally significant.</i>	<i>Organizes thoughts and ideas. Uses a wide range of words that clearly and precisely convey meaning.</i>
Content	<i>Draws pictures only. Uses some scribble writing.</i>	<i>Copies a word or letters. Uses a pattern sentence.</i>	<i>Uses temporary spelling. Uses simple complete sentences.</i>	<i>Uses complete sentences. Organizes ideas into paragraphs.</i>	<i>Writes in a variety of formats: poetry, stories, reports, etc.</i>

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.

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.

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



- 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.

<p>Stage 3 Developing Writer Ages 5-7</p>	
<p>Key Indicators:</p> <p><i>I write names and favorite words.</i></p> <p><i>I write short sentences.</i></p> <p><i>I can think of ideas to write about.</i></p> <p><i>I use patterns and ideas from books.</i></p> <p><i>I sometimes use spaces between my words.</i></p> <p><i>I write from top to bottom, left to right, and front to back.</i></p> <p><i>I mix my upper and lowercase letters together.</i></p> <p><i>I match letters to sounds.</i></p> <p><i>I mostly use the sound of words when I spell.</i></p> <p><i>I use beginning, middle, and ending sounds to write words.</i></p> <p><i>I can sometimes read my own writing</i></p>	<p>Major Teaching Emphases:</p> <p><i>Teach form for simple and compound sentences.</i></p> <p><i>Expose students to a variety of patterns in texts.</i></p> <p><i>Teach proper use of capitalization.</i></p> <p><i>Teach punctuation for sentence endings.</i></p> <p><i>Teach beginning, middle, and ending for writing.</i></p> <p><i>Continue to teach vowel combinations and patterns for spelling rules.</i></p> <p><i>Provide a variety of resources for spelling check (e.g., word wall, topic dictionaries, word banks, etc.).</i></p>
<p>Stage 4 Beginning Writer Ages 6-8</p>	
<p>Key Indicators:</p> <p><i>I write short sentences.</i></p> <p><i>I write about what I see and what I do with some descriptive words.</i></p> <p><i>I use ideas and language from books.</i></p> <p><i>I add more to my writing with help.</i></p> <p><i>I edit for ending marks with help.</i></p> <p><i>I make my letters neatly.</i></p> <p><i>I write pieces that I can read and others can read.</i></p> <p><i>I use temporary spelling when I write by myself.</i></p> <p><i>I use capitals and periods correctly some of the time.</i></p> <p><i>I share my writing with others.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Develop an awareness in students that writing is purposeful.</i></p> <p><i>Talk about the differences between oral and written language.</i></p> <p><i>Read, write, and discuss a range of different forms of writing for different purposes and audiences.</i></p> <p><i>Teach planning and revision strategies, and show how sentences are linked to form a cohesive paragraph.</i></p> <p><i>Show students how paragraphs are linked to form a whole text.</i></p> <p><i>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></p> <p><i>Introduce a proofreading guide and encourage children to use it.</i></p>

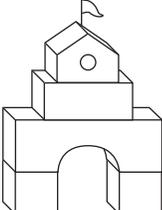
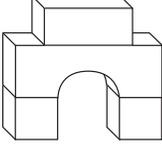
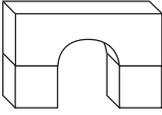
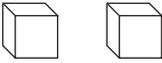
Writing Stages, cont.

<p>Stage 5 Expanding Writer Ages 7-9</p>	
<p>Key Indicators:</p> <p><i>I write with a main idea.</i></p> <p><i>I write with complete sentences.</i></p> <p><i>I sometimes write pieces with a clear beginning, middle, and end.</i></p> <p><i>I put my ideas in the right order with help.</i></p> <p><i>I sometimes add details.</i></p> <p><i>I sometimes find and use interesting language.</i></p> <p><i>I listen to other people's ideas about my writing and give other people suggestions.</i></p> <p><i>I sometimes use other people's suggestions about my writing to make it better.</i></p> <p><i>I revise by adding description and detail with help.</i></p> <p><i>I edit for punctuation, spelling, and correct English in my final drafts with help.</i></p> <p><i>I spell lots of words correctly.</i></p> <p><i>I use capital letters and periods correctly.</i></p> <p><i>I write so that people can read my writing.</i></p> <p><i>I write differently depending on who will read my writing.</i></p> <p><i>I talk about what I do well as a writer and set goals with help.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Teach children to plan and write both narrative and informational texts.</i></p> <p><i>Help children adapt their writing to suit the intended purpose and explore alternative ways of expressing ideas.</i></p> <p><i>Teach children appropriate use of organizational markers such as topic sentences, paragraphs, and headings.</i></p> <p><i>Encourage children to take responsibility for their own learning.</i></p> <p><i>Teach revising, editing, and proofreading skills.</i></p> <p><i>Teach children to use punctuation, grammar, and spelling in context.</i></p> <p><i>Teach appropriate use of commas and apostrophes.</i></p>
<p>Stage 6 Bridging Writer Ages 8-10</p>	
<p>Key Indicators:</p> <p><i>I write about my feelings and opinions.</i></p> <p><i>I write pieces with a clear beginning, middle, and end.</i></p> <p><i>I sometimes use paragraphs to organize my ideas.</i></p> <p><i>I use a thesaurus or lists of words to make my writing better with help.</i></p> <p><i>I make my writing more interesting by adding description and detail.</i></p> <p><i>I use strong verbs (action words) and interesting language with help.</i></p> <p><i>I experiment with people talking in my stories.</i></p> <p><i>I ask for help and suggestions about my writing.</i></p> <p><i>I revise my writing to make sense with help.</i></p> <p><i>I am getting better at editing for spelling, punctuation, and correct English.</i></p> <p><i>I spell more words correctly by using spelling rules, word parts, and word shapes.</i></p> <p><i>I use commas and apostrophes correctly.</i></p> <p><i>I try different types of writing (like reports, letters, stories, and poems) with help.</i></p> <p><i>I can read my writing and think about how to make it better with help.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Teach quotation marks.</i></p> <p><i>Analyze paragraphs in texts.</i></p> <p><i>Provide a thesaurus, simple dictionaries, and resource books.</i></p> <p><i>Help students develop lists of interesting action verbs and descriptive words.</i></p> <p><i>Teach students editing, revising, and proofreading skills.</i></p> <p><i>Provide students with opportunities to help edit the work of peers.</i></p> <p><i>Assign a variety of writing formats. Read, discuss, and analyze a variety of writing formats.</i></p>

Six Traits Rubric: Kindergarten through Second Grade

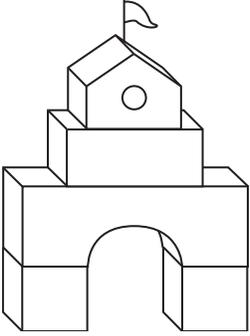
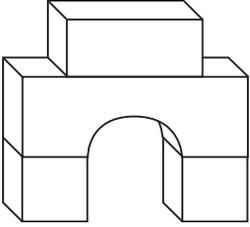
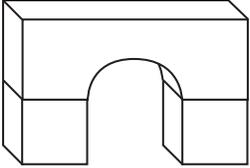
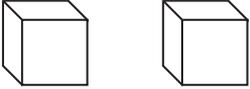
Stage	Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Stage 1 Role Play Writer	<i>Uses pictures only Does some scribble writing Describes ideas orally</i>	<i>Gives detached descriptions of each drawing on page Uses drawings that may not be related</i>	<i>Uses some representations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

Six Traits Evaluation Form: First and Second Grade

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

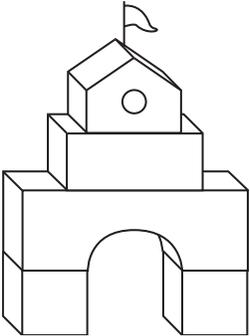
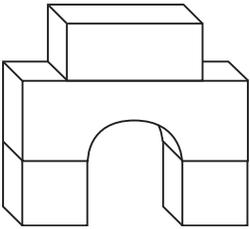
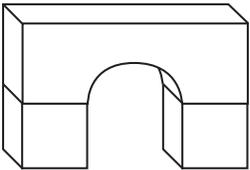
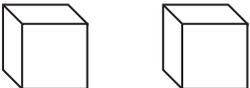
Six Traits Self-Evaluation: Ideas and Content

Name _____ Date _____

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

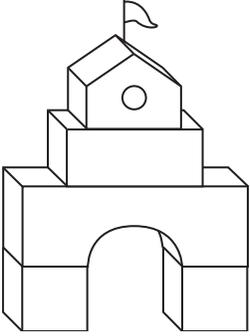
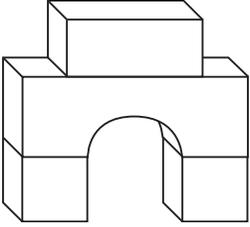
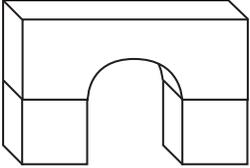
Six Traits Self-Evaluation: Organization

Name _____ Date _____

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

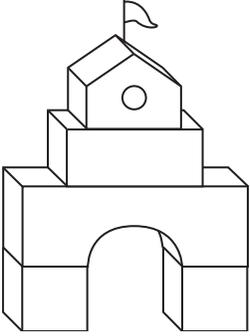
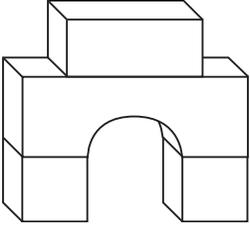
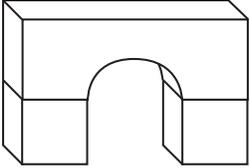
Six Traits Self-Evaluation: Voice

Name _____ Date _____

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

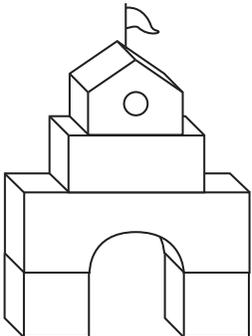
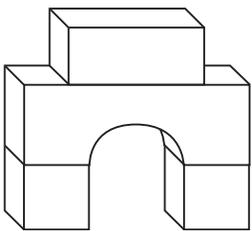
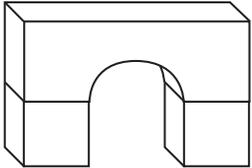
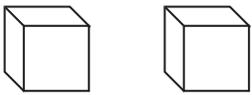
Six Traits Self-Evaluation: Word Choice

Name _____ Date _____

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

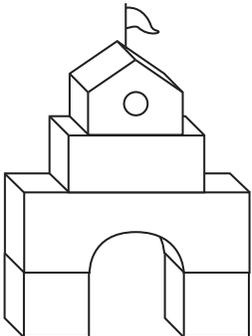
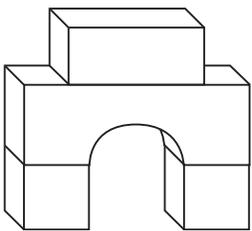
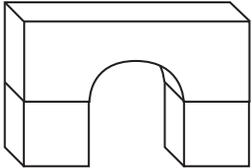
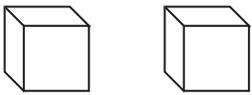
Six Traits Self-Evaluation: Sentence Fluency

Name _____ Date _____

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

Six Traits Self-Evaluation: Conventions

Name _____ Date _____

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

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	<p><i>Displays reading-like behavior</i></p> <ul style="list-style-type: none"> -Holds book right side up -Turns pages correctly -Looks at words and pictures -Uses pictures to construct ideas <p><i>Realizes that print carries a message but may "read" it differently each time</i></p> <p><i>Makes links to personal experiences when listening to a book. Constructs stories for him or herself</i></p> <p><i>Demonstrates natural interest in books and the language of print</i></p>	<p><i>Uses memory of familiar texts to match some spoken and written words</i></p> <p><i>Understands that print contains a constant message</i></p> <p><i>Begins to point to some words</i></p> <p><i>Comments on pictures, but seldom questions written text</i></p> <p><i>Talks about favorite stories. Uses some book language (e.g., Once upon a time....)</i></p>	<p><i>Understands left to right organization of print</i></p> <p><i>May read unfamiliar texts slowly and deliberately</i></p> <p><i>Focuses on reading exactly what is on the page</i></p> <p><i>Begins to create his own strategies to decode work on unknown words</i></p> <p><i>Sometimes comments on and questions written texts</i></p>	<p><i>Begins to use a variety of reading strategies</i></p> <p><i>Makes predictions and can substantiate them</i></p> <p><i>Self-corrects when reading</i></p> <p><i>Rereads to clarify meaning</i></p> <p><i>Slows down when reading difficult texts</i></p> <p><i>Adapts reading to different types of text</i></p> <p><i>Comments on and criticizes texts</i></p>	<p><i>Reading is purposeful and automatic</i></p> <p><i>Is aware of reading strategies being employed when encountering difficult words</i></p> <p><i>Reads for a specific purpose</i></p> <p><i>Has increased ability to make connections between current knowledge and what is new</i></p> <p><i>Challenges texts, drawing on evidence from her own experience</i></p>
Making Meaning Using Context	<p><i>Talks about a TV show, advertisement, or picture in a magazine or book by relating it to own knowledge or experience</i></p>	<p><i>Reacts to environmental print— notices a fast food sign and requests a hamburger</i></p>	<p><i>Uses prior knowledge of context and personal experience to make meaning</i></p> <p><i>Uses patterns of language to predict words</i></p>	<p><i>Reads word-by-word when reading an unfamiliar text</i></p> <p><i>Uses picture cues and knowledge of context to check understanding of meaning</i></p>	<p><i>Makes predictions and is able to substantiate them</i></p> <p><i>Self-corrects and rereads to clarify meaning</i></p> <p><i>Is able to talk about some of the strategies for making meaning</i></p>
Making Meaning at Word Level	<p><i>Recognizes own name or part of it in print</i></p>	<p><i>Begins to recognize some letters (e.g., Sam says "that's my name," pointing to an /s/)</i></p>	<p><i>Recognizes some personally significant words in context (e.g., job chart, weather chart)</i></p> <p><i>Matches some spoken words with written words when reading a book</i></p>	<p><i>Has a bank of words which are recognized when encountering difficult texts</i></p> <p><i>Relies heavily on beginning letters and "sounding out" for word identification</i></p>	<p><i>Has an increasing bank of sight words including some difficult or subject specific words</i></p> <ul style="list-style-type: none"> - "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	
<p>Key Indicators:</p> <p><i>I select things to read and have favorite books.</i></p> <p><i>I am interested in reading signs, labels, and logos.</i></p> <p><i>I can read my own name.</i></p> <p><i>I hold a book and turn the pages correctly.</i></p> <p><i>I can show the beginning and end of a book.</i></p> <p><i>I know some letter names.</i></p> <p><i>I listen and talk about books.</i></p> <p><i>I talk about the pictures in books.</i></p> <p><i>I read along when we share poems, songs, and books.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Read from enlarged text (big books) so children can follow the print as it is read.</i></p> <p><i>Point out the direction and flow of print.</i></p> <p><i>Use pointers, laser pens, and other visuals to focus children on print flow.</i></p> <p><i>Encourage children to predict what they think will happen next in the story.</i></p> <p><i>Provide many opportunities for children to play with the sounds in words (rhyming words, initial sounds of words, etc.).</i></p> <p><i>Discuss the pictures in books.</i></p> <p><i>Encourage dialogue among the children about the illustrations.</i></p> <p><i>Discuss personal connections to books that you read aloud to children.</i></p> <p><i>Encourage children to share connections they have with illustrations.</i></p> <p><i>Read aloud rhyming books, books with patterns, and predictable texts.</i></p> <p><i>Help children find repeating words or words that begin with the same sound in big books.</i></p>
Stage 2 Emergent Reader Ages 4-6	
<p>Key Indicators:</p> <p><i>I know some poems and books with patterns by heart.</i></p> <p><i>I read signs, labels, and logos.</i></p> <p><i>I like to read.</i></p> <p><i>I can “almost” read some books.</i></p> <p><i>I use the pictures to tell about a story.</i></p> <p><i>I read from top to bottom, left to right, and front to back with help.</i></p> <p><i>I know most of my letter names and some letter sounds.</i></p> <p><i>I read some names and words.</i></p> <p><i>I sometimes make good guesses about what will happen next in a story.</i></p> <p><i>I rhyme and play with words.</i></p> <p><i>I read along when we read books I know.</i></p> <p><i>I connect the books we read to my own life.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Encourage discussion and praise critical and divergent thinking.</i></p> <p><i>Provide picture books with limited text that children can “read” to themselves and others.</i></p> <p><i>Reread favorite stories and rhymes.</i></p> <p><i>Share “big books” with children, incidentally modeling reading behaviors.</i></p> <p><i>Establish a language-rich environment, presenting print as natural and meaningful.</i></p> <p><i>Read texts that feature rhyme, rhythm, and repetition.</i></p> <p><i>Show that a written word is a unit of print with space on either side.</i></p> <p><i>Talk about letters by name, relating initial letters to the sound they represent.</i></p> <p><i>Show that print is written left to right and top to bottom.</i></p> <p><i>Relate spoken to written words in context.</i></p> <p><i>Draw attention to the relationships between words and pictures.</i></p> <p><i>Demonstrate use of context cues to construct meaning.</i></p>

Reading Stages, cont.

<h3 style="margin: 0;">Stage 3</h3> <h2 style="margin: 0;">Developing Reader</h2> <p style="margin: 0;">Ages 5-7</p>	
<p>Key Indicators:</p> <p><i>I can read books with patterns.</i></p> <p><i>I can read to myself for a little while.</i></p> <p><i>I can select things to read all by myself.</i></p> <p><i>I am a reader.</i></p> <p><i>I share what I'm reading with others.</i></p> <p><i>I learn information from reading and share what I learn with others.</i></p> <p><i>I use the words and pictures when I read.</i></p> <p><i>I know most letter sounds.</i></p> <p><i>I read simple words.</i></p> <p><i>I make good guesses about what will happen next in a book.</i></p> <p><i>I notice when I read the wrong word or it doesn't make sense.</i></p> <p><i>I can point to the words as I read.</i></p> <p><i>I can show the title and author's name in a book.</i></p> <p><i>I can tell the main idea of a book or article.</i></p> <p><i>I talk about a book or story during discussions.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Share with children times when you challenge or disagree with a text.</i></p> <p><i>Discuss instances of stereotyping in texts.</i></p> <p><i>Value and encourage both critical and empathetic responses from children, especially those that are different from your own.</i></p> <p><i>Before, during, and after reading, promote discussion that goes beyond the literal level.</i></p> <p><i>Provide opportunities for children to retell stories.</i></p> <p><i>Purposefully use environmental print each day.</i></p> <p><i>Select reading material that is predictable, familiar, and has natural repetition.</i></p> <p><i>Informally discuss conventions of print when reading.</i></p> <p><i>Model reading strategies such as predicting words and reading on.</i></p> <p><i>Talk about letters and words in context, pointing out distinctive features.</i></p> <p><i>Encourage children to explore letter to sound relationships.</i></p>
<h3 style="margin: 0;">Stage 4</h3> <h2 style="margin: 0;">Beginning Reader</h2> <p style="margin: 0;">Ages 6-8</p>	
<p>Key Indicators:</p> <p><i>I read simple early-reader books.</i></p> <p><i>I read harder early-reader books.</i></p> <p><i>I know about different types of writing (fiction, nonfiction, and poetry).</i></p> <p><i>I use ending marks when I read out loud with expression.</i></p> <p><i>I can read by myself for 10-15 minutes.</i></p> <p><i>I use the words more than the pictures when I read.</i></p> <p><i>I use meaning to make sense when I read.</i></p> <p><i>I use what I know about words to make sense when I read.</i></p> <p><i>I use letter sounds to make sense when I read.</i></p> <p><i>I read familiar words easily without sounding them out.</i></p> <p><i>I can put a list of words in ABC order.</i></p> <p><i>I can talk about who's telling the story (point of view) with help.</i></p> <p><i>I sometimes correct myself when the reading doesn't make sense.</i></p> <p><i>I can talk about the characters in a story.</i></p> <p><i>I can tell the beginning, middle, and ending of a story with help.</i></p> <p><i>I can explain why I like or don't like what I read.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Provide opportunities for:</i></p> <ul style="list-style-type: none"> <i>• Making comparisons with other texts</i> <i>• Identifying the main issues in a text</i> <i>• Providing support in detail, identifying cause and effect and predicting outcomes</i> <i>• Identifying character traits from textual cues</i> <i>• Analyzing plots, interpreting symbolic or metaphorical meaning</i> <i>• Discussing concepts and vocabulary</i> <i>• Extracting and organizing information</i> <p><i>Model and discuss word-identification strategies:</i></p> <ul style="list-style-type: none"> <i>• Use of graphophonic knowledge and sounding out</i> <i>• Blending</i> <i>• Letter and word patterns</i> <i>• Sight words</i> <i>• Using syllabication and segmentation</i> <i>• Using knowledge of root words and word components</i>

Reading Stages, cont.

<p>Stage 5 Expanding Reader Ages 7-9</p>	
<p>Key Indicators:</p> <p><i>I read beginning chapter books.</i></p> <p><i>I read and finish lots of different types of writing with help.</i></p> <p><i>I choose books that are at my reading level with help.</i></p> <p><i>I can read aloud smoothly.</i></p> <p><i>I can read by myself for 15-30 minutes.</i></p> <p><i>I read differently depending on why and what I'm reading.</i></p> <p><i>I use meaning when I'm reading to learn new words.</i></p> <p><i>I correct myself when my reading doesn't make sense.</i></p> <p><i>I follow written directions.</i></p> <p><i>I can find the chapter titles and table of contents in a book or magazine.</i></p> <p><i>I can retell the events of a story in order.</i></p> <p><i>I talk about how facts, characters, and events in books and relate them to my life.</i></p> <p><i>I talk about what we are reading in small group discussions with help.</i></p> <p><i>I talk about what I do well as a reader and set goals with help.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Teach students to:</i></p> <ul style="list-style-type: none"> • <i>Articulate their reading difficulties</i> • <i>Discuss the questions they asked of the text</i> • <i>Discuss how they solved problems</i> • <i>Select and use appropriate strategies when reading for different purposes</i> <p><i>Teach students to:</i></p> <ul style="list-style-type: none"> • <i>Analyze topics and questions</i> • <i>Generate self-questions</i> • <i>Summarize and take notes</i> <p><i>Praise and encourage students when they show evidence of critical reading, listening, and responding with sensitivity to the comments of others.</i></p> <p><i>Teach students to identify and comment on different points of view in texts.</i></p> <p><i>Provide opportunities for students to examine, analyze, and discuss narrative and expository texts.</i></p>
<p>Stage 6 Bridging Reader Ages 8-10</p>	
<p>Key Indicators:</p> <p><i>I read medium level chapter books.</i></p> <p><i>I can talk about different types of books (genres) like realistic fiction, historical fiction, and fantasy.</i></p> <p><i>I can read aloud with expression.</i></p> <p><i>I read silently for long periods of time (30-40 minutes).</i></p> <p><i>I can find information in the encyclopedia, on the computer, or in a nonfiction book, with help.</i></p> <p><i>I learn new words by reading and by using tools (like a dictionary or thesaurus) with help.</i></p> <p><i>I can talk about the difference between fact and opinion.</i></p> <p><i>I can find the organization of a book (like the glossary, captions, and index).</i></p> <p><i>I can use alphabetical order to find information.</i></p> <p><i>I can summarize a story by talking about the setting, plot, and characters.</i></p> <p><i>I can talk about the issues and ideas in literature as well as the facts or story events.</i></p> <p><i>I make connections to other authors, books, and points of view.</i></p>	<p>Major Teaching Emphases:</p> <p><i>Help students learn to choose books that are at an appropriate reading level.</i></p> <p><i>Provide dictionaries, thesaurus, word banks, and resources students can use independently.</i></p> <p><i>Teach students to use an encyclopedia, computer, and nonfiction resource books to find information.</i></p> <p><i>Demonstrate how to gather information from graphs, charts, tables, and maps.</i></p> <p><i>Orally demonstrate "reading between the lines."</i></p> <p><i>Encourage children to try it.</i></p> <p><i>Provide many opportunities for children to summarize a story by talking about setting, plot, characters, and author's purpose.</i></p> <p><i>Encourage children to evaluate their own reading and set reading goals.</i></p> <p><i>Expose children to a variety of literature and encourage children to try new types of genres.</i></p>

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 _____

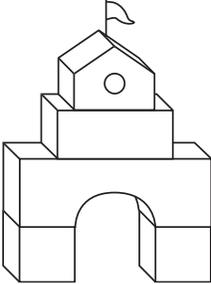
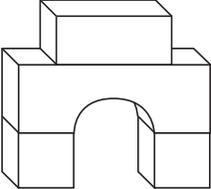
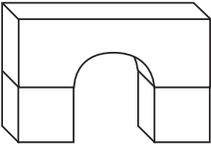
Project Title _____

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 information?
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 _____

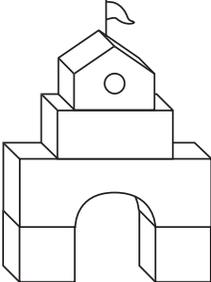
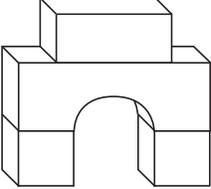
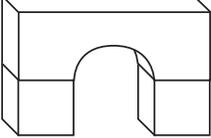
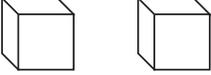
Project Title _____

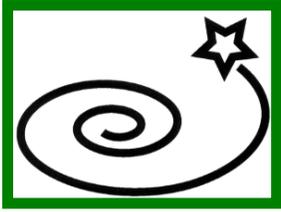
Score	Criteria	Comments
<p>You've Got It!</p> 	<p><i>I drew carefully and tried hard to draw what I saw.</i></p> <p><i>I looked at what I was drawing to make sure I got it right.</i></p> <p><i>I used the right colors.</i></p> <p><i>My drawing is neat.</i></p> <p><i>My drawing used easy-to-read print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

Assessing My Presentation: Student Rubric

Name _____ Date _____

Project Title _____

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



Student _____ Teacher _____

Kindergarten Art Targets



Competency Achieved



Work in Progress



Not Taught

<p>Making Art and Expressing Meaning in Art</p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p>Appreciating and Decoding Meaning in Art</p> <p>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.</p>
<p><input type="checkbox"/> Draw, paint, form the basic shapes; the triangle, square, circle and their close relatives.</p> <p><input type="checkbox"/> Use the five senses as a subject and as a means of discovery in making art.</p> <p><input type="checkbox"/> Practice cutting with scissors.</p> <p><input type="checkbox"/> Draw and paint objects whose outlines look furry, spiky, smooth, puffy, etc.</p> <p><input type="checkbox"/> Form simple objects with clay, salt-dough, or other soft sculpting material.</p> <p><input type="checkbox"/> Create an artwork that tells a simple story.</p>	<p><input type="checkbox"/> Make up a story about what may be happening in some important works of art.</p> <p><input type="checkbox"/> Use each of the five senses to describe how an artwork makes the students feel.</p> <p><input type="checkbox"/> Identify basic colors, shapes, and color families.</p>

Dancer _____ Teacher _____



Kindergarten Dance Targets



= Competency Achieved



= Work in Progress



= Not Taught

<p style="text-align: center;">MOVING</p> <p style="text-align: center;">Students will demonstrate knowledge of the body and movement performing dance.</p>	<p style="text-align: center;">INVESTIGATING</p> <p style="text-align: center;">Students will demonstrate the dance elements of time, space, shape, and energy in performing dance.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">developing skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use personal space and group space. <input type="checkbox"/> Move body parts in different ways. <input type="checkbox"/> Name and show simple in place (axial) movements of bending and reaching. <input type="checkbox"/> Show walk, run, hop, jump, and skip (locomotor steps) while moving through space. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move the body to the rhythm of words. <input type="checkbox"/> Move to slow, medium, and fast beat. <input type="checkbox"/> Explore opposites in space and shape (high-low, forward-backward, large-small, etc.) <input type="checkbox"/> Show different kinds of energy (smooth, jerky, etc.) through movement.
<p style="text-align: center;">CREATING</p> <p style="text-align: center;">Students will improvise, create, perform, and respond to movement solutions in the art form of dance.</p>	<p style="text-align: center;">CONNECTING</p> <p style="text-align: center;">Students will demonstrate connections to history, culture, and daily life through dance.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">creating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvise using unique and unusual movement. <input type="checkbox"/> Create and perform a pattern of memorized shapes and improvised movements (locomotor transitions) between them. <input type="checkbox"/> Create and practice a short pattern of movement with a clear beginning and a clear ending. <input type="checkbox"/> Use dance language to tell about a classmate movement choices. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">connecting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move in unique ways to the energies of senses, moods, and feelings. <input type="checkbox"/> Show how people (communicate) talk through movement. <input type="checkbox"/> 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.	PRACTICING DRAMA Students will practice drama skills and ensemble work.
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 10px;">understanding </div> <div style="flex-grow: 1;"> <p><input type="checkbox"/> Listen to a story read aloud and talk about what happened in the story.</p> <p><input type="checkbox"/> Ask about anything in the story not understood.</p> </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 10px;">developing skills </div> <div style="flex-grow: 1;"> <p><input type="checkbox"/> Practice relaxing, concentrating, visualizing, and imagining.</p> <p><input type="checkbox"/> Explore moving through space.</p> <p><input type="checkbox"/> Imitate life; animal sounds, shapes, and movements.</p> </div> </div>
CONSTRUCTING DRAMA Students will make dramatic presentations for themselves and others and discuss their creative work.	APPLYING DRAMA Students explore personal preferences, performance mediums, and cultural and historical contexts.
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 10px;">creating </div> <div style="flex-grow: 1;"> <p><input type="checkbox"/> Create sounds and movements for a character.</p> <p><input type="checkbox"/> Create appropriate actions for a character (given circumstances).</p> <p><input type="checkbox"/> Evaluate work (plan improve, repeat, expand).</p> </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 10px;">connecting </div> <div style="flex-grow: 1;"> <p><input type="checkbox"/> Talk about a favorite character or event in a story and why it was a favorite.</p> <p><input type="checkbox"/> Talk about the differences between hearing a story read live and hearing a story from a recording.</p> </div> </div>

Student _____ Teacher _____



Kindergarten Music Targets



= Competency Achieved

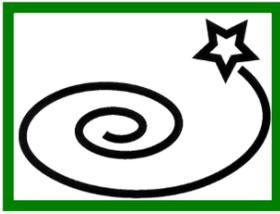


= Work in Progress



= Not Taught

SINGING and PLAYING Students will use the body, voice, and instruments as means of musical expression.	LISTENING Students will analyze, and describe music elements and personal music skills, enjoyment.
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> understanding </div> <ul style="list-style-type: none"> <input type="checkbox"/> Sing a variety of simple songs and singing games. <input type="checkbox"/> Sing with a natural voice while using good diction. <input type="checkbox"/> Perform basic beat activities using body percussion. <input type="checkbox"/> Extend the performance of basic beat into the use of simple unpitched percussion instruments. 	<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> connecting </div> <ul style="list-style-type: none"> <input type="checkbox"/> Use the body to respond to the elements of beat and rhythm in songs and listening selections. <input type="checkbox"/> Use the body to respond to various expressive qualities of music (loud/soft, fast/slow, stop/start). <input type="checkbox"/> Play simple "inner hearing" games that reinforce beat and rhythm in familiar songs. <input type="checkbox"/> Identify and respond to textural changes (many/few, instrumental/voice) in recorded music.
EXPLORING and CREATING Students will explore sounds and create musical expressions.	CONNECTING Students will connect music to personal growth, joy of living, traditions, culture and history.
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> understanding </div> <ul style="list-style-type: none"> <input type="checkbox"/> Explore vocal sounds that differentiate between speaking, shouting, singing, and whispering. <input type="checkbox"/> Create vocal sound effects to accompany the reading of stories, dramatizations, or movement. <input type="checkbox"/> Explore the effects of changing tempo and/or dynamics on familiar body percussion and unpitched percussion patterns. <input type="checkbox"/> Create a simple sequence of icons to represent the beats in a simple verse or song. 	<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> connecting </div> <ul style="list-style-type: none"> <input type="checkbox"/> Share with the class your favorite song or singing game. <input type="checkbox"/> Share with the class your favorite place to go when you want to be alone listening to music. <input type="checkbox"/> Tell about your favorite holiday and what song you like to sing most on that holiday. <input type="checkbox"/> 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.



Blend primary colors to create secondary colors.



Tint and shade colors by blending white or black with them which changes their value.



Paint a picture with a feeling such as happy, sad, angry, or loving.



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.



Discuss how works of art make students feel.



Discuss how people use art.



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.



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.

developing skills

creating artists

understanding

connecting



Dancer _____ Teacher _____

First Grade Dance Targets



= Competency Achieved



= Work in Progress



= Not Taught

<p style="text-align: center;">MOVING</p> <p style="text-align: center;">Students will demonstrate knowledge of the body and movement performing dance.</p>	<p style="text-align: center;">INVESTIGATING</p> <p style="text-align: center;">Students will demonstrate the dance elements of time, space, shape, and energy in performing dance.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use personal and group space. <input type="checkbox"/> Move (articulate) body parts alone (isolation), in place, and through space. <input type="checkbox"/> Name and show simple in place (axial) Movements of reaching and bending. <input type="checkbox"/> Show walk, run, leap, hop, jumping, skip, and gallop (locomotor steps), and simple combinations of these steps while moving through space. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move to simple short and long (rhythmic) patterns. <input type="checkbox"/> Create symmetrical and asymmetrical shapes with the body. <input type="checkbox"/> Explore shapes and movements of near, far, over, under, around, through, above, below, inside and outside (special relationships). <input type="checkbox"/> Show the energy forces of heavy and light, hard and soft.
<p style="text-align: center;">CREATING</p> <p style="text-align: center;">Students will improvise, create, perform, and respond to movement solutions in the art form of dance.</p>	<p style="text-align: center;">CONNECTING</p> <p style="text-align: center;">Students will demonstrate connections to history, culture, and daily life through dance.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">creating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find unusual movement combinations from an idea you learned, experienced, or felt by improvising with the dance elements of time, space, and energy. <input type="checkbox"/> 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. <input type="checkbox"/> Create and practice a short movement pattern with a clear beginning, middle, and end. <input type="checkbox"/> Watch, talk, and draw about another student's movement choices using dance language. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">connecting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a dance about an idea or event from history or another group of people (culture). <input type="checkbox"/> Learn a dance from another group of people (culture) or time period and tell how they have expressed themselves through dance. <input type="checkbox"/> 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.	PRACTICING DRAMA Students will practice drama skills and ensemble work.
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">understanding</div> <div style="flex-grow: 1;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Listen to a storyteller (no book) and talk about what happened in the story. </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> List in order the events in a story. </div> </div> <div style="display: flex; align-items: center;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Identify and ask about anything in the story not understood. </div> </div> </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">developing skills</div> <div style="flex-grow: 1;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Practice relaxing, concentrating, visualizing, and imagining. </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Practice moving parts of the body in isolation – arm, leg, head, hand, etc. </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Imitate characters illustrated in storybooks. </div> </div> <div style="display: flex; align-items: center;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Speak loud enough when performing for all to hear. </div> </div> </div> </div>
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">creating</div> <div style="flex-grow: 1;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Create appropriate actions for a character (given circumstances). </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Create a story told by using pantomime only. </div> </div> <div style="display: flex; align-items: center;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Evaluate work (plan improve, repeat, expand). </div> </div> </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">connecting</div> <div style="flex-grow: 1;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Retell a favorite part from a story and talk about why it was a favorite part. </div> </div> <div style="display: flex; align-items: center;"> <div style="flex-grow: 1;"> <input style="width: 30px; height: 30px; border: 1px solid purple;" type="checkbox"/> Compare and contrast the performance of a live storyteller with the performance of a video-recorded storyteller. </div> </div> </div> </div>



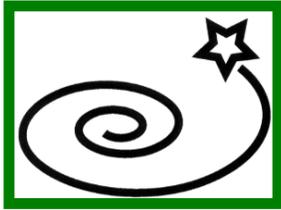
Student _____ Teacher _____

First Grade Music Targets

= Competency
 = Work in Progress
 = Not Taught

SINGING and PLAYING Students will use the body, voice, and instruments as means of musical expression.	LISTENING Students will analyze, and describe music elements and personal music skills, enjoyment.
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;"> skills </div> <div style="flex-grow: 1;"> <input type="checkbox"/> Sing a variety of folk and traditional songs. <input type="checkbox"/> Develop accurate pitch and interval skills in a variety of keys and meters. <input type="checkbox"/> Differentiate between strong and weak beats while playing body or instrumental percussion. <input type="checkbox"/> Repeat simple metric patterns (in duple meters) to accompany songs. </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;"> understanding </div> <div style="flex-grow: 1;"> <input type="checkbox"/> Identify the different vocal timbres of a child's world (male, female, children's voices) <input type="checkbox"/> Use the body to respond to or dramatize music that tells a story or represents a particular theme. <input type="checkbox"/> Play "inner hearing" games that focus on retention of beat, rhythm, and melody in familiar songs. <input type="checkbox"/> Identify sound sources (verbally use movement) as being either instrumental or environmental. </div> </div>
EXPLORING and CREATING Students will explore sounds and create musical expressions.	CONNECTING Students will connect music to personal growth, joy of living, traditions, culture and history.
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;"> creating </div> <div style="flex-grow: 1;"> <input type="checkbox"/> Imitate environmental sounds using consonant repetition w/pitch and interval differentiation (tick-tock, prrr, zip zap zoop) <input type="checkbox"/> Create song introductions and interludes using vocal sounds/creations. <input type="checkbox"/> Create body percussion or instrumental patterns in a variety of simple metric groupings. <input type="checkbox"/> Create iconic patterns to represent beat and/or rhythm groupings in different meters. </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;"> connecting </div> <div style="flex-grow: 1;"> <input type="checkbox"/> Tell about the songs or instruments that other members of your family use to make music. <input type="checkbox"/> Choose a favorite song to start your school day that might be good for the whole class to sing. <input type="checkbox"/> Share a favorite song so singing game that you might teach to friends out on the play ground. <input type="checkbox"/> Share with the class your favorite "whistle while you work" song. </div> </div>

Student _____ Teacher _____



Second 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.
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">all the skills</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation. </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">develop</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> Discuss the meanings or stories of important works of art. </div> </div>
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">develop</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> Draw, paint, or sculpt a landscape that shows depth or importance by overlapping. </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">understanding</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> Identify and discuss why artists may have used warm and cool colors in some important works of art. </div> </div>
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">develop</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> Create art that shows the textures and patterns of the objects portrayed </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">understanding</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> Collaborate with other students to make a piece of art that has a use in the classroom; e.g., pencil holder, calendar, soap dish. </div> </div>
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">creating</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> Paint with warm and cool colors to express feelings or ideas that could be associated with warmth or coolness. </div> </div>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">connecting</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> Visit a museum (gallery, museum on the net, etc.) and discuss why the museum puts artworks into groups or particular rooms. </div> </div>
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">creating</div> <div style="margin-right: 10px;"></div> <div style="flex-grow: 1;"> <input type="checkbox"/> 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. </div> </div>	



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.	INVESTIGATING Students will demonstrate the dance elements of time, space, shape, and energy in performing dance.
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> understanding </div> <ul style="list-style-type: none"> <input type="checkbox"/> Explore bending, twisting, reaching and turning and tilting in place (axial movements). <input type="checkbox"/> Move different body parts while skipping, walking, hopping, galloping, sliding or leaping through space. <input type="checkbox"/> Show combinations of locomotor steps. <input type="checkbox"/> Explore a locomotor movement pattern of meeting, parting, and passing through space with a partner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clap and then move, accenting the first beat of every measure in 2/4, 3/4, and 4/4 meters. <input type="checkbox"/> 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). <input type="checkbox"/> Explore, create, and memorize a map of spatial Pathways, and corresponding shapes (e.g. curved, angular, straight). <input type="checkbox"/> 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.	CONNECTING Students will demonstrate connections to history, culture, and daily life through dance.
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> creating </div> <ul style="list-style-type: none"> <input type="checkbox"/> Explore unique movement based on ideas from the elements of dance, ideas, places, or things. <input type="checkbox"/> Compose a sequence based on this exploration. <input type="checkbox"/> Create and memorize a sequence of movement with a partner. Make choices about where in the space and when the movement will be performed. <input type="checkbox"/> Discuss classmates' movement solutions. 	<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> connecting </div> <ul style="list-style-type: none"> <input type="checkbox"/> Perform a simple traditional folk dance and explain its origin. <input type="checkbox"/> Watch a live dance performance or video of a ritual, ceremonial, and/or folk dance. Answer questions about the differences in the two. <input type="checkbox"/> Create a simple ceremonial or ritual dance. <input type="checkbox"/> 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.		PRACTICING DRAMA Students will practice drama skills and ensemble work.	
 understanding	<input type="checkbox"/> Discuss the beginning, middle, and end in a story.	<input type="checkbox"/> Practice relaxing, concentrating, visualizing, and imagining.	
	<input type="checkbox"/> List in order the events in a story.	<input type="checkbox"/> Practice moving parts of the body in isolation – arm, leg, head, hand, etc.	
	<input type="checkbox"/> Identify and ask about anything in the story not understood.	<input type="checkbox"/> Imitate characters illustrated in storybooks.	
CONSTRUCTING DRAMA Students will make dramatic presentations for themselves and others and discuss their creative work.		APPLYING DRAMA Students explore personal preferences, performance mediums, and cultural and historical contexts.	
 creating	<input type="checkbox"/> Create appropriate actions for a character (given circumstances).	<input type="checkbox"/> Retell a favorite part from a story and talk about why it was a favorite part.	
	<input type="checkbox"/> Create a story told by using pantomime only.	<input type="checkbox"/> Compare and contrast the performance of a live storyteller with the performance of a video-recorded storyteller.	
	<input type="checkbox"/> Evaluate work (plan improve, repeat, expand).		



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.	LISTENING Students will analyze, and describe music elements and personal music skills and enjoyment.
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> all the gr: qvobh </div> <ul style="list-style-type: none"> <input type="checkbox"/> Sing a variety of songs including call and response songs. <input type="checkbox"/> Utilize diaphragm support to become a confident singer (both alone and in a group). <input type="checkbox"/> Play rhythmic patterns and simple ostinatos using pitched or unpitched percussion. <input type="checkbox"/> Combine short metric patterns into longer phrase length patterns using pitched or unpitched percussion. 	<div style="writing-mode: vertical-rl; position: absolute; left: -40px; top: 50%; font-size: small;"> all the gr: qvobh </div> <ul style="list-style-type: none"> <input type="checkbox"/> Develop sensitivity and awareness of "working together" by mirroring slow improvised movements done by a neighbor in response to a listening selection. <input type="checkbox"/> Develop sensitivity and awareness of "working together" by mirroring slow improvised movements done by a neighbor in response to a listening selection. <input type="checkbox"/> Perform (body percussion or instrumental) metric patterns discovered in listening selections. <input type="checkbox"/> Perform echo or call and response patterns (vocally or instrumentally). <input type="checkbox"/> Discriminate between the tonal characteristics of traditional instrumental groups.
EXPLORING and CREATING Students will explore sounds and create musical expressions.	CONNECTING Students will connect music to personal growth, joy of living, traditions, culture and history.
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-size: small;"> understanding </div> <ul style="list-style-type: none"> <input type="checkbox"/> Explore nonsense words and/or rhyming words in metric groupings and patterns. <input type="checkbox"/> Create vocal ostinatos and word groupings to accompany songs, stories, dances, dramatizations. <input type="checkbox"/> Improvise different combinations of "beat" and "divided beat" to create a variety of simple rhythmic patterns. <input type="checkbox"/> Create simple rhythmic sequences using an iconic or traditional music symbol notation system. 	<div style="writing-mode: vertical-rl; position: absolute; left: -40px; top: 50%; font-size: small;"> connecting </div> <ul style="list-style-type: none"> <input type="checkbox"/> Tell about the kind of music you would listen to if you spent fun music time at home. <input type="checkbox"/> 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". <input type="checkbox"/> Share what songs and singing games you would do if you had friends come over to the house for a birthday party. <input type="checkbox"/> 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

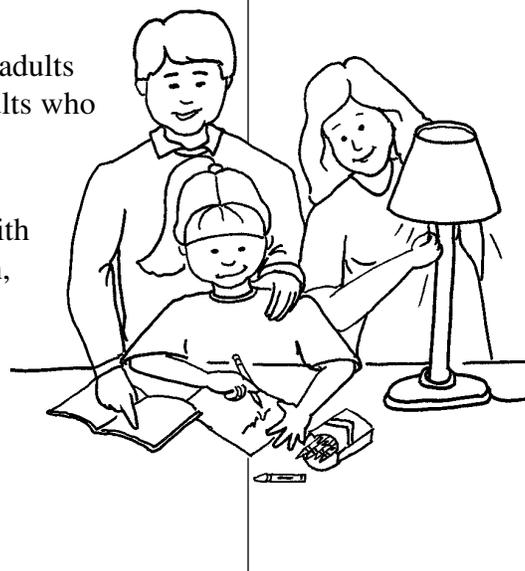
Connections to
Language Arts, Math,
Science, Social Studies

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.

- 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.

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



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
<i>Come to school on time and be ready to learn.</i>	<i>Make sure that our child attends school regularly, is on time, and is prepared to learn with homework completed.</i>	<i>Provide quality teaching and learning activities for students.</i>
<i>Ask my family to read to me or with me for 30 minutes each day.</i>	<i>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.</i>	<i>Assist family in accessing appropriate books. Participate in professional development in scientifically researched methods for teaching reading. Communicate “best” practices with parents and students.</i>
<i>Complete homework assignment on time and in a legible way. Welcome help from my family on my homework and papers.</i>	<i>Monitor my child’s progress and sign completed homework.</i>	<i>With clear directions, provide meaningful learning activities that reinforce learning goals for parents to use at home.</i>
<i>Pay attention to my teacher, family, and tutors, and ask questions when I need help. Attend parent-teacher conferences</i>	<i>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</i>	<i>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.</i>
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

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).



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

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. Knead 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

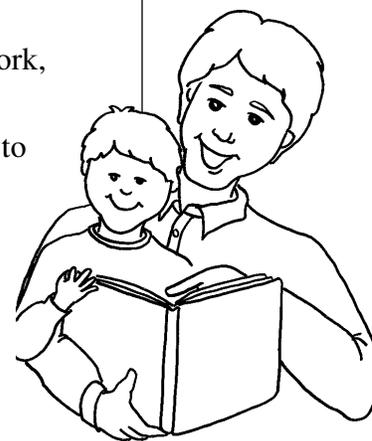
The best time to start reading aloud to a child is the day that he or she is born. Experts tell us that children need to hear a thousand stories read aloud before they begin to learn to read for themselves. Three stories a day will provide your child with a thousand stories in one year alone! You can 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.

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 *spea*k. Simply hearing language spoken does not develop the child's expressive vocabulary. It is *talki*ng *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.

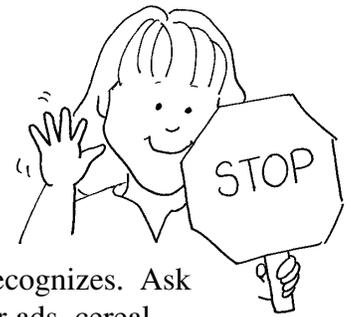
- **Three stories a day will provide your child with a thousand stories in one year alone!**



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.

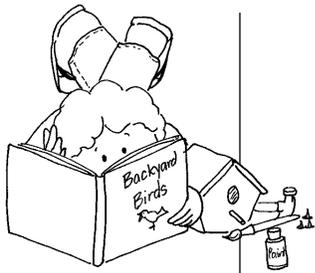
1. Talk about what you see in the world around you.
2. Talk about the things that happen in your lives. For example, as you are working in the kitchen, describe your actions to your child.
3. Ask questions to stimulate conversations.
4. Sing together.
5. Talk about the books you share. Ask your child 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.

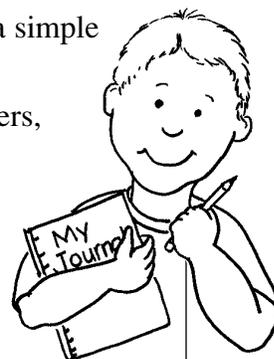
1. Encourage your child to practice reading letters and sounds by reading to siblings, relatives, neighbors, pets, teddy bears, into tape recorders, etc.
2. When your child practices saying letter names and sounds, take care to give enough time for your child to correct his mistakes. Tell your child 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.



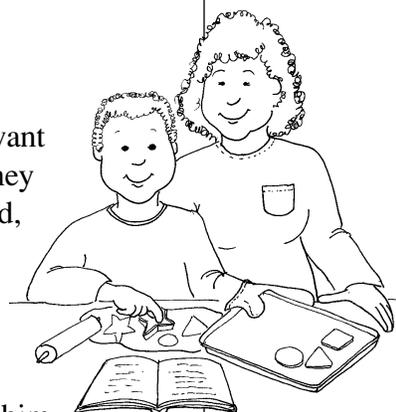
1. Ask your child questions about the position of objects in relation to other objects. For example; “What is above the refrigerator? What is under the table? What cereal is on the bottom shelf? Who is sitting nearest you?”
2. Have your child make comparisons: larger-smaller, heavier-lighter, rounder-flatter, 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.



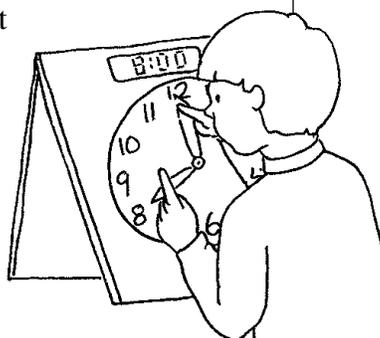
Use of Data

Children love to ask questions. Children 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.



- Children love to ask questions.



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

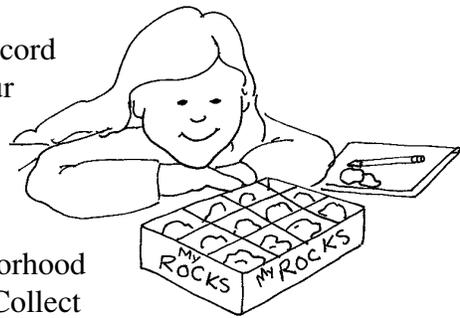
Help your child to explore plants/seeds, animals, growing/changing, the five senses, and health/nutrition.

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.**

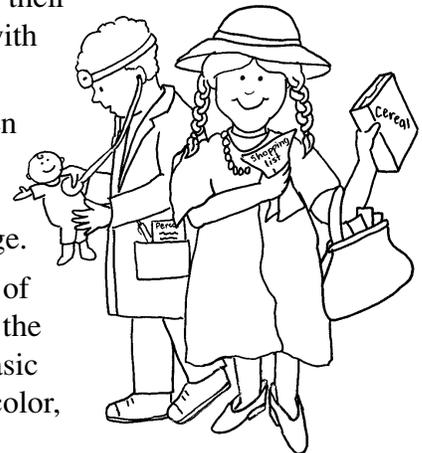
Young children learn through their senses and experiences. They touch, feel, smell, and taste things. They play imaginary games and interact with friends. Children's everyday play and experiences give them a basis for social studies concepts they will learn in school.

- 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”).



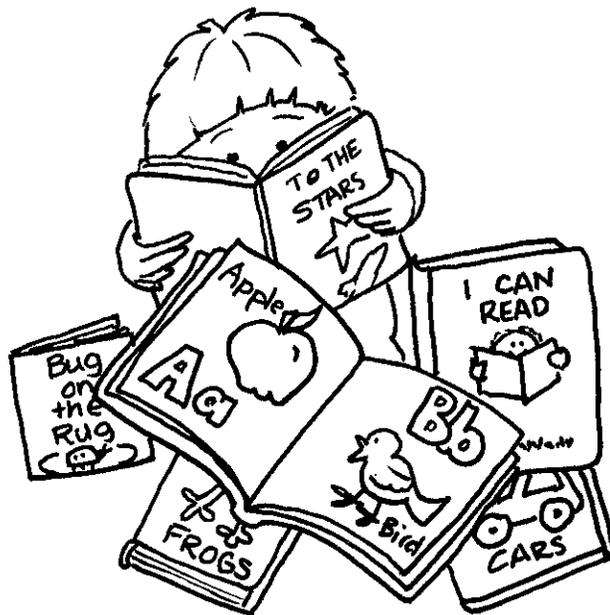
2. Make a map of your own yard or home, hide a small treat, and mark the spot on the map with an X. Have a family treasure hunt!

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

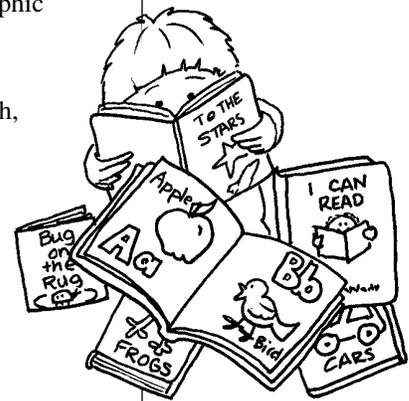
Core Booklist: Kindergarten through Second Grade

Core Topics

Animals	Neighborhood and School
Biographies	Numbers
Character Education / Problem Solving / Conflict Resolution / Choices and Community / Physical Features / Goods / Services / Resources in Community	Nutrition / Balanced Diet / Nutritious Foods / Energy
Consequences	Patriotism / National Symbols / Democratic Processes / Activities that Promote Public Good
Cultures / Traditions / Music / Dance / Stories	Patterns
Emotions / Self-Expression	Plants / Growth / Seeds / Uses of Plants
Family / Contributions / Changes Over Time / Tasks	Problem Solving
Friends / Healthy Relationships	Process Skills
Healthy Lifestyles / Personal Hygiene / Helpful and Harmful Substances / Physical Activity / Body Care	Rocks
Insects / Bugs / Spiders	Rules
Life Cycles (Plants, Animals, People)	Safety
Maps / Globe / Representations / Continents / Oceans	Seasons / Weather
Measurement	Self / Similarities and Differences
Motion	Senses
	Shape
	Technology (Home, School, Community)
	Time / Changes Over Time
	Water
	Writing / Communication

Animal Comparisons

<i>A Bear Eats Fish</i> by David Tunkin, National Geographic, Windows on Literacy (emergent)*	<i>Animal Clowns</i> , National Geographic Kids Want To Know ISBN 079223409x*
<i>A Frog Has a Sticky Tongue</i> by Pamela Graham, National Geographic Windows on Literacy (early)*	<i>Animal Eyes</i> by Carolyn MacLulich, Scholastic*
<i>A Porcupine</i> by Carol Krueger, Wright Group/McGraw-Hill (emergent)*	<i>Animal Families</i> , National Geographic Kids Want To Know ISBN 0792236106*
<i>Along a Rocky Shore</i> , National Geographic Kids Want To Know ISBN 0792236114*	<i>Animal Feet</i> by Carolyn MacLulich, Scholastic (fluent)*
<i>Animal Armor</i> by Cathy Smith, National Geographic Windows on Literacy (early)*	<i>Animal Messengers</i> by Brenda Parkes, Newbridge (early)*
<i>Animal Babies</i> by Barbara Shook Hazen, Discovery Links®, Newbridge (emergent) *	<i>Animal Messengers</i> by Brenda Parkes, Discovery Links®, Newbridge (fluent)
	<i>Animal Senses</i> 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)

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

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)

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 Betsy 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 Betsy Chesson, 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 Williams, 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 Chesson
- This Bird Can't Fly* by Susan Canizares & Daniel Moreton

- Where Do Birds Live?* by Betsy Chesson
- 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*
- Crabs* 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 Chesson
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*
- Snakes* by Rebel Williams, TWiG®, Wright Group (emergent)
- Snakes* 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 Betsy Chesson & 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 Canizares & 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 Betsy Chessen & Pamela Chanko

Canada by Susan Canizares & Samantha Berger

Italy by Susan Canizares & Betsy Chessen

Mexico by Susan Canizares & Pamela Chanko

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)*

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)*

* 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 Chesson & Pamela Chanko

Two Can Do It by Susan Canizares & Betsy Chesson

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)*

Families 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 Chesson
- 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 Neccason, 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 Chesson &
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 Kryisia 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) *

Fossils 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)*

Rules by Brenda Parkes, Newbridge
(emergent)*

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 Elizabeth 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 Canizares & Betsy Chesssen
- 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 Tornadoes* 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*
- Shapes* 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?* by 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 Chesson

Push or Pull by Susan Canizares & Betsy Chesson

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 Wings 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*

Machines 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.

- | | |
|---|--|
| <i>A Writers Work</i> by Diana Noonan, Wright Group (early fluency) * | <i>Making A Weather Chart</i> by Hamish Dawson, KinderStarters, Rigby |
| <i>Class Teddy Bear</i> by Belle Perez, National Geographic Windows on Literacy | <i>My Book</i> by Ann Wilson, SUNSHINE™, Wright Group (emergent) |
| <i>Come to My Party</i> by Steward Gardiner, National Geographic (emergent) * | <i>Send a Message</i> by Dan Greenberg, Newbridge (fluent)* |
| <i>I Can Write</i> by Rozanne Lanczak Williams, Creative Teaching Press | <i>Sharing News</i> by Cynthia Rothman, Newbridge (early)* |
| <i>I Write</i> by Jillian Cutting, SUNSHINE™, Wright Group (emergent) | <i>You Can Make a Memory Scrapbook</i> by Cathy French, Benchmark (early)* |
| <i>Let's Draw</i> by Carlie Todoro, Rosen (upper emergent)* | |

* 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	

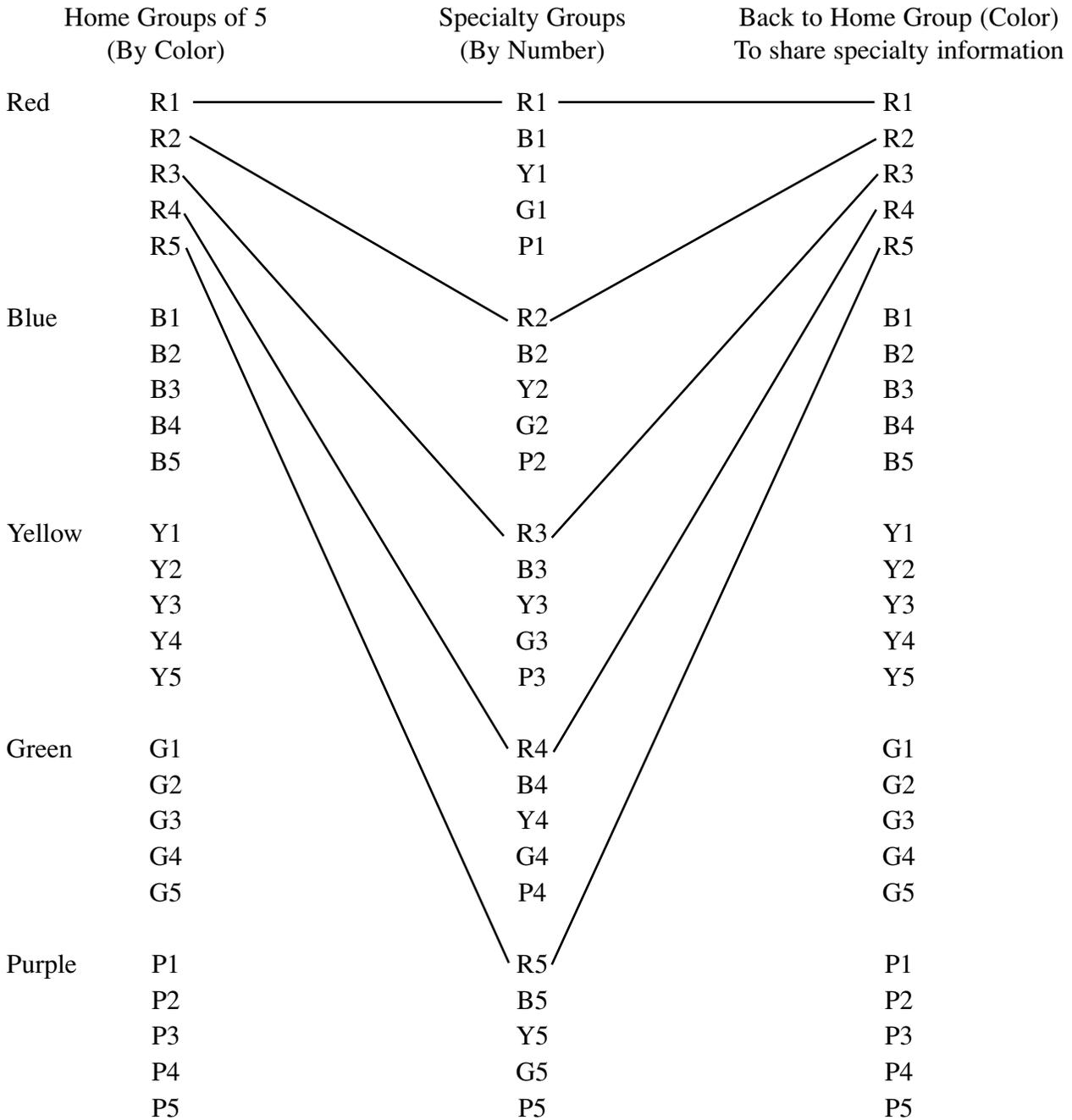
WRITING CENTER	
DESCRIPTION OF CENTER	MATERIALS
ACTIVITIES/PRODUCT	

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)	L (What I learned)
	W (What I want to know)	

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.

***Kindergarten
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.

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

- **Young children learn by doing, collaborating, and sharing their ideas.**



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.**

- **Student achievement of the standards and objectives in this Core is best assessed using a variety of assessment instruments.**

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.

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.

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.

- **Intended learning outcomes provide a direction for general classroom instruction, management, culture, environment, and inclusion.**



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 Kindergarten Core Curriculum

In kindergarten, 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.

Kindergarten students engage in many activities that help them develop oral language and literacy. Kindergarten students take part in language activities that extend their vocabulary, conceptual knowledge, and phonological awareness. Students learn to follow directions and develop the language of schooling.

Within a well-balanced mathematics curriculum, the primary focal points for kindergarten are developing whole-number concepts and using patterns and sorting to explore number, data, and shape. While learning mathematics, students will be actively engaged in using concrete materials and appropriate technologies such as calculators and computers.

In kindergarten, students learn about themselves and their relationship to the classroom, school, family, and community. Students are expected to develop skills in posing simple questions, measuring, sorting, classifying, and communicating information about the natural world. 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.

- **Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas.**



Kindergarten 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. Listen attentively.
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow two-step directions).
- 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. View a variety of media presentations attentively.
- b. Use a variety of formats (e.g., show and tell, drama, sharing of books) 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. Identify front/back, top/bottom, left/right of text/book.
- b. Discriminate between upper- and lower-case letters, numbers, and words in text.
- c. Show the sequence of print by pointing left to right with return sweep.
- d. Identify where text begins and ends on a page.
- e. Identify punctuation in text (i.e., periods, question marks, 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.

Standard III: *Phonological and Phonemic Awareness—Students develop phonological and phonemic awareness.*

Objective 1: Demonstrate phonological awareness.

- a. Count the number of words in a sentence.
- b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, _____).
- c. Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).

Objective 2: Recognize like and unlike word parts (odddity tasks).

- a. Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, pig).
- b. Identify the words with same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, then).

Objective 3: Orally blend word parts (blending).

- a. Blend syllables to make words (e.g., /ta/.../ble/, table).
- b. Blend onset and rimes 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 sound (e.g., replace the first sound in mat to /s/, say sat).
- b. Substitute initial sound to create new words (e.g., replace the first sound in mat with letters of the alphabet).

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. Name all upper-and lower-case letters of the alphabet in random order.
- b. Match consonant and short vowel sounds to the correct letter.
- c. Blend simple cvc sounds into one-syllable words.

Objective 2: Use knowledge of structural analysis to decode words. See first and second grades.

Objective 3: Spell words correctly.

- a. Hear and write letters to represent single sounds in words.
- b. Spell a small number of grade level words (e.g., you, the, to, is).
- c. Spell first name correctly.

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.

Standard IV: *Phonics and Spelling*—Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Standard V:
Fluency—Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

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 alphabet letters in random order with automaticity.
- b. Read numerals from zero to ten in random order with automaticity.

Objective 2: Read aloud grade level text effortlessly with clarity.

- a. Use appropriate intonation and expression during unison oral reading with the teacher.
- b. Read with automaticity approximately 25 high-frequency/sight words.

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 meaning 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).

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 by looking at the root word and using known endings (e.g., car, cars; jump, jumped, jumping).
- b. Monitor reading using context to explain the meanings of unknown key words from text read aloud.

**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.

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.
- c. Make predictions using picture clues, title, and prior knowledge.
- d. Make inferences and draw conclusions from text.
- e. Retell identifying key ideas.
- f. Compile information from text.

Objective 3: Recognize and use features of narrative and informational text.

- a. Identify beginning, middle, and ending of text.
- b. View a variety of simple genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy.
- c. Identify information from pictures.
- d. Recognize information as real/make believe.
- e. View a variety of informational texts (e.g., picture books).

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 listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences.
- b. Select topics from generated ideas.

Objective 2: Compose a written draft.

- a. Draft ideas on paper, utilizing pictures with labels/words.
- b. Select appropriate words to convey meaning.

Objective 3: Revise by elaborating and clarifying a written draft. See first, second, third, fourth, fifth, and sixth grades.

Objective 4: Edit written draft for conventions.

- a. Edit writing of first name for appropriate capital and lower-case letters.
- b. Edit writing for the spelling of a key word.

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. Write name legibly using correct manuscript form.

Objective 6: Write in different forms and genres.

- a. Produce personal writing (e.g., All About Me books, notes).
- b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.
- c. Produce functional text (e.g., ABC books, labels, signs).
- d. Share illustrations and writing with others.
- e. Take part in producing group products.

**Standard VIII:
Writing—Students write daily to communicate effectively for a variety of purposes and audiences.**

Kindergarten Mathematics Core Curriculum

Standard I:
Students will understand simple number concepts and relationships.

Standard I: Students will understand simple number concepts and relationships.

Objective 1: Identify and use whole numbers.

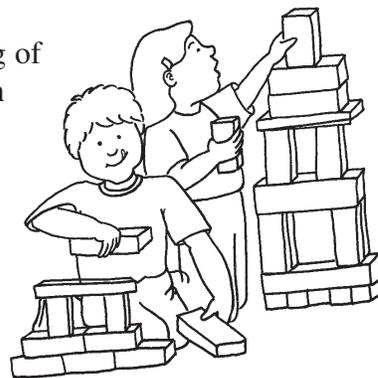
- a. Relate a *numeral* to the number of objects in a set (e.g., ~ ~ ~ = 3).
- b. Construct models of numbers to 10 with physical objects or manipulatives.
- c. Make pictorial representations of numbers to 10 (e.g., draw four circles, draw six squares).
- d. Recognize and write numerals from 0 to 10.
- e. Manipulate objects to demonstrate and describe multiple ways of representing a number (e.g., 5 can be 3 and 2 more, 5 can also be 2 and 2 and 1).

Objective 2: Identify simple relationships among whole numbers.

- a. Develop strategies for *one-to-one correspondence* and keeping track of quantities.
- b. Compare two sets of objects to determine whether they have the same, fewer, or more elements.
- c. Order sets of objects from 1 to 9.
- d. Estimate quantities less than 10.

Objective 3: Model and illustrate meanings of the operations of addition and subtraction and describe how they relate.

- a. Demonstrate the joining and separating of sets with objects to solve problems.
- b. Describe the joining or separating of sets with informal language when using models.
- c. Record pictorially the results from the joining or separating of sets.



Standard II: Students will identify and use patterns to represent mathematical situations.

Objective 1: Identify and sort objects according to common attributes.

- a. Sort objects into groups by color, shape, size, number, or other *attributes*.
- b. Identify which attribute was used to sort objects into a group.
- c. Find multiple ways to sort and classify a group of objects.

Objective 2: Identify and use patterns to describe numbers or objects.

- a. Use patterns to count orally from 1 to 20 and backward from 10 to 0.
- b. Identify simple patterns in the environment.
- c. Predict what comes next in an established pattern and justify thinking.
- d. Duplicate, extend, and create simple patterns using objects and pictorial representations.

**Standard II:
Students will identify
and use patterns to
represent
mathematical
situations.**

**Standard III:
Students will
identify and create
simple geometric
shapes and
describe spatial
relationships.**

Standard III: Students will identify and create simple geometric shapes and describe spatial relationships.

Objective 1: Identify and create simple geometric shapes.

- a. Identify circles, triangles, rectangles, and squares.
- b. Combine shapes to create *two-dimensional* objects.
- c. Draw circles, triangles, rectangles, and squares.
- d. Recognize circles, triangles, rectangles, and squares in the students' environment.

Objective 2: Describe simple spatial relationships.

- a. Visualize how to fit a shape into a design.
- b. Use and demonstrate words to describe position with objects (i.e., on, over, under, above, below, top, bottom, up, down, in front of, behind, next to, beside).
- c. Use and demonstrate words to describe distance with objects (i.e., far, near).

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 clocks and calendars as tools that measure time.
- b. Identify a day, week, and month on a calendar.
- c. Identify pennies, nickels, dimes, and quarters as units of money.

Objective 2: Use appropriate techniques and tools to determine measurements.

- a. Compare two objects (e.g., shorter/longer, heavier/lighter, larger/smaller, more/less).
- b. Find the length of an object using nonstandard units (e.g., pencils, paper clips).
- c. Name the days of the week in order.
- d. Sort pennies, nickels, dimes, and quarters.

**Standard IV:
Students will
understand and use
simple measurement
tools and techniques.**

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, organize, and record data using objects and pictures.
- b. Represent data in a variety of ways (e.g., graphs made from people, *pictographs*, bar graphs) and interpret the data (e.g., more people like red than blue).

Objective 2: Determine the likelihood of events.

- a. Describe events encountered in books read as possible or not possible.
- b. Describe events as likely or unlikely (e.g., It is likely to snow today. It is unlikely an elephant will be in school).

**Standard V:
Students will
collect and draw
conclusions from
data and
understand basic
concepts of
probability.**

Kindergarten Fine Arts, Health, Physical Education, Science, and Social Studies Core Curriculum

Standard I: Students will develop a sense of self.

Objective 1: Describe and practice responsible behaviors for health and safety.

- a. Describe proper care of the body (e.g., proper brushing of teeth, eating a variety of foods, proper hand washing, sneezing into sleeve).
- b. Recognize that food is fuel for the body.
- c. Recognize signs of physical activity (e.g., heart rate, breathing, sweat).
- d. Identify helpful and harmful substances to the body.
- e. Recall basic safety (e.g., follow rules, maintain personal space/boundaries, know phone number, address, emergency number).

Objective 2: Develop skills in gross and fine motor movement.

- a. Participate in regular physical activity that requires exertion (e.g., walk, jog, jump rope).
- b. Explore a variety of fundamental and manipulative gross motor skills (e.g., hop, skip, twirl, dance, throw, catch, kick, strike).
- c. Perform a variety of fine motor skills (e.g., draw, cut, paste, mold, write).
- d. Maintain personal space and boundaries while moving.
- e. Create and perform simple dance movements that express who one is, knowledge of the body, feelings, senses, and ideas in time and space.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

- a. Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, sing).
- b. Recognize similar colors as being members of the family of reds, blues, and yellows and shapes as being similar to squares, circles, and triangles.

**STANDARD I:
Students will
develop a sense of
self.**

- c. Describe sounds in terms of dynamics (loud/soft), pitch (high/low), duration (long/short; fast/slow), and timbre (tone of an animal, human, musical instrument, or machine).
- d. Develop competency in beat accuracy and respond to an understanding of beat as a life force through moving, singing, chanting, or playing instruments.
- e. Express emotions by selecting and playing a variety of simple rhythm instruments.

Standard II: Students will develop a sense of self in relation to families and community.

Objective 1: Describe factors that influence relationships with family and friends.

- a. Identify ways individuals are alike and different.
- b. Identify contributions of family members.
- c. Describe how children change over time.
- d. Identify behaviors to initiate play and develop friendships.
- e. Demonstrate positive interactions with peers and adults.

Objective 2: Identify important aspects of community and culture that strengthen relationships.

- a. Recognize and follow family and classroom rules.
- b. Describe the school community (e.g., students, teachers, secretary, custodian, principal).
- c. Describe resources in the community (e.g., police officer, firefighter, library, museum).
- d. Describe cultural traditions in family and community.
- e. Recognize national symbols and recite the Pledge of Allegiance.

Objective 3: Express relationships in a variety of ways.

- a. Recognize traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.
- b. Develop skills in storytelling through moving the body and making sounds while pretending to be characters in a familiar story.
- c. Create and perform/exhibit dances, visual art, music, and dramatic stories from various cultures.

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 changes in the seasons.

- a. Identify the seasons and represent each with pictures and songs.
- b. Observe and describe typical weather for each of the seasons.
- c. Describe the information each of the five senses provides with the changing of seasons.
- d. Observe and describe changes in behavior of animals as the seasons change.
- e. Describe how people change their behavior as the seasons change.

Objective 2: Observe and describe animals in the local environment.

- a. Observe, describe, draw, and compare familiar animals.
- b. Describe how young animals are different from adult animals.
- c. Describe how animals care for their young.
- d. Observe and imitate the sounds and movements of animals with songs, dances, and storytelling.
- e. Distinguish between real and make-believe animal behaviors.

Objective 3: Recognize symbols and models used to represent features of the environment.

- a. Recognize that maps and globes are symbols for actual places.
- b. Identify items on a map of the classroom.
- c. Explore basic map and globe directions and characteristics (e.g., top, bottom, right, left, land, water, Arctic Ocean, Antarctica).
- d. Make representations of things observed in the environment (e.g., drawing, painting, building structures with blocks, making models with clay).

Standard I
Activities

Assessing Narrative Comprehension in Young Children

Reading Research Quarterly
Vol 38. No. 1
January/February/March 2003
International Reading Association
pp.36-76

Summary:

This article explains the creation and validation of the Narrative Comprehension of Picture Books task, an assessment of young children's comprehension of wordless picture books. Narrative competence is among the fundamental cognitive skills that influence early reading development. When children look at pictures in books, the process of meaning making is similar to the cognitive efforts to construct meaning from printed words. For example, children construct relations among characters, actions, and events in pictures or text based on the contextual clues and their prior knowledge.

Children must "read" and elaborate the meanings identified in individual pictures. They must integrate meanings across pictures, delete extraneous pictorial information, retain main ideas, form expectations regarding possible future pictures, monitor ongoing understanding of pictorial information, and backtrack to previous pictures when comprehension fails. Pictorial narratives also require narrative thinking skills similar to the cognitive demands of text-based stories, such as integration of information, inferential skills, knowledge about main story elements and understanding of temporal and causal sequences.

The assessments of pictorial narratives are important. They allow teachers to assess how children understand narrative stories and their elements and relations, as well as how children analyze, infer, and summarize event sequences—all independent of the ability to decode printed words. Assessment of narrative stories can be closely connected with classroom instruction in primary grades, such as story boards, puppet play, storytelling dictated stories, and joint book reading. With increasing pressures to document young children's literary progress in primary grades, such assessments are needed. They provide a valuable diagnostic assessment of comprehension problems and link comprehension assessment with classroom instruction. Identification of comprehension problems of young children, whether or not they can decode print, enable us to make early interventions for at-risk children.

- **Pictorial narratives require narrative thinking skills similar to the cognitive demands of text-based stories.**



Activity–Exploration Tubs

Standard I Student will develop a sense of self.
Objective 1 Describe and practice responsible behaviors for health and safety.
Objective 2 Develop skills in gross and fine motor movement.
Objective 3 Develop and use skills to communicate ideas, information, and feelings.
Process Skills Symbolization, observation, prediction, description, problem solving, classification
Intended Learning Outcomes <ol style="list-style-type: none"> 1. Demonstrate a positive learning attitude. 2. Demonstrate social skills and ethical responsibilities. 3. Demonstrate responsible emotional and cognitive behaviors. 4. Develop physical skills and personal hygiene. 5. Understand and use basic concepts and skills. 6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard

I

Objectives

1, 2, 3

Connections

Background Information

This unit uses the children’s names as the foundation for teaching language, alphabets, one-to-one counting, sequencing, concepts of print, and phonemic awareness. The child’s own name is the most important word to him. Although many children come to school with an awareness of environmental print, they see the environmental print words as a whole.

Name recognition is the first experience many children have with the concept of written symbols. Teachers frequently hear the words “That’s my name!” when a child sees a word that begins with the same first letter. It requires a new vocabulary for students to understand concepts such as letter and word. Students with low language skills will need constant connections to the concrete and familiar (e.g., matching names with photos of students, labels and pictures for manipulatives and their storage places throughout the room, and assistance in discriminating their name with other students’ names beginning with the same letter.)

- **When differentiating instruction, the teacher must look at the particular needs of the individual student.**

Students with low language skills tend to cluster in the following areas*

1. *ESL*: These students may appear to be competent, yet lack the kind of 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 Problems* (could be in special education programs, but not always): Some children have specific learning problems that require accommodations or adaptations in the classroom. These learning problems can include auditory processing deficits, poor memory, depression, hyperactivity, emotional/family issues, visual-motor deficits, specific health problems, cognitive delays, behavior disorders, autism, sensory and/or physical impairments, etc.
4. *Slow Learners*: About one-sixth of the general population are slow learners (IQ falls between 70 and 85). They 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.

When differentiating instruction to meet the needs of any student, the above information can serve as a guideline, but the teacher must look at the particular needs of the individual student, as not all students fall into any one “general” category—some fall into several categories and may have their own unique needs.

- * 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

As teachers enter they will be invited to explore five tubs that have manipulatives and books on core topics with sample activities articulated on a web. Teachers will be given 10 minutes to explore the tubs. (The tubs have ideas across all standards.)

1. Name Tub

- Students will identify their name as a symbol for themselves.
- Students will write their first name.
- Students will spell their first name.
- Students will compare classmates' names, and the letters in their names.

Books:

Andy by Tomie De Paola (Scholastic)

Mommy Doesn't Know My Name by Suzanne Williams (Houghton Mifflin)

A Porcupine Named Fluffy by Helen Lester (Houghton Mifflin)

Chrysanthemum by Kevin Henkes (Trumpet)

2. Insect Tub

- Students will describe characteristics of organisms.
- Students will sort objects by common attributes.
- Students will begin to develop an understanding of the life cycles of organisms.

Books:

Butterfly by Susan Canizares (Scholastic)

Bugs, Bugs, Bugs by Mary Reid and Betsey Chesson (Scholastic)

What Is An Insect? by Susan Canizares and Mary Reid (Scholastic)

Where Do Insects Live? by Susan Canizares and Mary Reid (Scholastic)

Spider Names by Susan Canizares (Scholastic)

What Do Insects Do? by Susan Canizares and Pamela Chanko (Scholastic)

3. Monkey Literacy

- Students will compare fiction books about monkeys with informational books about monkeys.
- Students will retell a finger play book with manipulative figures.
- Students will make a book of their own using the “counting backwards” format.

Materials

- photos of each child
- name cards for each child
- name writing cards with models of alphabet strokes
- glue gun name cards
- name sort game
- name puzzles

Materials

- plastic insects
- bugs
- worms
- spiders

Materials

- flannel board characters or puppets for each book
- magnetic numbers
- lid for magnets

Books:

Five Little Monkeys Sitting In a Tree by Eileen Christelow (Scholastic)

Five Little Monkeys Jumping On the Bed by Eileen Christelow (Scholastic)

Monkeys by Susan Canizares and Pamela Chanko (Scholastic)

Jane Goodall and Her Chimpanzees by Betsey Chessen and Pamela Chanko (Scholastic)

4. Life-Size Grizzly

- Students will utilize tools to gather data and compare size.
- Students will observe and describe the properties of objects.
- Students will compare attributes of real bears with attributes of teddy bears.

Books:

Bears, Bears, and More Bears by Jackie Morris (Barrens)

Bears by Joanne Mattern (Watermill Press)

How Teddy Bears Are Made by Ann Morris (Scholastic)

Polar Bears by Susan Canizares and Daniel Moreton (Scholastic)

5. Magnification

- Students will develop abilities necessary to do scientific inquiry.
- Students will utilize tools to gather data and extend the senses.
- Students will observe and describe the properties of objects and materials.

Books:

Tools Can Help Us See by Sarah Dawson (National Geographic, Windows on Literacy)

A Better Look by Jacob Fink (National Geographic, Windows on Literacy)

The Magnifying Glass by Karen Anderson (Wright Group, McGraw-Hill)

Seeing Things Up Close by Kate McGough (National Geographic, Windows on Literacy)

Greg's Microscope by Milicent E. Selsam (Harper and Row)

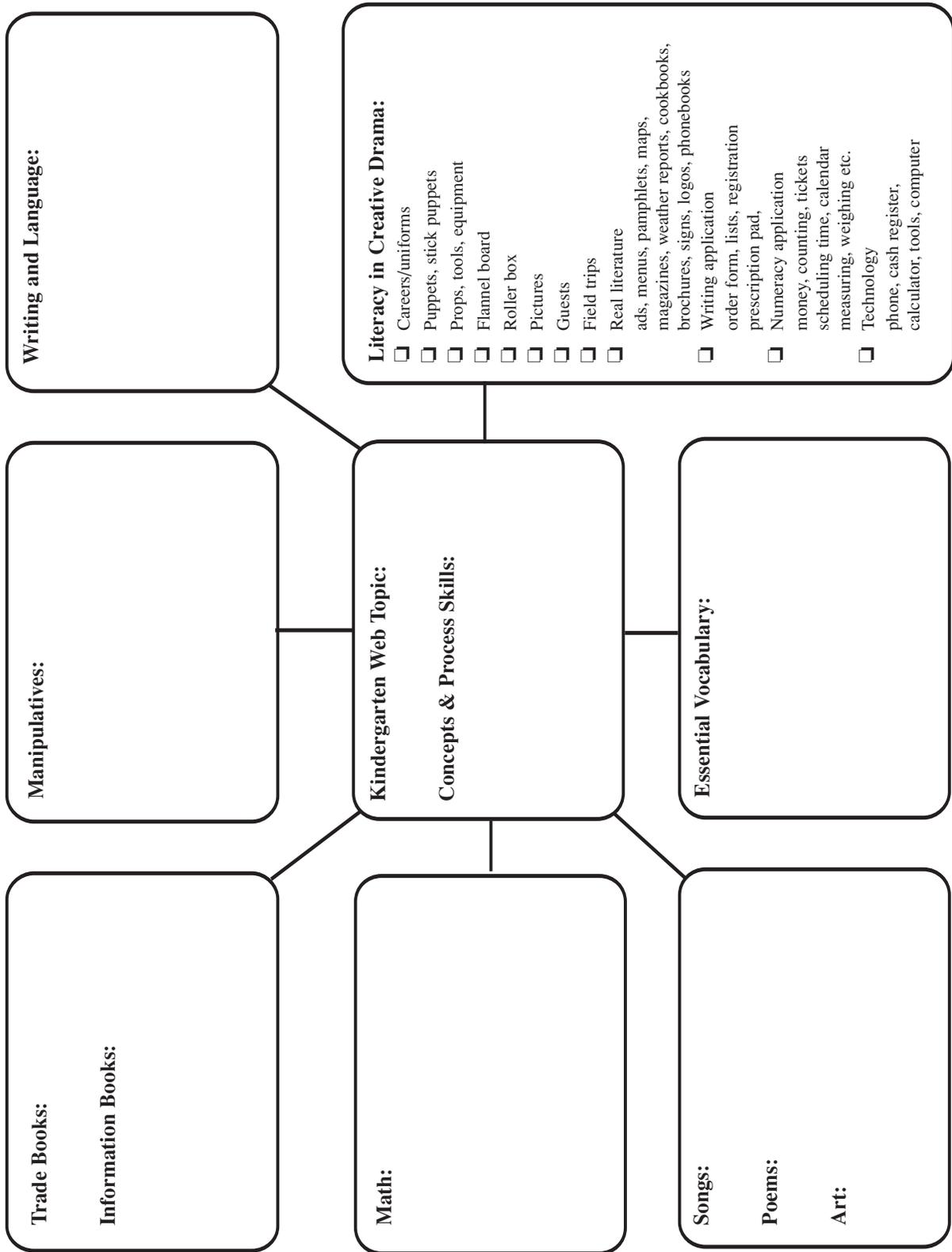
Ask teachers to return objects to the tubs and stack the tubs together.

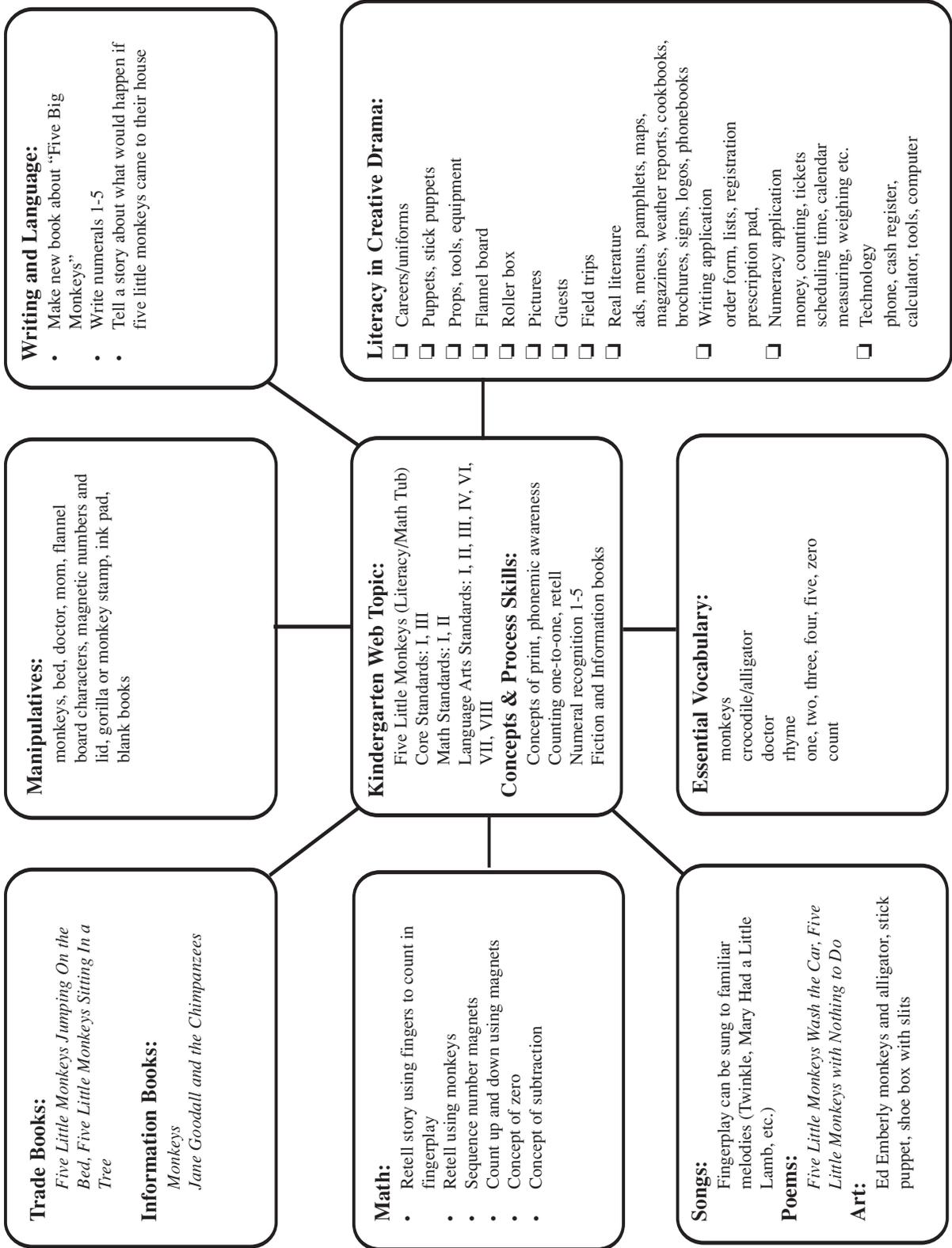
Materials

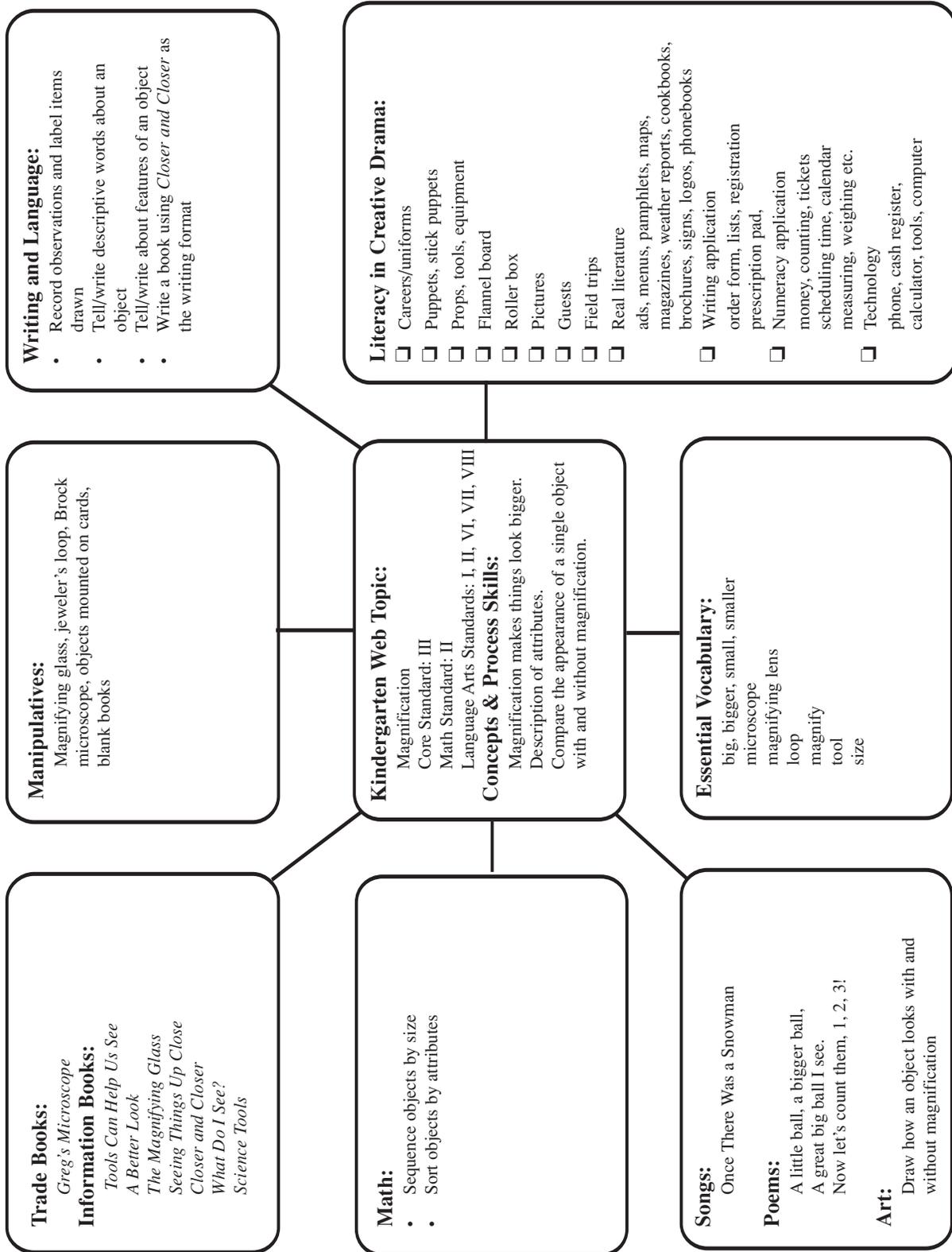
- life-size grizzly made on plastic tablecloth or shower curtain
- teddy bears
- counting bears

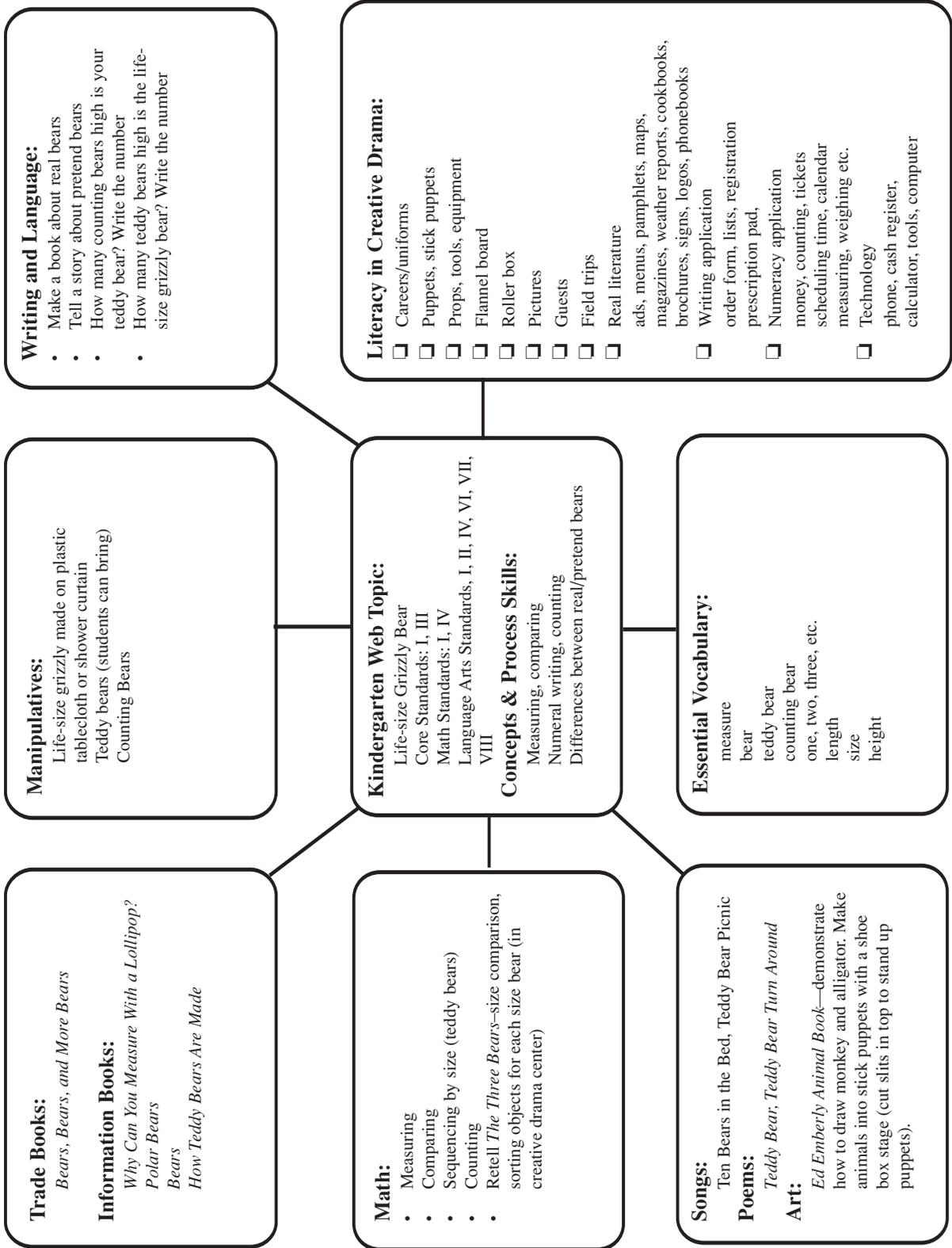
Materials

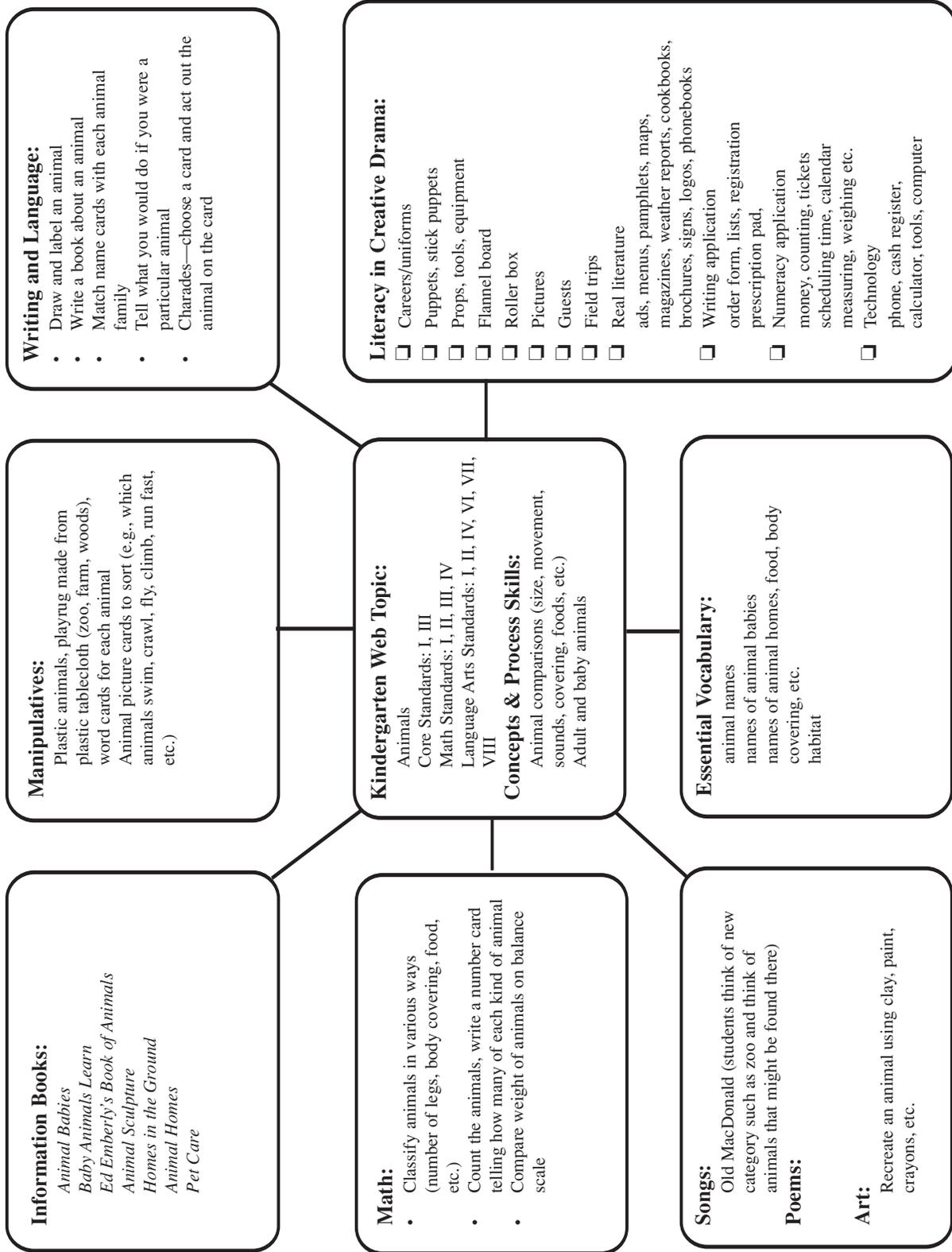
- magnifying glass
- jeweler's loop
- Brock Microscope
- objects mounted on cards
- blank books for recording observations

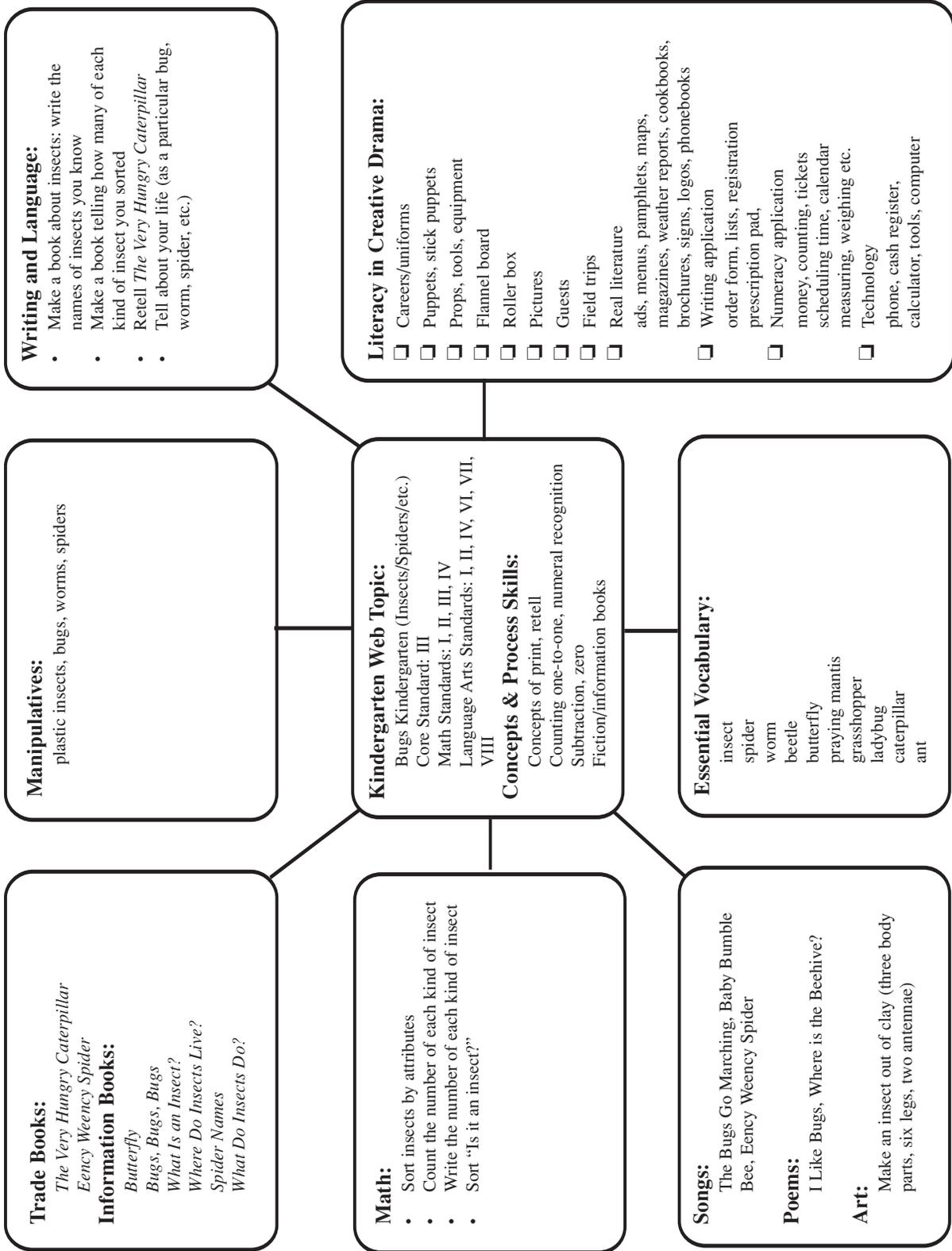


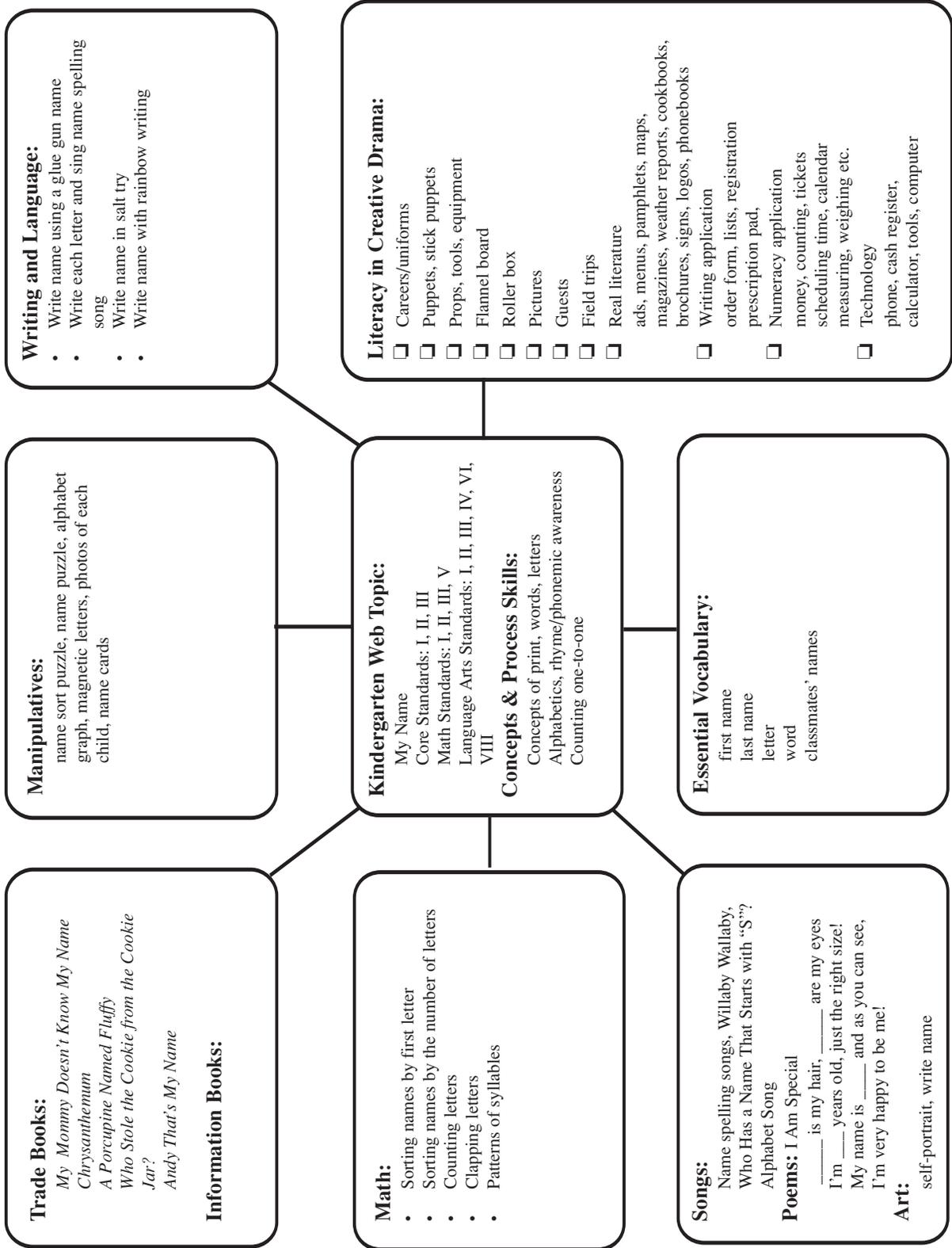












Activity–Name Games

Invitation to Learn:

As teachers enter, have them fold a sheet of cardstock in half and write their own name on each side of the cardstock (with a marker). The name is placed on the table where they sit.

Game 1: Name Card

I'm going to give you a word that will be very special to you. When you I give you your word read it to yourself then to your neighbor. Compare the length of the names, compare the first letters of the names, and find letters that two names have in common.

Name Puzzle—Number Graph—Alphabet Name Graph

Make a name puzzle from the name card. Cut two names apart, cut up one name to form a name puzzle. Students assemble their name puzzles, and then place their puzzle under the corresponding numeral on the laminated floor graph.

Using the other half of your name card, graph the beginning letter of your first name as we sing “Who has a name that starts with /J/?” (to the tune of “Someone’s in the Kitchen with Dinah”). Then stand up on letter that your name starts with as we slowly sing the alphabet song.

Materials

- photos of each child in your classroom
- name puzzles
- name sort game
- markers, cardstock, scissors
- laminated alphabet graph/roll
- laminated number graph/cards
- glue gun name example

Game 2: Phonemic Awareness with Names

Phonemic awareness song to the tune of the first two lines of “Twinkle”

Bippity Boppity Bumble Bee,
Tell me what your name would be!
(Say first name and clap syllables
Clap syllables only while mouthing name.
Clap syllables and count syllables.)

Willaby Wallaby Name Song

Willaby Wallaby Wally, an elephant sat on Sally.
Willaby Wallaby Wason, an elephant sat on Jason.
Willaby Wallaby Wave, an elephant sat on Dave.
Willaby Wallaby Wasmine, and elephant sat on Jasmine.

Name Spelling Songs

Pass out copies of name spelling songs and ask each teacher to sing his/her name song to a partner.

3-Letter Name Song

(Three Blind Mice)

A-m-y spells my name.
A-m-y spells my name.
I can spell my name so fine.
I can spell it all the time.
Whenever I sing this little rhyme.
A-m-y

4-Letter Name Song

(Are You Sleeping)

B-r-a-d, B-r-a-d,
Spells my name,
Spells my name.
I can be so clever
At home or school whatever,
By myself,
By myself.

5-Letter Name Song

(Bingo)

There was a mom who loved a girl
And Becky was her name oh!
B-e-c-k-y, B-e-c-k-y, B-e-c-k-y,
And Becky was her name oh!

6-Letter Name Song

(I'm a Little Teapot)

S-t-e-v-e-n that's my name,
Listen very carefully I'll spell it again.
S-t-e-v-e-n that's my name,
That spells Steven, That's my name!

7-Letter Name Song

(Mary Had a Little Lamb)

R-i-c-h-a-r-d,
That's my name, that's my name.
R-i-c-h-a-r-d,
I can spell my name.

8-Letter Name Song

(Are You Sleeping)

M-a-r-i-a-n-n-e
That's my name, that's my name.
I can really spell it,
I can really spell it,
By myself, by myself.

9 or 10 Letters

(Row, Row, Row)

J-o-h-n-a-t-h-a-n
I can really spell my name.
Listen one more time.

J-o-h-n-a-t-h-a-n
I can really spell my name.
Listen one more time.

11 or 12 Letter Name Song

(Little Tom Tinker- slowly!)

I can spell my name

I'll spell it once again!

13-Letter Name Song

Choose a nickname!!!!

Game 3: Names and Safety Discussion

Divide into small groups and discuss what names are useful for safety purposes. Share ideas. For example:

1. Knowing both first and last names.
2. Knowing parent/caregivers names.
3. Labeling items with name in the classroom (labeling inside of backpack and jacket).
4. Knowing teacher's name.
5. Knowing the name of street where you live.
6. Knowing the name of your school.

Sample Case Studies

Each group will brainstorm the common development problems of incoming kindergarten students and corresponding strategies that would enable children to be successful (refer to background information).

1. Child with poor fine motor skills.
2. Child with immature visual memory.
3. Child with low oral language or ELL.
4. Child who cannot count with one-to-one correspondence.

Share strategies for creating a barrier-free environment that would allow ALL students to access the curriculum and feel the joy of success.

Possible Extensions/Adaptations

Glue Gun Names

Write each child's name, placing a green dot on correct starting position. Trace over letters with glue gun. Students make a rubbing with glue gun name by laying a sheet of paper over the top of the glue gun name, rubbing with a peeled crayon, then tracing over each letter using correct starting positions.



Trevor

Writing names in salt trays, over writers, light table, peanut butter clay dough, etc.

Write each letter of name in a box on one-inch graph paper. Graph by the number of letters in name.

Name Sort Game

Prepare an envelope with photos of two children in the class. Write the name of each child below the photo. Write each child's name on 12 cards. The game is played by sorting the name cards

below the pictures. It is especially helpful for children who have the perception that any word that begins with the first letter in their name must be their name!

Jason	Jenny
Jason	Jenny
Jason	Jenny
Jason	

Advanced students will enjoy sorting the names of others, learning to write the names of family members, and identifying the letter names as other children write letters in their own names.

Getting to know Classmates Poem:

I Am Special
 _____ is my hair (color)
 _____ are my eyes (color)
 I'm _____ years old (age)
 Just the right size!
 My name is _____ (name)
 And as you can see,
 I'm very happy to be me!

Write a few additional sentences about a featured child. Ask students to draw a picture of the child and write his name on their picture of him. Bind the pictures and script about the child into a book for him to keep. (Continue featuring a child a day until all children have had a turn.)

Names of Classmates

Select child to stand with back turned to class. Sing (to the tune of Six Little Ducks)

“Turn Your Back and Close Your Eyes,
 Turn Your Back and Close Your Eyes,
 Turn Your Back and Close Your Eyes,
 And guess who says your name.”



Hold up a name card. The child whose name is on the card calls out the name of the child with facing backwards in front of the class. The child who is backwards listens carefully and tries to guess who said his name.

Assessment Suggestion

Save name writing for portfolio. Date name samples.

Additional Resources

My Mommy Doesn't Know My Name by Suzanne Williams

Chrysanthemum by Kevin Henkes

A Porcupine Named Fluffy by Helen Lester

Andy (That's My Name) by Tomie De Paola

Family Connections

Send home name sort game, name puzzles, name spelling songs etc. for families to use at home to help each student learn to read, spell, and write his/her name.

Activity—Graph Around the Room

Standard I

Students will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills

Observation, prediction, data collection and interpretation, investigation, classification, problem solving, communication

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard
I
Objective
1
Connections

Background Information

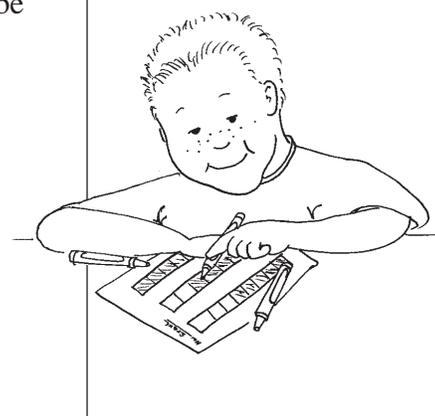
Participants will leave their desks and mark five graphs that are located around the room, using a variety of manipulatives. Participants will answer the following graphing questions based on their own knowledge:

1. Would you rather take a bath or a shower?
2. What color is your toothbrush?
3. Has a dentist ever pulled one of your teeth?
4. Do you bathe at night or in the morning?
5. Did you floss your teeth today?

Participants will be giving information about how they take care of their body. This information allows teachers to know what students do to take care of their bodies.

Invitation to Learn

Say: “I have five questions around the room. I would like you to walk around the room and answer each question. You will know the answer, because it is about you! You may start in different places, but be sure you answer all five questions.”



Instructional Procedures

Materials

- questions written on sentence strips
- 2 large jars
- 1/4 cup measuring cup
- unifix cubes
- clothespins
- small sticky notes
- toothpicks
- clay

1. Walk around the room as the participants are marking graphs. Be available to answer questions.
2. When all have marked them and returned to their desks, choose one question and ask the following:
 - a. Can you tell me something about this graph?
 - b. Which has more? Which has less?
 - c. How do you know?
 - d. Let's count to be sure. (Write numeral)
 - e. Say, "A ___ is more than ___." Have participants repeat it.
3. Continue with the other graphs using the same procedure.

Possible Extensions/Adaptations

Use interactive writing to have students write the question on the whiteboard. Use other ways to mark the graph such as tally marks.

Assessment Suggestion

Watch to see that students are marking their own opinion(s) and not those of others in the class. Stress that there is no right or wrong answer.

Ask: "How do you know which item has more? Why do you think it has more?"

Additional Resources

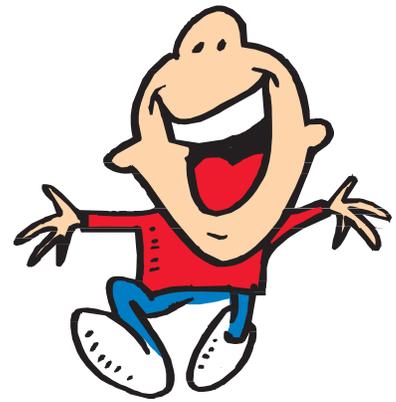
Any video about keeping ourselves clean or dental care that is appropriate for kindergarten.

Parent Connections

Take home activity sheet: "I Take Care Of My Body"
K-2 Standard Activity/Lesson Plan Format

Name _____

I Take Care Of My Body



Directions: Color each square each time you do one of the above things to take care of your body.

	<h2>Take A Bath</h2>
	<h2>Brush Teeth</h2>
	<h2>Comb Hair</h2>
	<h2>Wash Hands</h2>
	<h2>Clean Up My Plate</h2>
	<h2>Go To Bed On Time</h2>

Activity–Shared Reading: Wishy-Washy Day

Standard

I

Objective

1

Connections

Standard I

Student will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills

Observation, prediction, investigation, classification, problem solving, conclusion formation, communication

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

This is a shared reading experience. The teacher will introduce the book and then take a picture walk through it, having a discussion with participants as they turn the pages. Then she will read the book aloud. Teacher should plan for several readings of this book, using it for additional skills. There is a read aloud book, *King Bidgood's in the Bathtub*, to be read as a culminating activity or at another time to allow students to make predictions.

Invitation to Learn

Ask: “Have you ever given one of your pets a bath? Why did you do it?”

Instructional Procedures

Materials

- Big Book: *Wishy-Washy Day*
- blackline for each participant of the ABC sheet.
- Read aloud book, *King Bidgood's in the Bathtub*
- pointer for reading

1. Introduce the book by asking, “What do you think this book is going to be about?”
2. Take a picture walk through the book, identifying the animals that are being bathed.
3. Go back and read the story aloud, using a pointer to touch each word.
4. After reading, discuss the book.
5. Read the story again with participants helping read the predictable text.
6. Hand out the blackline and explain what you want participants to do.
7. When they have finished, have them put their pictures in A-B-C order and share the book aloud.

After the book has been read, or on another day, read King Bidgood's in the Bathtub and stop just before it reveals how King Bidgood finally gets out of the tub. Ask students to predict, either aloud or by drawing a picture, how he finally got out of the tub. When all the predictions have been made, read the rest of the story to see if anyone had the same idea as the author.

Possible Extensions/Adaptations

1. Children who are able could write down words from the story. Others might write down the first letter of the name of the animal or draw a picture and have the teacher write the words.
2. Let each child make a complete alphabet book instead of contributing only one page to a class book. This could be used for fast finishers or independent work at home for those children who love to draw and color.

Assessment Suggestion

Carefully watch participants and notice which children are looking to see who is watching what is going on which follow the words with their eyes as the teacher points to them with a pointer.

Additional Resources

Mrs. Wishy-washy

Splishy-splishy

Hatty Takes a Bath by Harriet Ziefert

Rub-a-Dub by Sharon Peters

Sam's Bath by Barbro Lindgren

Splish, Splash by Sarah Weeks

The Tub People by Pam Conrad

Brush, Comb, Scrub: Inventions to Keep You Clean by Vicki Cobb

Splash! All about Baths by Susan Kovacs Buxbaum and Rita Golden Gelman

ABC Sheet

The _____ hid
in the _____.

Activity—Shared Reading: Greedy Cat’s Breakfast

Standard I

Students will develop a sense of self..

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills:

Observation, data collection and interpretation, classification, problem solving, description

Intended Learning Outcomes:

4. Develop physical skills and personal hygiene.
5. Understand and use basic concepts and skills.

Standard
I
Objective
1
Connections

Background Information

This is a language arts, shared reading experience to help students understand that they need food to live and grow. The glyph is a math activity that helps teachers understand what their students like to eat for breakfast.

Invitation to Learn

Discuss the following with the class:

- “What meal do we eat when we first get up in the morning?”
- “Do you like to eat breakfast?”
- “What are some things you eat for breakfast?”
- “What is your favorite thing to eat for breakfast?” (Write or draw on board.)

Have students put a sticky note above the picture of what they like to eat the most for breakfast.

Instructional Procedures

1. Show the big book and ask: “What do you think this book is going to be about?”
2. Look at the pictures on each page and talk about what is happening.
3. Read the book aloud to participants, using a pointer to indicate which words you are reading.
4. Discuss what a “glyph” is.
5. Model for participants how to make the breakfast glyph.
6. Have each student make a breakfast glyph.

Materials

- Big Book: *Greedy Cat’s Breakfast*
- small sticky notes (one for each student)
- blackline master of glyph instructions
- construction paper to make the glyph
- whiteboard marker

7. When glyphs are completed, sort the participants in a variety of ways such as: all those who chose milk make a line and all those who chose orange juice make a line. Discuss which line is longer, shorter, etc.

Possible Extensions/Adaptations

1. If this is too much for a whole class, it could be done in centers with the help of a mother helper, grandma helper, high school helper, or a fifth grade buddy.
2. The glyph materials and directions could also be used as a home activity and returned to school the following day for a discussion and sorting activities.

Additional Resources

Pancakes for Breakfast by Tomie dePaola

Feathers for Lunch by Lois Ehlert

Pancakes, Pancakes by Eric Carle

Gregory the Terrible Eater by Mitchell Sharmat

Parent Connections

Have students bring empty boxes of things they like to eat for breakfast, such as cereal, and put them on an environmental print word wall.

Kindergarten Breakfast Glyph

1. If you are five (odd number) years old, choose a red place mat. If you are six (even number) years old, choose a blue place mat.
2. Take a paper plate and glue it on the mat.
3. If you would like to have ham for breakfast, glue on a red oval. If you would rather have bacon, glue on a brown rectangle.
4. If you like your eggs fried, glue on a yellow circle. If you would rather have them scrambled, glue on a yellow square.
5. If you like milk for breakfast, glue a white circle above the plate. If you would rather have juice, glue a yellow circle above the plate.
6. If you like toast for breakfast, glue on a brown triangle. If you would rather have a muffin, glue on a yellow triangle. If you would rather have something else, glue on an orange triangle.
7. If you like pancakes for breakfast, glue on a brown circle. If you would rather have waffles, glue on a brown trapezoid.
8. If you like cold cereal, glue a blue circle above the plate. If you would rather have hot cereal, glue a red circle above the plate.

When the choices are made, then the fun begins. Sort in a variety of ways, allowing students to take their place mat with them as they form themselves into real graphs.

Tips for the teachers

- To make a glyph successful in kindergarten, have the choices pre-cut.
- Do one choice at a time, letting each child come and select which of the options he or she would like to have. Then proceed to the next choice.
- This activity takes about 20 minutes.

Activity–Estimation

Standard

I

Objective

1

Connections

Standard I

Students will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills

Interpretation of data, problem solving, communication of results, observation, description

Intended Learning Outcomes

4. Develop physical skills and personal hygiene.
5. Understand and use basic concepts and skills.

Background Information

This activity helps students to understand numbers. The teacher should accept without comment any number a student gives and record it on the whiteboard.

Invitation to Learn

Ask: “How many fruit counters do you think are in this jar?”

Instructional Procedures

1. Let each student hold the jar and give aloud an estimate or guess (depending on their knowledge and experience) of how many are in the jar.
2. Write the estimates on the whiteboard.
3. Allow students to guess any number, even a number that has already been guessed.
4. When everyone has had a turn, ask, “How can we find out how many are in this jar?”
5. Dump out the fruity counters and with students, count them back into the jar.
6. As you go along ask, “Does anyone want to change his or her guess?”
7. Change any that want to be changed.
8. After counting, see which, if any, of the participants have correctly estimated the number of fruity counters in the jar.

Materials

- two clear jars
 - one reference jar with 10 fruit counters
 - one full jar
- whiteboard
- whiteboard marker

Possible Extensions/Adaptations

Whenever opening a bag or box of anything, pose the question, “I wonder how many are in this bag or box?” Depending on the time of year, alter the number of items in the jar. Before Christmas, keep the items to less than 50. After Christmas, use anywhere between 50 and 100.

Assessment Suggestion

Be aware of the kind of guess a student makes as an indication of his/her number sense development. A guess of “a million” or “one” would indicate that the student has no idea at all about numbers. Determine a child’s number sense by the number that he or she says.

Parent Connections

Have an “Incredible Edible Jar” that students can take home and return with something for the class to estimate and count.

Activity–Fruity Counters

Standard

I

Objective

1

Connections

Standard I Students will develop a sense of self.
Objective 1 Describe and practice responsible behaviors for health and safety.
Process Skills Observation, prediction, data collection and interpretation, classification, segmentation and blending, description
Intended Learning Outcomes 4. Develop physical skills and personal hygiene. 5. Understand and use basic concepts and skills.

Background Information

This activity will help students classify objects together that are similar by one attribute. It will reveal if students understand what a pattern is and how to make one using real objects and record it with pattern block stickers.

Invitation to Learn

Today we are going to do some fun things with this bag of counters. While I pass one to each person, open yours and play with them for a minute (free exploration).

Instructional Procedures

1. Call the students back to the rug or another area away from the counters and ask students what kinds of fruits are in the jars. (If you leave them at the tables with counters, students will play with the counters and not pay attention to this activity.)
2. Using interactive writing, write the names of the fruits on the board.
3. Have them go back to the tables and ask them to sort the fruits by kind.
4. Ask students to make a pattern using the fruits.
5. Record the pattern so they can remember what it was using a piece of black paper and pattern block stickers.
6. Name the pattern using either color, ABC, or something else.
7. Share the pattern with the group by having each student tell what his or her pattern is by a name, such as color (yellow, green, green), alphabet letter (ABAB) or name of fruit (banana, strawberry, banana, strawberry).

Materials

- one bag of fruity counters for each participant
- black paper (4 1/2"x6" pieces)
- pattern block stickers

Possible Extensions/Adaptations

1. Sort the fruit in other ways: color, shape (round and not round), what I like/don't like.
2. Have students make a list of foods that are red, yellow, and green.
3. Write the names of the fruits under the stickers.
4. Create a writing prompt such as "I like _____ because _____." Have students write and draw a picture. Create a class book to put in classroom library.

Assessment Suggestion

- Can students sort by colors? Can they copy their pattern with stickers?
- Watch as the students sort to be sure they can sort by other attributes.

Additional Resources

Sort many other kinds of things: pattern blocks, unifix cubes, junk boxes, etc.

Parent Connections

Encourage students to talk about how they sort things at home: the dishes, the laundry, toys, etc.

Activity–Language Arts Writing Experience

Standard

I

Objective

1

Connections

Standard I

Students will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Intended Learning Outcomes

4. Develop physical skills and personal hygiene.
6. Communicate clearly in oral, artistic, written and nonverbal form

Background Information

This activity will focus on a language arts writing experience. Students will each say a food they like to eat and the teacher will write it on a predictable chart. They will then read their sentence to the group. Each sentence will then be cut apart. Students will cut the words of their own sentence apart, glue it on a piece of paper, and draw a picture of that food. This will be a page in a class book.

Invitation to Learn

Ask: “Close your eyes and think about your favorite food to eat. Don’t tell me a candy or dessert, I want a real food that your mom cooks or makes for you. When you have thought of a food, open your eyes and raise your hand to tell me.”

Instructional Procedures

1. As each student contributes a food he or she likes to eat, write it on the chart.
2. When everyone has contributed, read the chart aloud to them.
3. Have students read the chart with you.
4. Use a teacher example and cut the words of that sentence apart.
5. Give each word to a different students. Have the student stand and arrange themselves in order so the sentence is correct and the words are in the right order.
6. Instruct the students to cut the words of their sentence apart (not the letters), and to glue them on a piece of construction paper to make a class book.
7. Each participant should draw and color a picture of the food they named on the paper.

Materials

- large sheet of chart paper
- several colors of marking pens
- glue
- scissors
- construction paper to glue the words on

Possible Extensions/Adaptations

1. Have students write the complete sentence on a paper instead of the teacher writing it.
2. Other possible prompts include: “My favorite vegetable is___,” “My favorite fruit is___,” “My favorite meat is___,” “Food helps me _____.”

Assessment Suggestions

Watch to see if students are able to cut words, and not letters, apart.

Check to be sure the words in the sentence are in the correct order. This helps the teacher know if the student is reading the words or just gluing words on a paper.

Parent Connections

Instead of making a class book, let the participants take the sheet of paper home and read it to a parent or sibling.

Standard II
Activities

Activity—Our Families, Yours, and Mine

Standard II

Students will develop a sense of self in relation to families and community.

Objective 1

Describe factors that influence relationships with family and friends.

Process Skills

Symbolization, observation, description, classification, problem solving

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
II**
**Objective
1**
Connections

Background Information

Because of their limited prior knowledge, children often presume that all families are the same as their own. Children need to be exposed to similarities and differences in other families, identifying attributes in themselves and others, which make each person and family special and unique. Hopefully, these activities will help children be more respectful and accepting of others.

Invitation to Learn

Read the book *Patterns* by Samantha Berger. Clap different patterns and have the children listen and try to clap the same pattern back.

Instructional Procedures

1. **Grouping families—Picture Cards:** Parents may send a family portrait to school with their child. Together the children will share and discuss contributions of family members. They will find cards that represent members of their own family and place them in an order—Oldest/Youngest, Biggest/Smallest, Tallest/Shortest, First, Second, Third, etc. If the class has too many students to do this activity, family chains may be made instead, using stampers.
2. **How is my family the same as other families and how is my family different?** Forming groups with other children, example: children who have a grandparent living with them or who live with a grandparent stand together behind the picture of grandparents.

Materials

- face cards of people glued on to cut poster board (cards should represent grandmothers, grandfathers, mothers, fathers, step-parents, girlfriends and boyfriends, foster parents, aunts and uncles, sisters and brothers, old people, middle age people, young adults, teenagers, older and younger children, toddlers and infants)
 - rolled paper for graphing
- OR**
- looped chains representing family members
 - paper
 - stampers (male & female)
 - scissors
 - glue

3. **Clap Family Patterns:** After the children have been successful with several clapping patterns, the teacher will clap the pattern of his or her family. Example: Clap, Clap, pause, and one, two, three (mom, dad, and three children). Each child will be given the opportunity to clap their family pattern (or a pattern of their choosing) and have everyone try to clap the pattern back.

Possible Extensions and Adaptations

Special Needs: The teacher could stand behind a child and help him or her clap a pattern by gently holding their hands on the outside of the child's hands and clapping with them.

Extended Activities: Read one of the shape books listed. Have the children stand and hold shapes of different colors, cut out of construction paper, to form patterns, and string beads into patterns of different shapes and colors. Pattern cards can be purchased or made by the teacher. Read *The Shape Hunt* by Sharen L. Young, and take the students on a shape hunt around the school.

Assessment Suggestions

Observe the interactions of the children to see if they are making family connections.

Math Pattern Assessments: Ask the children to make patterns with shoe laces and beads or with math colored counters or unifix cubes.

Additional Resources:

Patterns & Shapes:

Patterns by Samantha Berger

What If the Zebras Lost Their Stripes? By John Reitano

The Shape Hunt-Geometry Shapes by Sharon L. Young

What Is Round? by Rabbecca Kai Dotlich

What Is Square? by Rabbecca Kai Dotlich

What Is a Triangle? by Rabbecca Kai Dotlich

Shapes Shapes All Over the Place by Janie Spaht Gill

Square Is a Shape A Book about Shapes by Sharon Lerner

Shapes and Things by Tana Hoban

Circles, Triangles and Squares by Tana Hoban

Color Zoo by Lois Ehlert (Animals are made with shapes-Ref. Standard III)

Families:

Who Looks After Me? by Demi Stanos
The Berenstain Bears and Baby Makes Five by Stan & Jan Berenstain
The Berenstain Bears Are a Family by Stan & Jan Berenstain
Me and My Family Tree by Joan Sweeny
We Have Fun by Erin McKean
This Is My House by Arthur Dorros (Say “This Is My House” in thirteen Lang.)
A Chair for My Mother by Vera B. Williams
Amazing Grace by
How Many Stars in the Sky? By
Watch Out! Big Bro’s Coming by Jez Alborough (Ref. Animals-Standard III)
Koala Lou by Mem Fox
Mama, Do You Love Me! by Barbara M. Joesse
My Mom’s the Best Mom by
Who Can Fix It Up? by D.D. Torino (Mom’s)
Stellaluna by Janell Cannon
What Moms Can’t Do by Douglas Wood
What Dad’s Can’t Do by Douglas Wood
I Love You Mom by Iris Arno
I Love You Dad by Iris Arno
Hooray for Mother’s Day by
Clifford, I See My Dad by
Hugs and Kisses by Christophe Loupy
I Love You the Purplest by Barbara M. Joesse
I Love You as Much... by Laura Krauss
Franklin says “I Love You” by Palette Bourgeois
The Berenstain Bears, The Week at Grandmas by Stan & Jan Berenstain

Teacher Resources:

Easy And Effective Ways To Communicate With Parents
 (Scholastic)

Family Connections

Family skill bags: flash cards of numbers 1-20, small shapes of different colors cut out of construction paper, lined paper, a number line 1-20, crayons and a pencil.

Parent and Child Timeline Questionnaire, Homework: (Ages one, two, three, four and now) What did your child do at these different ages? What can your child do now that they could not do when they were two? etc. Return & share with the class.

Activity—My Family is Important

Standard II

Objective 1

Connections

Standard II

Students will develop a sense of self in relation to families and community.

Objective 1

Describe factors that influence relationships with family and friends.

Process Skills

Symbolization, observation, description, classification, problem solving

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

Children need to know that they are important members of their own family, which will give them a strong sense of belonging.

Invitation to Learn

Materials

- lunch box
- copies of the parent note

Surprise Box-Parent involvement (cognitive skills and long and short term memory):

1. The teacher will read *I Need a Lunch Box* by Jeannette Caines
2. The teacher will copy the handout (given at this workshop) and attach the copy to a lunch box (vinyl with a pocket is best) to be sent home with a child each day.
3. When the surprise box is returned to school, the child who returned the lunch box joins the teacher at the front of the class. The teacher reads the clues and the child calls on other children (who have their hand raised) to guess the answer.
4. At the end of each week, all the clues are read, one at a time, and the children guess the answers, again.

Instructional Procedures

1. **Family Quilts:** Read the book *The Quilt Makers Gift*. The students will make a quilt block representing each member of their family and then glue the blocks in a pattern to make their family quilt. Bounty paper towels are pulled apart and cut into fourths and folded corner to corner to form a triangle, or across and across to form a square. The tips of the paper towels are dipped into a tub of water with food coloring mixed in. The squares are opened and dried and then glued onto squares of colored construction paper (cut just larger than the paper towel squares). Yarn is cut and tied into knots and placed at the corner of the squares with a hot glue gun. The blocks are glued to a different color of construction paper in a pattern and the paper is cut to fit the pattern (recruit helpers).

Materials

- bounty paper towels
- a box of (4) food coloring
- four small plastic tubs of water (Coolwhip size)
- yarn
- construction paper
- glue
- scissors
- glue gun with glue

2. **My family and my place in my family:** “Family Necklaces” and “We kids” bracelets: Order and patterns-String the cut straws with yarn placing filler straws on both ends. In the center place in order the pink straws to represent female members of the family and blue straws to represent male members of the family, of each child’s family.

Materials

- colored, cut straws (pink, blue (larger) and plain or white with stripes (smaller))
- scissors
- yarn
- (dyed noodles could also be used)

3. **Working together = More, Ice Cream Cones:** Read the book *Swimmy*. Discuss ideas of how people work together to reach common goals-mixing primary colors to get secondary colors. Cut large, long triangles from the brown construction paper, and an ice cream scoop shape from the large white construction paper. Have the students draw shapes (triangles, squares, circles) on their cone with crayons. Draw three large circles in a triangle shape, with three smaller circles in between, on the white ice cream scoop shape paper. Have the students finger paint the primary colors in the large circles (one at a time) as they mix the colors to form the secondary colors.

Materials

- large brown and white construction paper
- glue
- scissors
- crayons
- red, yellow, and blue finger paint

Assessment Suggestions

Observe students who are working well with others. Give them “Good Job” coupons, which will reinforce this behavior, and provide this positive modeling for others.

Additional Resources:

Friendship & Teamwork:

Friends by Helme Heine

The Trouble with Friends by Stan & Jan Berenstain

Just Schoolin' Around Saved by the Ball by Peter Malony
(teamwork & friendship)

Swimmy by Leo Leonna (working together)

A Color of His Own by Leo Leonna

Self & Change:

Just the Way You Are by Marcus Phister

Neeny Coming, Neeny Going by Karen English (Change)

Picture Me Grown Up

Lunch Box:

I Need a Lunch Box by Jeannette Caines

Quilts-Letter Q

Easy Literature Based Quilts Around the World by

The Quilt Makers Gift by Jeff Brumbeau and Gail de Marcken

Teacher Resources:

Easy And Effective Ways To Communicate With Parents
(Scholastic)

Family Connections

Materials

- canvas (or a plastic Ziploc) bag
- paper
- colored pencils
- form of binding
- copies of the parent note

Family Traveling Books: Parent Connection (copy handout, given at this workshop). Have the children make a book of “My Family” for the letter “F.” Each child draws a picture of his or her family on a piece of paper, the pages are bound together to form a book and then sent home with a different child each day, until the book has been seen by every family (Art, Integrated Core, and Writing).

Traveling Books Written and Illustrated by Our Class

Dear Parents,

During the school year our students will be making several books that will be sent home for your families to share together. The books will need to be returned the following school day so they can travel to another child's home. It is important that children see themselves as authors as they enjoy reading with you what they have helped write and draw. Please praise your child for his or her work and remember that every child is at a different level of development. Some of the children in our class are a year older than other children. Thanks for your participation in this activity.

Sincerely,

Surprise Box

Dear Parents,

Would you please help your child choose something to put into this surprise box (do not send anything of personal or monetary value). On a small piece of paper, please write three or four clues describing the item, along with the answer. This activity helps children build cognitive skills and reinforces short term and long term memory.

Example:

1. It is small.
2. It is made of thin curved metal.
3. You use it to hold papers together.

What is it? A paper clip

Parents, please complete this activity with your child and send this lunch box back to school tomorrow (or the next school day). Please remind your child that it is a surprise so they should not share this information with their friends.

Sincerely,

Example of Kindergarten School Rules

Listening Rules:

1. Eyes on the person talking
2. Get ready by the count of 1,2,3
 - a. Zip lips
 - b. Feet on the floor, sitting on pockets/pretsel sitting on pockets
 - c. Arms folded
 - d. Playing with something—put it away
3. Use good manners and show respect

Classroom Rules:

1. Follow teacher directions the first time given
2. Keep hands, feet, and objects to self
3. Quiet voice/good language
4. Put others up...not down
5. Take turns/share/walk

Reward System:

What if I do:

1. More choices
2. Student Helper
3. Free time
4. Activities/treats
5. Positive praise & positive notes home

What if I don't:

1. Less choices
2. Not able to be a helper
3. Time out—1, 2, 3, 4, or 5 min.
4. Loss of an activity/treat
5. Negative attention or ignored & negative notes home

Severe clause:

A student may need to visit with the Principal for the following behaviors: Throwing things, threatening others, swearing, hitting, kicking, biting, spitting, pinching, punching, or running from the teacher or from the classroom.

Some Examples of **Home Rules**

In Our Home We Will:

1. Do our chores and our homework before playing
2. Let our parents know where we are at all times
3. Ask permission before going outside or leaving our home
4. No talking to strangers
5. Watch TV shows and videos that are OK for us to watch
6. Talk nice to each other
7. Brush our teeth before going to bed
8. Go to bed by nine o'clock

My Home Rules:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Activity—Our School is a Community

Standard II

Objective 2

Connections

Standard II Students will develop a sense of self in relationship to families and community:
Objective 2 Identify important aspects of community and culture that strengthen relationships.
Process Skills Symbolization, observation, description, data collection, investigation, problem solving, form conclusions
Intended Learning Outcome <ol style="list-style-type: none">1. Demonstrate a positive learning attitude.2. Demonstrate social skills and ethical responsibilities.5. Understand and use basic concepts and skills.6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

Children need an understanding of their surroundings, and how they fit into their family, community, and the world.

Materials

- paper bags
- eagle cut outs
- scissors
- glue
- a list of family and school rules (generated by the students, typed, copied, and cut into strip)

Invitation to Learn

Eagle Puppets with nests of rules: The teacher will read the books *Don't Danny*, *Don't* and *No David!* to the class. The students will discuss why we have rules and generate a list of basic family and school rules. The list will be typed (short and sweet), copied (one list for each student), and cut into strips. Each student will be given two brown paper bags. One bag will be cut in half (width wise) and the top folded down to form a nest. The other bag will be used for the eagle puppet. The copied eagle will be colored, cut out, and glued onto the paper bag by the students. The paper strips of typed rules will be placed in the folded paper bag. The students will be divided into small groups. When possible, pair children who can read with children who can not yet read. They will use their puppet to grab a rule (eagle food) and share it with their partner or group.

Instructional Procedures

Our School is a Community: Teacher resource book—*Cooperative Learning Across the Curriculum*. The teacher will read the book *School*. The students will brainstorm who they think these school helpers are. A web with “school” in the middle will be drawn on the class white board. Add to the web and discuss what these people do to help us. The students will be given an observation journal and shown how to use it (draw

pictures of what they see, smell, hear, touch or taste). The teacher will have made arrangements with the school personnel ahead of time, putting footprints on their floor or desk, and asking these people to describe to the children what their job and duties are when they come to them. The teacher will read the book *The Gingerbread Boy* and then the class will go on an excursion of discovery to meet new people in the school who may have seen the Gingerbread Boy. Gingerbread cookies will be ready to eat at the end of the journey (check your local grocery stores for a cheap sack of gingerbread cookies—I have found them at Albertson’s).

Extended Activities: Trace the gingerbread pattern (given at this workshop) on tag board and staple the parent note along with the self-information sheet and send one home with each child. When the self-portraits are returned, celebrate each child by reading their information sheet as they hold up their model. Have someone take their picture. Later, put the pictures on student-made cards, along with the information sheets inside, give to their mothers for Mother’s Day.

Possible Extensions and Adaptations

1. Programs on Safety (road safety, bike safety, stranger dangers, etc.)

Assessment Suggestions

Observe the children and check for understanding.

Additional Resources

School & Family Rules:

Don’t Danny, Don’t! by Sharon Gordon (School Rules)

The Berenstain Bears, Trouble at School by Stan & Jan Berenstain

No David! by David Shannon (Home Rules)

Berenstain Bears, The Messy Room by Stan & Jan Berenstain

It’s Mine! by Leo Lionni (Problem Solving)

Gingerbread Boy:

The Gingerbread Boy Retold by Jim Lawrence

School:

Cooperative Learning Across the Curriculum, strat. & reprod.,

Materials

- white board
- erasable markers
- observational journals (white half sheets of paper, stapled together between half sheets of colored construction paper)
- gingerbread cookies
- gingerbread self portrait patterns
- pencils
- tag board
- copies of the note sent home and information sheet (given at this workshop)
- rolled paper for graphing

(Scholastic)

School by Samantha Berger and Pamela Chanko

This is the Way We Go to School

The Berenstain Bears Go to School by Stan & Jan Berenstain

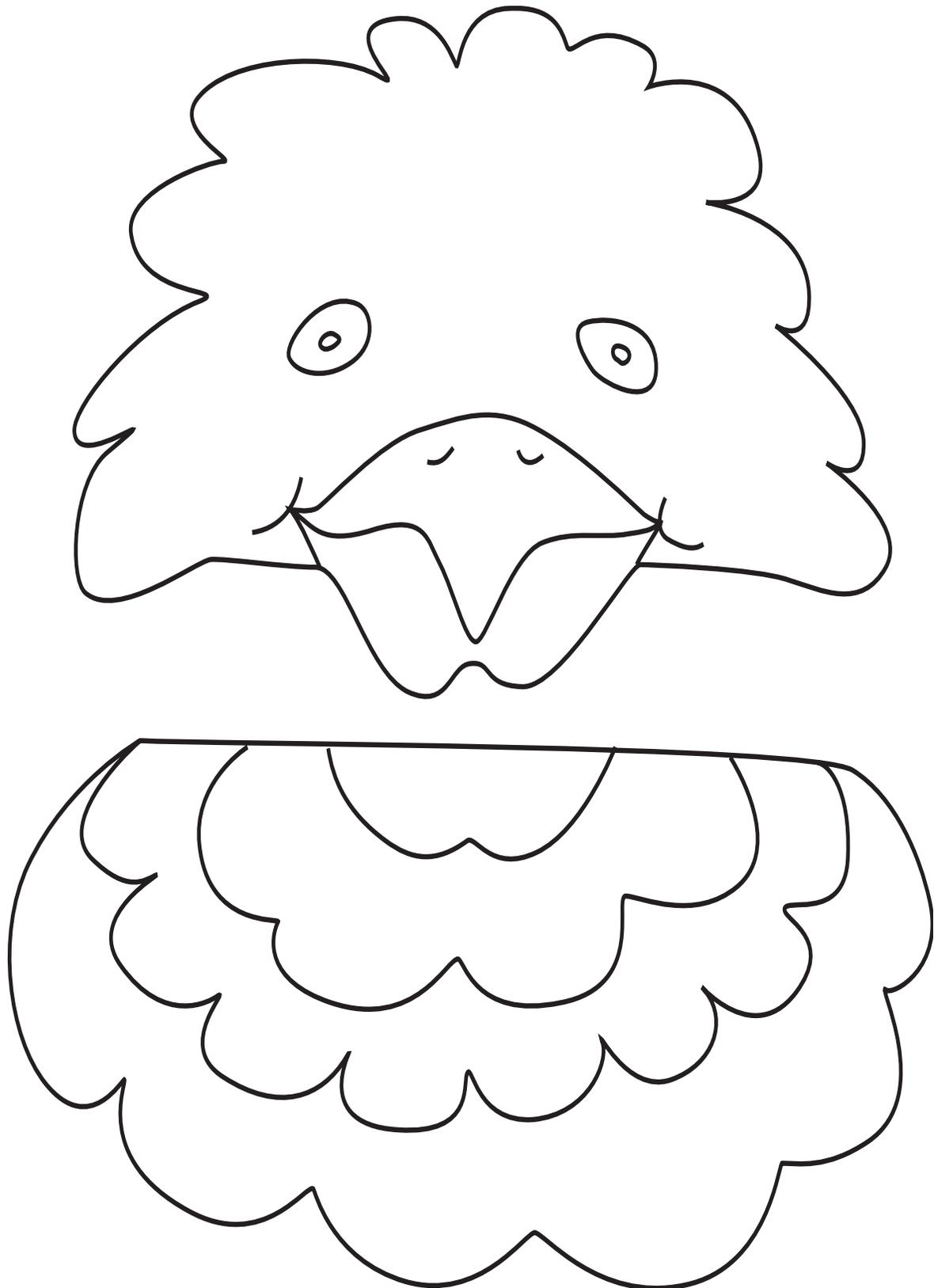
Fish Out of School by Evelyn Shaw (Voc. School)

The Teacher by Megan McCombs

Did You See What I Saw? Poems about School by Kay Winters

Get Out of Bed by Robert Munch (It's time for school)

Paper Bag Eagle Puppet



Student Information Sheet

Full Name _____ Nickname _____

Favorite Foods:

Favorite Desserts:

Favorite Color:

Favorite Part of School:

Something I Really Like to Do:

Favorite Book or Story:

Favorite Movie:

Favorite Place to Visit:

When I Grow Up I Want to Be:

A Special Story About Me:

**I am a Member of My Class,
My School, and My Community**
“I am Special”
“This is Me!”

Dear Parents,

We are learning about ourselves and what makes each of us special as individuals, and as a part of a group. The following homework assignment is an activity that I need your help with. 1) This activity is a way for your child to feel special, at home, spending one-on-one time with you. 2) This model of them is a way for each child to feel special, at school, as a member of our kindergarten class (building self-esteem). Please set aside time this week to do this homework activity so it can be completed and returned by _____. These projects will be displayed in the hall outside of our classroom. You are welcome to come and see them at any time after we share them.

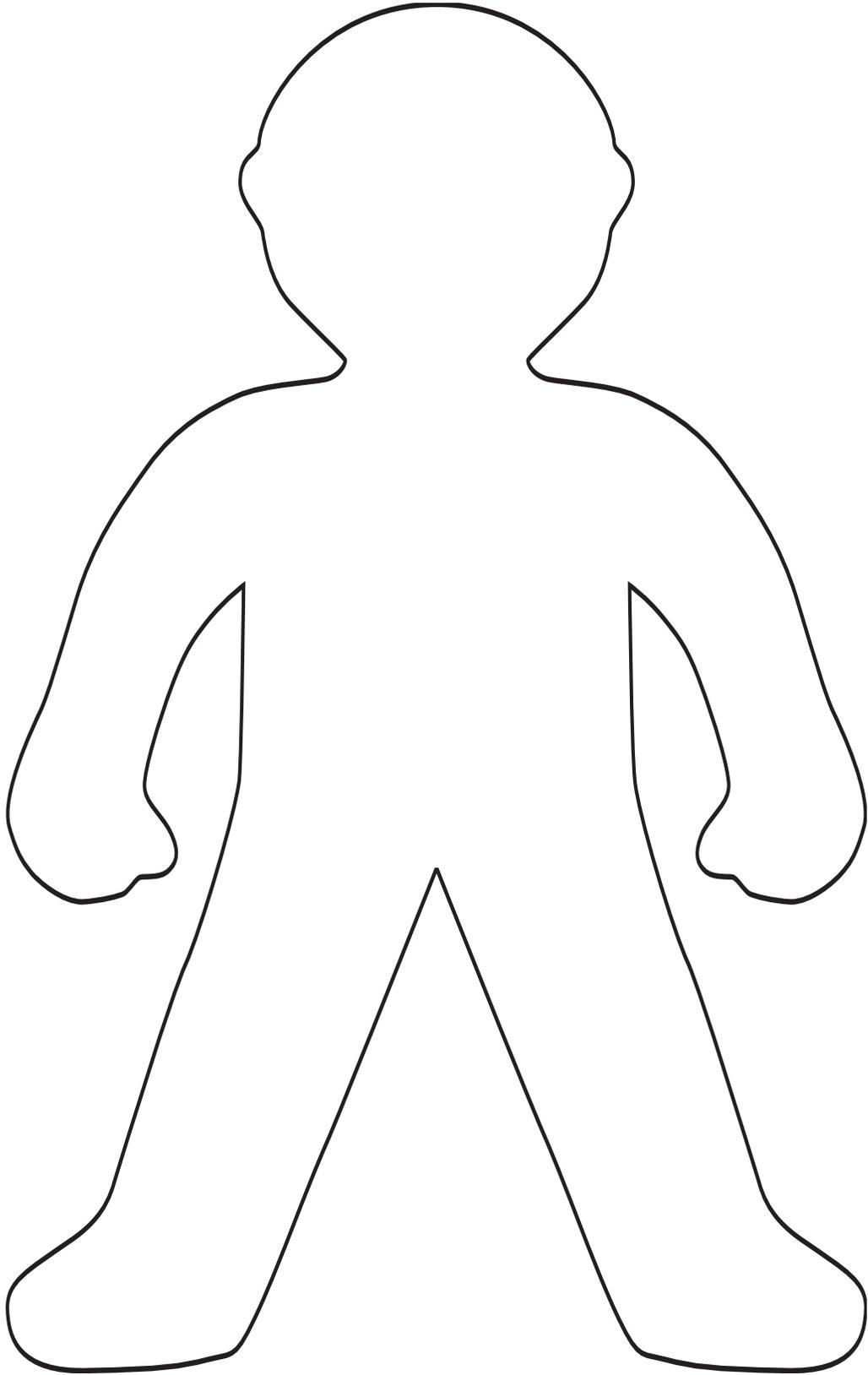
- Have your child cut out the attached traced “Gingerbread Boy” figure.
- While you are doing this activity, ask your child if they remember the story of the Gingerbread Boy (that was read to them at school) and if they do, have them retell the story to you.
- With your child, decide how you are going to decorate the figure to make it look like him or her.
- The clothing can be made from colored construction paper, fabric, plastic, glitter, etc. Be creative, but remember, this is your child’s project.
- Add hair (yarn works well), a face, shoes, socks, and anything else that will make the figure look more like your child. You may use any materials you desire.
- Please be sure your child’s name is written on the back of the figure.

Each child will be given time in class to show their model, tell how they made it, and share information about themselves with the class. The Student Information Sheet you completed (please complete and return if you haven’t done so) on your child will be read. If there is any other information that your child would like to share with the class, please help them be prepared to do so. They may want to tell about groups they belong to, such as dance or sports. They may want to share hobbies, accomplishments (awards, trophies), family activities, family vacations, favorite things, etc. We will do this activity on _____ at approximately _____. We would love to have you join us if you can! I hope this will be a memorable activity to share with your child. Thank you for your help and all the wonderful things you do to support me as your child’s teacher.

Sincerely,

Please do not hesitate to contact me (call or send a note) if you need basic materials sent home with your child: crayons, child scissors, glue, construction paper, yarn, etc.

Gingerbread Boy-Self Portrait/Model



Activity—Our Community Helpers

Standard II

Students will develop a sense of self in relationship to families and community

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Symbolization, observation, description, data collection, investigation, problem solving, form conclusions

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard II

Objective 2

Connections

Background Information

Children need an understanding of their surroundings, and how they fit into their family, community, and the world.

Invitation to Learn

Our Family Trip of National Symbols: The teacher will draw a basic road map (using markers) on the tablecloth and write “U.S.A.” at the top (ahead of time). The students will help the teacher make a car out of a cardboard box (ahead of time) large enough for a child to stand in and hold up. The students will sit in a circle around the tablecloth while the teacher describes what a tourist is, what U.S.A. stands for, and reads the books *The Best Vacation Ever* and *National Symbols*. Pictures of national symbols (that have been glued and laminated onto poster board) will be placed face up on the tablecloth. The students will be asked to pick a picture and hold it face down in front of them until the tourist is at their stop. Each child will be given a turn to go on a trip of national symbols while driving the cardboard car. The car will stop at each symbol, as the teacher talks about the symbol. After a few road trips, some children will be able to tell the tourist about their own symbol.

Materials

- pictures of national symbols laminated and glued onto posterboard
- a light/plain tablecloth
- paint and paint brushes
- markers
- a medium-sized cardboard box

Instructional Procedures

Materials

- ❑ books, pictures, and hats representing community helpers.
- ❑ (costumes, props, clothes, and miniature doll replicas could also

Our Community Helpers: Teacher Resource Book—*Hi, Neighbor—Projects and Activities about our communities*. Read the books *People Who Keep Us Safe* and *Picture Me Grown Up*. Choose books that represent the community helpers in your area. Use pictures, props, hats, dress up clothes, miniature dolls, etc., to depict these helpers to the students. Who could you have visit your classroom? (Police Officers, Fireman, Hospital Workers, Parents who may want to share, etc.) Where could you go on community field trips? (Post Offices—write and mail letters to self, Fire Stations, Public Libraries, Stores, Restaurants, Parks, Universities, Zoos, etc.) Ask other school personnel for ideas.

Possible Extensions and Adaptations

1. A walk around the neighborhood using observational journals

Assessment Suggestions

Observe the children and check for understanding.

Additional Resources

Check your school librarian to see what resources are available.

Allow students to explore the following web site which contains many activities for kindergarten students- [http://www.first-school.ws/theme/cp_united states.htm](http://www.first-school.ws/theme/cp_united_states.htm)

Teacher Resource

Video: All About America, 37 min. GOODTIMES, 16 E. 40th Str., New York, N.Y.10016

Patriotic Books:

The Best Vacation Ever by

Me on the Map by Joan Sweeny
America's Symbols by Judith Bauer Stamper
U.S.A. Treasure Hunt-booklet, map & magnifier (Scholastic)
America: "A Patriotic Primer" by Lynne V. Cheney
Red White and Blue by Susan Canizares
Red, White, and Blue The Story of the American Flag by John Herman
Freedom for All by Janet Palazzo-Craig (Summarize)
Pledge of Allegiance by K. L. Frankel
The Pledge of Allegiance (Troll) by Kristine Lombardi Frankel
Why I'm Proud to be an American (Troll)
America the Beautiful by Katherine Lee Bates
LIBERTY
The Star-Spangled Banner
PURPLE MOUNTAIN MAJESTIES
My Country Tis of Thee by Samuel Francis Smith
A Picture Book of George Washington by David A. Adler
A Picture Book of Abraham Lincoln by David A. Adler
Martin's Big Words by Doreen Rappaport-Biography of Martin L. King Jr.
Thank You, Dr. King
Celebrate the 50 States! by Loreen Leedy

Our Community:

The Berenstain Bears, The New Neighbors by Stan & Jan Berenstain
Hi, Neighbor—Projects and activities about our community (Scholastic)
15 Easy-To-Read Neighborhood & Community Mini-Book Plays (Scholastic) by Sheryl Ann Crawford and Nancy I Sanders
At Play in the Community by Judy Nayer

Community Helpers:

People Who Keep You Safe by Cathy French
Who Are We by Tanner Ottley Gay
Alphie Gets in First by Shirley Hughes
The Builder by Kari James
Big Dig: A Pop-Up Construction! Let's go to work! by Paul Stickland
My Dentist by Harlow Rockwell
The Berenstain Bears Visit the Dentist by Stan & Jan Berenstain
The Berenstain Bears Go to the Doctor
Grandfather Tang's Story by Ann Tombert
On the Move by Ming Tan
My Walk by Zoe Sharp
I Went Walking by Sue Williams
I Jog Around-Learning the J Sound by Maryann Thomas

Activity—Forming Relationships Using Music and Rhythm

Standard II

Objective 3

Connections

Standard II

Students will develop a sense of self in relationship to families and community.

Objective 3

Express relationships in a variety of ways.

Process Skills

Symbolization, classification, segmentation and blending, 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.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Materials

- ❑ Props: mouth mask, megaphone, hair hat, play fridge, a plastic red apple, a small green apple (large green cherry) four hats and a can of Lysol (optional)
- ❑ Visual Short Vowel Cards (copied, colored, and laminated)

Materials

- ❑ overhead projector
- ❑ a white spatula
- ❑ a laminate copy of the short vowel words (given at this workshop)

Background Information

Children need to be exposed to other cultures and traditions, making connections through music, dance, art, poetry, stories, and acting.

Invitation to Learn

1. **The Vowel Family Skit:** Directions are included on page 12-25.
2. **Scoop the Short Vowels:** Using an overhead projector and a transparency (copy the sheet) the students will be asked to locate the short vowels, as they read a three letter word and highlight it with the spatula.

Instructional Procedures

1. **Forming Relationships Using Music and Rhythm—Our culture:** Play a CD or tape of alphabet music, such as “We’re Marching Around the Alphabet.” Have the children form a large circle. Place the alphabet wall cards or flash cards face up in the center of the circle. The children will be asked to find the card with the capital letter of their first name. Then they will be asked to pick up a card and hold it face out, so that the other children can see their card, and walk around and try to find the match/pair to their alphabet card—large and small letters—help the children who need it. After every child has found their pair, ask the children to sing the ABC Song and see if they can get in ABC order (help the children who need it). Now ask the children to form two groups, one of vowels and one of consonants. Identify short vowel sounds for a, e, i, o, and u, with oral and visual cues. Identify parent and child letter shapes—Cc, Oo, Pp, Ss, Uu, Vv,

Ww, Xx, and Zz. (Reference Objective 1-Identify which children have been told that they look exactly like one of their parents or a relative). Match the rest of the big and little letters (Reference Objective 1-Identify which children do not look exactly like one of their parents). Group letters that have only one sound, more than one sound, etc.

2. **Other Cultures:** Ideas given on where to go to find multicultural books, music, stories, etc. in presentation and Additional Resources.
3. **Plays and Puppets:** Ideas and given in presentation and Additional Resources.
4. **Journaling:** Journals Made Easy—Ideas given in presentation
5. **Family/School Connection:** Ideas given and shared in presentation: School Wide Parent and Family Involvement Activities.

Materials

- wall cards or flash cards of all the letters in the alphabet (separate large and small letters)
- alphabet music-tape, CD, etc.
- multicultural books, music, stories, activities etc., and ideas-share
- journal
- a plastic slinky-to encourage inventive spelling-sound out/say fast

Possible Extensions and Adaptations

Pair them with another child for the Invitation to Learn Activities—Share one card or let them pick their card first—“Find the letter that your name starts with.”

Extended Activities: Have students from your classroom put on the Short Vowel Skit for other classes.

Use Small Square White boards—write specific alphabet letters, write alphabet pairs, write vowels, write consonants, and sound out and spell three letter words.

Magnetic Letters—Find specific alphabet letters, find alphabet pairs, find vowels, find consonants and spell three letter words.

Phonetic Readers-Sound out letters to form words

Assessment Suggestions

Letter/sounds Assessment

Basic Skills Assessment—each quarter

Additional Resources

Check with your school librarian to see what resources are available

Songs/Rhymes/Rhythm/Music:

25 Fun Learning Songs-lyrics on basic skills, alphabet, counting, safety rules, animal sounds, etc.

Kids Sing For Kids, 150 Songs, Lyrics Included (Direct Source Special Productions Inc.)

Alphabet Sing-Along Set, 26 lg. Alph. color cards & Sing Along Alph. Tape(Scholastic)

Teacher Resources:

35 Rubrics & Checklists to Assess Reading and Writing (Scholastic)

Sound Matching Sheets & Lessons That Build Phonemic Awareness (Scholastic)

Phonemic Awareness Activities (Scholastic)

Phonemic Awareness Songs & Rhymes

Fun Phonics Mini-Books (Scholastic)

Easy & Adorable Alphabet Recipes for Snacktime (Scholastic)

Reading/ABC's

When Will I Read by Miriam Cohen

The Alphabet Tree by Leo Lionni

Animal Alphabet by Bert Kitchen

ABC by Bob Reese

ABC I Like Me by Nancy Carlson

Alphabet Adventure by Audrey Wood

Letters and Sounds by Rosemary Wells

Word Family Wheels (Scholastic)

Books Are Better Than TV

Read To Me by Jacalyn Leavitt

PLEASE READ TO ME! By Elizabeth Rodgers

Plays/Puppets:

Teachers-Curtains! Familiar Plays for Little Actors by Diane Head

Learn-the-Alphabet PUPPET PALS-26 Reproducible stick puppets with stories

Puppets by Susan Canizares

25 Just Right Plays for Emergent Readers (Scholastic)

25 Emergent Reader Plays Around the Year (Scholastic)

25 Science Plays for Emergent Readers

Multicultural/Traditions:

A RAINBOW All Around Me by Sandra Pinkney
Let's Read About Squanto by Sonia W. Black
Ten Little Rabbits by Virginia Brossman & Sylvia Long
John Henry
Duke Ellington

Tales From Around the World:

Teacher Book-*Fun with Fairy Tales* by Jo Ellen Moore & Joy Evens
Teaching With Cinderella Stories From Around the World (Scholastic)
Why Mosquitoes Buzz in People's Ears by Verna Aandema
Anansi the Spider
Mufaro's Beautiful Daughters
Abuela's Weave by Omar S. Castaneda
Babushka Baba Yaga by Patricia Polacco
The Tale of Rabbit and Coyote by Tony Johnston
Market Days by Madhur Jaffrey

Teaching Math with Rhyme & Rhythm:

Collaboration Math Books-12 adorable Rhyming math book (Scholastic)
Mother Goose Math (Scholastic)
Move & Learn Math Activities (Scholastic)

Family Connections

Send a copy of the **Short Vowel Family Skit** home for the families to act out and reinforce.

Family bags—Alphabet flash card activities: Parent/child match, little/big letters separate and match, separate vowels from consonants, and sounding out and spelling three letter words.

Scoop the Short Vowels

Rhyming Words

(White spatula and overhead projector)

1. fat cat bat rat

2. red hen den pen

3. big pig dig fig

4. hot dog hog fog

5. hug bug mug rug

The Vowel Family Skit

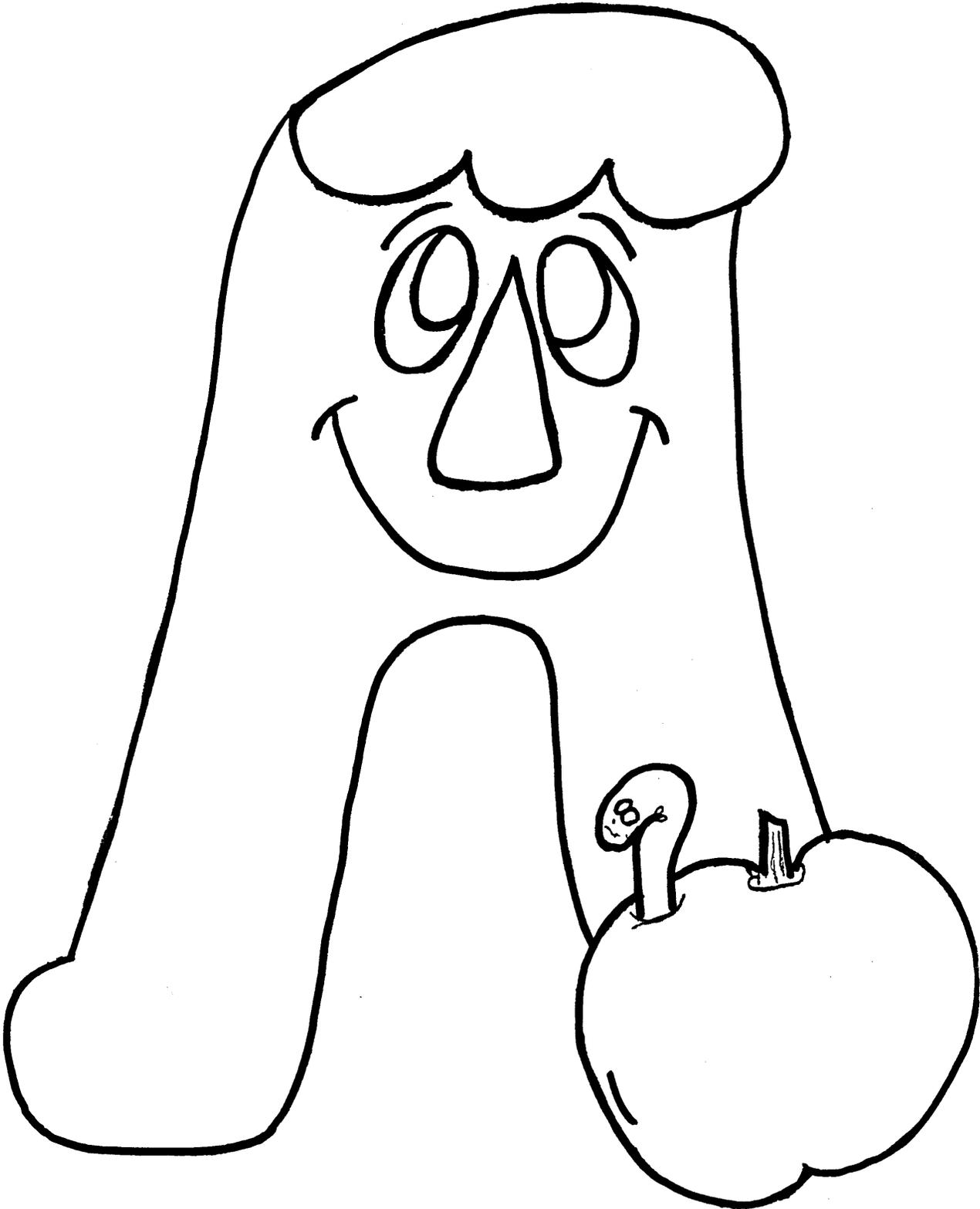
(use props)

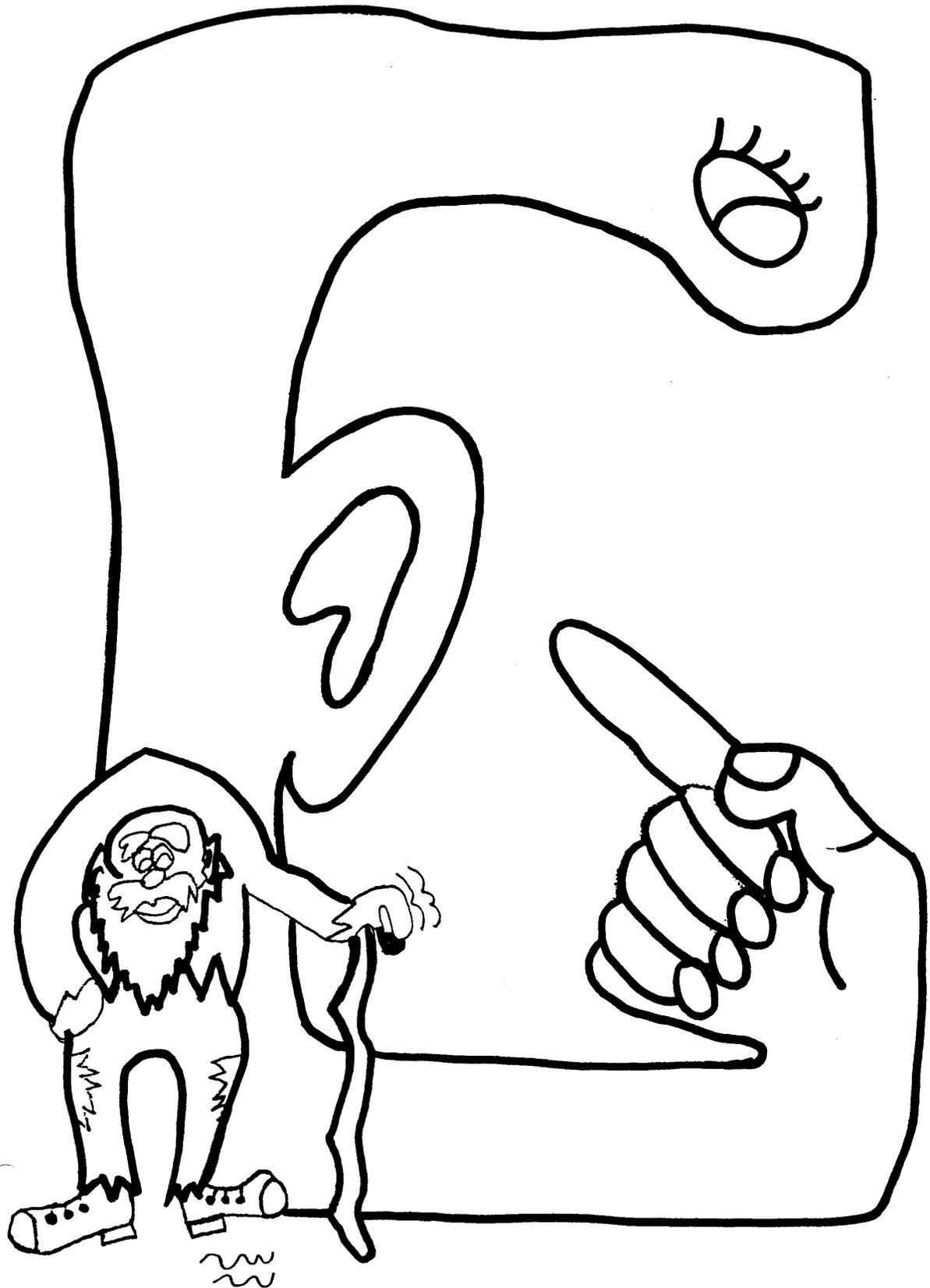
There was a family called the **Vowel Family**. Mr. and Mrs. Vowel had five children—four boys and one girl—and with all these children, they just could not decide what to name them. So Mama Vowel decided to watch each child for a while and then choose a name for each of her **five children**.

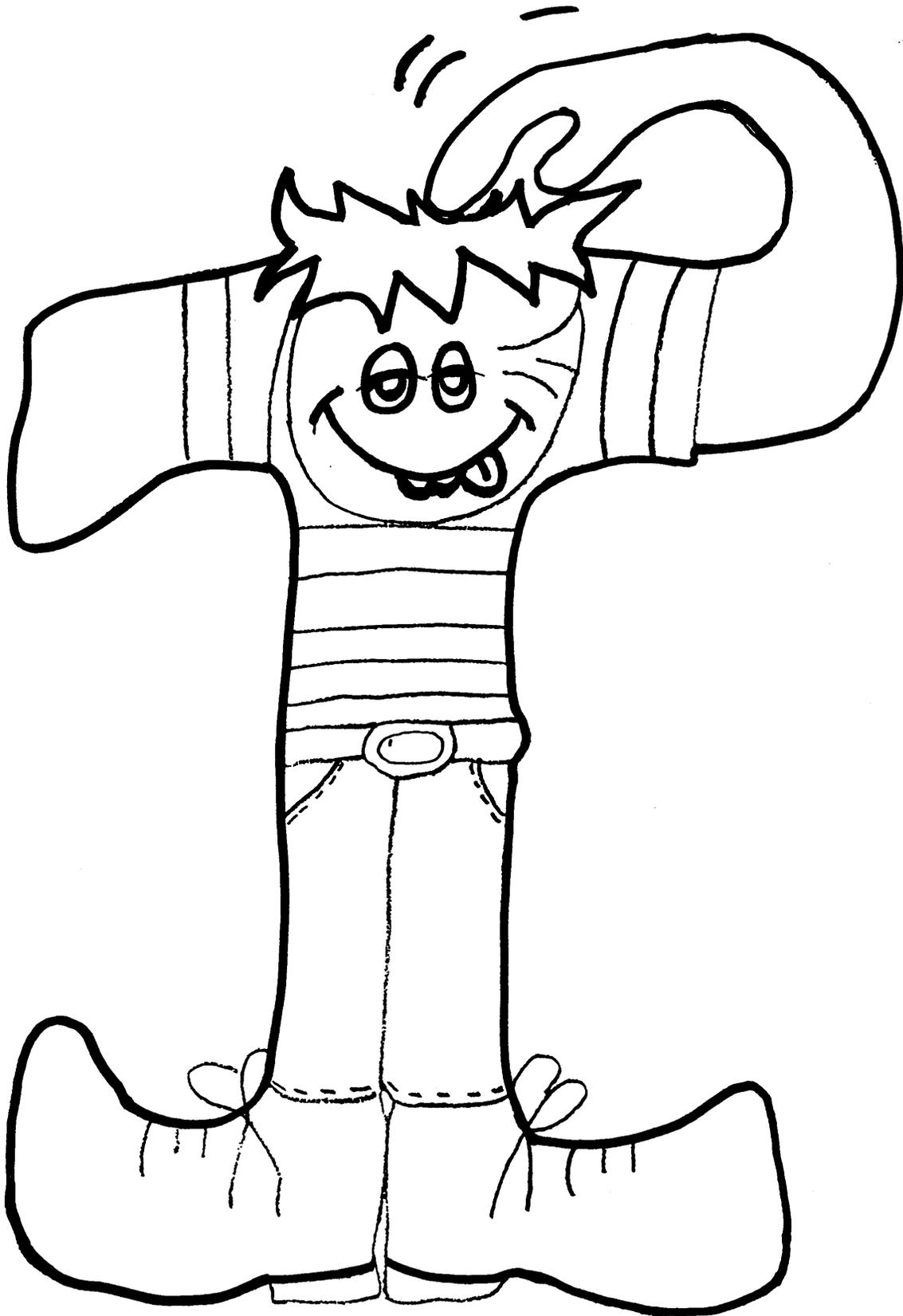
1. **First came along a little “a.”** Little “a” loved apples. Apples were all he wanted to eat for breakfast, lunch, and dinner. Mama kept the apples on top of the refrigerator and little “a” was always coming into the kitchen, pointing at the top of the fridge, and saying “a-a-a-a” since he was too little say the word “apple.” Mama Vowel said, “Let’s just call you “a” (action-point up).
2. **Second came along little “e.”** Little “e” loved her Grandpa “Y” (make connection later) more than anyone else in the world. Her Grandpa “Y” was old and he could not hear very well. So when anyone spoke to him, he would put his hand to his ear and say “e?- e?- e?- e?” Well, little “e” wanted to be just like her grandfather, so when anyone spoke to her, she would say, “e?- e?- e?- e?” too, just like grandpa. Mama Vowel said, “Let’s just call you “e” (action-lean and cup hand to ear).
3. **Third came along little “i.”** Little “i” had a terribly itch head, and he was always scratching it morning, noon, and night. He hated the way it itched and he was always coming to his mother scratching his head and saying, “i-i-i-i.” Mama Vowel said, “Let’s just call you “i” (action-scratch head).
4. **Fourth came along little “o.”** Little “o” loved his hot cereal in the morning for breakfast. When Mama Vowel finished cooking it, she would say, “Now, wait a few minutes before you try to eat your cereal because it is hot!” Little “o” would never wait. When it was in the bowl in front of him, he would take a big heaping spoonful. Then he would say, “o-o-o-o” and fan his mouth with his hands because it was so hot it burned his tongue. Mama Vowel said, “Let’s just call you “o” (action-fan mouth with hand).
5. **Last came along little “u.”** Now the Vowel family had a big cherry tree in their backyard. Every summer when the cherries hadn’t ripened yet, Mama Vowel would say, “Don’t eat those unripe cherries or you’ll get a tummy ache.” Little “u” loved all cherries, so he ate them anyway, and always ate too many. Almost every day he would come in holding his stomach, saying, “u-u-u-u.” Then Mama Vowel said, “Let’s just call you “u” (action-rub tummy with hand).

This is how the little vowels got their name.

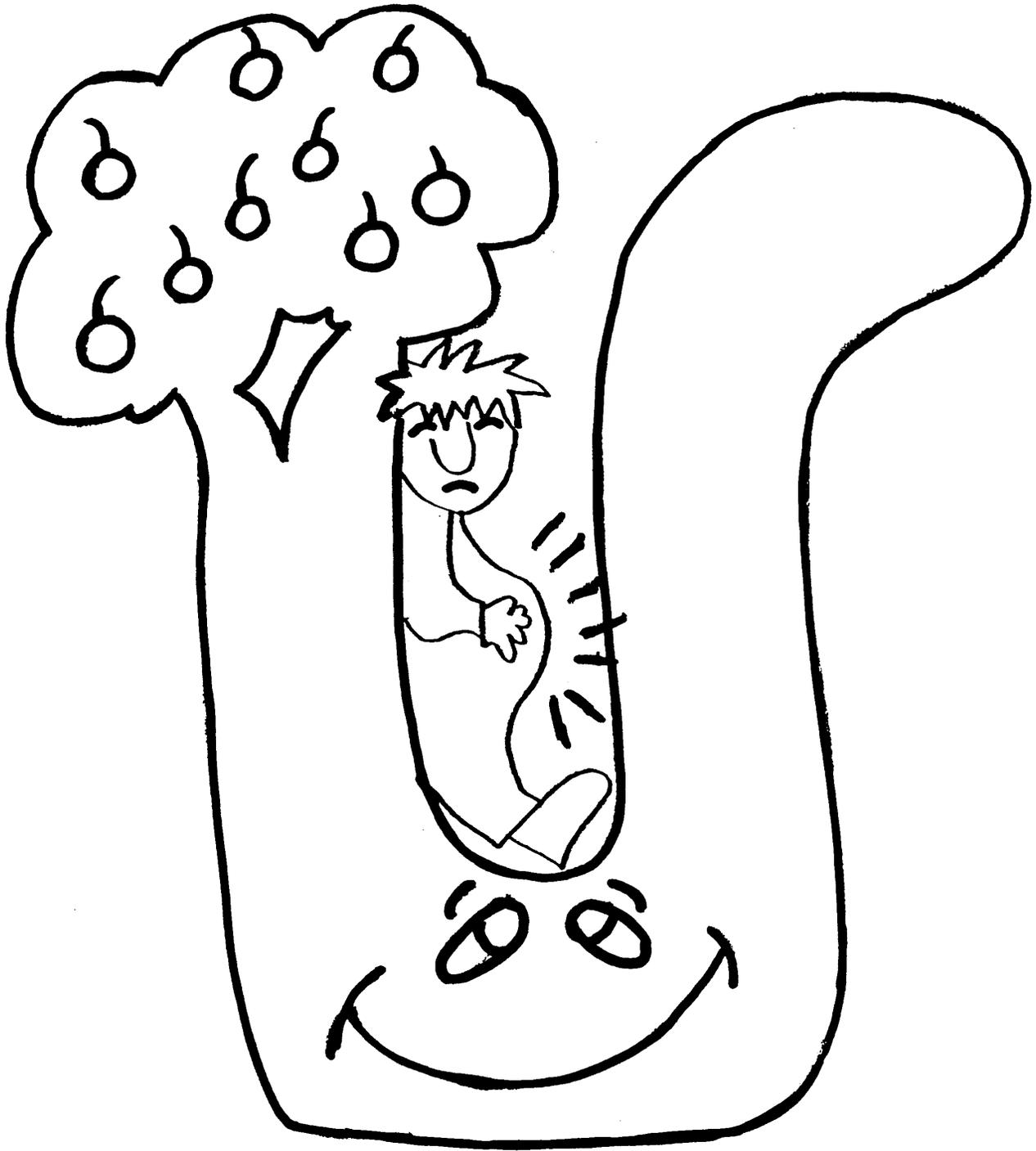
Say the short vowel sounds for “Let’s just call you a-e-i-o-u.”











Activity—I Grow

Standard II

Students will develop a sense of self in relation to families and community.

Objective 1

Describe factors that influence relationships with family and friends.

Process Skills

Symbolization, prediction, classification

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Standard II

Objective 1

Connections

Background Information

The passage of time is an abstract concept for kindergarten children. They can, however, be assisted to identify some personal changes, such as differences between themselves now and when they were babies.

The children can use their personal knowledge of how they have changed to write a book about themselves. They may “write” using letters or pictures. Their writing can fall into any of the stages of emergent writing. The most common will be writing some consonant sounds they hear in the word. They can be taught to stretch out the word to hear the sounds in the word and then write the symbols for those sounds. A predictable pattern of text can be used to reinforce high frequency and content related vocabulary words, such as “When I was little, I _____. Now I _____.”

Invitation to Learn

Read the book. Allow the children to share experiences about when they were babies versus now.

Instructional Procedures

1. Ask the children to give responses to complete the sentence, “When I was little...” Write their responses on chart paper with their initials beside them.
2. On another sheet of chart paper, record their responses to “Now I...” with the same procedures. Use a different color marker to give the children a visual cue that this is a different time period we are describing.
3. Give the children a book with the patterned sentence printed on it. Children will draw a picture of their ideas, and then “write” their responses, either from the chart or on their own.
4. You can even have the parents send in a wallet size baby picture and school picture to mount on each side of the page of the illustrator.

Materials

- When I Was Little* by Jamie Lee Curtis
- copies of blackline book *When I Was Little* for class
- chart paper
- markers, crayons, pencils

5. Allow the children the opportunity to read their books to the class.

Differentiation of Instruction

1. For those children not ready to “stretch” a word out and write the symbols for the sounds they hear they can use the charts the teacher created from the students’ responses. The chart can be cut apart and the child’s response used at their table to copy from. Remember that initials were put by the children’s responses to aid in this process. Having the sentence physically on the child’s table is easier than trying to copy from the chart in the front of the room.
2. To develop oral language, picture cues can be used to identify certain vocabulary words that might be helpful such as pictures of a baby crawling, eating, sitting in a car seat, etc. (especially useful for E.L.L., low language learners).

Possible Extensions/Adaptations

Create a compare/contrast chart to show the differences between being a baby and a kindergartner.

Compare various measurements for each time period such as weight, height, number of teeth, and length of feet or hands. Nonstandard or standard tools of measurement may be used.

Assessment Suggestion

Analysis of the children’s text can indicate where the children are in their sound/symbol development. You can tell if they understand sound/symbol relationships, beginning sounds, ending sounds, or middle vowels.

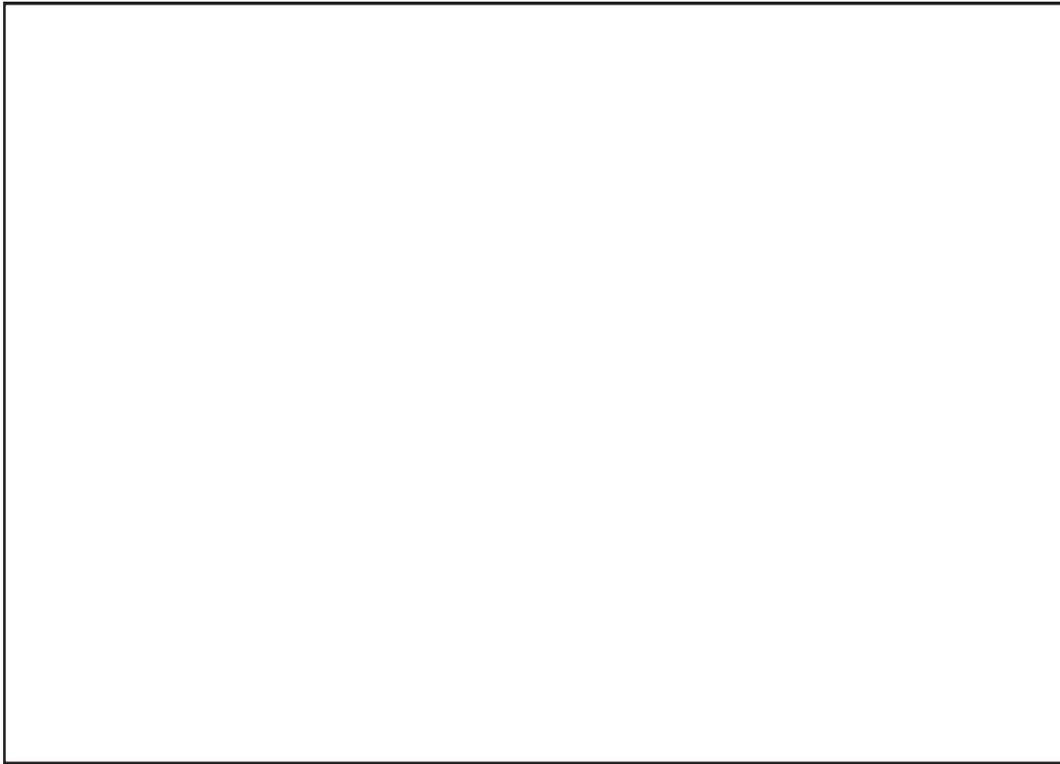
Additional Resources

See How I Grow published by Dorling Kindersley

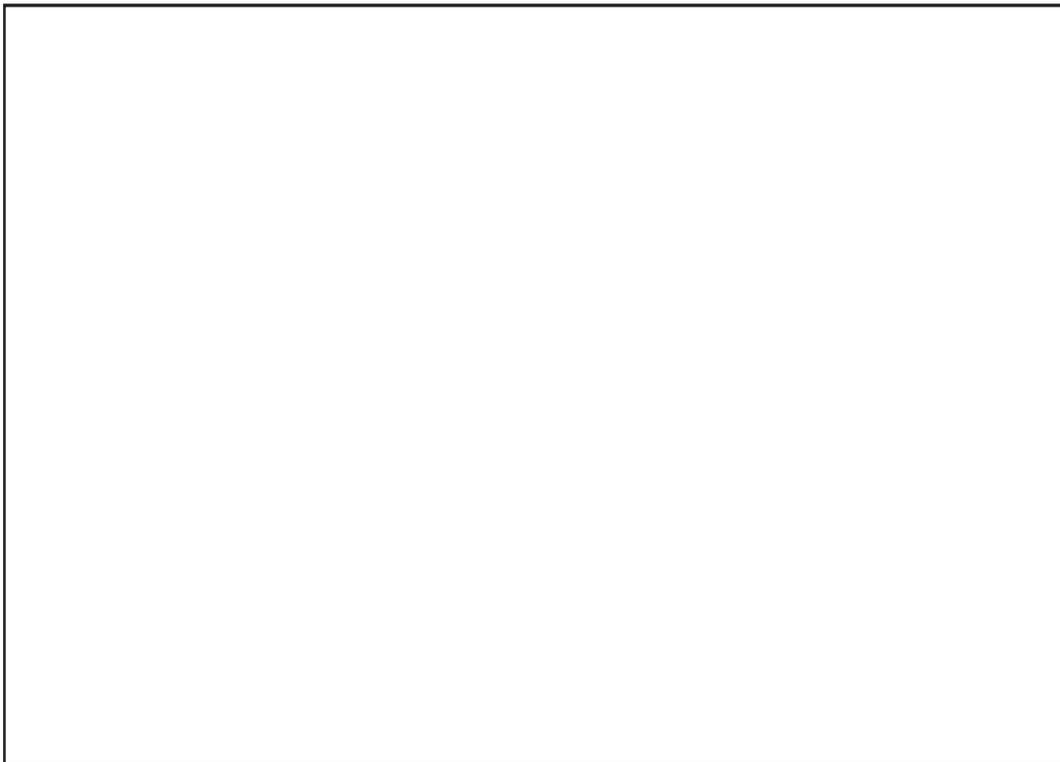
Family Connections

Parents can write a short paragraph about what their child did as a baby and can do now. Parents can also help in the measurement of items comparing baby and kindergartner such as how long they were as a baby, and how tall they are now, how much they weighed versus what they weigh now, or even the size of their hand or footprint if they have one.

When I Was Little



Now I



When I was little I



Prints Page

Footprints



Left Foot



Right Foot

Handprints



Left Hand



Right Hand



Activity—Lots of Labels

Standard
II

Objective
2

Connections

Standard II Students will develop a sense of self in relation to families and community.
Objective 2 Identify important aspects of community and culture that strengthen relationships.
Process Skills Symbolization, data collection and interpretation, classification
Intended Learning Outcomes 1. Demonstrate a positive learning attitude.

Background Information

Environmental print is one of the first places that children connect print with a message. It is a natural connection between learning to read and reading for a purpose in our community. You can have environmental print in your room by labeling items and procedures in your classroom such as tables, chairs, sink, etc, as well as class schedules, class rules, and other signs. You can also bring in print from the community through labels, pictures, and other means.

Invitation to Learn

Write the following question on a graph (your whiteboard or chalkboard works well for this). “Have you been to _____?” In the blank write a local restaurant, store, or other place children have visited. Use the picture or logo instead of the words. Underneath make a table with “yes” and “no” columns. As children come into class, have them pick up their name card and place it under the appropriate heading.

Have a child come up and help you “read” the graph. Read each word, including environmental print, and point to it as it is said. Have the helper lead the class in counting the number of name cards on the “yes” side and writes that number at the bottom of the graph. Next, count the number of name cards on the “no” side. Help him or her to write that number on the bottom. Ask the children which one has more. You can line them up side by side to compare if need be. Then have the helper child circle the larger one and cross out the small one (or some symbol you want to use to indicate smaller and larger. I would not introduce the greater than/less than sign until after much practice with this graph, if at all. It is not required in the core to know the symbol, just the concept of greater and less than.)

Instructional Procedures

Aa	No Aa
----	-------

1. Ask the children, “How did you know what this word said?” Discuss that there are some words they already know how to read. They know what the word is telling them. They know the message of the symbols.
2. Show some examples of environmental print and see if they can read them.
3. Model concepts of print: Read it from left to right. Point out capitals and any punctuation. Identify what is a word and what is a picture.
4. Ask if they can identify any letters they have studied and the sounds associated with that letter (e.g., M is for the “M” sound in Moose).
5. Choose a letter to focus on. Let’s use “A” as an example. Using a simple classification graphic organizer, label them “Aa” and “no Aa.”
6. Model for the class how to look for this letter in each word. If it contains an “Aa” place it on a stack on the “Aa” side. If it doesn’t, place it on the “no Aa” side. After modeling with a few examples the process used to look for the letter, you can do some quick assessment to see if they are ready for independent work (e.g., “Thumbs up if it has an Aa. Thumbs down if it doesn’t.” Or “Turn to your neighbor and tell them whether it has an Aa or not”). You can also call individual children up to place the card in the appropriate spot.
7. Place the cards and classifying graphic organizer at a center and let children sort them in small groups or independently. You may wish to have several graphic organizers with other letters available for further practice.

Materials

- pictures or photos of local buildings which children visit often
- labels and logos
- name card for each of the children that can be placed on a graph (e.g., die cuts with magnetic tape on the back)

Possible Extensions/Adaptations

1. Sort the cards into other categories, such as a color, shape, numbers, etc.
2. Create an “I like _____” book in class with labels or pictures of things and places they like. Model this with some interactive writing. Guide the children as you call up a child to write a letter, then another student to write the next, etc. Write several examples together as a class before having them work independently.

Assessment Suggestion

Observe children as they sort the cards. You can do a cut and paste sheet of six to eight environmental print words and a classifying graphic organizer, just like the center. Parent letters, both before and after the unit, could request feedback of student behaviors regarding reading environmental print.

Additional Resources

I Read Sign by Tana Hoban

I Read Symbols by Tana Hoban

<http://www.dot.state.tx.us/kidsonly/splashpg/splashpg.htm>

www.readwritethink.org

Family Connections

Have the children bring in pictures or labels from home to read. You can have the children create predictable high frequency wordbooks to read at home. Provide pages with sentences such as “I go to McDonalds.” “I go to Smiths.” “I go to Wal-Mart.” “I go home.” and appropriate pictures. Children will make the book and then read it to each other and their parents. Share a variety of options for teachers to explore and use.

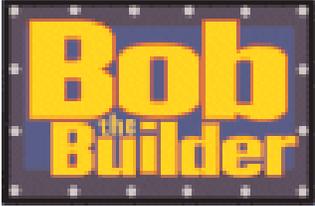
Graphic Organizer for Aa



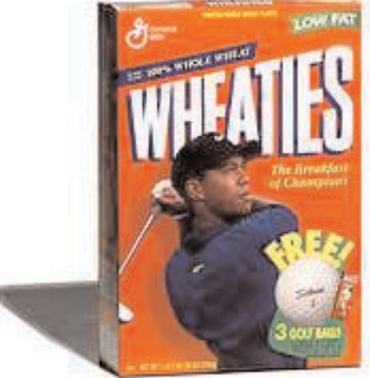
No

Aa

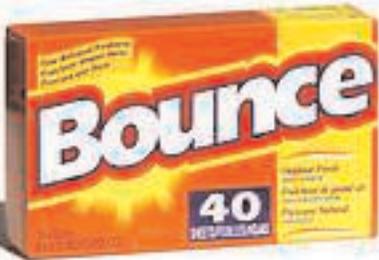
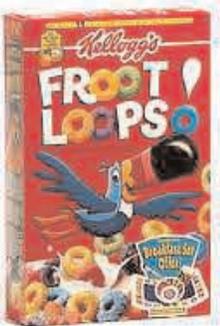
Labels and Logos

Labels and Logos, cont.

 The Sesame Street logo features a green street sign with the number '123' in a yellow circle above the words 'SESAME STREET' in white capital letters on a green background.	 The Taco Bell logo consists of a black bell shape with a white outline, containing a stylized white eye, with the words 'TACO BELL' in white capital letters below it on a black background.	 The Target logo is a red horizontal bar containing a white bullseye symbol followed by the word 'TARGET' in white capital letters.
 The Toys 'R' Us logo features the words 'TOYS 'R' US' in colorful, bubbly letters on a blue background with white stars.	 A box of Trix cereal featuring a cartoon rabbit character holding a bowl of cereal, with the word 'TriX' in large, colorful letters.	 A box of Kraft Velveeta cheese, labeled 'KRAFT Velveeta' and 'QUICK EASY DIP IDEAS'.
 The Walmart logo features the words 'WAL*MART' in blue capital letters with a yellow star over the 'A'.	 A jar of Welch's Concord Grape Jelly, labeled 'Welch's CONCORD Grape Jelly' and 'NEW! SHAWARMA PLASTIC JELLY'.	 A box of Wheaties cereal featuring a golfer, labeled 'WHEATIES' and 'The Breakfast of Champions'.
 The Barney the Dinosaur logo features the word 'Barney' in a colorful, stylized font with a cartoon dinosaur character.	 A box of Mission Premium Original crackers, labeled 'ORIGINAL PREMIUM'.	 A box of Ziploc Freezer Gallon bags, labeled 'Ziploc Freezer Gallon'.

Labels and Logos, cont.

Activity—Family Centers

Standard II

Students will develop a sense of self in relation to families and community.

Objective 1

Describe factors that influence relationships with family and friends.

Process Skills

Classification, data collection, segmentation and blending, description

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Standard II

Objective 1

Connections

Background Information

The children will come from families with varying characteristics. This makes a wonderful opportunity to explore what a family is and how it can look different. A natural gathering of data can occur at this time. Be careful to stress that each family is unique and children should not be made to feel that one family type is better or worse than another child's family. Such gathering of data can illustrate the diversity of families.

Children can also write about families, since it is a topic of personal interest of which they have concrete knowledge. Many center activities can be designed around the idea of “families” to apply language and numeric skills.

Invitation to Learn

This poem by Mary Ann Hoberman is found on www.CanTeach.ca

What is a family?

Who is a family?

One and another makes two is a family!

Baby and father and mother: a family!

Parents and sister and brother: a family!

All kinds of people can make up a family.

All kind of mixtures can make up a family.

What is a family?

Who is a family?

The children that lived in a shoe is a family!

A pair like a kanga and roo is a family!

A calf and a cow that go moo is a family!

All kinds of creatures can make up a family

All kinds of numbers can make up a family

What is a family?

Who is a family?

Either a lot or a few is a family;

But whether there's ten or there's two in your family,

All of your family plus you is a family!

Materials

- pictures of families
- graphing framework graphic organizer
- magnetic or foam letters
- cards with family vocabulary words on them

Instructional Procedures

Below are several examples of family centers.

Math Center: Using pictures of families, children will pick two pictures, and then decide which has more and which has less. They can also sort the pictures by number of people, number of girls, more boys than girls, number of children, etc.

Math Center: Create a class graph of how many people are in your family.

Word Center: Students pull out a card with a family word on it (e.g., father, mother, sister, etc.) and then build the word with magnetic letters, letter cards, or wikki stix.

Writing Center: Students create an individual 4-6 page predictable pattern book “I love my _____.” Include word cards with picture clues for them to use to write. Students will also illustrate the picture to go along with the text.

Class book: Each student creates one page to put in a class book. The page is “I like to _____ with my family.” Children write and illustrate the page. The class book can then be used for the book center or read around the room time.

Dramatic Play: Have props for things families do together, such as camping, doing things at home, etc. Include labels for things and paper to make lists like packing lists, shopping lists, letters, etc.

Art Center: Trace dishes to make a place mat. Label each item (e.g. plate, fork, spoon, etc.). Decorate and send home with the child so she can use it as a model to set the table correctly.

Cooperative Activity: Give each child a large piece of butcher paper folded into thirds with the heading “moms do,” “dads do,” and “kids do.” Children will draw pictures of things that each person does to contribute in the family. The teacher or a helper can label things for the children as they draw them. Talk about the various roles children perceive in the family and what they can do to help at home.

Possible Extensions/Adaptations

A BINGO game can be made with family names or items around the house to improve vocabulary (especially helpful for ESL children).

Assessment Suggestion

Ask the children questions about the graph such as “How big is the family that the most people have?” “Who has the smallest family?” “Who has the largest family?”

Ask the children to explain how they sorted the family pictures. Answers will show the level of sophistication of the skill of sorting.

Look at the children’s writing to evaluate concepts they already know, such as beginning sounds, ending sounds, capitals and lowercase letters, or spaces in between words, etc.

Listen to the children as they talk about what roles or responsibilities members of the family have. You can gather oral language and anecdotal notes at this time as well.

Additional Resources

“What is a Family?” by Mary Ann Hoberman (www.CanTeach.ca)

“Family Theme Box” from Lakeshore Learning Materials

Families Are Different by Nina Pellegrini

How Can I Help? by Christine Hood (Creative Teaching Press)

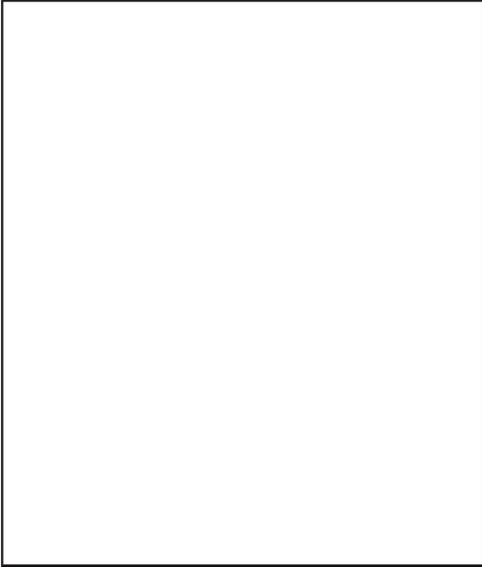
“Math With Connecting People Set” from ETA/ Cuisenaire

Family Connections

Send home a responsibility chart. The child and parent together think of about five things the child can do to help out at home. The parent then initials the job after it is completed. The chart is returned to school and shared with the class.

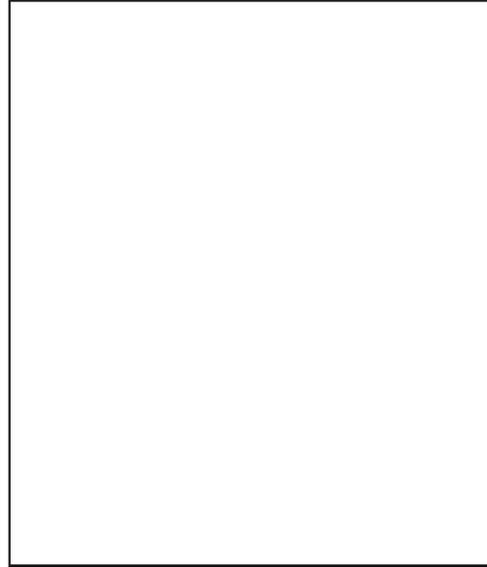
Family Book Pattern

My Family



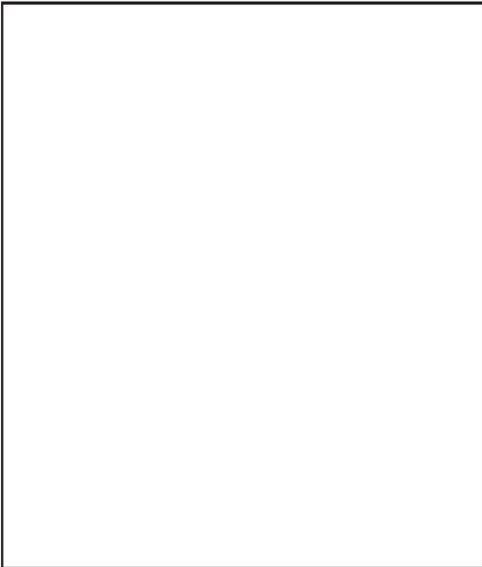
By _____

My Family



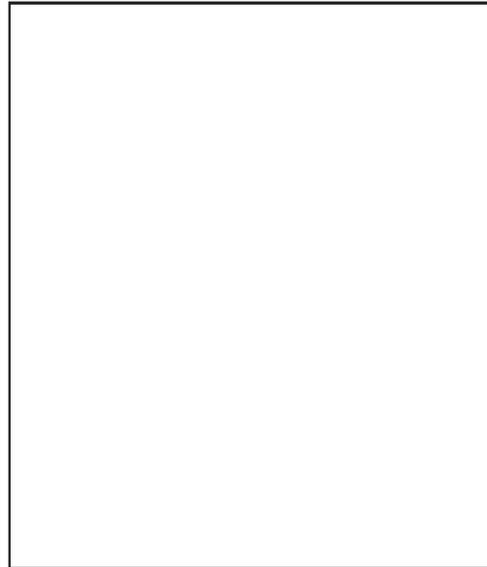
By _____

My Family



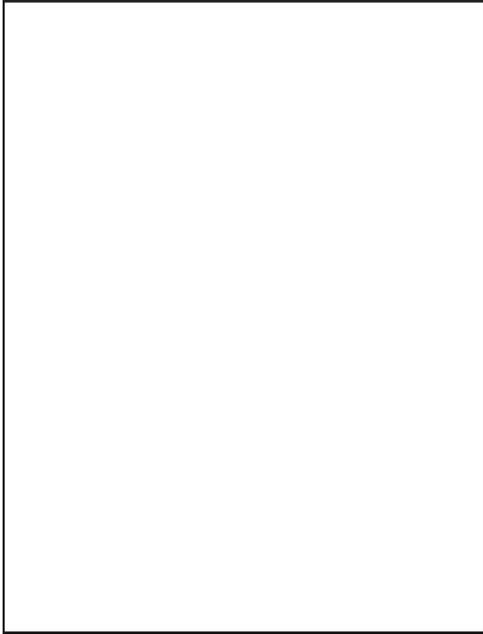
By _____

My Family

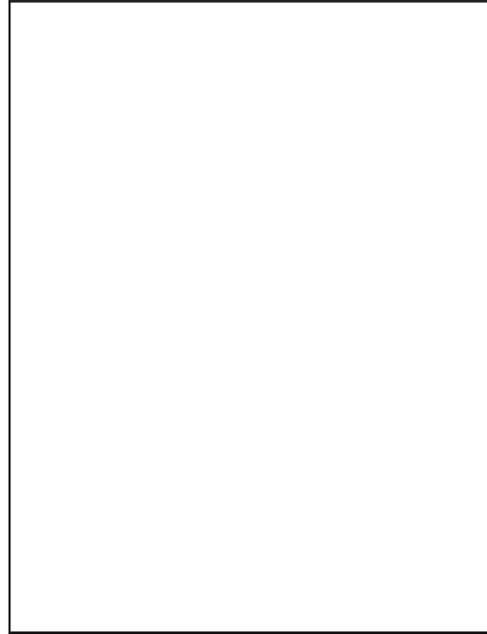


By _____

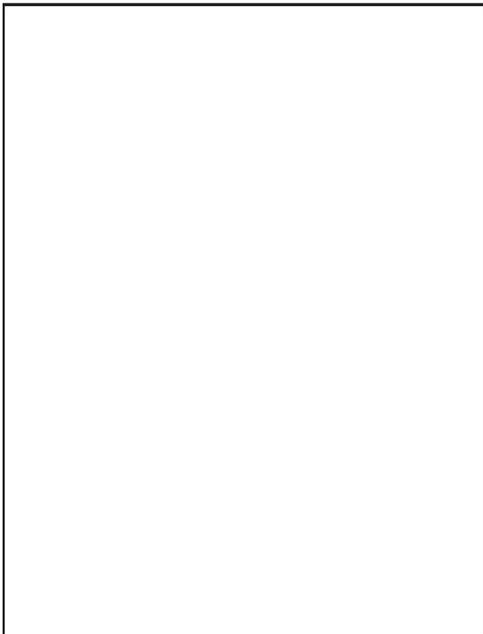
Family Book Pattern, cont.



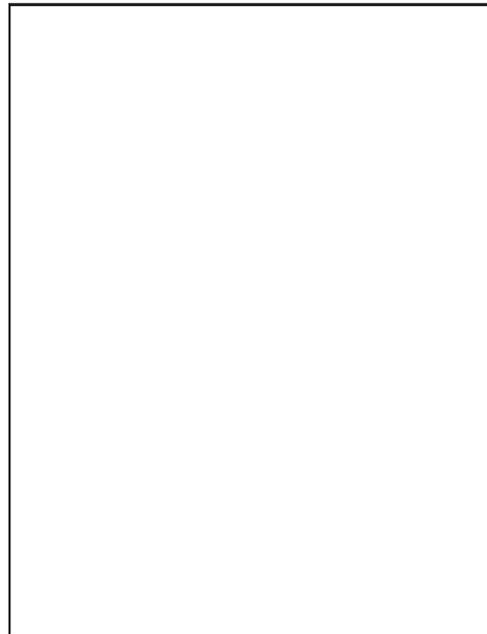
I love my_____.



I love my_____.

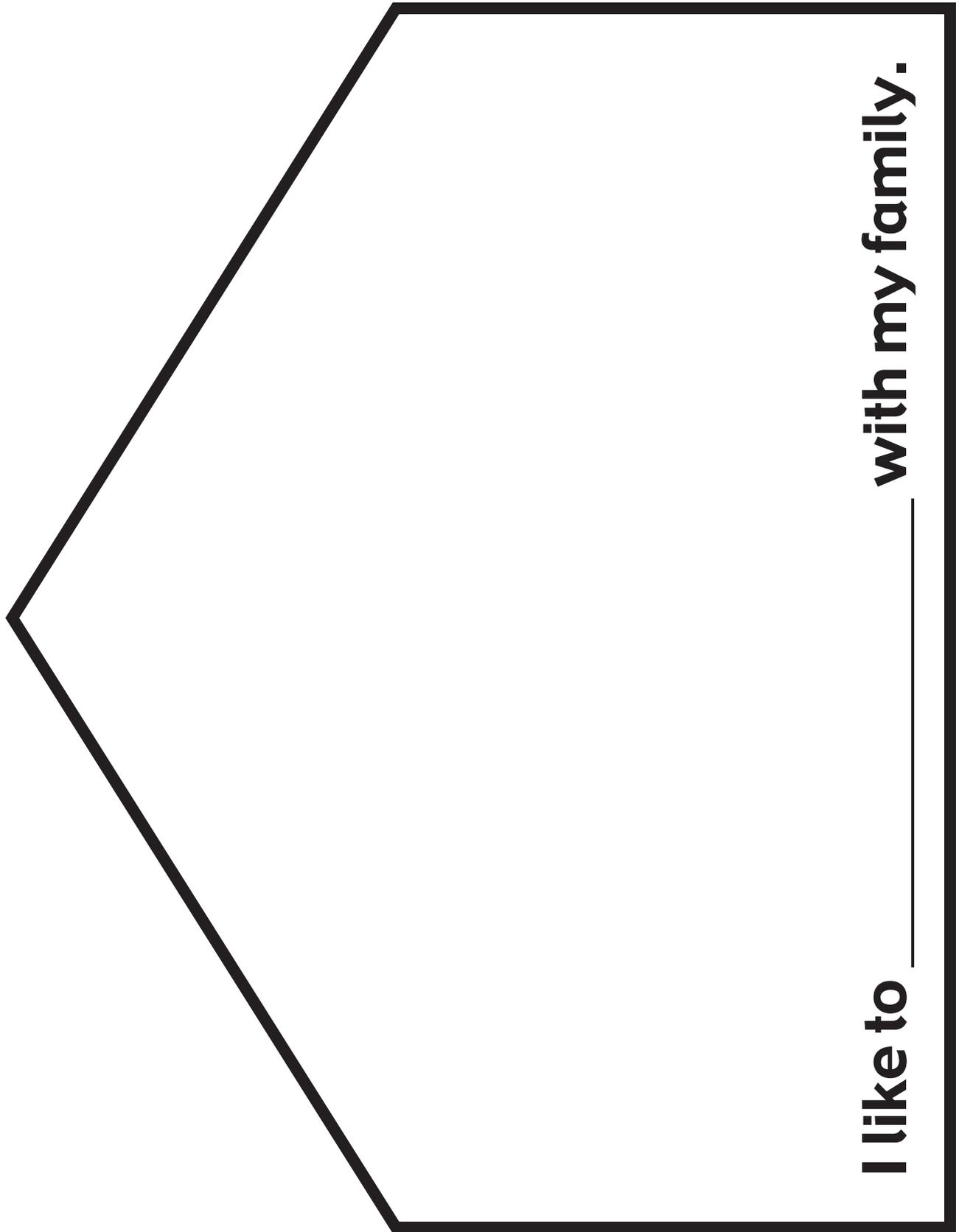


I love my_____.



I love my_____.

Family Book Pattern, cont.



I like to _____ with my family.



I Have Important Things To Do at Home

Dear Parents,

We have been learning about the important things we have to do at school to make our classroom a better place. Please help me think of three to five things that I can do at home that make our home a better place. They could be chores, jobs, or other responsibilities. List those items on the line below, and initial them, when I have completed them. Then return it to my teacher.

Thank you,

Responsibility	Initials
1. _____	_____
1. _____	_____
1. _____	_____
1. _____	_____
1. _____	_____

Name of student _____



Activity–My Community Book

Standard II

Objective 2

Connections

Standard II

Students will develop a sense of self in relation to families and community.

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Description, investigation, classification, conclusion formation

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Background Information

Students should be exposed to a variety of genres. Informational texts are often overlooked. If children are given many opportunities to use informational texts and discover how they work, they will be more comfortable and familiar with them when they are older and the reading is more complex. Kindergarten children can be taught the simple features of informational texts such as the index, table of contents, labels on pictures, and titles. Teachers should carefully choose high quality informational texts which contain: 1) topics of high interest to the children, 2) good quality photographs, 3) an appropriate amount of text per page, and 4) illustrations that closely match the text.

Invitation to Learn

Sing the song “Where are the places in my neighborhood?” (Use the tune to the Sesame Street song “Who are the people in your neighborhood?”) Have the children think of places in categories to substitute in the song such as:

“A playground is a place in my neighborhood, in my neighborhood, in my neighborhood. A playground is a place in my neighborhood, a place where I go to play.”

Instructional Procedures

1. Write down the list of places the children mentioned on chart paper.
2. Show an informational text on the topic. Point out the title and tell what a title is. Point out the capital and lowercase letters. Talk about the picture. Ask the children if they have ever been to a similar place.
3. Remind the children about the places listed on the chart. Model for the class how to tell about a fun place in one minute by telling

them about a place you have visited here in the community that was fun. Have the children then turn to a partner for one minute and tell their partner about where they went and what they did. Then give the other partner one minute to tell their experiences. Bring the class back together with a signal.

4. Model questions for the children such as “I wonder if my place will be in this book?” “I wonder how the information is organized in this book?” “I wonder what the pictures will be like?”
5. Browse through the book pointing out the bold print that indicates important words to know, the pictures, the heading, etc. Place highlighter tape over key words such as headings, vocabulary words, etc. Point out how the author of an information book uses different tools other than fictional authors to tell their message. Continue to wonder about things out loud to model for the children.
6. Read the book.
7. Ask the children for their questions. Remind them they can say, “I wonder...”
8. As questions arise after reading the book, you can write them down on sticky notes and put them on the book.
9. Go back to the student-generated list of places to play. Ask the children if the book reminded them of any other places to play in the community. Record those responses in a different color.
10. Tell the children “We will begin to make a class book about our community. This chapter will be about places we play.”
11. Model how this is done by creating the heading page “Places to Play” as a class (interactive writing). Call up different children to write the letter you tell them, modeling correct capitalization, left to right writing, spacing, etc. At this age, do not worry about the words being on the lines correctly. If a child makes a mistake, put corrective tape over it and try again.
12. Draw a picture to go with the text. Show how this page meets the requirements of a good informational text page (correct capitalization, correct letter size, pictures that go with the text).
13. Assign the children to draw a picture of their response and then label under their picture by copying the words you dictated for them on the list. Tell them you will be checking their pages for those three things in a rubric.
14. Assemble the pages together for part of a class book. Read the book to the class.

Materials

- informational book on community, such as *Community at Play* (Newbridge)
- sticky notes
- chart paper
- markers
- corrective tape or cover up label tape
- highlighter tape

15. Repeat the instructions for other chapters of the community book such as “Places to eat,” “Places to shop,” etc.

Possible Extensions/Adaptations

1. Class can tally how many children have been to each of those places.
2. A dramatic play can be set up like one of the places.
3. Children can create one of the places in their block center.
4. Oral story problems can be given relating to the places (e.g., “If my sister and I are at the park, and two friends join us to play ball, how many people are at the park?” “If four of us went to the skating rink, but one friend had to go home, how many are left?”).

Differentiation of Instruction

If a child has difficulty copying from the board, cut the chart paper into strips and let him take the word cards to his desk.

Some children might be ready to distinguish between places you go to play for free, and others you have to pay to play. They can sort the places with separate headings, or place a “\$” symbol by those where you have to pay.

Assessment Suggestion

During the interactive writing, assess sound/letter relationships. Use the following rubric to assess writing:

- Correct capitalization
- Letters correct size
- Picture goes with text

Additional Resources

<http://www.preschoolrainbow.org/helper-rhymes.htm> for rhymes, finger plays, and poems on community helpers.

Family Connections

1. Have families send in pictures of the children at those fun places. Display in the class.
2. Have families do a shape hunt, number hunt, or letter hunt at one of those places. The student can then share the information with the class.

Activity—Project School

Standard II

Students will develop a sense of self in relation to families and community.

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Description, investigation

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Standard II

Objective 2

Connections

Background Information

The school can be a wonderful place to do a project approach study. Everyone has access to their school and it is a personal and meaningful place to the children. Various places not normally studied can be investigated, such as the kitchen, mail boxes, the custodian's closet, or the school in general. The important thing is to have real investigation with real items, places, or people in a school. Data can be gathered with children carrying clipboards and displaying them for others to interpret.

Invitation to Learn

Complete a KWL chart about the school to determine what to investigate in the school.

Instructional Procedures

Ideas for investigating:

1. Count the number of classrooms, closets, doors, windows, etc. Display data on a chart with symbols created by the children.
2. Brainstorm and then investigate sets of 2's, 3's, and 4's in the school. (e.g. 4 legs on a chair, 3 hinges on a door, etc.)
3. Go on a shape hunt. Have children draw pictures of items that are squares, circles, rectangles, or triangles in the school.
4. Compare the weight of various school objects on a balance scale. Display the results.
5. List people that work in the school. Draw a picture or take a photo of them working.
6. List the kinds of rooms in a school (e.g., classrooms, offices, kitchen, gym, etc.)

Materials

- school map
- chart paper
- clipboards
- balance scale
- paper
- high frequency book
I See...
- pointers
- special glasses or spectacles
- items to weigh: crayon, chalk eraser, pencil, rubber eraser, scissors, single hole punch, rubber stamp, tape, paintbrush, staple remover

7. Measure various places in the school using the children's feet, bodies (laying down head to foot), or other nonstandard tools. (e.g., the gym is 12 children long, the classroom is ten children long, the desk is eight hands long)
8. Create a high frequency word book about school following the pattern "I see a ____." (I see a chair, I see a desk, etc.)
9. "Read the school:" With clipboards in hand, find words that have a certain letter in them. Write them down on the clipboard. Using pointers or special spectacles, read the signs and words printed around the school.
10. Identify the use of numerals throughout the school.

Culminating Activity

You could invite parents or other classes in to view children's investigations. Have children prepare to talk about what they learned. The class can sing the song "Everything I Learned, I Learned in Kindergarten" or other songs that describe the school community.

Possible Extensions/Adaptations

Adapt the book *Mary Had a Little Lamb* with the child's own version (e.g., "Amy had a little cat").

Assessment Suggestion

Analysis of the children's data and projects will reveal what they have learned. Ask the children questions about the graphs to see if they can interpret them (e.g., "What do we have more of, windows or doors?").

The comparing weight activity will let you know if children have a concept of more than and less than.

The shape hunt will tell you if they can identify shapes in the environment.

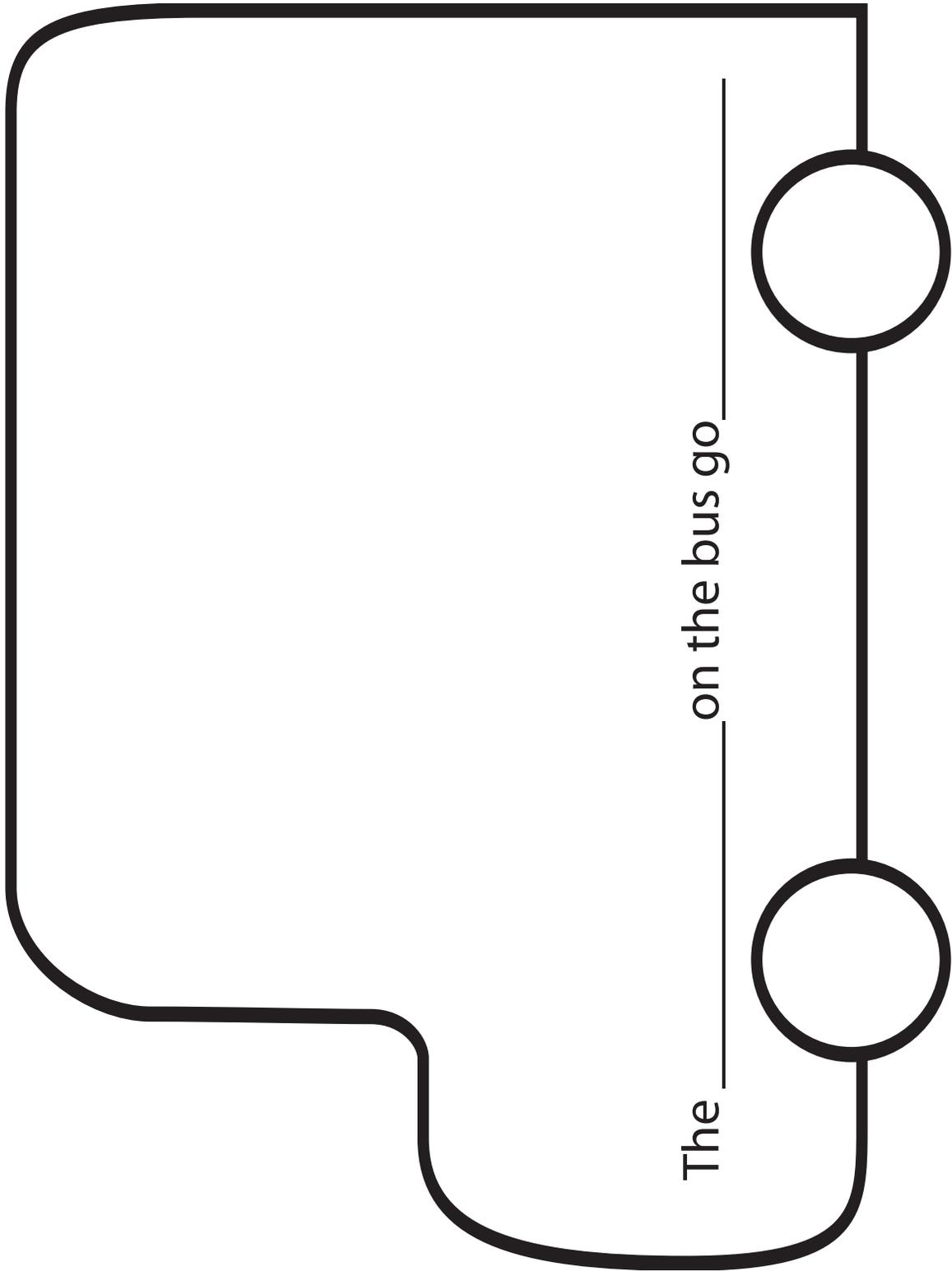
Additional Resources

Who's at School
Safety on the School Bus
Schools Help us Learn

Family Connections:

1. Families can be invited in for the culminating activity to share what the children have learned through field work.
2. Parent/Child homework: compare differences between parent's school and child's school.
3. Children can ask their grandparents or another relative what school was like for them.

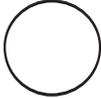
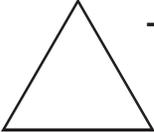
School Bus Worksheet



The _____ on the bus go _____

Name _____

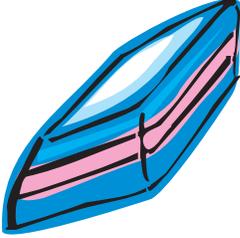
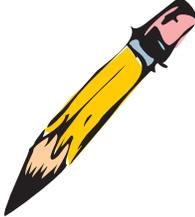
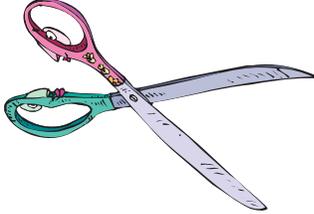
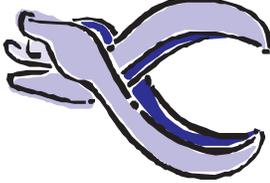
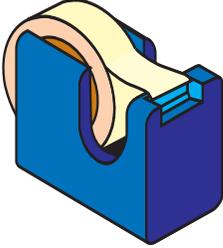
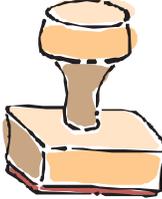
Shape Hunt

 Circle	 Square
 Rectangle	 Triangle

Name _____

Comparing Weights of School Objects

Circle the object that is heavier.

Everything I Learned I Learned in Kindergarten

By Kerrie Neu

1
Oh, ev - 'ry-thing I learned I learned in Kin - der - gar - ten, in

1
Kin - der - gar - ten, in Kin - der - gar - ten. Ev - 'ry-thing I learned I learned in Kin - der - gar - ten to

5
Fine

9
last my whole life through. Hold Some hands, art, and stick to - geth - er, share the a lit - tle mus - ic, the

9
Fine

13
ev - ery-thing, play fair in all you do. Put your things back where you found them, clean your num - bers, and the lett - ers A to Z. Make good choic - es, do you best work, dis -

13

16
mess when you are through, say you're sor - ry, and live the gold - en rule. Oh, cov - er your own world, share a smile, and be the best that you can be. Oh,

16

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Activity–National Symbol Patterns

**Standard
II**

**Objective
2**

Connections

Standard II

Students will develop a sense of self in relation to families and community.

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Symbolization, prediction

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Background Information

Patterning is an important part of kindergarten. It helps build a type of thinking that will be useful in many aspects of our lives. It also builds the foundation for algebraic thinking later in mathematics content. Students should be able to duplicate, extend, and then create patterns. At first, they will be simple patterns such as AB and AAB. Later in the year, more complex patterns can be introduced for those who are ready. These can include ABC, AABB, ABA, and growing patterns.

Invitation to Learn

Teacher shows the first part of a pattern on a strip. The rest of the pattern is hidden behind a tube. Gradually the teacher pulls the strip out of the tube to reveal the next part of the pattern. The class predicts what the next symbol will be.

Instructional Procedures

1. Children trace the pattern on to red, white, and blue construction paper.
2. Students cut out the hat pieces and staple them to make a three-corner hat.
3. Given copies of national symbols, children will cut out and glue the symbols on their hat in a pattern. Encourage appropriate complexity.
4. Students share their patterns with others in the class. The class identifies what kind of pattern was created.

Materials

- red, white, and blue construction paper
- tracing pattern for three-cornered hat
- pictures or stamps of national symbols
- glue
- scissors

Assessment Suggestion

A simple checklist can record whether or not the children created patterns and of what kind. Anecdotal notes can also be taken on what the children did.

Additional Resources

America's Symbols (Newbridge)

<http://bensguide.gpo.gov/index.html> (Click on grade K-2 and then Symbols of US Government)

www.mail.mcm.edu/~williamm/ussymbols/index.htm

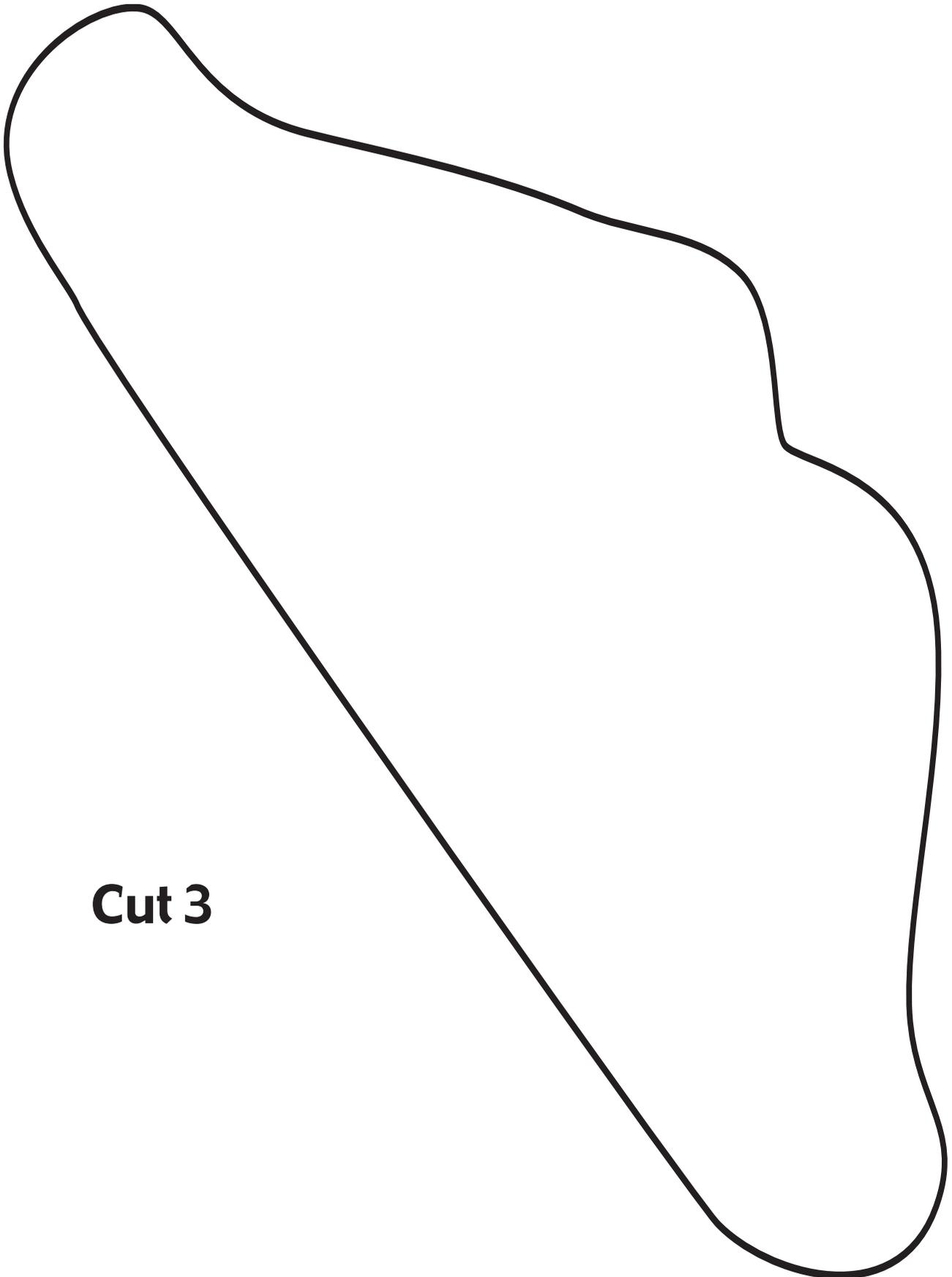
www.whitehouse.gov/kids

Open Court Kindergarten Unit 6 “Red, White, and Blue”

Family Connections

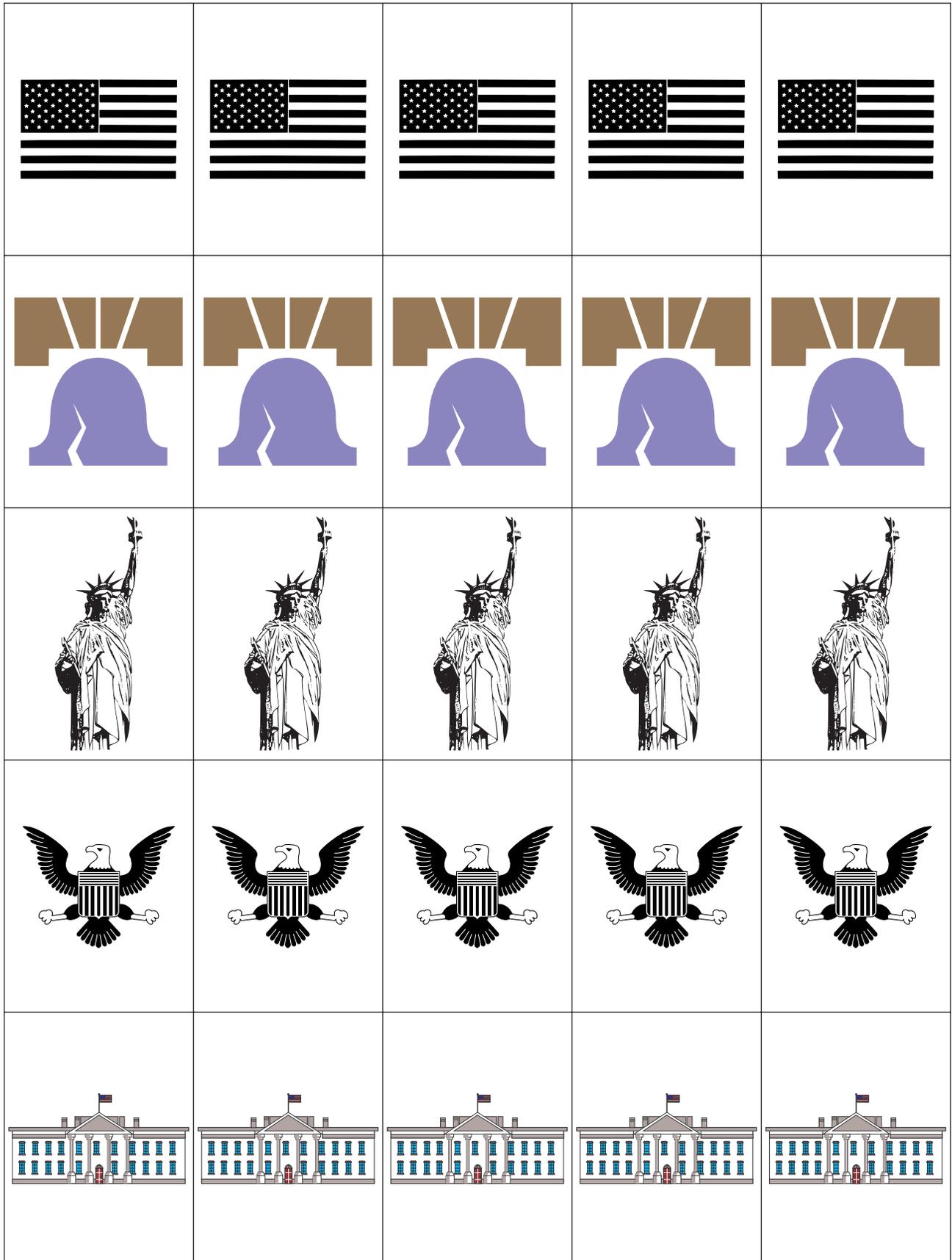
Encourage patterning at home. Children can find patterns in their environment, or duplicate and extend a parent’s pattern. Child and parent can take turns creating a pattern and having the other extend it further.

Three-Cornered Hat Tracing Pattern



Cut 3

National Symbols



Standard III
Activities

Activity—Favorite Season Circle Graph

Standard III

Students will develop an understanding of their environment.

Objective 1

Investigate changes in the seasons.

Process Skills

Symbolization, observation, description, communication, data collection

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
III**
**Objective
1**
Connections

Background Information

There are four seasons. They are winter, spring, summer, and fall. Seasons change in an ongoing and repeating pattern. The seasons have general characteristics that make each one of them different. These characteristics help us identify each season.

Invitation to Learn

Ask the students, “What is your favorite season of the year?” Allow them to discuss with a partner or with the whole group reasons why they particularly like a given season.

Instructional Procedures

Prior to beginning this activity the teacher should have a die-cut shape of a boy or girl to correlate with each of the students in the class. If you do not have access to a die-cut machine, cut pieces of paper 2 inches wide by 4 inches long to give to each student. Also, a large circle (big enough for all of the die-cuts to fit around the outside edge of the circle) should be drawn on the middle of a large chart paper. At the top of the paper the teacher should write the question, “What is your favorite season of the year?”

1. Show the chart to the class. Tell them that there are many ways to record information on different kinds of charts and graphs. Today the class is going to create a circle graph showing their favorite season.
2. Give each child a die-cut (boy die-cut for a boy, girl die-cut for a girl). Have each child write their name on the die-cut. The students may also like to draw themselves dressed appropriately for their favorite season on the die-cut.

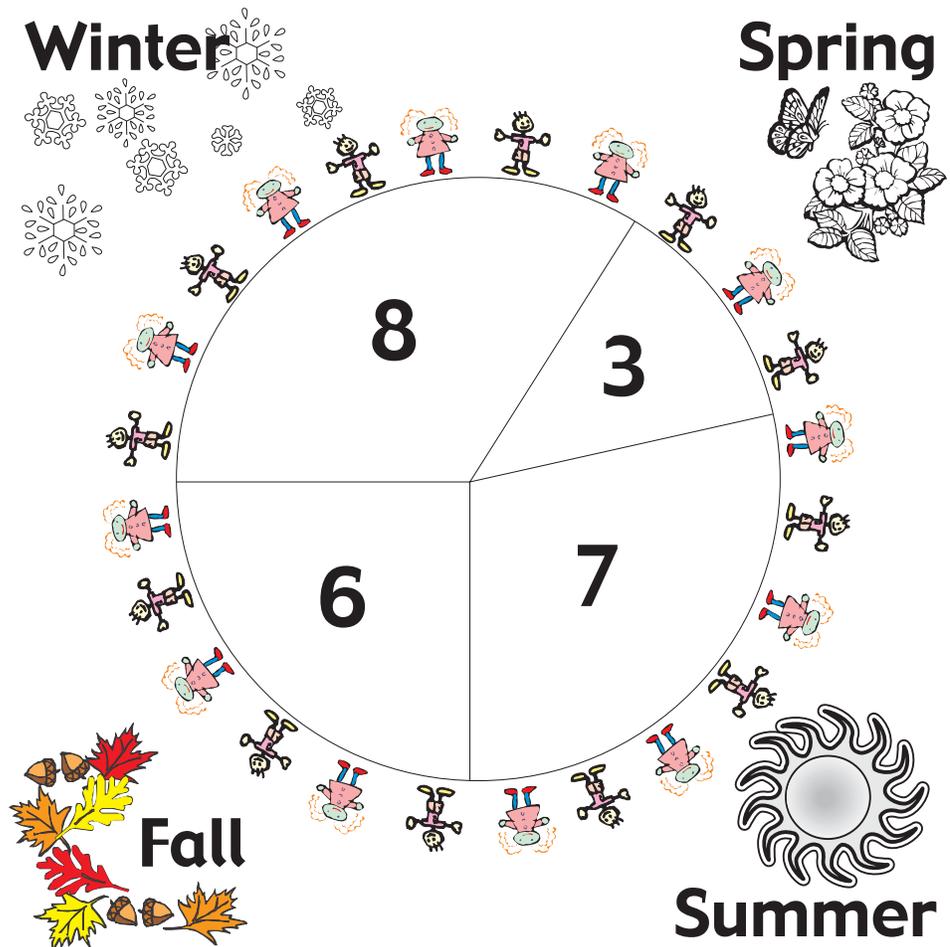
Materials

One per class:

- chart with circle graph
- markers for recording on chart

One per child:

- die-cut boy or girl shape
- 2x4” white paper
- crayons
- tape or glue stick



3. Begin by asking all the children who like winter best to bring their die-cut shape to the circle graph and glue or tape them on the chart around the outside edge of the circle.
4. Continue the same procedure with the seasons spring, summer and fall until the die cuts encircle the graph.
5. Use a marker to label each of the seasons on the appropriate places on the graph. You may also like to count out loud as a group the number of die-cuts that represent each season and write the number by the name of the season.
6. On the inner part of the circle, use four different colors of markers or crayons to color in the wedge shape in the circle to distinctly show how much of the circle is representative of winter, spring, summer, and fall.

Assessment Suggestion

Ask the students, “What can you tell me about this graph?” Allow students to share their observations with a partner or small group and then out loud with the entire class. Some of the things they should notice include concepts of greater than, less than, equal to, differences between a bar graph and a circle graph, and that the circle shows how the seasons change in an ongoing and repeating pattern.

If a particular child shares an idea that shows significant understanding in a certain concept you may wish to record this on a sticky note and include it in the student’s progress file.

As a class you may like to do further follow-up by reading aloud *My Favorite Time of Year* by Susan Pearson and discussing the different activities people are involved in throughout the different seasons.

Additional Resources

My Favorite Time of Year by Susan Person

Family Connections

Students may survey their family members by asking them the question, “What is your favorite season of the year?” The results may be recorded on a bar graph. After gathering the findings for the graph, the family members may discuss with their child the number concepts found. Another option would be to return the graph to school and allow students to compare their findings with each other.

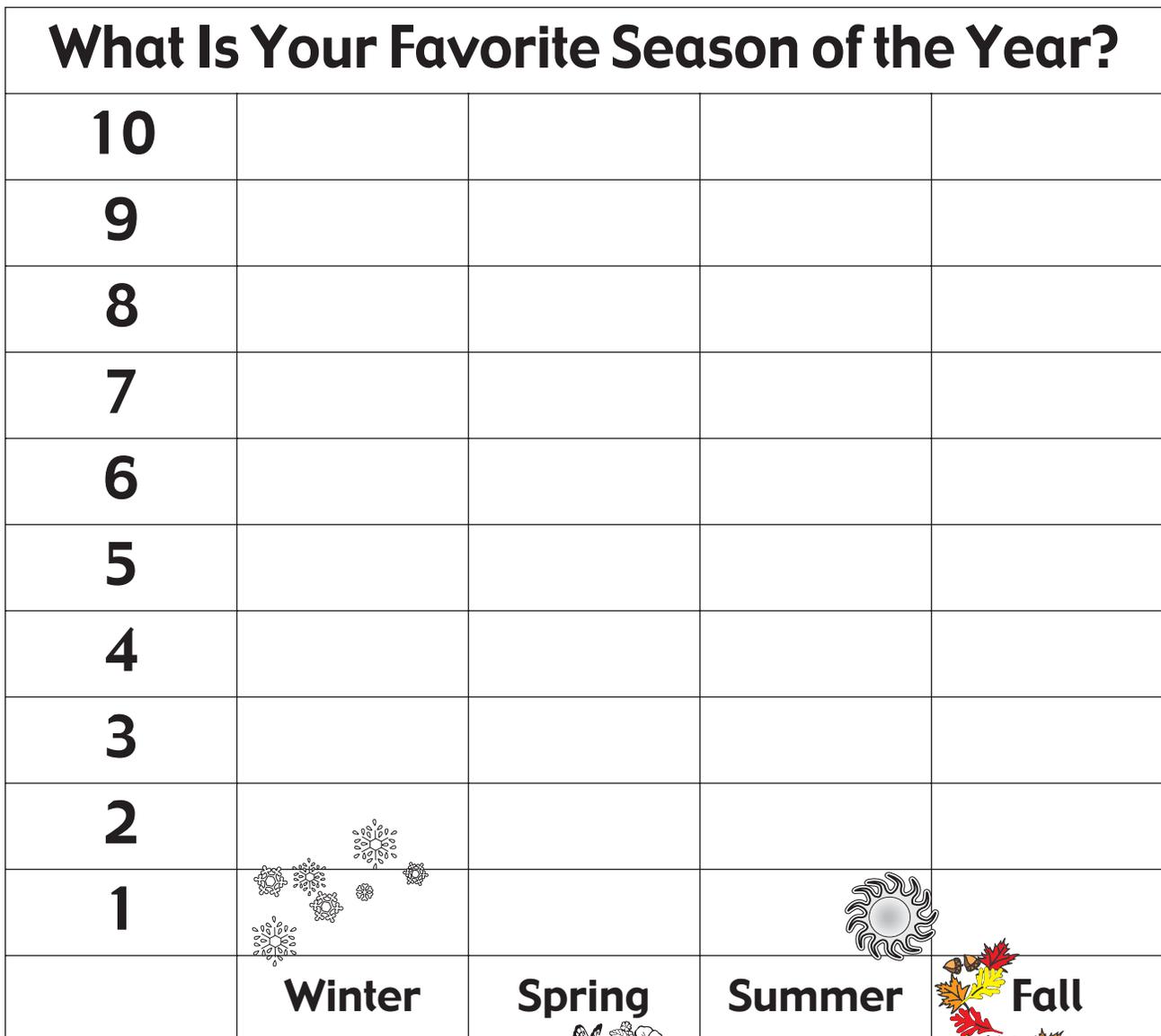
Date _____

Dear Family,

Your child will be asking members of your family the question, “What is your favorite season of the year?” Next, he or she will then mark the correct space on the bar graph. When the graph is complete please have your child tell you what he or she knows about the number concepts on the graph. For example: Which number is greatest? Which number is least?

Return this graph to school by _____. We will be sharing the information from our graph with the class.

Sincerely,



Activity—Claude Monet Seasonal Painting

Standard III

Students will develop an understanding of their environment.

Objective 1

Investigate changes in the seasons.

Process Skills

Description, form conclusions

Intended Learning Outcomes

3. Demonstrate responsible emotional and cognitive behaviors.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
III**
**Objective
1**
Connections

Background Information

Over a period of time, present to the class a variety of art prints by Claude Monet (half price calendars are a great source for prints). Particularly notice and discuss Monet's fascination with light and how it changes the whole look of the same landscape. Monet has several series of paintings in which he paints the same landscape or scene at various times of the year (seasons) and/or during various times of the day. These include haystacks, Notre Dame, poplars, water lilies, etc.

As the students observe the artwork, point out how Monet used colors to let the observer know each painting was completed at a different times of the year (for example, he uses reds and oranges to show the fall season, and blues and whites to show the winter season). Also notice Monet's style of painting which includes his use of large brush strokes, blobs of paint on the canvas, and indistinct features of scenes.

Depending on each individual circumstance, the teacher may choose one of the following ways to organize the painting process:

1. Divide the class into four groups, each assigned to paint one season (summer, fall, winter, or spring).
2. Allow students to choose which season they would like to represent in their painting.
3. Have the whole class complete a painting representing only one season chosen by the teacher.

Invitation to Learn

Remind the students of the art prints by Claude Monet previously viewed and discussed. Tell them that they will be making their own "Claude Monet" painting of a season today. Ask them to think in their minds about the season they will be painting and the style of Monet's artwork.

Materials

- a variety of Claude Monet prints
- 9x12" sheet of white art paper for each student
- paint brush for each student
- tempera paint of the following colors: blue, brown, white, green, red, orange and pink (may be altered according to the season chosen)
- paper plates
- water
- containers

Instructional Procedures:

1. Demonstrate to the students how Monet painted using large brush strokes and an almost careless approach to his painting. Show the students on a piece of paper how to use the paintbrush to obtain a Monet-like painting with large blots of paint.
2. Students use blue paint to complete the sky and brown, green, or white paint (depending on the season) to create the ground. Encourage the students to make sure the sky and ground meet. There should be no white space in between the ground and the sky. Allow that portion of the painting to dry completely.
3. Students use brown paint to create a tree in the center of the page. Allow it to dry.
4. Students use their knowledge of colors apparent in each season to complete the painting (e.g. pink trees for spring blossoms, white or bare trees for winter, green trees for summer, and red, yellow, and orange trees for fall). Allow it to dry.
5. Students may also want to add “blobs” of white and yellow in the sky to represent clouds and sunshine. Flowers or leaves may be added to summer, spring, and fall paintings. Allow the paintings to dry.
6. Have students title their paintings and share them with others.

Possible Extensions/Adaptations

This activity may be done several times throughout the year. Each time this activity is completed, a different season may be represented. This is especially effective if the season being painted is the season that is currently being experienced.

Assessment Suggestions

This activity may act as its own form of a summative assessment as the teacher observes the paint choices the students make as they are painting their trees. If students have been assigned a specific season to represent, the teacher may identify if the student appropriately creates the season. The titles given by the students may also indicate student understanding of identification of seasons. Paintings may be kept from the beginning until the end of the year in order to observe the development in the student’s fine motor skills and knowledge of the seasons.

Additional Resources

Claude Monet: Sunshine and Waterlilies by True Kelley

Monet by Mike Venezia

Katie Meets the Impressionists by James Mayhew

<http://www.expo-monet.com/>

Family Connections

The students may share their knowledge of art styles and colors with their family by going to an art museum together. While there, they may notice the different art styles of the artists as well as their use of color to represent a variety of seasons, times of day, or feelings.

Activity–Outdoor Observation

Standard III

Objectives 1, 2, 3

Connections

Standard III Students will develop an understanding of their environment.
Objective 1 Investigate changes in the seasons.
Objective 2 Observe and describe animals in the local environment.
Objective 3 Recognize symbols and models used to represent features of the environment.
Process Skills Symbolization, observation, description, data collection, form, conclusions
Intending Learning Outcomes <ol style="list-style-type: none">1. Demonstrate a positive learning attitude.5. Understand and use basic concepts and skills.6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

There are five senses: seeing, hearing, smelling, tasting, and touching. We use our five senses to gather information about the world around us. For example, we use our five sense to identify the characteristics of the seasons winter, spring, summer, and fall. Sometimes we use instruments or tools to enhance our senses, such as a magnifying lens. A magnifying lens helps us to see things better so we have even more accurate information about the thing we are studying.

Materials

One for the group to share:

- Four seasons read aloud books
- chart paper and markers

One per student:

- pencil
- crayons
- magnifying lens
- clipboard
- outdoor observation

Invitation To Learn

After sharing a variety of your favorite read aloud books about the current season with your class, brainstorm and create a list of the types of outdoor observations that may be made using one or more of the five senses. (e.g., weather conditions, animal behavior, changes in plants, people’s clothing, or activities.)

Instructional Procedures

1. Tell the students that they will be making outdoor observations of their own. They should look for and be aware of the same things noticed in the books that were read.
2. Give each student a clipboard, pencil, crayons, magnifying glass, and outdoor observation page (these pages are included in this packet) for the current season.

3. Take the class outside with their materials. Have them watch as you model how to be aware of the five senses they are using and how to accurately record their observations as they write and draw their information.
4. Allow the students to record their findings on the given page. The students should be encouraged to actively engage in this activity for at least 20 minutes.
5. Repeat this activity throughout the year so that students may record their findings for each of the four seasons.
6. After completing each page, discuss as a group how the information gathered for the current season is the same or different from the past season.

Assessment Suggestion

This outdoor observation page is an excellent assessment tool. After completing each page, date it and save it in the student's portfolio. Look for progress in the student's ability to record details and specifics in seasonal drawings, phonetic spelling, descriptive language, use of more than one sense, etc.

Additional Resources

Caps, Hats, Socks, and Mittens by Louise Borden

Sky Tree by Thomas Locker

Run, Jump, Whiz, Splash by Vera Rosenberry

Snowy, Flowy, Blowy by Nancy Tufari

On A Hot, Hot Day by Nicki Weiss

Animal Seasons by Brian Wildsmith

Family Connections

Students may identify, draw, and label things they see, hear, smell, taste, and touch in their neighborhood during a given season. Students may return their paper to school and share their findings with each other.

Date _____

Dear Family:

We have been using our five senses to observe the signs of the current season. For example, in the summer, we may taste lemonade, touch sand and water, hear birds, smell flowers, and see fireworks. Please allow your child to identify, draw, and label signs of the season they may see in your neighborhood. Return the paper to school by _____ so that we can share what we learned with each other at school.

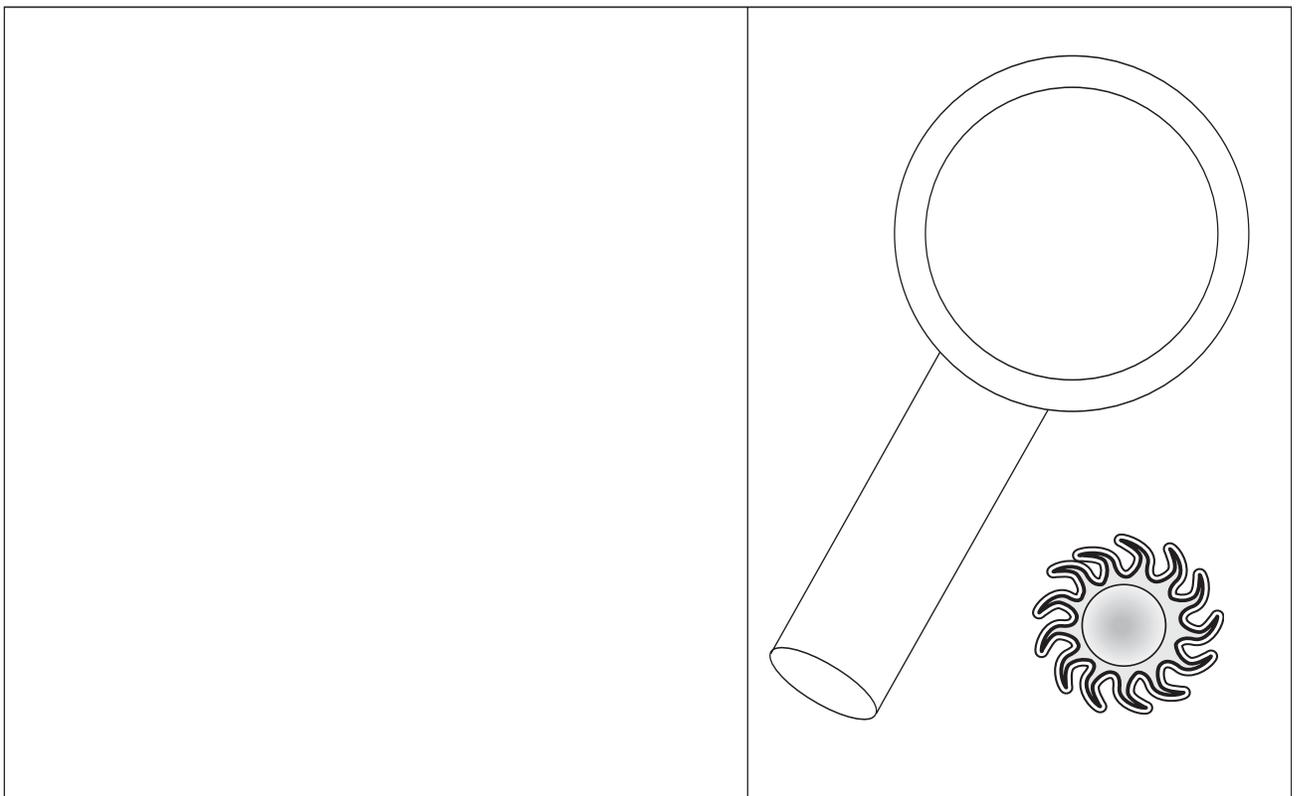
Sincerely,

(Season)

<p>see</p> 	<p>hear</p> 	<p>smell</p> 	<p>taste</p> 	<p>touch</p> 
--	---	--	--	--

Name _____

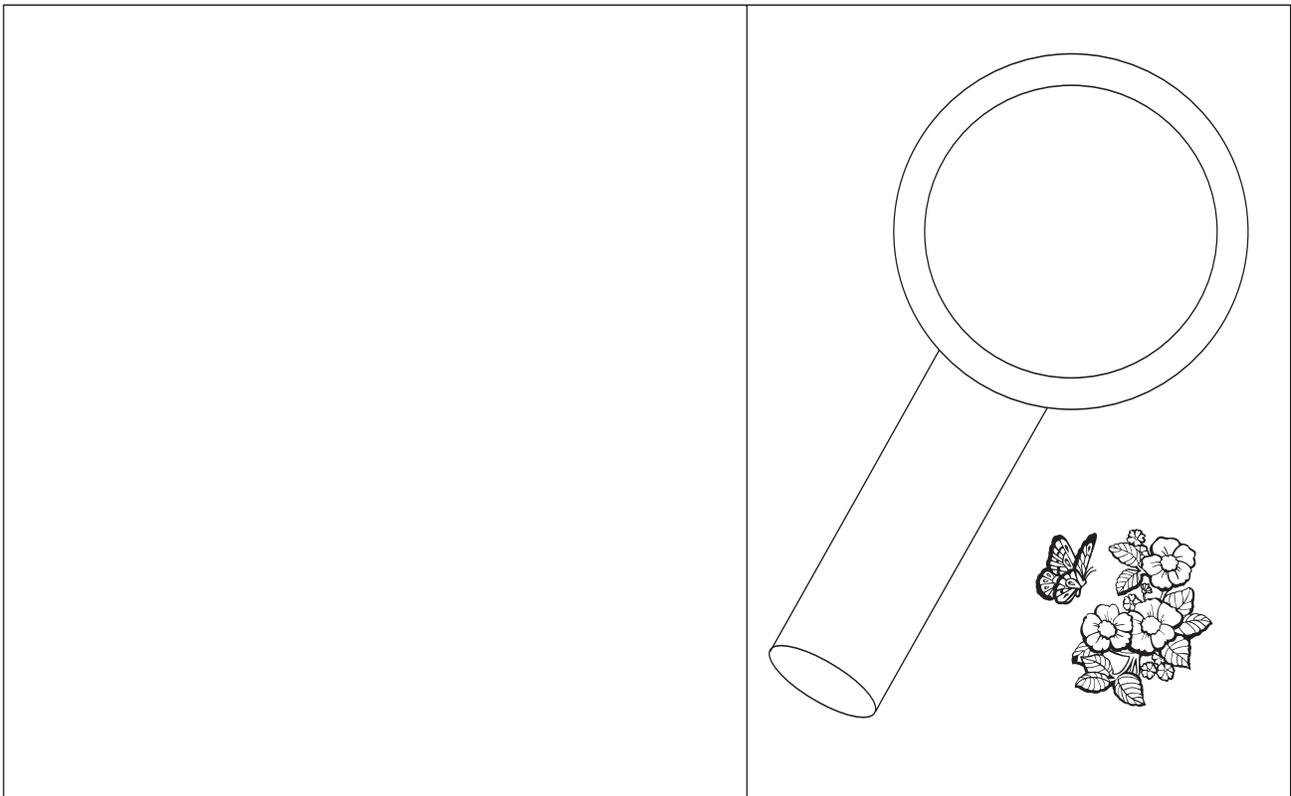
This is What I Know About the Summer Season



Name _____

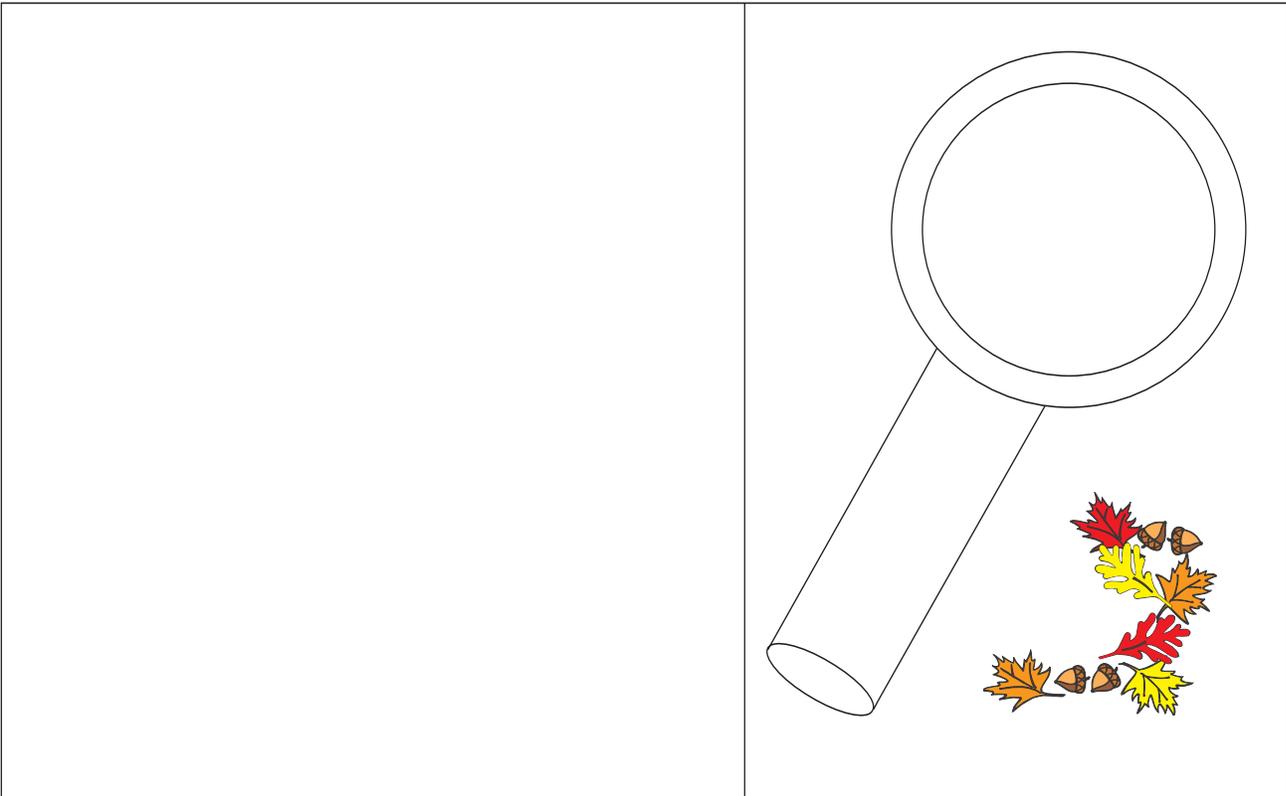
This is What I Know About the Spring Season

A large rectangular box for writing, containing a horizontal line near the bottom.



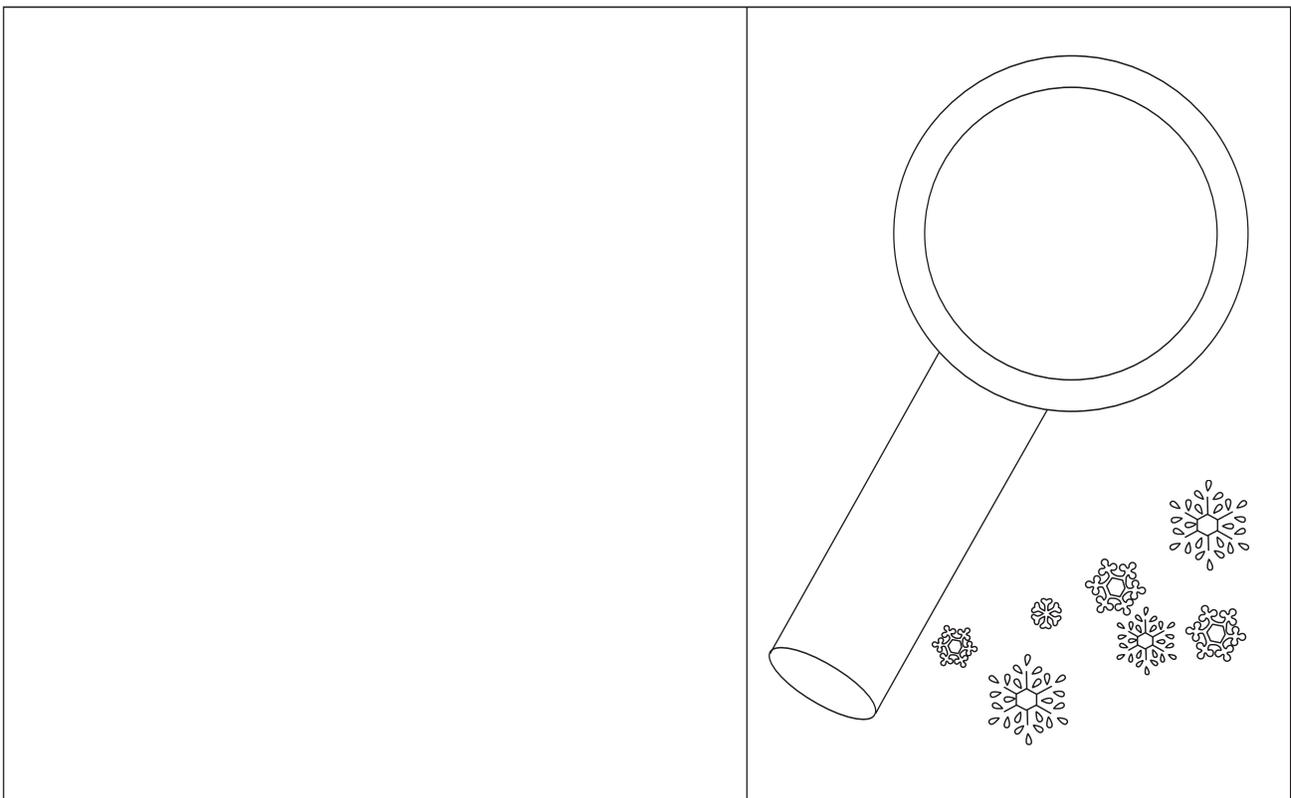
Name _____

This is What I Know About the Fall Season



Name _____

This is What I Know About the Winter Season



Activity—Four Seasons Class Mural

Standard III

Students will develop an understanding of their environment.

Objective 3

Recognize symbols and models used to represent features of the environment.

Process Skills

Symbolization, observation, description/communication, data collection, classification

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

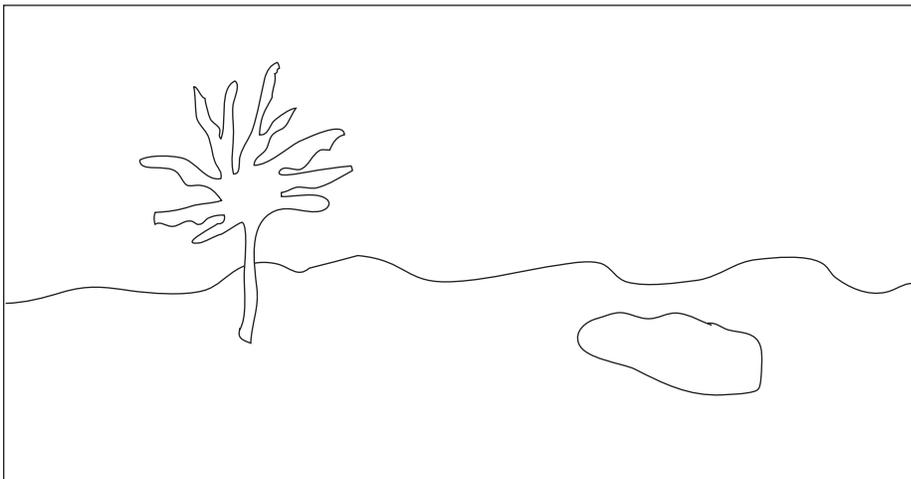
Connections

Background Information

There are four seasons: winter, summer, spring, and fall. Animals and people change their behaviors as the season changes. These unique behaviors help us identify the various seasons.

Invitation to Learn

Ask the students, “What outdoor activities do you like to do during the summer (fall, winter, spring)?” Have the class discuss to discuss their choices.



Materials

One per class:

- 3x5 foot butcher paper mural with a green ground, blue sky, a pond, and a bare, brown tree (see illustration).

One per student:

- 4x4 sheet of white art paper
- pencil
- crayons
- tape or glue stick
- scissors

Instructional Procedures

1. As a class, read various books about the seasons. Discuss the behaviors of people and animals during a given season.
2. The teacher will prepare the background for the mural using butcher paper. Include the sky, ground, a pond and bare tree.
3. Each student will be given a 4x4 piece of white art paper. On this paper, students will illustrate themselves participating in an activity appropriate to the season being studied. The illustration should also show how the student should be dressed for the particular season. The students may also select an animal to draw and show the behavior of that animal during that season.
4. Each student will dictate/write a statement describing his or her illustration. Have the students glue or tape their illustration and writing in the appropriate place on the mural.
5. After the mural is assembled, the class will tally up the various activities that were illustrated on the mural.
6. As a class, produce a shared writing (caption, poem, narrative). Attach the writing to the mural.

Assessment Suggestions

This activity in itself is an assessment tool. Do the children correctly depict themselves doing activities that are appropriate to the season being discussed?

Additional Resources

My Favorite Time of Year by Susan Person
Summer by Nicola Baxter (also *Spring, Autumn, Winter*)
Caps, Hats, Socks and Mittens by Louise Borden
Summertime by Ann Schweninger (series)

Family Connections

Each child could ask family members what activities that they enjoy doing during the summer. Choose a summer activity and participate in the activity. Report back to the class what your family enjoys doing.

Activity–Vacation Matrix

Standard III

Students will develop an understanding of their environment.

Objective 3

Recognize symbols and models used to represent features of the environment.

Process Skills

Observation, description, symbolization

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
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

A matrix is a tool for organizing information. Students will use prior knowledge of where they spent their summer vacation and transfer that knowledge to the matrix. Students will identify if their summer vacation locale was near/far from their home and if it was near land or water.

Teacher preparation includes making the matrix and the headings prior to the lesson presentation.

	land 	water 
near 		
far 		

Materials

One per class:

- 1 large piece of butcher paper for the matrix background. Draw a 4x4 table on the butcher paper.
- 1 set of near/far and water/land labels
- wall map

One per student:

- 4x4 sheet of white art paper
- pencil
- crayons
- tape or glue stick

Invitation to Learn

Ask the students: “Where did you go on your summer vacation?”
Allow the class to discuss the various places that they visited.

Instructional Procedures

1. As a class, read aloud *The Best Vacation Ever* by Stuart J. Murphy.
2. On a wall map locate various vacation spots. When locating the various vacation spots, use mapping vocabulary (near, far, land, water) to describe where the students took their vacation.
3. Give each student a piece of 4x4 white art paper and have him or her illustrate the place where they spent their summer vacation. Have each student dictate/write a statement describing his or her vacation.
4. Have each student report whether their vacation location was near their home and had water, near their home and on land, far from their home and near water, or far from their home and on land. The student will then place their illustration in the appropriate quadrant of the matrix. Count or tally and record how many vacations were taken to each location.

Assessment Suggestions

Ask the students, “What can you tell me about our matrix?” Students should be able to talk, using basic graphing terms, about their summer vacation spot. They may include information about the number of choices in each quadrant and how their vacation spot is the same/different from the class choices. Students should use the vocabulary near/far and land/water in their description.

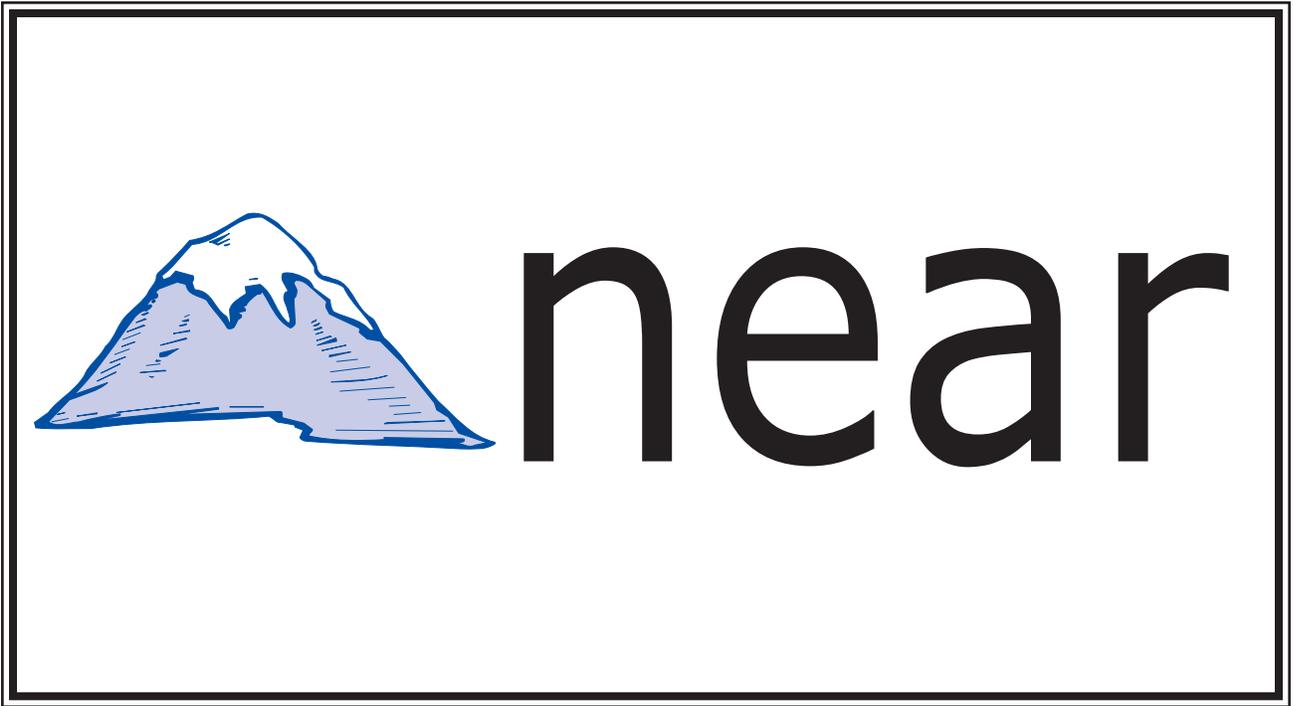
Additional Resources

How I Spent My Summer Vacation by Mark Teague
Where Are You Going? by Kimberlee Graves and
Rozanne Lanczak Williams
Maps by Joellyn Thrall Ciccirelli

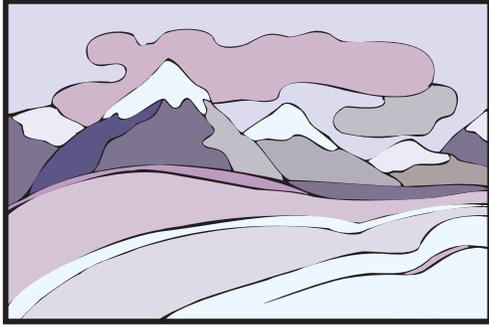
Family Connections

Invite students to bring an item or picture to school that shows where they went on their vacation. Students may tell the class about their vacation. Describe the locations with the mapping vocabulary of near/far and land/water.

Heading Labels



Heading Labels, cont.



far

land



Activity—Animal Growth Journal

Standard III

Students will develop an understanding of their environment.

Objective 2

Observe and describe animals in the local environment.

Process Skills

Description, observation, prediction, data collection and interpretation

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard III

Objective 2

Connections

Background Information

Select books about animals in your environment. These books should include information about animal growth. The students should also have knowledge of how to use nonstandard measurement tools.

Invitation to Learn

Ask the students to recall information about different animals that they have seen. Share information about the growth of animals. Read and discuss your favorite books on how animals grow.

Instructional Procedures

1. Show the class the animal growth capsule. Have the class predict how long it will take the capsule to grow to its full size. Predict how big the “animal” will be at the end of the cycle.
2. Place the capsule in the water container and observe the capsule.
3. Have students record their observations in their Animal Growth Journal. They may include the starting day/time of the observation. A nonstandard measurement may also be taken during the initial observation.
4. Return to the water container an hour later. Observe and record changes in the Animal Growth Journal. Discuss the changes that are evident.
5. Observe the animal growth capsule after another hour. Observe and record observations in the Animal Growth Journal. Measure and note the changes that have happened.
6. Have a class discussion about what has happened during the various stages of observation. Ask the students if their predictions for the animal’s growth were accurate.

Materials

One per class:

- animal growth capsule
- container for animal growth capsule
- water
- various tools for nonstandard measurement (paper clips, crayons, etc.)

One per student:

- “Animal Growth Journal” handout
- pencil
- crayons

Assessment Suggestions

Give each child a copy of the animal growth assessment page. Each child may choose an animal of their choice and draw the changes that happen during the life cycle of the animal. Each child may share their findings with other members of the class.

Additional Resources

Becoming Butterflies by Anne Rockwell

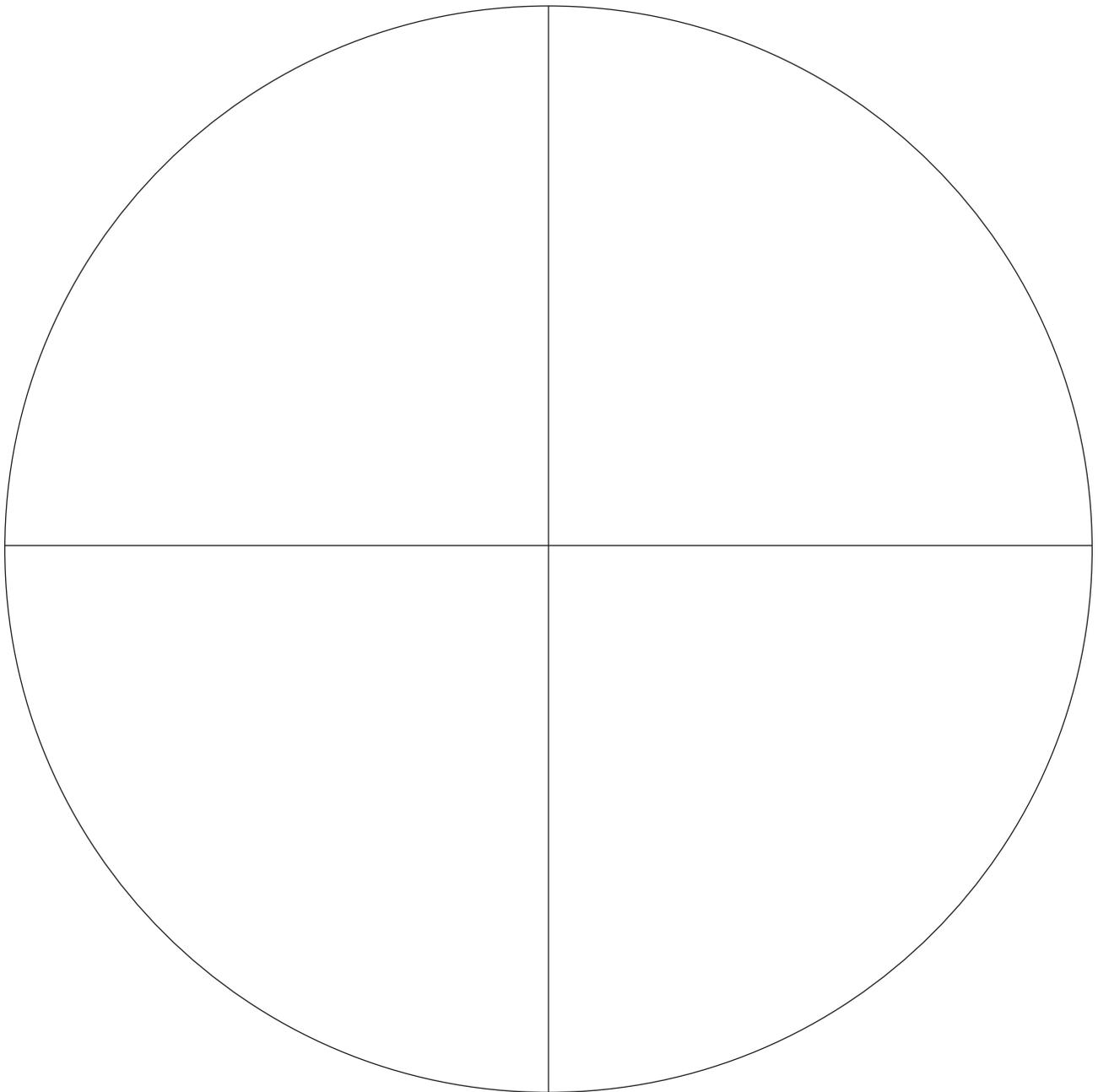
Habitat and Discovery Kit www.insectlore.com, 1-800-LIVE BUG

Instant Insects (capsules), Wal-Mart

Family Connections

Each child should go home and invite their family to help them look around their neighborhood for animals in various stages of development in their environment. Bring your written descriptions back to class and discuss what was learned.

Animal Growth Chart



<hr/> <div data-bbox="623 800 764 1014" data-label="Image"></div>	<div data-bbox="875 245 1016 462" data-label="Image"></div>
<p data-bbox="565 1178 760 1856">Animal Growth Journal</p> <p data-bbox="245 1136 289 1898">By _____</p>	<div data-bbox="875 1136 1016 1352" data-label="Image"></div>

Activity—Animal Research and Report

<p>Standard III Students will develop an understanding of their environment.</p>
<p>Objective 2 Observe and describe animals in the local environment.</p>
<p>Process Skills Observation, description, data collection and interpretation, investigation, problem solving, form conclusions</p>
<p>Intended Learning Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate a positive learning attitude. 5. Understand and use basic concepts and skills. 6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
III**

**Objective
2**

Connections

Background Information

The teacher will be responsible for identifying an animal that can easily be found and observed in the local area. The setting in which children observe or interact with the animal should be safe both for the child and the animal. Some creatures to consider are insects, worms, frogs, toads, lizards, turtles, rabbits, birds, and fish. The teacher should be prepared to help the children find books, web-sites, resource people, etc. so they can find information to answer questions generated by the class.

Invitation to Learn

Create an anticipation guide to introduce the animal that will be studied by the class. An appropriate anticipation guide for kindergarten students would consist of three to five true or false questions written on a chart or overhead. The students listen and follow along as the teacher reads aloud the questions. After each question the class indicates whether the answer is true or false. This can be done by having the students show thumbs up for true or thumbs down for false. The teacher can write on the chart or overhead the response that the majority of the students indicate. The teacher then reads a short selection of text that answers each of the questions. After listening to the text, the teacher and students reread the questions and check to see if their answers are correct. Each question should be clearly answered from a portion of the text (see the example “Anticipation Guide” about frogs).

Materials

One per class:

- 4-5 sheets of chart paper
- markers
- animal of teacher’s choice
- books and other resources to obtain information about the given animal

One per student:

- paper
- pencil and/or crayons
- clipboard

Instructional Procedures

Tell the students that they are going to begin an in depth study of an animal that lives near them. The study of frogs will be the example given here. However, these steps and strategies can be used to study any topic of the teacher or student's choice.

1. Give each student a clipboard, pencil, and paper. Take students to a place where they can carefully observe a frog. Students should record with drawings and words the interesting things they notice about the frog.

*Our Observations
About a Frog*

Questions About a Frog

2. After making individual observations, ask the class to share their observations with the class. The teacher should record these findings on a large chart paper entitled "Our Observations About a Frog."
3. Ask the class, "Now that we have made some interesting observations about the frog, do you have any questions that you wonder about or that come to your mind?" Record the class questions on another chart entitled "Our Questions About a Frog." It is suggested that the class only record three to five questions that are especially interesting to them. This will make finding the answers to the given questions more manageable.

4. Tell the class, “These are some great questions! I can’t wait to find out the answers to these questions. Do any of you have some ideas about how we could get answers to our questions?” The class will brainstorm a variety of ways to get answers to questions. The list should at least include different kinds of books, internet options, resource people, and possible places to visit.
5. The teacher should model for students and help them understand the different ways that questions can be answered. This is an example of modeling how to read and listen to find answers in books. A teacher could begin by saying, “I think we could do some reading so we can answer our questions. I’ll read part of this book. Listen for information that might answer this question (identify a specific question for the question chart) and give me the thumbs up sign when you hear some information we should remember.” After reading, allow the students to tell the answer they think they heard to a partner sitting near them. Record the answer the class agrees upon on a separate chart entitled, “Answers to Our Questions?” This chart should be placed by the question chart so that the students can clearly see the relationship between the question and the answer. This process of finding answers to questions is repeated over several days until all of the questions have been answered.
6. Throughout the animal research process, a separate chart containing content vocabulary words could be created. The chart may be entitled, “Words About Frogs.” As the class comes across new vocabulary words in their reading the words could be added to the chart. One or two students could draw a simple picture next to the word illustrating its meaning. This list does not need to be lengthy. Rather it should simply meet the immediate needs of the students.
7. After the class has found answers to their questions, the students may be asked to work independently or with a partner to draw a picture and write a simple sentence showing their understanding of one of the new facts they learned. These pages could be shared orally with the class and then compiled into a class book.

Assessment Suggestion

As an entire class, create a summary paragraph about what the class learned and what they would still like to know. The paragraph could be written on chart paper or on the overhead (see the example summary paragraph).

Additional Resources

All About Frogs by Jim Arnosky

Amazing Frogs and Toads by Barry Clarke, Eyewitness Juniors

Frogs by Gail Gibbons

How to Hide, A Meadow Frog by Ruth Heller

It's a Frog's Life by Steve Parker

The Frog Alphabet Book by Jerry Pallotta

Tale of a Tadpole by Barbara Ann Porte

Frog's Eggs Alex Ramsay and Paul Humphrey

From Tadpole to Frog by Kathleen Weidner Zoehfeld

Family Connections

Each child should select a local animal of their choice to research at home with their family and create a book about the animal to share with the class (see the example parent letter and animal fact book format).

Anticipation Guide

What Do You Know About Frogs?

- True or False 1. Frogs have dry and bumpy skin.
- True or False 2. Frogs jump to get away from predators.
- True or False 3. Frogs live on every continent except Antarctica.

All About Frogs

excerpts taken from the book by Jim Arnosky

“Frogs and toads are similar but different animals. Frogs have moist, smooth skin. Toads have dry, bumpy skin. Frogs have large hind legs and can jump great distances. Toads have small hind legs and can only make short hops.

Because of the jumping ability, frogs almost always try to flee from danger. Toads squat down and stay motionless. Many predators eat frogs. Few predators eat toads because when a toad is threatened its skin excretes moisture that irritates the eyes, mouth, and nasal membranes of many animals including humans.

Frogs live on every continent except Antarctica. Worldwide, there are more than one thousand species of frogs. Everyone can be identified by its color and markings.”

Summary Paragraph

_____ (Topic Title)

Although I already knew that _____

by observing and reading, I learned _____

Another fact I learned was _____

Finally, I learned that _____

However, one question I still have is _____

Some new words I learned about _____ were _____, and _____

I think studying about _____ was _____

Dear Parents:

During the next week, your child will have a unique homework opportunity that will require your help. Each child will be making their own animal fact book entitled *My Book About* _____.

Please help your child select an animal that is of interest to him or her. At school we have been focusing on animals in our local environment. It may be any kind of animal (mammal, reptile, amphibian, bird, or fish). The animal selected will be the topic for the book. After selecting an animal, find two or three resource materials that will help your child learn more about that particular animal. You may wish to use a book, encyclopedia, magazine, or internet site.

Beginning today, your child will bring home all of the pages for the book. Complete one page per day and return it on _____. We encourage you to complete only one page per day. The quality of your child's work is greater when he or she does not have to complete the book all at one time. The resource materials that you have chosen will help you answer the questions for each day of the week. Below is a suggested schedule.

Day 1: What does it eat?

Day 2: Where does it live?

Day 3: How does it move?

Day 4: Who are its enemies?

Day 5: What is its body covering? (scales, fur, feathers, etc.)

To help your child successfully complete this project, please use the following steps each night as you work on a page.

1. Brainstorm possibilities.
2. Research to find the facts. Read the information aloud to your child. Let your child study pictures they may wish to use as part of their illustrations.
3. Rough Draft: On a scratch paper, have your child draw with a pencil or crayons a facsimile of what he or she would like on the final copy. We have been working on using all of the space on the paper and adding pertinent details. Practice copying words your child may choose to write. Remember to spend most of your time on the final copy.
4. Final Copy: Your child may use any medium he or she would like to illustrate their book (markers, construction paper cutouts, crayons, chalk, magazine pictures, etc.) You and your child may decide who will write the text of the story.

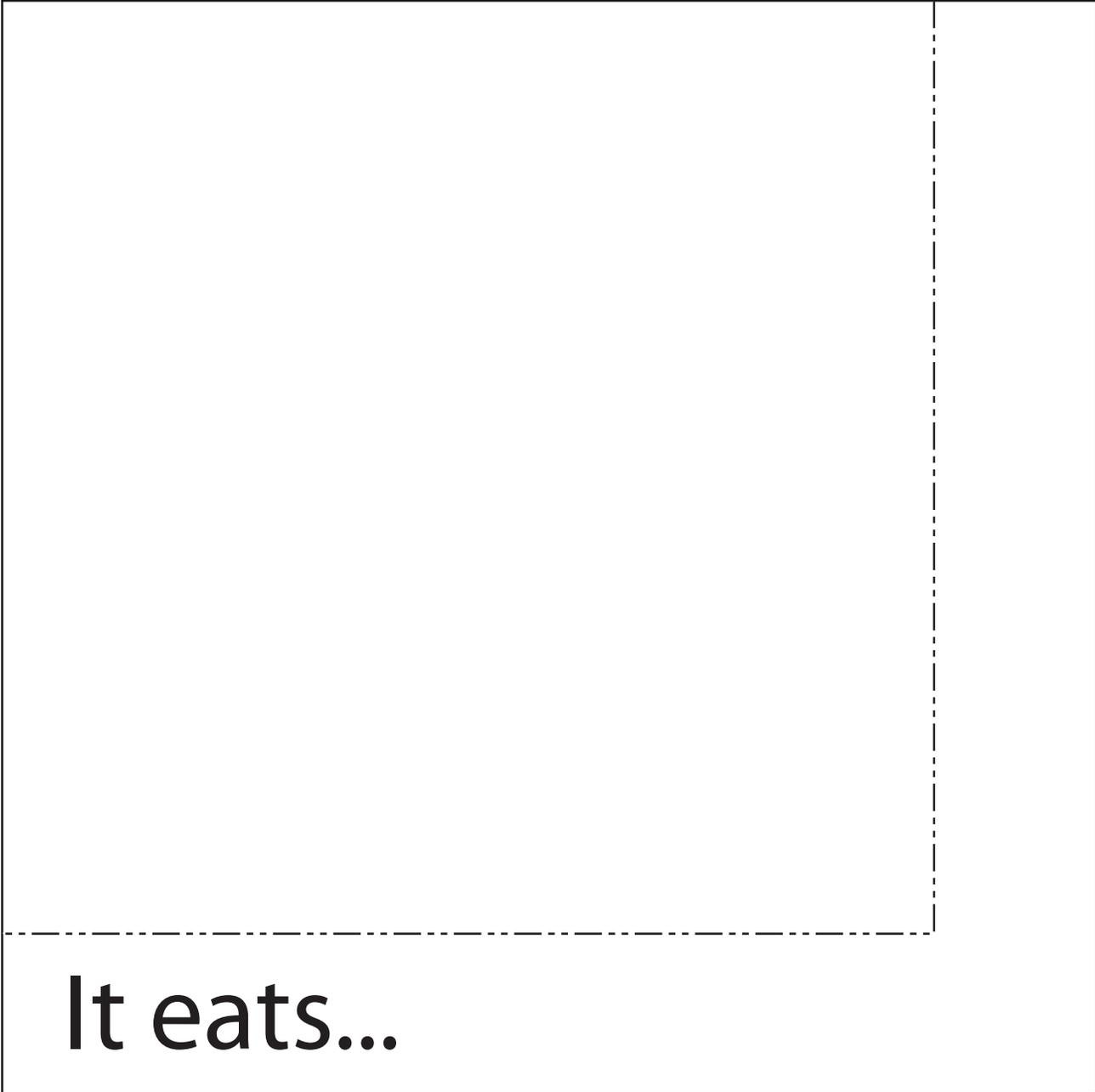
When all of the book pages are completed and returned to school, we will bind each child's book. The completion of this project will allow your child to achieve many important goals. Each child will orally present the information about their animal to the class. We will compare and contrast the different animals that we learn about. We will work on many Utah State Core Skills in the area of language arts, math, and science. We would also like to include this project in your child's portfolio.

We hope you will support us in making this a very positive learning experience. We appreciate your help.

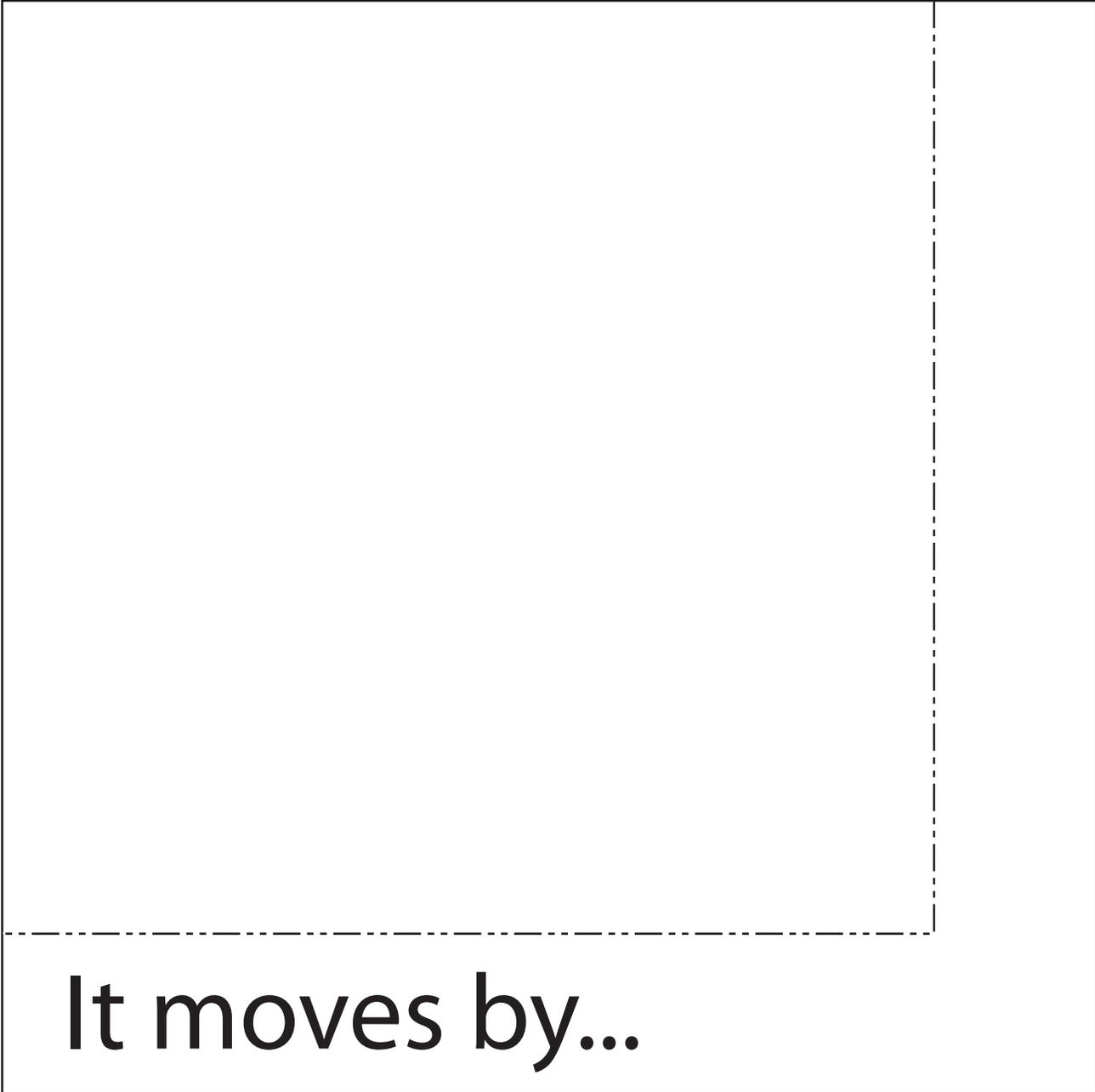
Sincerely,

My Book About

by



It lives in...



Its enemies are...

Its body covering is...

Activity—Animal Track Mural

Standard III

Students will develop an understanding of their environment.

Objective 2

Observe and describe animals in the local environment.

Process Skills

Symbolization, observation, description, investigation

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.

Standard III

Objective 2

Connections

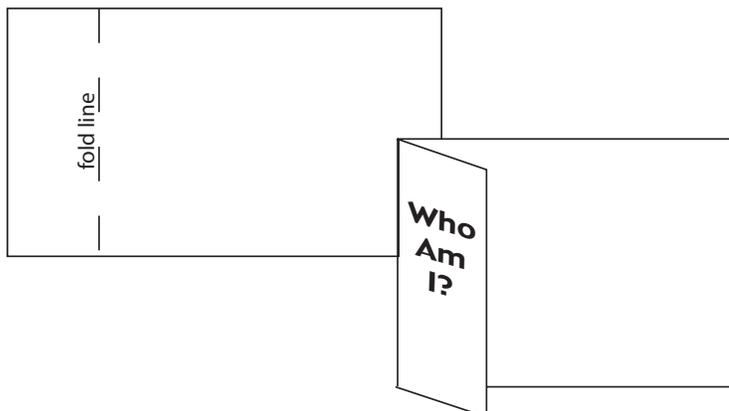
Background Information

The teacher will become familiar with local animals and locate these animals in picture books and nonfiction books to share with students. Animals leave indications of their presence behind when they move from location to location. Some animals leave footprints while others leave feathers, droppings, scratches on trees, nuts, shells, etc. We can track the movement of the animal by looking at the evidence left and create a scenario of the situation by careful observation.

Be prepared to show the students several books listed in the additional resources section to introduce students to the concept that animals leave behind evidence of their presence in their environment. Notice in books, photos, and your own environment animal tracks and other traces left by animals.

The teacher will prepare for each student an 8x14" white paper folded over three inches from the long end.

Prior to the lesson the teacher will need to select which animal prints (stamps) will be used in order to focus the student discussion and to inform students of the choices available to them.



Invitation to Learn

Read the book *Animal Tracks* by Arthur Dorros and show the students how they can be a “nature detective” by looking at animal tracks and other evidences left by animals. Share the picture books and photos you have collected demonstrating pieces of evidence that animals have left. Let them know they are going to be creating a personal mural in which they will be able to leave clues for others to figure out their chosen animal.

Instructional Procedures

Materials

- animal tracks stamps
- stamp pad
- 8x14” white paper (previously prepared by teacher—see background information)
- crayons
- picture books

1. Have students choose an animal from the list provided by the teacher.
2. On the outside of the flap, have the students write the words “Who Am I?” Students may also create a pattern border around the flap. This may be a simple color pattern or related in some way to their animal.
3. On the rest of the paper, have students illustrate the habitat appropriate for their chosen animal. The habitat should include “clues” (source of water, food eaten by the animal, type of environment, etc.) for the observer to use to identify the hidden animal. For example, a student illustrating a bear would include mountains, bushes with berries, a pond with fish, a beehive in a tree, and trees.
4. The student will draw the chosen animal underneath the flap that says, “Who am I?” so that the animal is hidden from view when the flap is closed. The student may want to illustrate the animal in its “home” such as a bear in its den or a bird in its nest.
5. Under the animal, have the student write the animal’s name.
6. Help students use a track stamp, starting at the opposite side of the page from where the animal is located, and proceed to stamp the footprint of the animal across the page until reaching the animal.

Assessment Suggestion

After the students have completed their murals, allow each to share it with the class. Observe the student as he/she presents the mural. Check to make sure the mural includes a proper environment, as well as food and water sources for their animal. As classmates identify the student’s hidden animal, ask them what clues they used to figure out what the hidden animal was. Students should be looking at the type of footprint as well as the environmental clues in the illustration.

Additional Resources

In the Snow: Who's Been Here? by Lindsay Barrett George
Around the Pond: Who's Been Here? by Lindsay Barrett George
In the Woods: Who's Been Here? by Lindsay Barrett George
Big Tracks, Little Tracks: Following Animal Prints
by Millicent E. Selsam
Footprints in the Snow by Cynthia Benjamin
Footprints in the Sand by Cynthia Benjamin

Family Connections

Students may look around their home and neighborhood for evidence of animals. Students may record tracks they find, as well as other items left behind by animals, through illustrations and labels or photographs. Students may complete and return the attached family connection paper and share their findings with the class.

Date _____

Dear Family:

We have been learning about animals in our environment. We have discussed the animals we might find in our area and what their habitat looks like. We have also been noticing and identifying animal tracks and other pieces of evidence that animals leave when they move from place to place. Please allow your child to notice evidence of animals around your home or neighborhood. Draw and label these findings on the paper or attach a photograph if desired. Please return the paper to school by _____ so we can share our observations with each other.

Sincerely,

Date _____

Dear Family:

We have been learning about animals in our environment. We have discussed the animals we might find in our area and what their habitat looks like. We have also been noticing and identifying animal tracks and other pieces of evidence that animals leave when they move from place to place. Please allow your child to notice evidence of animals around your home or neighborhood. Draw and label these findings on the paper or attach a photograph if desired. Please return the paper to school by _____ so we can share our observations with each other.

Sincerely,

Activity—Map the Path in My Father’s Dragon

Standard III

Students will develop an understanding of their environment.

Objective 3

Recognize symbols and models used to represent features of the environment.

Process Skills

Symbolization, description, prediction

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

My Father’s Dragon by Ruth Stiles Gannett is a short chapter book. It is an excellent way to introduce kindergarten students to listening to a longer work of text. In each chapter there will be opportunities to pause and discuss as a group what predictions and questions come into the students’ minds as the story unfolds. There is also a map at the back of the book showing all the places the main character visits. *My Father’s Dragon* has ten chapters. Each chapter can be read in about five minutes. It is suggested that the class read no more than one chapter each day. Before and after reading each chapter it would be appropriate to discuss the events in the story for the given day and move the main character on a large map that is described in the materials section.

Invitation to Learn

Read the short paragraphs on the back of the book introducing the plot of the story and the author. Ask the students if they think this will be a book about fact or fiction. Have them tell you why they think it is fact or fiction. (Students should be able to tell you that there are no real dragons.) After the class has established that this is a work of fiction, discuss with the class if they think it would be fun to visit an imaginary place called Wild Island. Tell the students that by reading this book together they will all be able to visit this place in their mind. Also tell the students, “As we read the story out loud, you should have pictures come into your mind of what this place would be like.”

Materials

One for the group to share:

- My Father’s Dragon* by Ruth Stiles Gannett
- enlarged map from the back of the book
- small sticky note with a student drawn picture of the main character
- colored tape

Instructional Procedures

It is suggested that the class read only one chapter each day. For the first chapter, ask the students to listen to find out the setting and characters in the story.

After reading each chapter, ask the following types of comprehension questions:

1. Ask the class two or three general who, what, where, when, type of questions to make sure they are following the story line.
2. Ask students to describe any pictures that came into their minds (imagery) as they listen to the story.
3. Encourage the students to discuss any questions they have based upon what has already happened in the story.

After the class discussion, move the picture of the main character on the large map and have the class use the appropriate terms to describe Elmer's movement, such as up, down, left, right, etc.

Prior to reading all other chapters, read the title of each chapter. Next, ask the students to predict what events might take place. Another opportunity to predict comes in each chapter as the students try to figure out what Elmer will use from his knapsack to try to help each animal he meets solve their problem.

Assessment Suggestions

During each chapter the students should be able to verbalize to a partner or the class questions and predictions about the events of the story. Students should also use language that clearly describes the direction (top, bottom, left, right, far, near, etc.) of the path taken on the map as the picture of the main character is moved around on the map. This would be an informal type of assessment in which the teacher would listen and observe student responses and adjust the discussion from chapter to chapter as needed. The teacher may want to record specific student responses on sticky notes to place in a child's progress file. However, to maintain the enjoyment associated with a chapter book read aloud, the teacher should focus on developing rich class discussions rather than formal assessment.

Additional Resources

These books are the other titles in this series. They provide many great opportunities for students to practice listening and comprehension strategies. There are no related map skills in these other books.

Elmer and the Dragon by Ruth Stiles Gannett

The Dragons of Blueland by Ruth Stiles Gannett

Family Connections

After reading *My Father's Dragon* with the class, encourage families to select and read a chapter book together at home.

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	
<p><u>Monday</u> Message Unit: Reading: Math: Writing:</p>	<p><u>Tuesday</u> Message Unit: Reading: Math: Writing:</p>

<p><u>Wednesday</u> Message</p> <p>Unit:</p> <p>Reading:</p> <p>Math:</p> <p>Writing:</p>	<p><u>Thursday</u> Message</p> <p>Unit:</p> <p>Reading:</p> <p>Math:</p> <p>Writing:</p>
<p><u>Friday</u> Message</p> <p>Unit:</p> <p>Reading:</p> <p>Math:</p> <p>Writing:</p>	<p>Books:</p> <p>Essential Language:</p>

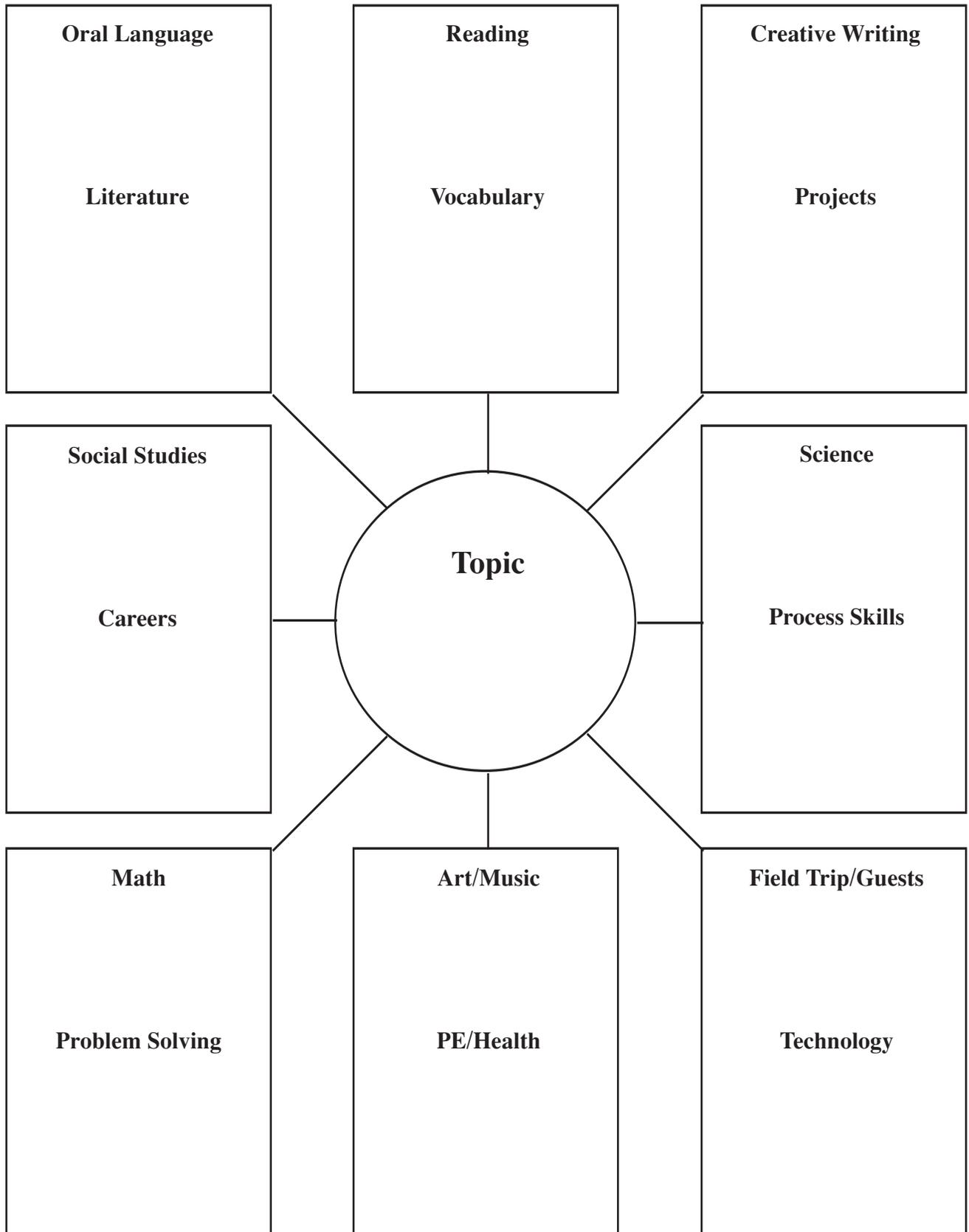
Tri-Area Curriculum Mapping Form

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?	

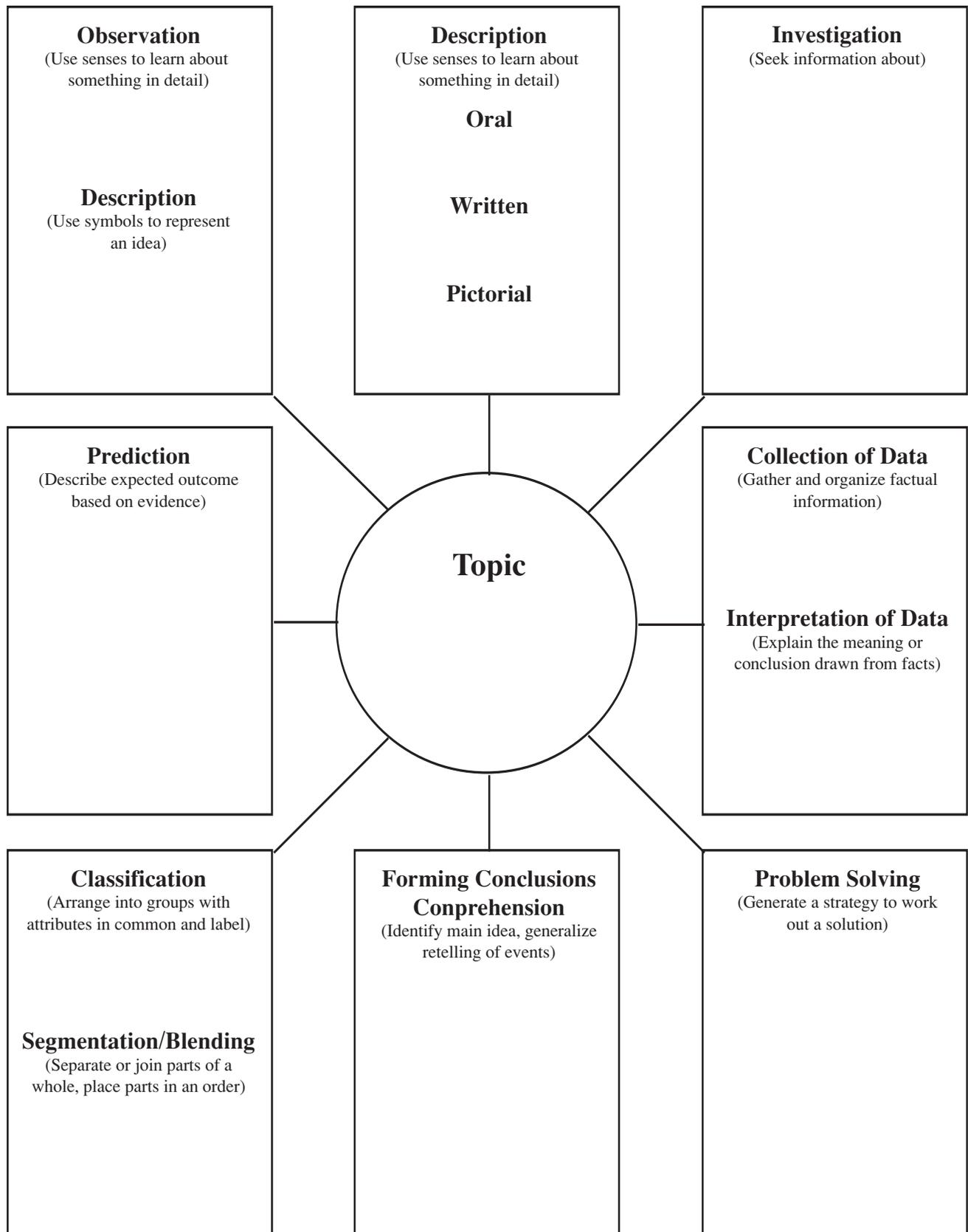
Project Approach Planning Form

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

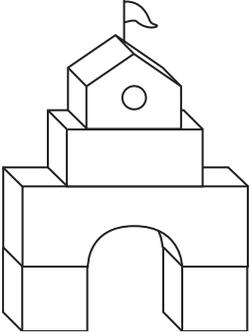
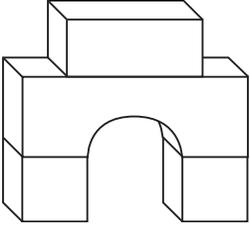
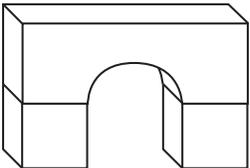
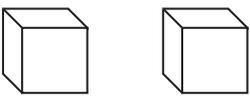


Balanced Literacy Planning Form

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

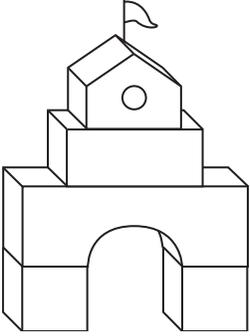
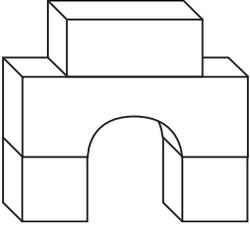
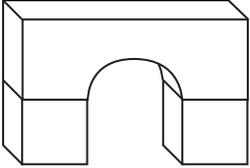
Six Traits Self-Evaluation: Ideas and Content

Name _____ Date _____

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

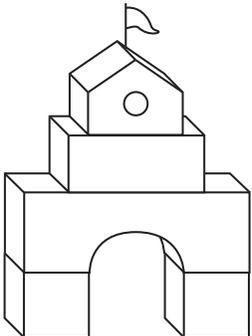
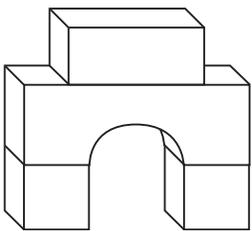
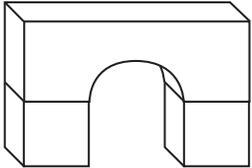
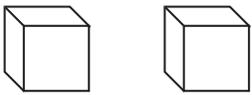
Six Traits Self-Evaluation: Organization

Name _____ Date _____

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

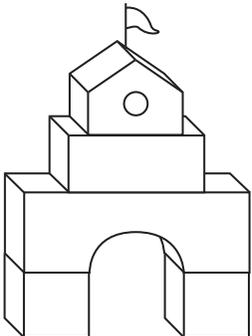
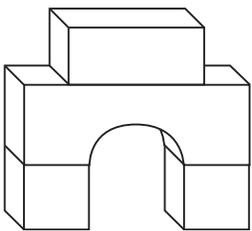
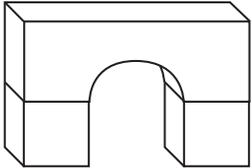
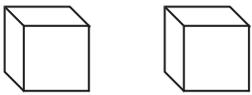
Six Traits Self-Evaluation: Voice

Name _____ Date _____

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

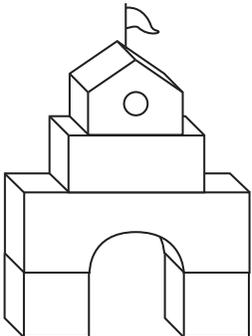
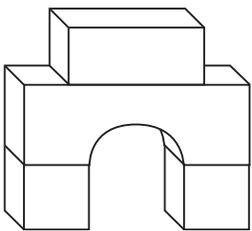
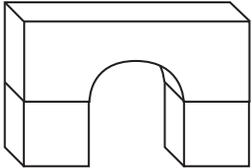
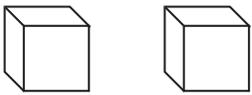
Six Traits Self-Evaluation: Word Choice

Name _____ Date _____

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

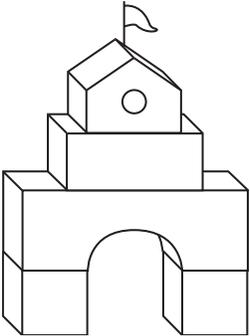
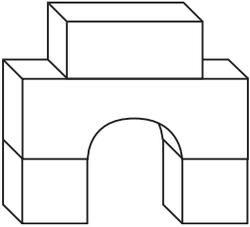
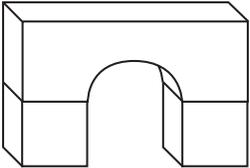
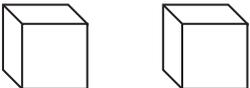
Six Traits Self-Evaluation: Sentence Fluency

Name _____ Date _____

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

Six Traits Self-Evaluation: Conventions

Name _____ Date _____

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

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 _____

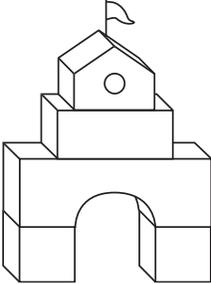
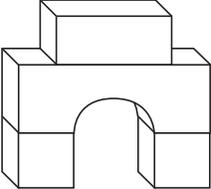
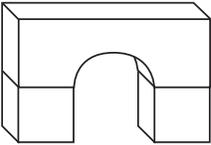
Project Title _____

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 information?
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 _____

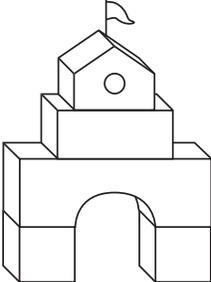
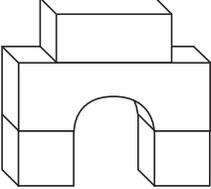
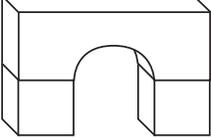
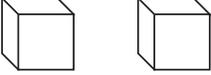
Project Title _____

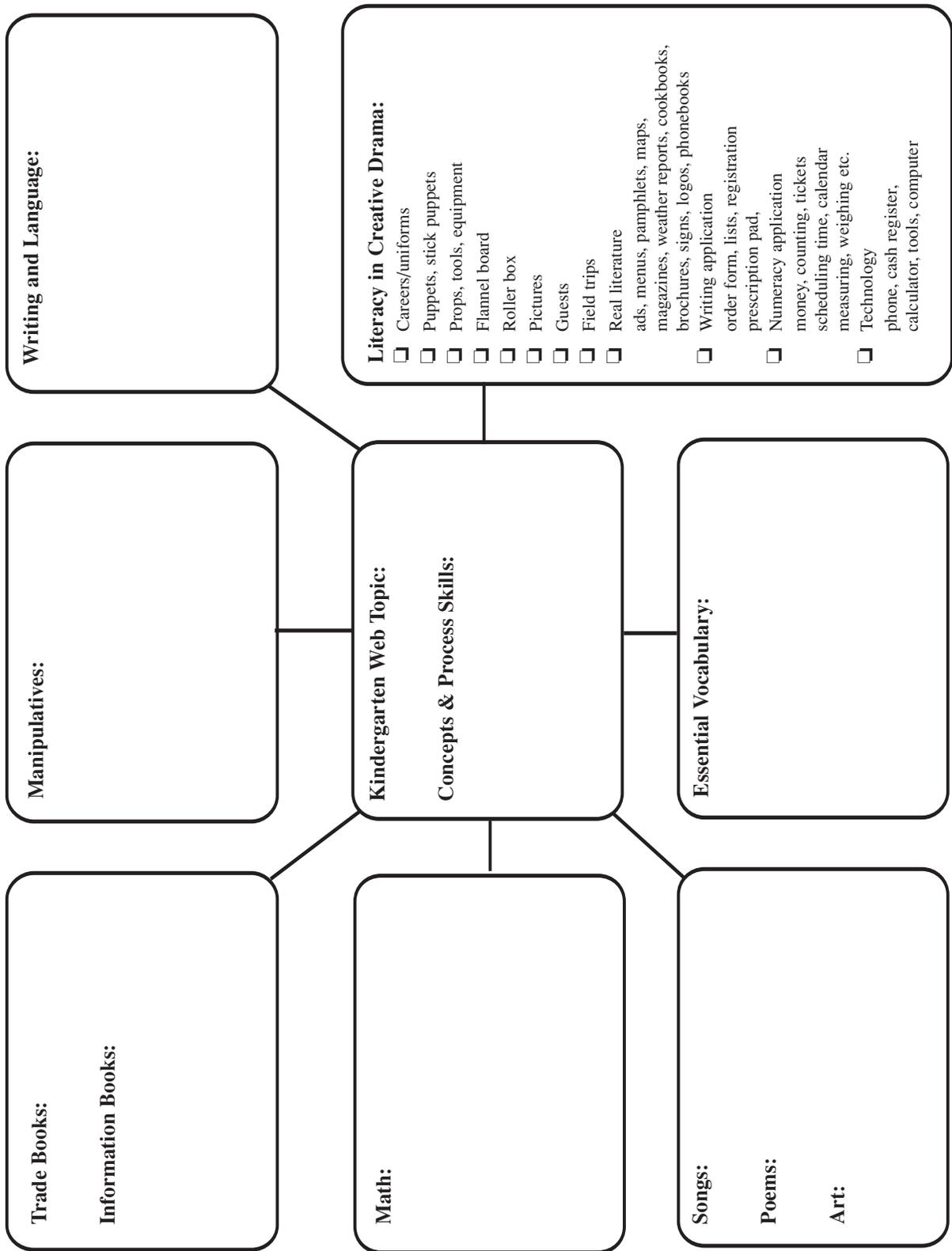
Score	Criteria	Comments
You've Got It! 	<i>I drew carefully and tried hard to draw what I saw.</i> <i>I looked at what I was drawing to make sure I got it right.</i> <i>I used the right colors.</i> <i>My drawing is neat.</i> <i>My drawing used easy-to-read print (labels, captions)</i>	
Almost There!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

Assessing My Presentation: Student Rubric

Name _____ Date _____

Project Title _____

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



Name _____

I Take Care Of My Body



Directions: Color each square each time you do one of the above things to take care of your body.

	<h2>Take A Bath</h2>										
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	<h2>Brush Teeth</h2>										
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	<h2>Comb Hair</h2>										
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	<h2>Wash Hands</h2>										
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	<h2>Clean Up My Plate</h2>										
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	<h2>Go To Bed On Time</h2>										
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ABC Sheet

The _____ hid
in the _____.

Traveling Books Written and Illustrated by Our Class

Dear Parents,

During the school year our students will be making several books that will be sent home for your families to share together. The books will need to be returned the following school day so they can travel to another child's home. It is important that children see themselves as authors as they enjoy reading with you what they have helped write and draw. Please praise your child for his or her work and remember that every child is at a different level of development. Some of the children in our class are a year older than other children. Thanks for your participation in this activity.

Sincerely,

Surprise Box

Dear Parents,

Would you please help your child choose something to put into this surprise box (do not send anything of personal or monetary value). On a small piece of paper, please write three or four clues describing the item, along with the answer. This activity helps children build cognitive skills and reinforces short term and long term memory.

Example:

1. It is small.
2. It is made of thin curved metal.
3. You use it to hold papers together.

What is it? A paper clip

Parents, please complete this activity with your child and send this lunch box back to school tomorrow (or the next school day). Please remind your child that it is a surprise so they should not share this information with their friends.

Sincerely,

Some Examples of **Home Rules**

In Our Home We Will:

1. Do our chores and our homework before playing
2. Let our parents know where we are at all times
3. Ask permission before going outside or leaving our home
4. No talking to strangers
5. Watch TV shows and videos that are OK for us to watch
6. Talk nice to each other
7. Brush our teeth before going to bed
8. Go to bed by nine o'clock

My Home Rules:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Paper Bag Eagle Puppet



Student Information Sheet

Full Name _____ Nickname _____

Favorite Foods:

Favorite Desserts:

Favorite Color:

Favorite Part of School:

Something I Really Like to Do:

Favorite Book or Story:

Favorite Movie:

Favorite Place to Visit:

When I Grow Up I Want to Be:

A Special Story About Me:

I am a Member of My Class, My School, and My Community “I am Special” “This is Me!”

Dear Parents,

We are learning about ourselves and what makes each of us special as individuals, and as a part of a group. The following homework assignment is an activity that I need your help with. 1) This activity is a way for your child to feel special, at home, spending one-on-one time with you. 2) This model of them is a way for each child to feel special, at school, as a member of our kindergarten class (building self-esteem). Please set aside time this week to do this homework activity so it can be completed and returned by _____. These projects will be displayed in the hall outside of our classroom. You are welcome to come and see them at any time after we share them.

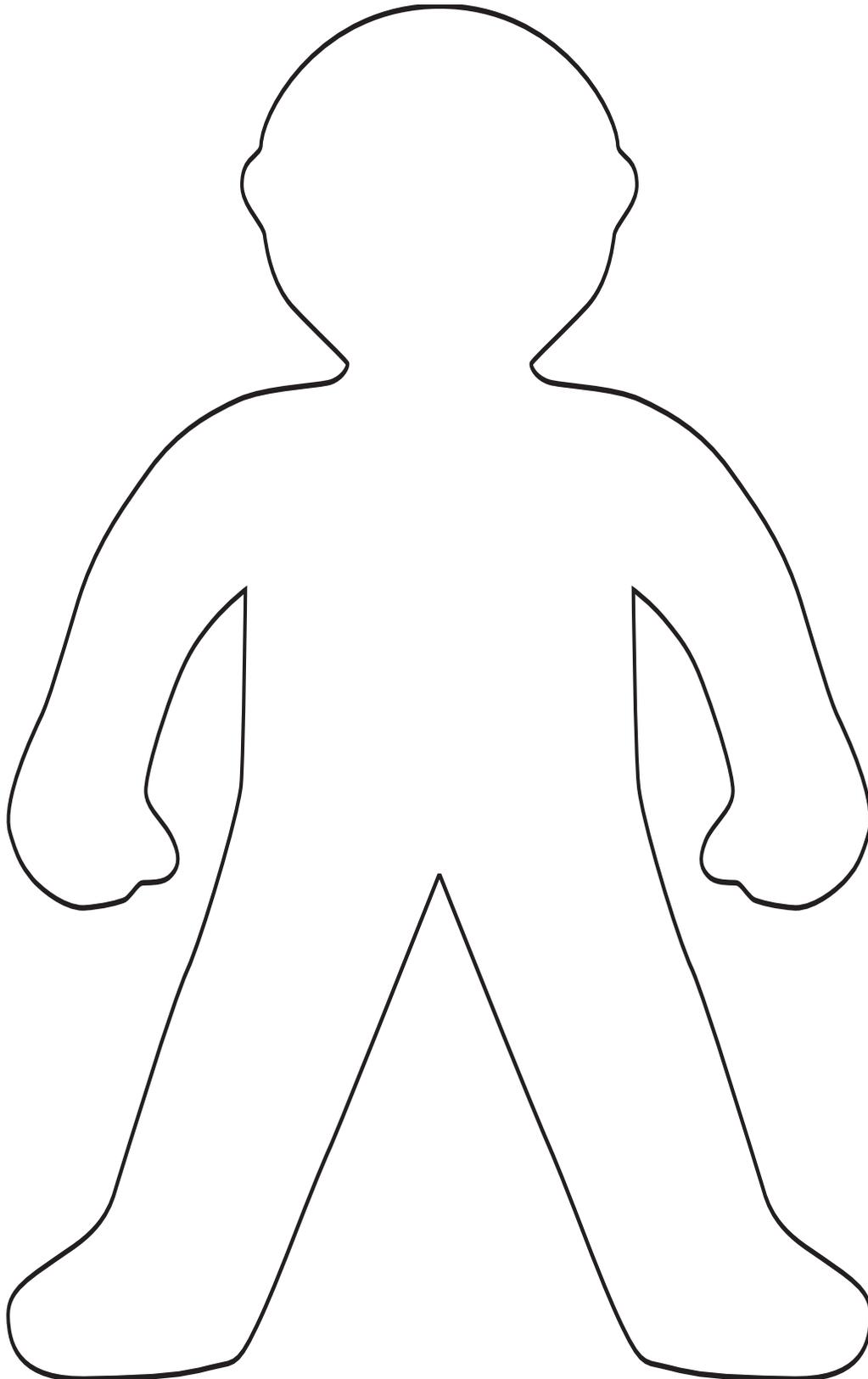
- Have your child cut out the attached traced “Gingerbread Boy” figure.
- While you are doing this activity, ask your child if they remember the story of the Gingerbread Boy (that was read to them at school) and if they do, have them retell the story to you.
- With your child, decide how you are going to decorate the figure to make it look like him or her.
- The clothing can be made from colored construction paper, fabric, plastic, glitter, etc. Be creative, but remember, this is your child’s project.
- Add hair (yarn works well), a face, shoes, socks, and anything else that will make the figure look more like your child. You may use any materials you desire.
- Please be sure your child’s name is written on the back of the figure.

Each child will be given time in class to show their model, tell how they made it, and share information about themselves with the class. The Student Information Sheet you completed (please complete and return if you haven’t done so) on your child will be read. If there is any other information that your child would like to share with the class, please help them be prepared to do so. They may want to tell about groups they belong to, such as dance or sports. They may want to share hobbies, accomplishments (awards, trophies), family activities, family vacations, favorite things, etc. We will do this activity on _____ at approximately _____. We would love to have you join us if you can! I hope this will be a memorable activity to share with your child. Thank you for your help and all the wonderful things you do to support me as your child’s teacher.

Sincerely,

Please do not hesitate to contact me (call or send a note) if you need basic materials sent home with your child: crayons, child scissors, glue, construction paper, yarn, etc.

Gingerbread Boy-Self Portrait/Model



Scoop the Short Vowels

Rhyming Words

(White spatula and overhead projector)

1. fat cat bat rat

2. red hen den pen

3. big pig dig fig

4. hot dog hog fog

5. hug bug mug rug

The Vowel Family Skit

(use props)

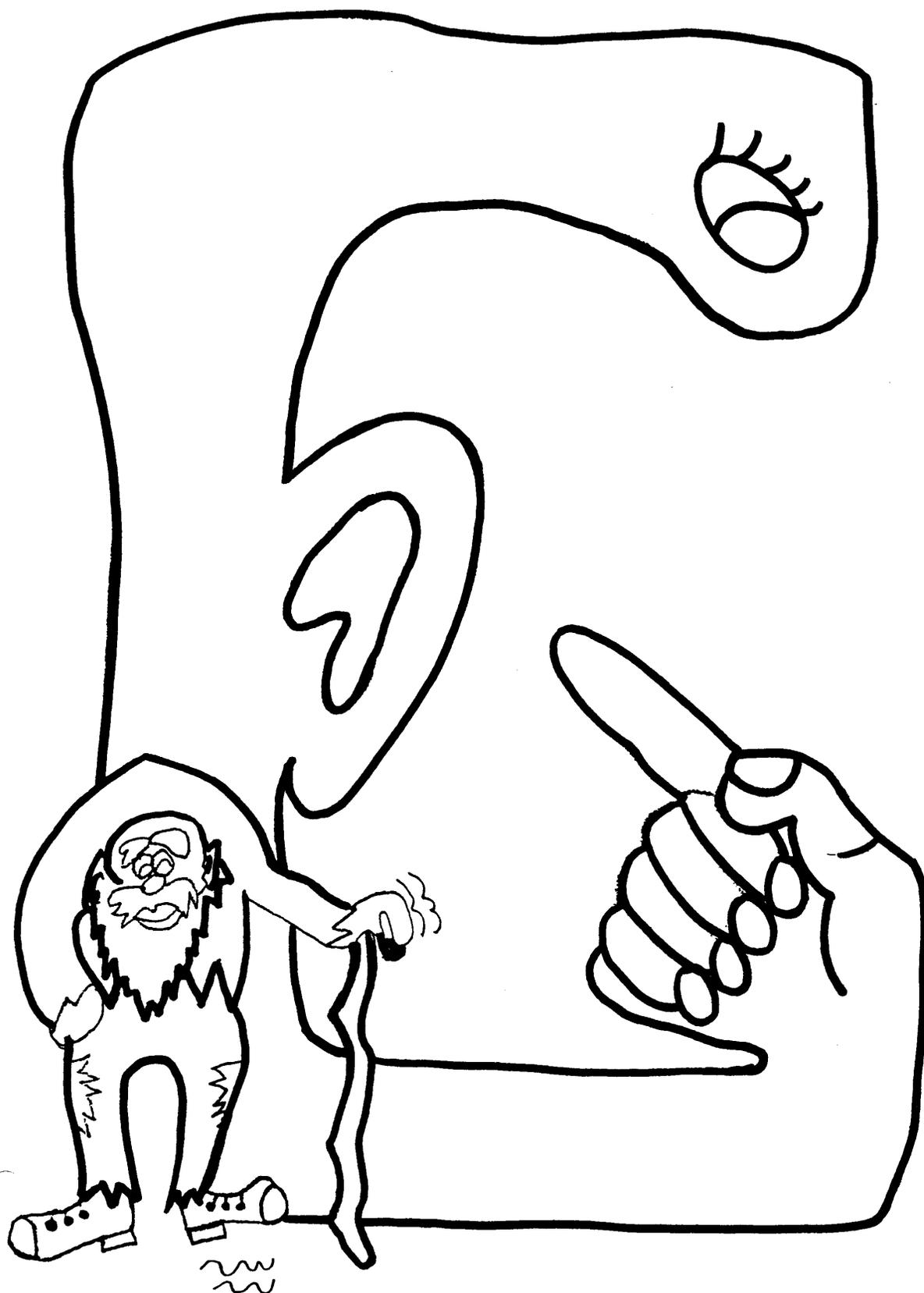
There was a family called the **Vowel Family**. Mr. and Mrs. Vowel had five children—four boys and one girl—and with all these children, they just could not decide what to name them. So Mama Vowel decided to watch each child for a while and then choose a name for each of her **five children**.

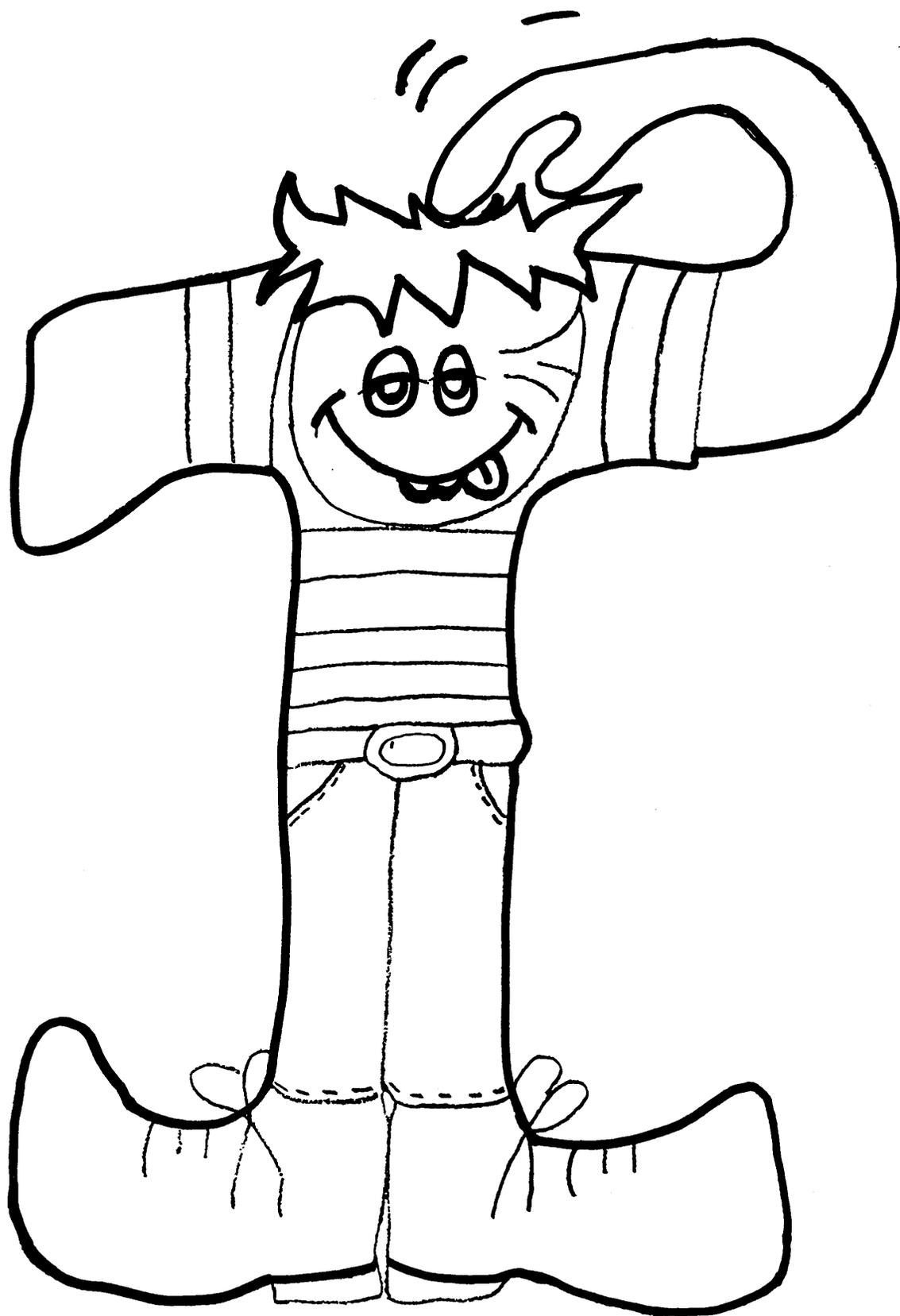
1. **First came along a little “a.”** Little “a” loved apples. Apples were all he wanted to eat for breakfast, lunch, and dinner. Mama kept the apples on top of the refrigerator and little “a” was always coming into the kitchen, pointing at the top of the fridge, and saying “a-a-a-a” since he was too little say the word “apple.” Mama Vowel said, “Let’s just call you “a” (action-point up).
2. **Second came along little “e.”** Little “e” loved her Grandpa “Y” (make connection later) more than anyone else in the world. Her Grandpa “Y” was old and he could not hear very well. So when anyone spoke to him, he would put his hand to his ear and say “e?- e?- e?- e?” Well, little “e” wanted to be just like her grandfather, so when anyone spoke to her, she would say, “e?- e?- e?- e?” too, just like grandpa. Mama Vowel said, “Let’s just call you “e” (action-lean and cup hand to ear).
3. **Third came along little “i.”** Little “i” had a terribly itch head, and he was always scratching it morning, noon, and night. He hated the way it itched and he was always coming to his mother scratching his head and saying, “i-i-i-i.” Mama Vowel said, “Let’s just call you “i” (action-scratch head).
4. **Fourth came along little “o.”** Little “o” loved his hot cereal in the morning for breakfast. When Mama Vowel finished cooking it, she would say, “Now, wait a few minutes before you try to eat your cereal because it is hot!” Little “o” would never wait. When it was in the bowl in front of him, he would take a big heaping spoonful. Then he would say, “o-o-o-o” and fan his mouth with his hands because it was so hot it burned his tongue. Mama Vowel said, “Let’s just call you “o” (action-fan mouth with hand).
5. **Last came along little “u.”** Now the Vowel family had a big cherry tree in their backyard. Every summer when the cherries hadn’t ripened yet, Mama Vowel would say, “Don’t eat those unripe cherries or you’ll get a tummy ache.” Little “u” loved all cherries, so he ate them anyway, and always ate too many. Almost every day he would come in holding his stomach, saying, “u-u-u-u.” Then Mama Vowel said, “Let’s just call you “u” (action-rub tummy with hand).

This is how the little vowels got their name.

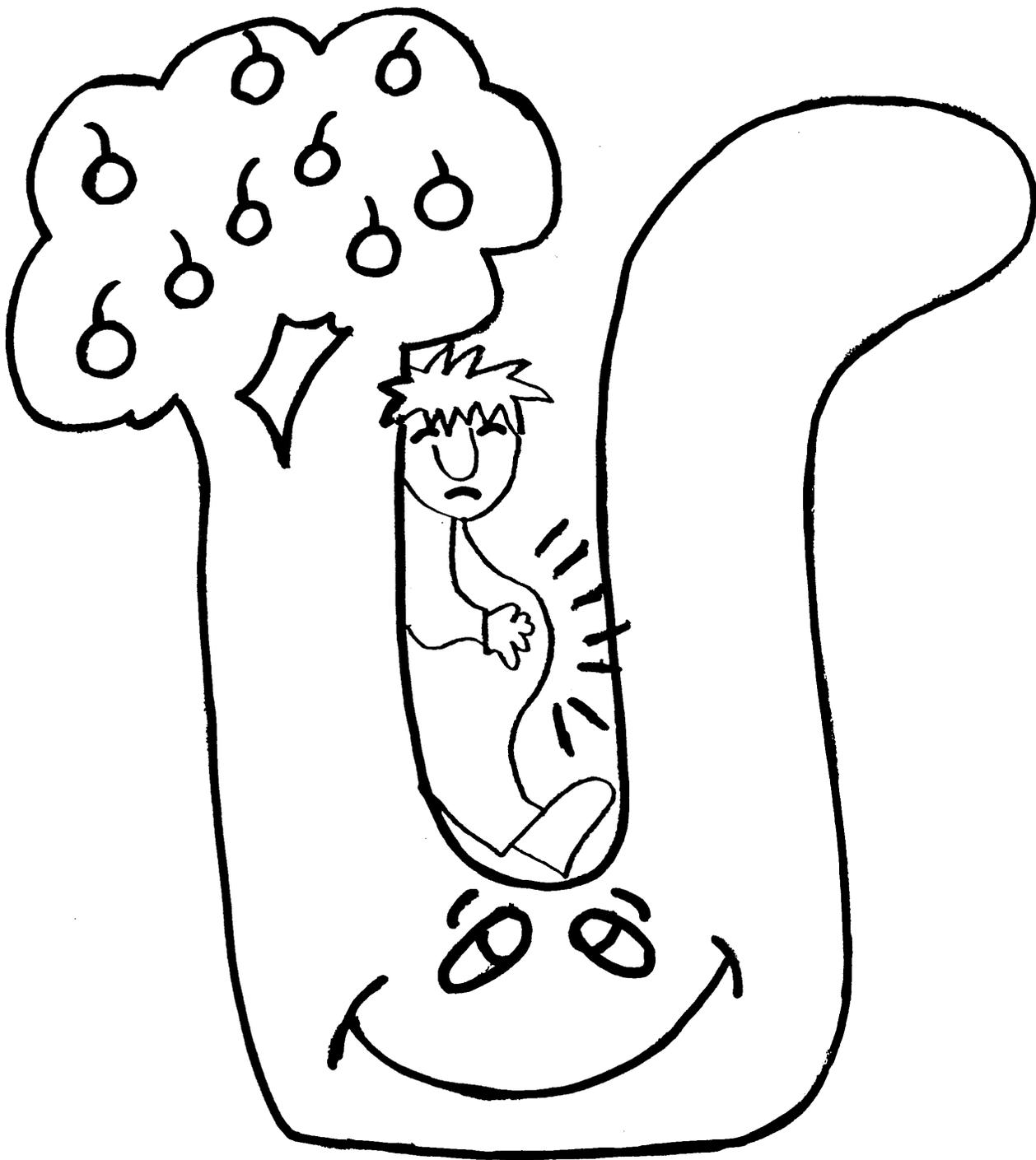
Say the short vowel sounds for “Let’s just call you a-e-i-o-u.”







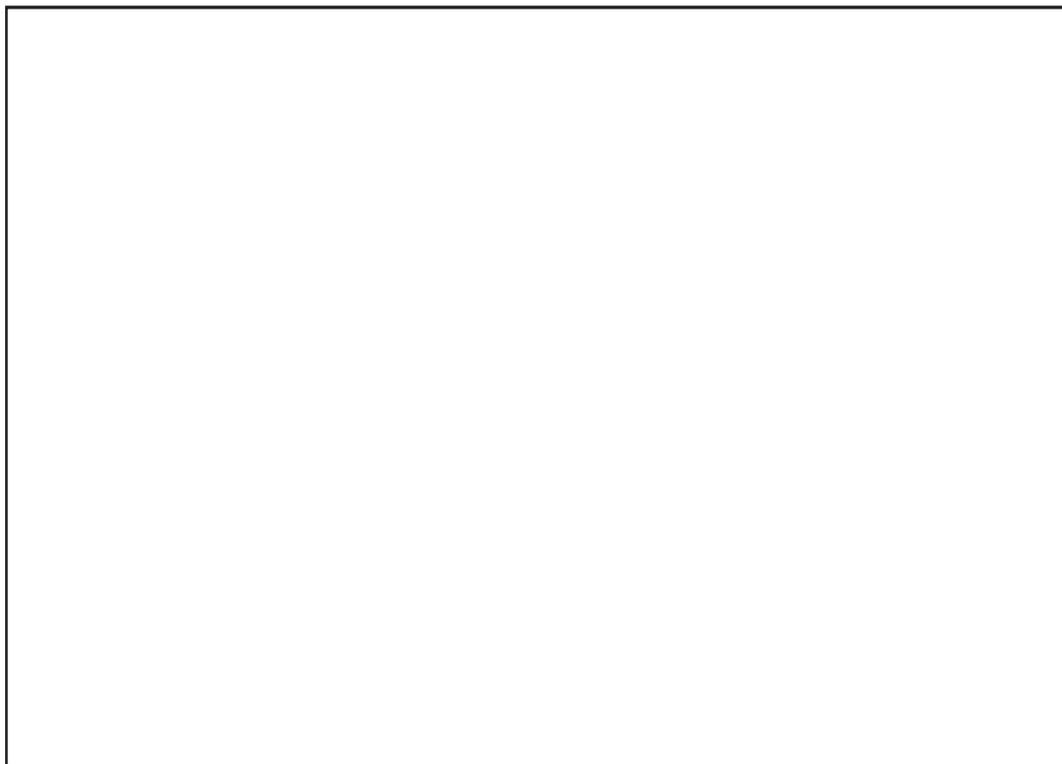




When I Was Little



Now I



When I was little I



Prints Page

Footprints



Left Foot



Right Foot

Handprints



Left Hand



Right Hand



Graphic Organizer for Aa



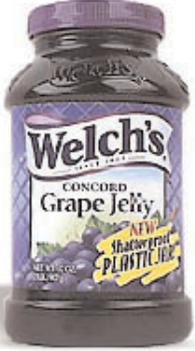
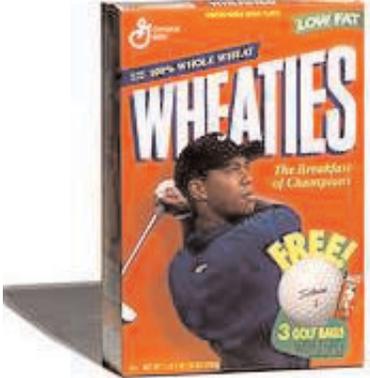
No

Aa

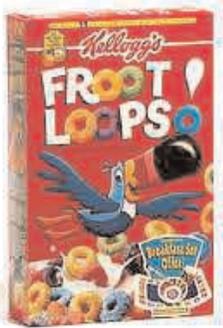
Labels and Logos

Labels and Logos, cont.

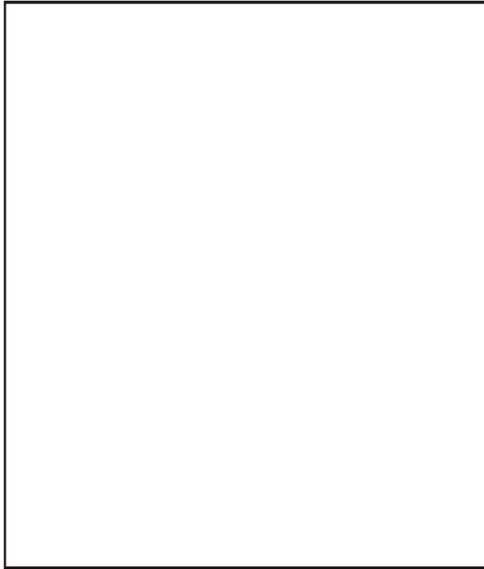
 The Sesame Street logo features a green street sign with the number '123' in a yellow circle above the words 'SESAME STREET' in white capital letters on a green background.	 The Taco Bell logo consists of a black archway containing a white bell with a stylized eye, with the words 'TACO BELL' in white capital letters below it.	 The Target logo is a red horizontal bar with a white bullseye symbol on the left and the word 'TARGET' in white capital letters on the right.
 The Toys 'R' Us logo features the words 'TOYS 'R' US' in colorful, bubbly letters on a blue background with white stars.	 A box of Trix cereal featuring a cartoon rabbit character holding a bowl of cereal. The word 'TriX' is written in large, colorful letters.	 A box of Kraft Velveeta cheese, labeled 'KRAFT Velveeta' and 'QUICK EASY DIP IDEAS'.
 The Walmart logo is the word 'WAL*MART' in blue capital letters with a white star over the 'A'.	 A jar of Welch's Concord Grape Jelly with a purple label that says 'NEW! SHAWBERRY PLASTIC JAR'.	 A box of Wheaties cereal featuring a golfer in a blue shirt swinging a club. The word 'WHEATIES' is in large white letters, and it says 'FREE! 3 GOLF BALLS'.
 The Barney the Dinosaur logo features the word 'Barney' in a colorful, bubbly font with a cartoon dinosaur character to the left.	 A box of Garden of Eatin' Premium Original crackers, showing a stack of crackers and a watermelon slice.	 A box of Ziploc Freezer Gallon II bags, showing a bag of frozen food.

Labels and Logos, cont.

Family Book Pattern

My Family



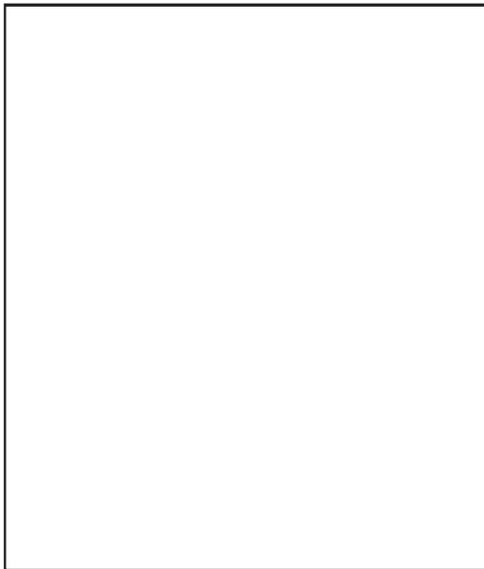
By _____

My Family



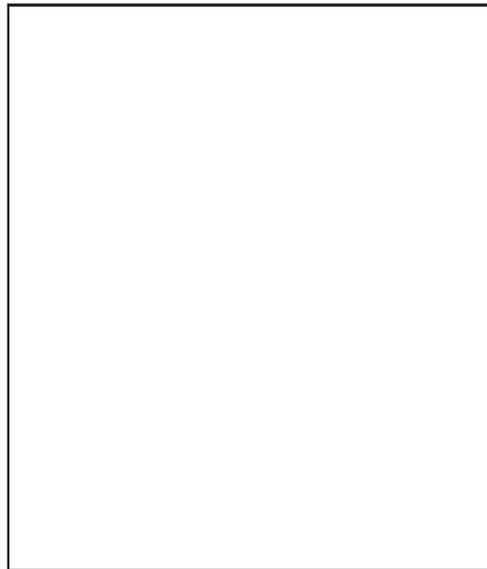
By _____

My Family



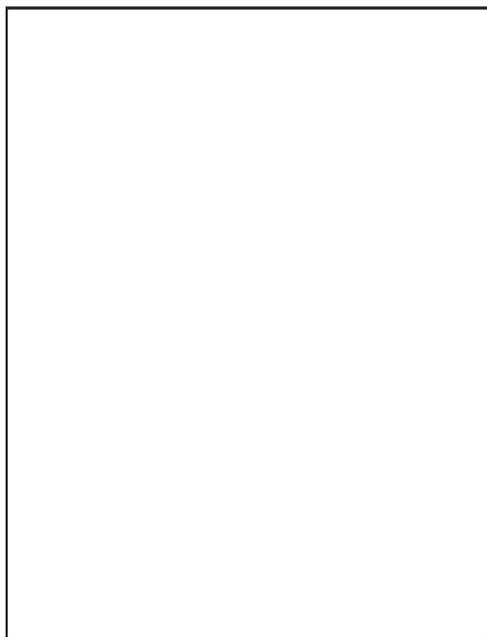
By _____

My Family



By _____

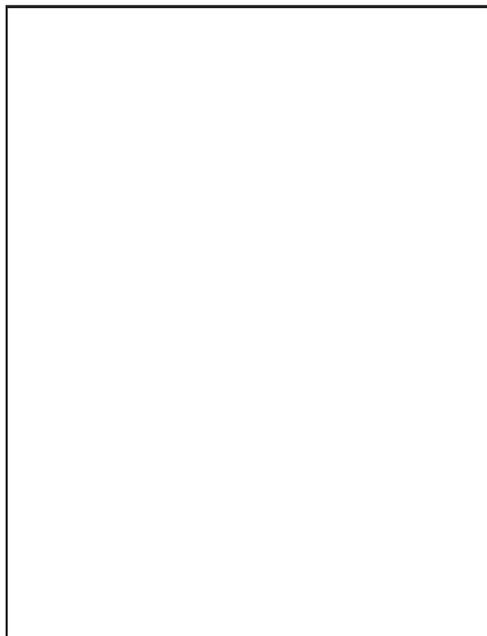
Family Book Pattern, cont.



I love my_____.



I love my_____.

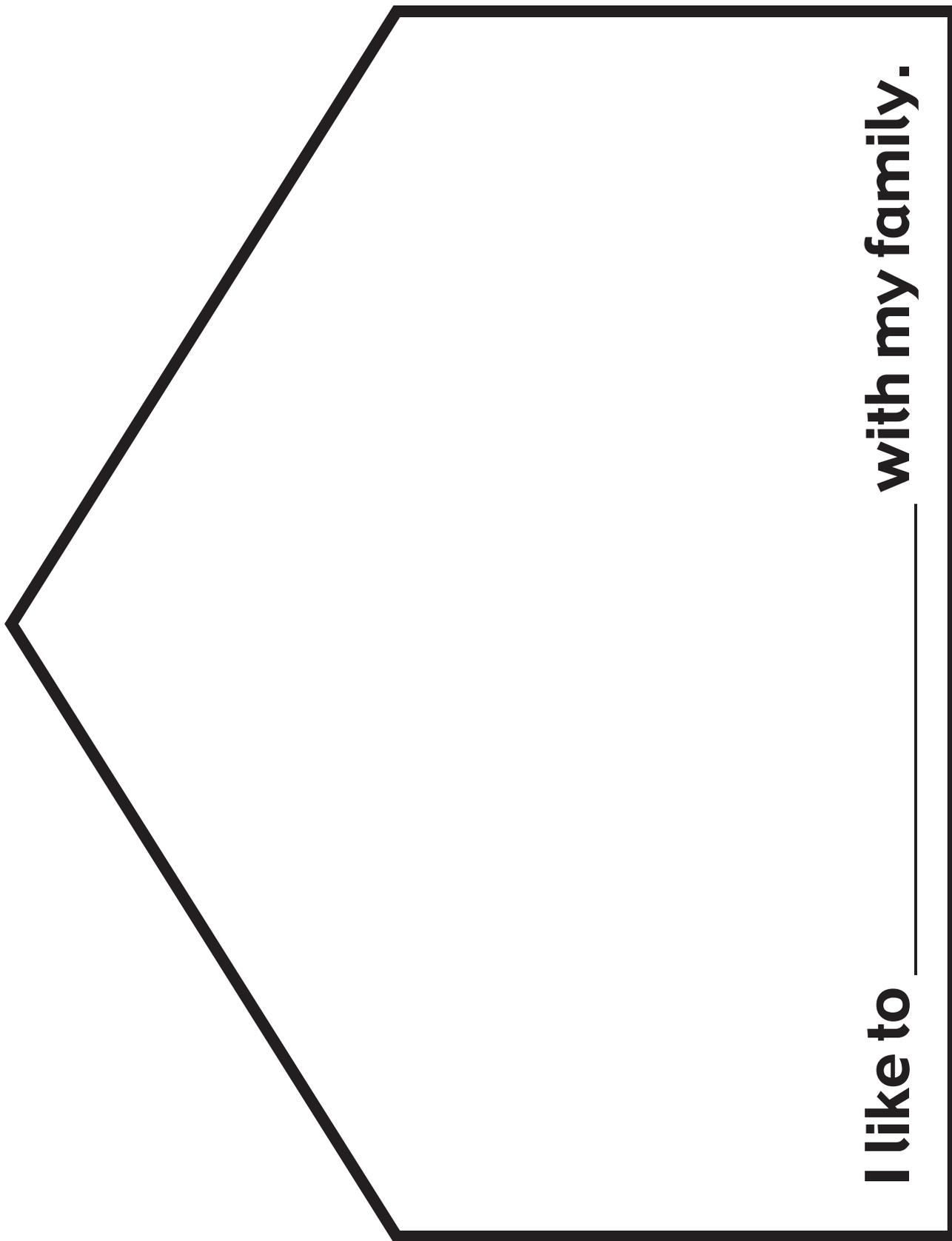


I love my_____.



I love my_____.

Family Book Pattern, cont.



I like to _____ with my family.



I Have Important Things To Do at Home

Dear Parents,

We have been learning about the important things we have to do at school to make our classroom a better place. Please help me think of three to five things that I can do at home that make our home a better place. They could be chores, jobs, or other responsibilities. List those items on the line below, and initial them, when I have completed them. Then return it to my teacher.

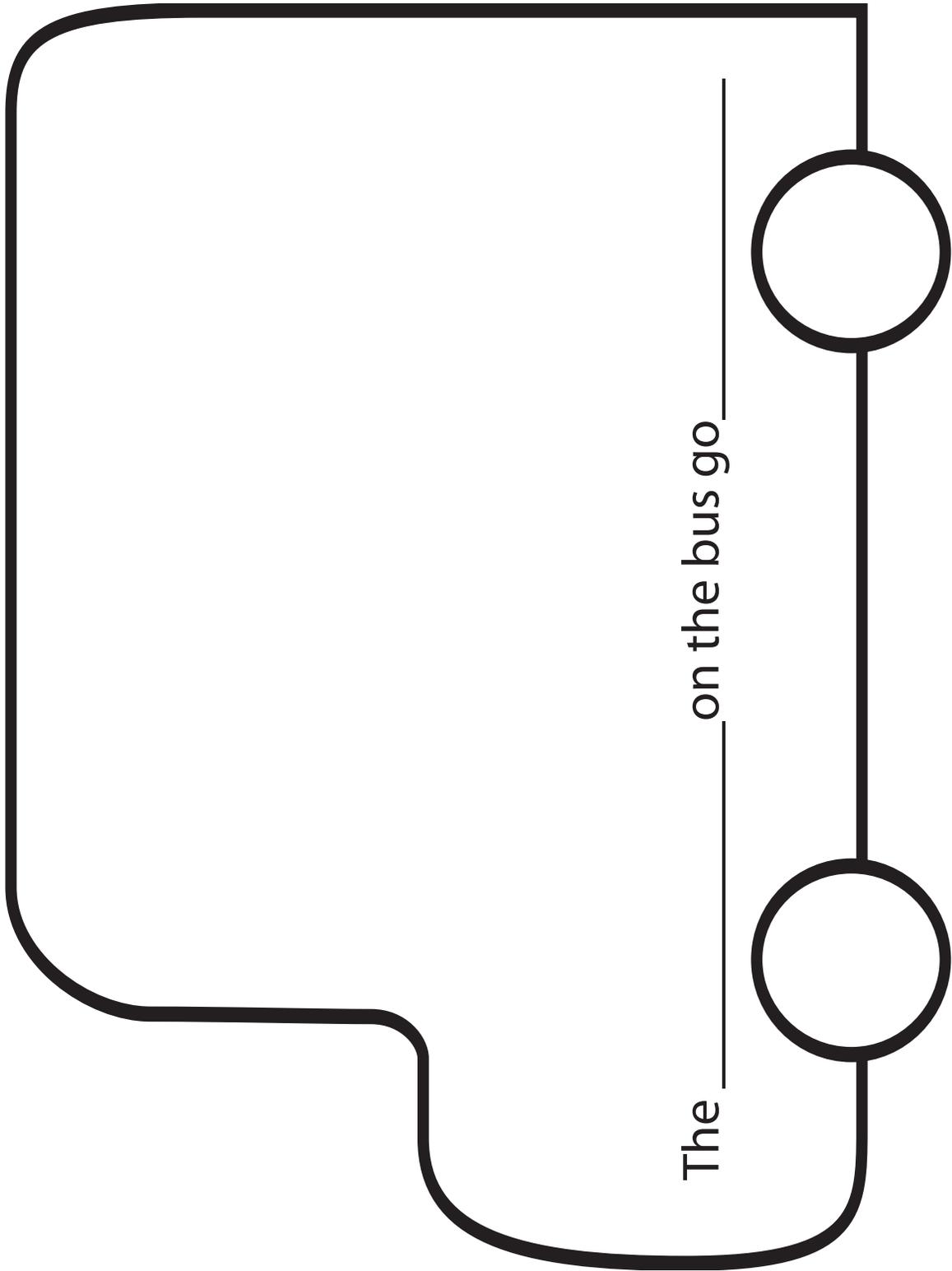
Thank you,

Responsibility	Initials
1. _____	_____
1. _____	_____
1. _____	_____
1. _____	_____
1. _____	_____

Name of student _____



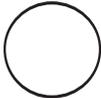
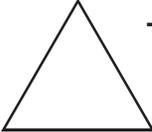
School Bus Worksheet



The _____ on the bus go _____

Name _____

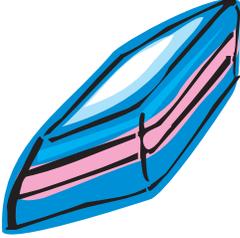
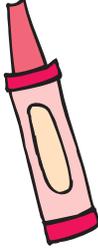
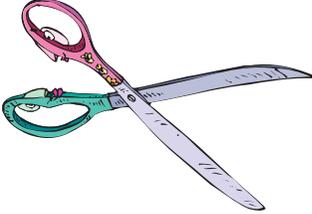
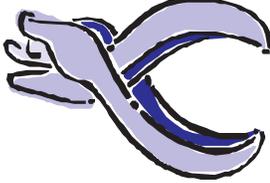
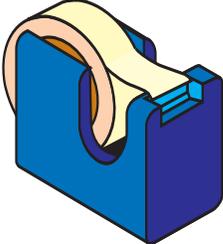
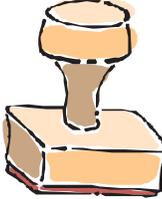
Shape Hunt

 Circle	 Square
 Rectangle	 Triangle

Name _____

Comparing Weights of School Objects

Circle the object that is heavier.

Everything I Learned I Learned in Kindergarten

By Kerrie Neu

1
Oh, ev - 'ry - thing I learned I learned in Kin - der - gar - ten, in

5
Kin - der - gar - ten, in Kin - der - gar - ten. Ev - 'ry - thing I learned I learned in Kin - der - gar - ten to

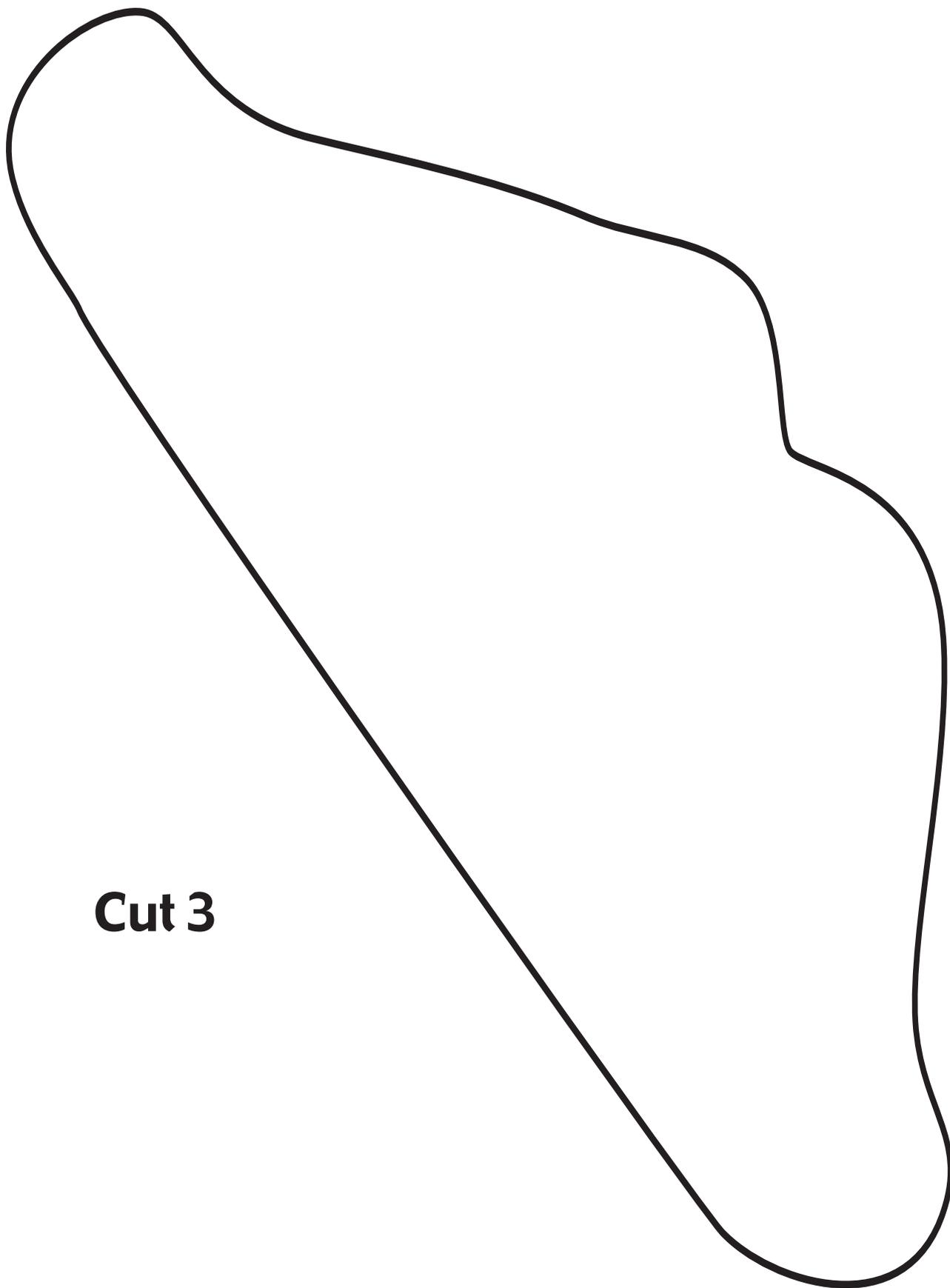
9
Fine
last my whole life through. Hold hands, and stick to - geth - er, share
Some art, a lit - tle mus - ic, the

13
Fine
ev - ery - thing, play fair in all you do. Put your things back where you found them, clean your
num - bers, and the lett - ers A to Z. Make good choic - es, do you best work, dis -

16
mess when you are through, say you're sor - ry, and live the gold - en rule. Oh,
cov - er your own world, share a smile, and be the best that you can be. Oh,

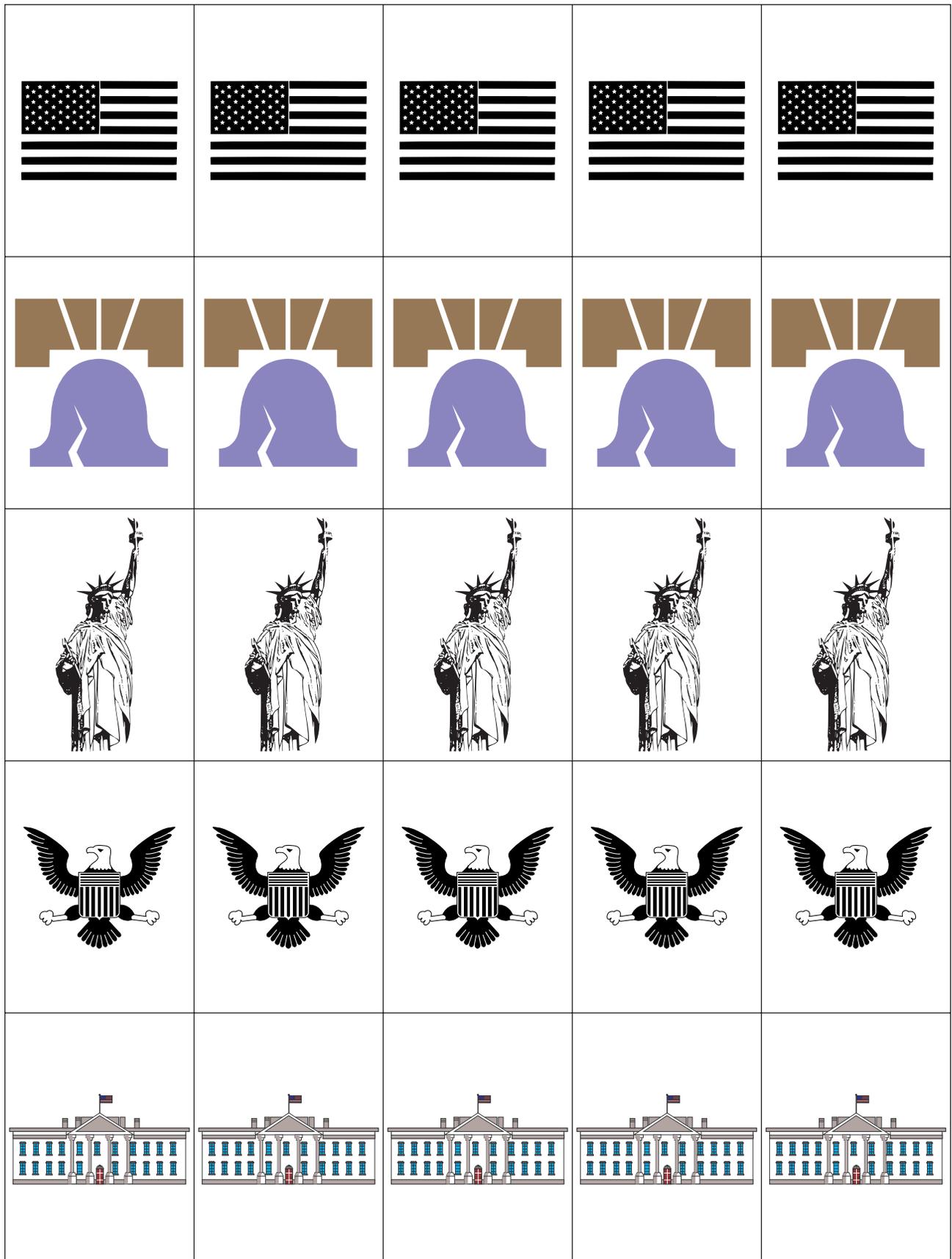
© 1996 Kerrie Neu
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for educational purposes only.

Three-Cornered Hat Tracing Pattern

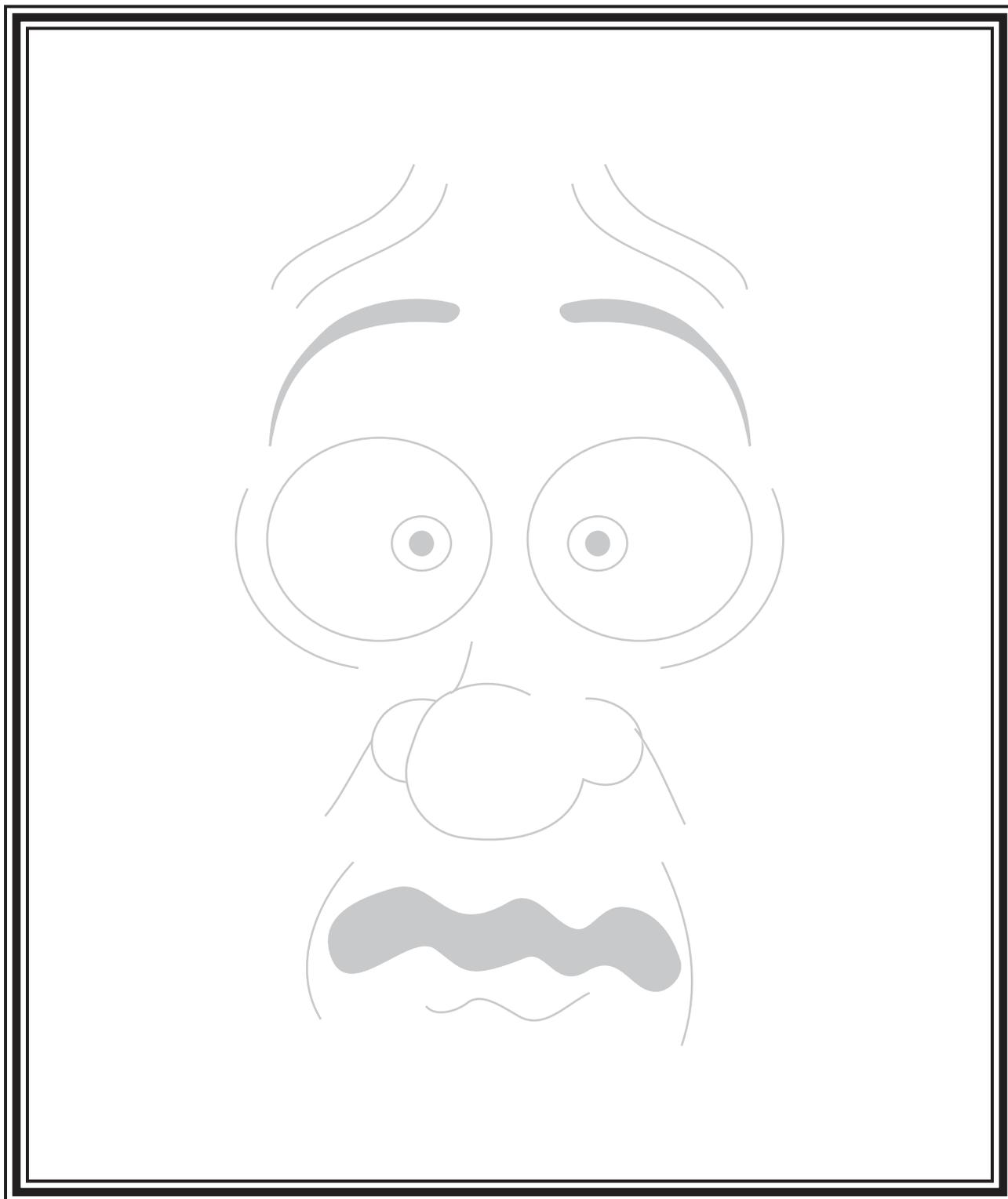


Cut 3

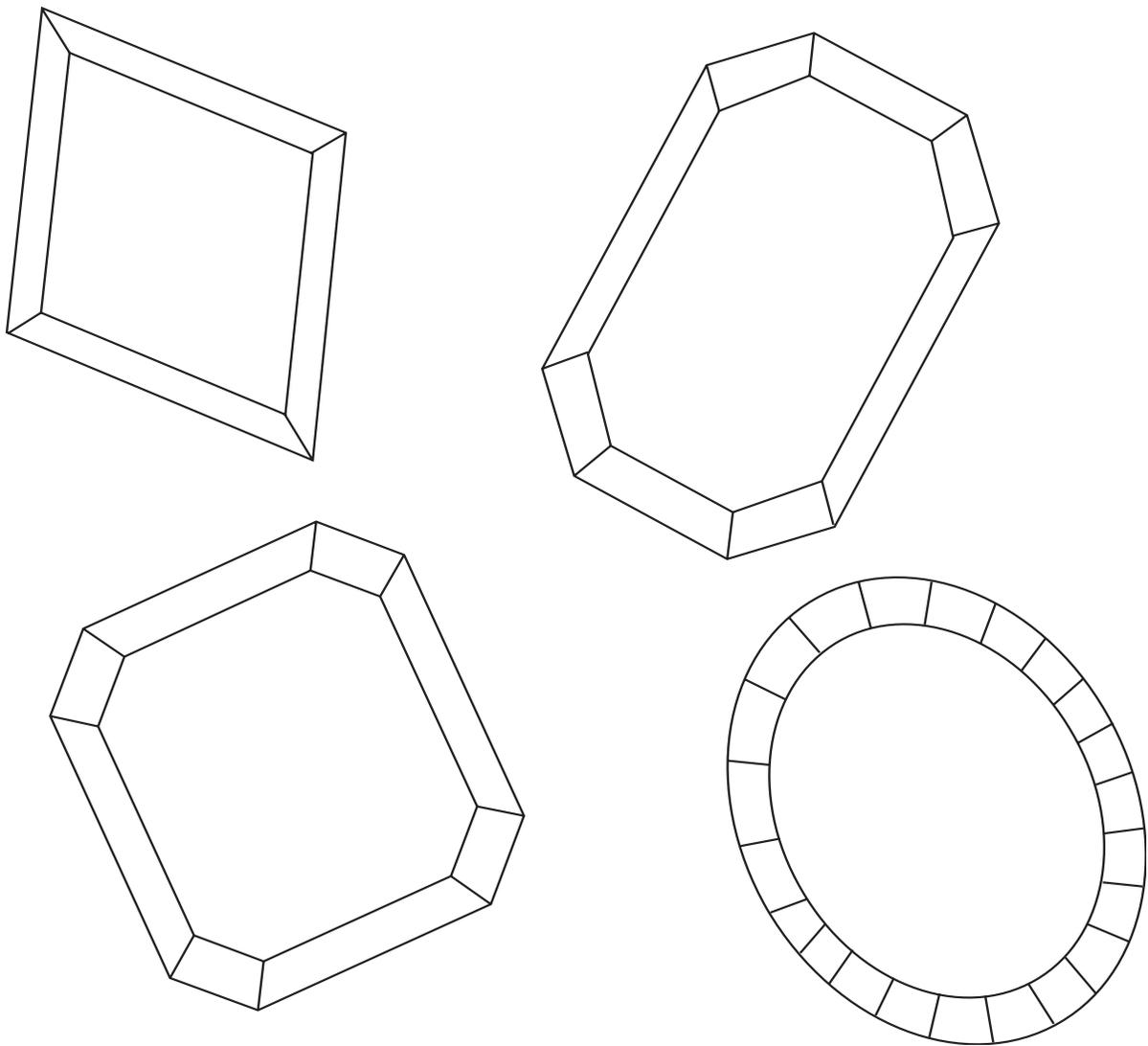
National Symbols



I Will Face My Fears By:



Treasures I'll Take Away From the Session



Consider sharing your wealth....

**Professional Development Activity
Evaluation Form 2002-03
Utah State Office of Education**

Course Title	<u>Elementary CORE Academy</u>
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	2	3	4
		___ More time needed			
		___ Less time needed			
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

