Georgia’s Pre-K Program
Content Standards
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INTRODUCTION

Welcome to the 2012-2013 edition of Georgia’s Pre-K Program Content Standards, which provide the foundation for instruction in all Georgia’s Pre-K classrooms. The Pre-K Content Standards were last revised in March 2009 and are currently being reviewed again this school year.

This edition of the Content Standards includes:

- Correlations with Kindergarten Common Core Georgia Performance Standards (KCCGPS)*
- Strategies to support inclusive classrooms
- “Learning in Action” suggestions for classroom practice
- Professional resources for each curriculum domain
- Lists of high quality children’s literature for each curriculum domain
- Tips to support family involvement in the child’s education

With the Kindergarten Common Core Georgia Performance Standard (KCCGPS) correlations, it is clear how what is taught in Pre-K lays the foundation for expectations in Kindergarten. Each Pre-K Content Standard has been matched to an appropriate KCCGPS. In some cases a Pre-K Content Standard will match several Kindergarten standards; however, there is not always a corresponding Kindergarten standard for every Pre-K Content Standard. Keep in mind that the Pre-K Content Standards and the Kindergarten performance standards reflect what children should know at the end of the Pre-K or end of the Kindergarten year – not at the beginning. Seeing how these standards relate is helpful to Pre-K teachers, Kindergarten teachers and parents – all of whom have a part in making children successful in the early years.

The section on strategies to support inclusive classrooms will help individualize instruction to meet the needs of all of the students in your classroom. The “Learning in Action” section of the Content Standards provides examples of appropriate and active activities to build assist in building these skills. The professional resources and children’s literature for each domain will assist in planning quality instruction. Family involvement and support, covered in the Home and Family Connection tips, are important to a child’s academic success, so each learning domain includes ideas for strengthening the connection between home and school.

The Content Standards are used for planning instruction, assessing growth and development, and sharing information with families. These standards are important for a number of reasons; the most important are:

1. Because Pre-K children learn and develop at varying rates, instruction must be planned to meet each child’s individual needs;
2. Pre-K children learn best with a balance of teacher-directed and child-initiated activities that encourage thinking, reasoning and communication;
3. Pre-K children need movement, hands-on activities, lots of language, and a supportive environment.

National research shows that Pre-K programs with effective teaching practices and a challenging and appropriate curriculum enhance children’s intellectual, physical, and emotional development. Bright from the Start hopes that these standards will help Pre-K programs exceed expectations in all program areas. For questions concerning these standards, contact Bright from the Start (404) 656-5957, your Pre-K Consultant, or visit the Bright from the Start website at www.decal.ga.gov.

* The Kindergarten Common Core Georgia Performance Standards for English Language Arts and Math were approved by the Georgia Department of Education in 2011. In Kindergarten the domains of Science, Social Studies, Health and Physical Development, Social and Emotional Development and Creative Expression are covered under the Georgia Kindergarten Performance Standards or the Georgia Quality Core Curriculum Standards. For more information on the Kindergarten Common Core Georgia Performance Standards visit the Georgia Department of Education website at www.doe.k12.ga.us.
Georgia’s Pre-K Program

Georgia’s Pre-K Program was established in 1993 through the Georgia Lottery for Education to provide Georgia’s four-year-old children with high-quality preschool experiences. The goal of every Georgia’s Pre-K classroom is to provide Pre-K students with the learning experiences they need to prepare for Kindergarten.

History of Georgia’s Pre-K Program
The Pre-K Program began as a pilot program serving 750 at-risk four-year-old children and their families at 20 sites in 1992. The first lottery funds were utilized in 1993-94 to provide prekindergarten programs for more than 8,700 at-risk four-year-old children. In September 1995 the program was opened to all eligible four-year-old children, not just at-risk families. The program tripled its enrollment from 15,500 children in 1994-95 to 44,000 slots during the 1995-1996 school year. During this time the private sector became an integral part of the program, allowing the program to expand quickly without utilizing funds for capital outlay on new buildings or expansion facilities. A public/private partnership of this magnitude was a first in Georgia and the nation.

Enrollment in Georgia’s Pre-K program has continued to expand yearly with 84,000 students currently being served this year. Over one million students have participated in Georgia’s Pre-K program since 1993. This year will mark the 20th year of serving children in Georgia’s Pre-K Programs across the state.

Pre-K Program Components
A national survey of public Kindergarten teachers noted three primary essentials for school readiness: children are physically healthy, rested, and well nourished; they are able to communicate needs, wants, and thoughts verbally; and they are enthusiastic and curious in approaching new activities. Georgia’s Pre-K Program provides children with experiences that foster all these essentials.

An appropriate program for four-year-olds is not a watered down Kindergarten program. Children learn through play and learning centers, which are integral parts of Pre-K classrooms. Pre-K programs reflect an understanding of how children learn by emphasizing active learning, consistent daily routines, and the use of positive behavioral management and assessment strategies. The school readiness goals of the Pre-K program provide appropriate preschool experiences emphasizing growth in language and literacy, math concepts, science, social studies, arts, health and physical development, and social and emotional competence.

Health Services
To ensure a healthy start, all children enrolled in the Pre-K program must have hearing, vision, and dental examination certificates on file within 90 days of starting the Pre-K program. Also, evidence of age-appropriate immunizations must be on file within 30 days of the start of the Pre-K program. At the end of the school year, parents are provided with comprehensive information on all health and entrance documentation necessary for successful entry into Kindergarten.

Parents as First Teachers
Parents are encouraged to volunteer in the Pre-K classroom and to participate in meetings, parent group activities, or workshops. At least two individual conferences per year between the lead teacher and family must be offered by providers and documented in each child’s on-site file.

The Pre-K program strongly encourages parents to read to their children on a daily basis. To foster this habit at the beginning of each school year, children in the program are provided with a special edition of a book selected by and including a personalized message from the Governor of Georgia.

Quality Outcomes
Research continues to substantiate the positive impact that high quality preschool programs have on young children. A recent evaluation of a similar program in Oklahoma demonstrated that participation in a high quality program can be a stronger predictor of a child’s pre-reading and pre-math skills than certain family characteristics. A similar evaluation of Georgia’s Pre-K Program conducted from 2001-2004 by Georgia State University found that children who attended Georgia’s Pre-K had larger gains than their same-aged peers who did not attend the program. Furthermore, they were rated higher in academic and social skill ratings by their Kindergarten teachers than other children.
“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.”

Fred Rogers
School Readiness Definition

The first of the National Education Goals states “all children will start school ready to learn.” Georgia has formulated its definition of school readiness within the context of the nature of four-year-olds and how they learn. We believe school readiness must be defined within the context of families and how they live. It must be defined within the context of communities and the services they provide. And, it must be defined within the context of schools and their readiness for children.

A child's readiness for school is when . . .
possible health barriers that block learning have been detected,
suspected physical or mental disabilities have been addressed,
enthusiasm, curiosity, and persistence toward learning is demonstrated,
feelings of both self and others are recognized,
social and interpersonal skills are emerging,
communication with others is effective,
early literacy skills are evident, and
a general knowledge about the world, things, places, events, and people has been acquired.

Indicators for each dimension of school readiness include but are not limited to the following:

. . . possible health barriers that block learning have been detected
Eye, ear, and dental screenings will detect problems related to seeing, hearing, and dental health.
Immunizations will be on schedule.
Diseases and other health issues will be detected as early as possible.
Rate of growth and mobility within acceptable ranges will be determined.

. . . suspected physical or mental disabilities have been addressed
Suspected physical and mental disabilities will be detected and referrals will be made as early as possible.

. . . enthusiasm, curiosity, and persistence toward learning is demonstrated
Attitudes toward and interest in learning will demonstrate a readiness to learn.
Persistence in completing tasks will be evident.

. . . feelings of both self and others are recognized
Feelings will be identified and expressed appropriately.
Feelings of others will be understood and accepted.
An increasing capacity for self-control will be evident.

. . . social and interpersonal skills are emerging
Ability to work or play cooperatively with others will be evident.
Ability to form appropriate relationships with children and adults will be demonstrated.
Emerging conflict resolution skills will be evident.
Increasing capacity to follow rules and routines will be evident.

. . . communication with others is effective
Listening skills will be evident.
Ability to follow simple directions will be evident.
Expressing needs and wants will be demonstrated.
Use of language to interact socially with others will be demonstrated.
Ability to describe people, places, things, and events will be evident.
Ability to ask and answer age-appropriate questions will be demonstrated.

. . . early literacy skills are evident
Association between spoken and written words will be recognized.
Understanding of beginning alphabetic knowledge will be demonstrated.
Ability to discriminate sounds will be evident.
Knowledge of basic book and story components will be evident.
Use of shapes and marks to convey meaning will be demonstrated.
Writing letters to represent word and syllables will be demonstrated.
a general knowledge about the world, things, places, events, and people has been acquired
Recognition of name will be evident.
Basic awareness of self, family, and community will be demonstrated.
Knowledge of simple science concepts will be evident.
Knowledge of simple math concepts will be evident.
Ability to count up to 10 will be evident.
Basic understanding of shapes and colors will be demonstrated.
Ability to sort and classify objects will be evident.
Getting a Bright Start to Kindergarten
Strengthening the Transition from Pre-K to Kindergarten

Providing for a smooth transition from Pre-K to Kindergarten is a critical part of Georgia’s Pre-K program. When looking at Kindergarten transition, it is important to remember that it is a year long process, not something that happens in April or May of the school year. Transition planning occurs at several levels and involves building relationships, aligning curriculum, and sharing information. Based on research, the Regional Educational Laboratory key components of successful transition planning include:

**Connecting Children to Children**
Plan activities to strengthen the relationships between Pre-K and Kindergarten students. This can involve a visit to a Kindergarten class, inviting a Kindergarten student to visit Pre-K, video a Kindergarten student reading and show to your class, having a “reading buddy” from another grade level, or making a picture book or video about students in Kindergarten.

**Connecting Children to Schools**
Begin practicing Kindergarten routines in the spring to familiarize Pre-K children with Kindergarten. This can involve adding cafeteria trays to the dramatic play area so students can practice walking while holding a tray, learning songs, or reading books about Kindergarten. Have students write a letter to the Kindergarten teacher telling about themselves and what they have learned in Pre-K.

**Connecting Families to Schools**
Share school events and activities with families and provide information to families concerning school organizations such as Parent Teacher Association or Parent Teacher Organization. Provide families with information on Kindergarten registration and required documentation. Invite parents on a visit or field trip to the local school.

**Connecting Schools to Schools**
Strengthening relationships between your school and the receiving Kindergarten schools will smooth the transition for children and families. This can involve joint workshops between Pre-K and Kindergarten staff, sharing of information between Pre-K and Kindergarten, or holding Kindergarten registration at the Pre-K site. The alignment of the Pre-K Content Standards with the Kindergarten Georgia Performance Standards provides for a smoother transition between the instructional programs.

**Connecting Community to Schools**
Collaboration between community resources and instructional programs assist families in accessing services needed for the transition. These relationships can be strengthened through hosting resource or health fairs to provide screenings for the students and resources for the families.

Through planning processes and activities to strengthen these relationships, students and families will arrive at school feeling comfortable and ready to be involved in the educational process. Additional transition ideas are included in this document or visit the Bright from the Start website at www.decal.ga.gov or SERVE’s website at www.terrifictransitions.org. You can also visit the Department of Education website at www.doe.k12.ga.us for a Kindergarten Transition Tool Kit.
Kindergarten Readiness Ideas to Practice Throughout the Pre-K Year

- Practice the morning routines such as a “moment of silence” or pledge to the flag
- Have the children practice raising hands to answer questions
- Practice carrying items on cafeteria trays (or cookie sheets) - this can be done in centers as well as during meals and snacks or on the playground
- Practice walking as a group from the classroom to other locations in the building
- Have the children go to another classroom so another teacher can "teach" them a brief special lesson (such as music or P.E). This helps the children get used to the idea that they may have other teachers for "specials"
- Answer "roll call"
- Practice getting on and off a school bus
- Practice checking out library books (using a card) from the public library, classroom library, or site office
- Read aloud children’s books that are about Kindergarten
- Learn to sharpen a pencil
- Plan activities that require cooperative interaction. Some ideas are:
  - Work with a friend to put together teacher made puzzles
  - Work with a friend to match simple word cards with symbol cards
  - Work with a friend to match classmates’ name with their picture
  - Paint with a partner
  - Build with a buddy
  - Group or partner playground games

Remember that these ideas are to familiarize the children with new concepts and/or routines, so we want to make them fun! Be sure to have many discussions (large group, small group, and individual) about why you are doing these things.
Suggested Books for Kindergarten Readiness

Annabelle Swift, Kindergartner by Amy Schwartz
Boomer Goes To School by Constance W. McGeorge
Countdown to Kindergarten by Alison McGhee
Curious George Goes to School by Margret Rey
David Goes To School by Shannon D
Elizabeti’s School by Stephanie Stuve-Bodeen
First Day by Dandi Daley Mackall and Tiphanie Beeke
First Day Jitters by Julie Danneberg
First Day, Hooray! by Nancy Poydar
Franklin Goes To School by Paulette Bourgeois
Froggy Goes To School by Jonathan London
I Want to Go to School Too: A Story about Kindergarten by Liza Alexander
If You Take a Mouse to School by Laura Numeroff
Little Cliff’s First Day of School by Clifton L. Taulbert
Look Out Kindergarten Here I Come by Nancy L. Carlson
Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
Mouse’s First Day of School by Lauren Thompson
My First Day of School by Patrick K. Hallinan
My Teacher Sleeps in School by Leatie Weiss
Sam and Gram and the First Day of School by Dianne L. Blomberg PhD, et al
Sam Starts School by Barbara Taylor Cork
The Kissing Hand by Audrey Penn, et al
The Night Before Kindergarten by Natasha Wing
Tom Goes to Kindergarten by Margaret Wild
Twelve Days of Kindergarten by Deborah Lee Rose
Welcome to Kindergarten by Anne F. Rockwell
When You Go to Kindergarten by James Howe
Who Is Going to School Today? by Karl Ruhmann
Will I Have a Friend? by Miriam Cohen
Inclusive Learning Environments in Pre-K

Inclusion of children with special needs fosters caring attitudes and teaches children about acceptance of differences in each other. In high quality early childhood programs, inclusion is simply an example of best practice in meeting the individual needs of each child and their family. Under the Individuals with Disabilities Education Act (IDEA),

... to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities in Georgia shall be educated with students who are not disabled and shall attend the school they would ordinarily attend in their home area or neighborhood, with their age and grade peers in the general education classroom...

One of the ways to assist children with disabilities in the regular education environment is to provide accommodations and adaptations based on the needs of each child. Georgia Pre-K teachers can easily incorporate simple adaptations into their daily routine to create an inclusive environment. Some examples are:

- Adjust the accessibility of materials to meet the needs of individual children.
- Define physical boundaries within activities (sitting on a carpet square during circle time)
- Rearrange the classroom set up to meet the needs of a child.
- Use adaptive equipment (Big Mac Switches, touch screen for the computer, Alpha Talkers for communication).
- Shorten circle time or allow child with attention issues to get up when needed.

A list with ideas to create an inclusive environment is included within each domain in the Content Standards. Suggestions are provided on how to adapt the domain to include children of varying ability levels. Children with diagnosed disabilities may have an Individual Education Program (IEP) through the local school system. Teachers should always consult Special Education personnel regarding specific adaptations and goals for children who have an IEP.

For more resources on inclusion, specific disabilities, adaptive equipment, and IDEA visit the DECAL website at www.decal.ga.gov and click on Special Needs under Families or the Department of Education/Division of Exceptional Students at www.doe.k12.ga.us and click on Special Education.
Strategies to Support English Language Learners

The number of children entering Georgia’s Pre-K Program speaking a language other than English increases each year. Georgia is currently the seventh most diverse state in the nation. A language-rich Pre-K classroom with a supportive teacher is an ideal place for children to become competent in English. Children learning a new language progress through four developmental levels; using the home language, entering into a non-verbal stage, using individual words or short sentences, and using productive language (Tabors). By providing individualized instruction, students gain skills in listening, understanding, and speaking English, which provides for a smoother transition to the program.

Environmental and Instructional Supports for English Language Learners

- Provide a language rich and emotionally supportive classroom that allows children many opportunities to hear and understand language
- Use repetition to allow children more than one opportunity to understand what is being said
- Emphasize words as they are spoken
- Extend children’s language by adding more information
- Reinforce oral discussions with visual clues or gestures
- Provide a running commentary during activities
- Learn some phrases of the child’s home language to use when greeting or during activities
- Sit with children during meals/snacks and facilitate natural conversations
- Connect new concepts with familiar experiences, objects and knowledge
- Provide a quiet place in the classroom where children can use manipulatives, puzzles or play dough
- Display pictures of the children and families
- Take field trips to locations recommended by English Language Learner’s family
- Maintain established routines and daily schedules
- Provide organized small-group activities that include the English Language Learner
- Integrate cultural perspectives into everyday learning objectives, not as stand-alone curriculum
- Provide an English-speaking buddy or partner for the English Language Learner
- Provide multicultural literature, pictures, music, and props in the classroom
- Provide labels that reflect the languages of the children in the classroom
- Add props to the dramatic play area that represent the home languages of the students

Working with Families

- Invite families to visit the classroom and teach songs in the home language, demonstrate the national dress or read a book in the home language
- Include families in assisting with classroom routines
- Encourage families to continue to use the native language at home
- Use community resource personnel or bilingual parents to assist in translating during meetings with non-English speaking families

Teachers reinforce language development by observing children and by creating environments that set the stage for language use. Classrooms that support English Language Learners have an appropriate language-rich curriculum that includes parental involvement, supports the emotional development of children, and incorporates multicultural understanding.

Resources

One Child, Two Languages. A Guide for Preschool Educators of Children Learning English as a Second Language, Patton Tabors
Promising Practices for Improving the School Readiness of English Language Learners, Ready at Five
Preschool Second Language Acquisition: What We Know and How We Can Effectively Communicate with Young Second Language Learners, Janet Quiñones-Eatman
Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education, NAEYC
Pre-K children develop language and literacy through interactions with adults and other children, engagement with materials, and instructional experiences. In providing the foundation for later reading, Pre-K children should be exposed to activities that will develop the ability to listen for comprehension and to discriminate sounds in language. Children develop an awareness of print and books through a variety of activities and interactions. They begin writing using pictures, symbols and letters. Later reading success is directly correlated to the interaction of children with books through listening and responding to books read aloud and engaging in activities related to the stories.

**Strategies to support inclusive learning environments:**

- Use various modes of communication with children (pictures, sign language, Braille, Story Boards, augmentative devices, Closed Captioning with TV/Movie activities, and Interpreter)
- Prompt questions with WH words (who, what, and where)
- Make eye contact with student
- Get a child’s attention with auditory cuing (calling out their name, having a special word or phrase)
- Use books on tape and earphones/verbal output device
- Use a cued or key word to facilitate communication
- Use a favorite toy, activity or person to encourage communication
- Ask frequent questions throughout a story
- Create Social Stories to help with appropriate sequencing skills (breaking down a skill into steps)
- Use various adaptive devices for writing (slant board, pencil grip, large crayons, marker holder made out of plaster, cookie worksheet with magnetic numbers/letters, and PVC pen holder)
- Provide adaptive computer pieces (head pointer, large mouse, and software) when needed
**LD 1. Children will develop skills in listening for the purpose of comprehension**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K CCGPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LD 1 a</strong></td>
<td>Listens to and follows spoken directions</td>
<td>• Follows directions such as, “Hang up your jacket and come to the group area.” • Repeats an instruction to a friend</td>
</tr>
</tbody>
</table>
| **LD 1 b** | Responds to questions | • Answers questions from familiar adults and peers • Responds to questions during causal conversation | ELACCKSL3 Ask and answer questions in order to seek help, get information or clarify something that is not understood. 
See Also: ELACCKSL1a, 1b |
| **LD 1 c** | Listens to recordings and shows understanding through body language or by interacting appropriately. | • Sings along with songs on tape • Turns pages of books | |
| **LD 1 d** | Listens to stories read aloud and shows understanding through body language or by interacting appropriately. | • Leans forward or smiles as books are read during group time • Repeats the rhyme in a repetitive book | ELACCKRL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. 
See Also: ELACCKRL1, R10 |
| **LD 1 e** | Begins to distinguish fact from fiction in a read aloud text | • Tells whether story is real or make-believe | ELACCKRI1 With prompting and support, ask and answer question about key details in a text. |
| **LD 1 f** | Makes predictions from pictures and titles | • Predicts what happens next in a picture walk using picture clues or title of a book | ELACCKRL7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| **LD 1 g** | Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story) | • Retells the main events in a story • Discusses the characters in a story • Uses illustrations to predict printed text, such as saying, “Goldilocks is running away!” | ELACCKRL3 With prompting and support, identify characters, settings, and major events in a story. |

*“(When reading to children...) The more expressively we read, the more fantastic the experience will be. The more fantastic the experience, they more our kids will love books, and the more they’ll “pretend” read. And the more the “pretend” read, the quicker they will learn to read. So reading aloud is not quite enough—we need to read aloud well.”*

Mem Fox
*Reading Magic, 2001*
**LD 2. Children will learn to discriminate the sounds of language (phonological awareness)**

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<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K CCGPS</th>
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</thead>
</table>
| **LD 2 a** Differentiates sounds that are the same and different | • Recognizes that “Mark” and “Matt” begin with the same sound  
• Identifies common environmental sounds or animal sounds |         |
| **LD 2 b** Repeats rhymes, poems and finger plays | • Repeats rhymes such as “Humpty Dumpty”  
• Repeats finger plays and poems such as “Itsy Bitsy Spider” | ELA CC KRP2a Recognize and produce rhyming words. |
| **LD 2 c** Recognizes the same beginning sounds in different words (alliteration) | • Plays with repetitive sounds such as snakes slither or the big blue ball bounces | ELA CC KRP2c Blend and segment onsets and rimes of single-syllable spoken words. |
| **LD 2 d** Shows growing ability to hear and discriminate separate syllables in words | • Claps hands for syllables in names or other familiar words | ELA CC KRP2b Count, pronounce, blend, and segment syllables in spoken words. |
| **LD 2 e** Creates and invents words by substituting one sound for another | • Sings the “Name Game” or “Willoughby Wallaby Woo” and substitutes different beginning sounds for names | ELA CC KRP2a Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |

**LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
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<th>K CCGPS</th>
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| **LD 3 a** Increases vocabulary through everyday communication | • Participates in “Daily Message/Daily News”  
• Expresses ideas heard in stories | ELA CC KSL1b Continue a conversation through multiple exchanges. |
| **LD 3 b** Uses new vocabulary words correctly within the context of play or other classroom experiences | • After discussing community helpers, child says, “I want to be a veterinarian and take care of animals.”  
• Creates a story for a wordless picture book. | ELA CC KSL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts  
See Also: ELA CC KRL4 |
| **LD 3 c** Connects new vocabulary with prior educational experiences | • Helps create a language experience chart after participating in a field trip | ELA CC KSL6 Speak audibly and express thoughts, feelings, and ideas clearly. |

“Everyone has gifts, they just open them on different occasions.”

Author unknown
**LD 4. Children will develop and expand expressive language skills (speaking)**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K CCGPS</th>
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<tbody>
<tr>
<td><strong>LD 4 a</strong></td>
<td>Uses language for a variety of purposes</td>
<td><strong>ELA CCKSL4</strong> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <strong>See Also:</strong> ELA CCKRL4 ELA CCKSL16 Continue a conversation through multiple exchanges.</td>
</tr>
<tr>
<td><strong>LD 4 b</strong></td>
<td>Engages in conversations with adults and children</td>
<td><strong>ELA CCKSL6</strong> Speak audibly and express thoughts, feelings, and ideas clearly.</td>
</tr>
<tr>
<td><strong>LD 4 c</strong></td>
<td>Uses complete sentences of increasing length in conversation</td>
<td><strong>ELA CCKRL2</strong> With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>LD 4 d</strong></td>
<td>Uses language to pretend or create</td>
<td></td>
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"Behold the turtle. He only makes progress when he sticks his neck out."

James Bryant Conant
**LD 5. Children will begin to develop age-appropriate strategies that will assist in reading**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K CCGPS</th>
</tr>
</thead>
</table>
| **LD 5 a** Demonstrates an interest in books or stories | • Chooses to look at books independently  
• Requests that books be read | ELACCKPL10 Actively engage in group reading activities with purpose and understanding. |
| **LD 5 b** Discusses books or stories read aloud | • Asks questions about a story or illustration  
• Adds personal information to a story | ELACCKPL1 With prompting and support, ask and answer questions about key details in a text. See also: ELACCKPL3 |
| **LD 5 c** Exhibits book-handling skills | • Looks at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book | ELACCKPL1a Follow words from left to right, top to bottom, and page-by-page. |
| **LD 5 d** Associates symbols with objects, concepts and functions | • Recognizes familiar logos  
• Checks class job chart to find out whose job it is to wash the tables after snack  
• Uses labels in classroom to put away materials |                                                                 |
| **LD 5 e** Recognizes that print represents spoken words | • Sees a word in the environment and asks the teacher about the word | ELACCKFL15 Recognize that spoken words are represented in written language by specific sequences of letters. |
| **LD 5 f** Dramatizes, tells and retells poems and stories | • Uses puppets or flannel board to retell a story  
• Tells a story to friends | ELACCKFL2 With prompting and support, retell familiar stories, including key details. |
| **LD 5 g** Identifies some individual letters of the alphabet | • Identifies letters when using alphabet play dough cutters  
• Identifies letters in name or in the environment | ELACCKFL14 Recognize and name all upper- and lowercase letters of the alphabet. |
| **LD 5 h** Shares books and engages in pretend-reading with other children | • Shares a book with another child at the library center | ELACCKFL4 Read emergent reader texts with purpose and understanding. |
| **LD 5 i** Recognizes books as a source of information | • Asks the teacher to read a book about the classroom pet  
• Sees a fire truck outside and selects a book about fire trucks | ELACCKFL8 With prompting and support, identify the reasons an author gives to support points in a text. |
| **LD 5 j** Connects information and events in books to real-life experiences | • When reading a book about a dog, talks about the pet at home | ELACCKFL8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| **LD 5 k** Participates in oral reading activities | • Participates in oral reading activities (morning message, rebus story, experience story) | ELACCKFL6 Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| **LD 5 l** Recognizes that sentences are composed of separate words | • Counts words in a sentence using a big book read aloud  
• Counts words in sentences during the morning message | ELACCKFL10 Understand that words are separated by spaces in print. |
| **LD 5 m** Uses pictures or symbols to identify concepts | • Tells what comes next in a pictorial schedule. | ELACCKFL7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
### LD 6 Children will begin to develop age-appropriate writing skills

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K CCGPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LD 6 a</strong></td>
<td><strong>Experiments with a variety of writing tools, materials and surfaces</strong></td>
<td><strong>Draws or writes using pencils, markers, crayons, paint, shaving cream</strong>&lt;br&gt;<strong>Draws or writes on paper, cardboard, chalkboard, dry-erase board</strong></td>
</tr>
<tr>
<td><strong>LD 6 b</strong></td>
<td><strong>Uses scribbles, shapes, pictures and letters, or other forms of writing</strong>&lt;br&gt;<strong>Stages of writing:</strong>&lt;br&gt;• Pictures&lt;br&gt;• Scribbles (squiggle lines and shapes)&lt;br&gt;• Letter-like forms&lt;br&gt;• Copies letters/words from the environment&lt;br&gt;• Uses letters to represent sounds in words&lt;br&gt;• Labels objects in drawings&lt;br&gt;• Connects words to form sentences&lt;br&gt;• Creates a story with beginning, middle, and end</td>
<td><strong>Uses scribble writing and letter-like forms</strong>&lt;br&gt;<strong>Draws pictures to represent ideas</strong>&lt;br&gt;<strong>Copies word cards from the writing center</strong>&lt;br&gt;<strong>Writes name or names of friends</strong>&lt;br&gt;<strong>Copies words from environment</strong></td>
</tr>
<tr>
<td><strong>LD 6 c</strong></td>
<td><strong>Understands that print is used to communicate ideas and information (writing for a purpose)</strong></td>
<td><strong>Writes list in the dramatic play area</strong>&lt;br&gt;<strong>Makes signs in the block center</strong>&lt;br&gt;<strong>Writes messages for friends or adults</strong>&lt;br&gt;<strong>Writes name on work to show ownership</strong></td>
</tr>
<tr>
<td><strong>LD 6 d</strong></td>
<td><strong>Begins to dictate words, phrases, and sentences to an adult recording on paper</strong></td>
<td><strong>Tells an adult a story to record</strong>&lt;br&gt;<strong>Identifies objects in drawing/painting for adult to record</strong></td>
</tr>
<tr>
<td><strong>LD 6 e</strong></td>
<td><strong>Uses left-to-right patterns</strong></td>
<td><strong>Uses tracking when reading and writing the morning message and stories</strong></td>
</tr>
</tbody>
</table>

### Teachers in Action
- Add vocabulary related to the current topic or interest to your writing area. Be sure to add pictures or symbols to help your non-readers.
- Get to know your local librarian and ask him/her to help you select books related to your current topics.
- Change your writing materials often to keep your children’s interest.
- Let children help you label materials in your classroom as you introduce them.
- Use different voices as you read to represent different characters in the story.
- Put words and symbols on chart stories, labels, etc.
- Use familiar rhymes for transitions.
- Model appropriate writing daily. Be sure to use correct grammar.
- Have children sign in daily. This can be saved for assessment to show growth and development in writing.
- Create enough class-made books for each child to have one to take home at the end of the year.
- Mini photo albums can become great storage for vocabulary cards.
- Create portable writing centers in purses, tool boxes, suitcases, briefcases, and fishing tackle boxes, and place them around the room and for children to take outside.
- Create a morning message daily.
Home and Family Connections

- Play some classic games like “Simon Says” or “Mother, May I?” Give one-step commands at first and then progress to two or three-step commands. “Simon says turn around, clap your hands and touch your toes.”

- Read a favorite story together, and ask your child to give a signal each time he hears a particular word. For example, “Clap your hands when you hear me say the word bear.”

- Go outside and identify sounds you hear.

- Teach your child some hand clapping chants or jump rope rhymes you remember from childhood.

- Talk to your child while you are engaged in household activities like cooking, gardening, or fix-it chores. Explain what you are doing, and tell them the names of the tools you are using. Spatula, spade, or wrench will soon become part of your child’s growing vocabulary.

- Discuss the day’s events after your return from an outing or special event.

- Give your child lots of opportunities to engage in conversation with adults.

- Let them order for themselves in a restaurant or answer the telephone using phrases you have rehearsed ahead of time.

- Create silly stories together while riding in the car or waiting at a restaurant.

- Practice reading environmental print – street signs, store names, favorite foods.

- Cut out logos from the ad section of the newspaper or the grocery store circular. Paste them on paper, or put them in a photo album to make a book that your child will love to read often.

- Discuss books with your child after reading them together. Ask “How” and “Why” questions to extend their learning.

- Use newspaper and magazines for letter find activities. Children love to find and circle the letters in their names.

- Invite your child to “write when you write.”

- Let your child write on old calendars, order forms, check registers, or grocery lists. Provide a “grown-up” pen or pencil.

- Encourage all forms of writing, from scribbling to forming letters.
Teacher Resources

Access For All, Closing the Book Gap for Children in Early Education - Neuman, S.B., Celano, A.N., & Shue, P

Beginning to Read: Thinking and Learning about Print. - United States Department of Education, Marilyn Adams

Creating a Classroom Literacy Environment - www.readingaloud.com

Creating Readers - Pam Schiller

Fee, Fi, Phonemic Awareness - High/Scope

Learning to Read and Write: Developmentally Appropriate Practices for Young Children - Neuman, Capple, Bredekamp, NAEYC

Let the Words Work their Magic - Lucy Caulkins - www.readingaloud.com

Literacy Development in the Early Years - Leslie Morrow

Much More Than ABC's: The Early Stages of Reading and Writing - NAEYC

On the Road to Reading - Beatrice Davis

Oral Language and Early Literacy in Preschool: Talking, Reading and Writing - International Reading Association

Phonemic Awareness in Young Children - Adams, Foorman, Lundberg, Beeler

Preventing Reading Difficulties in Young Children - National Research Council

Reading Magic: Why Reading Aloud to Children Will Change Their Lives Forever - Mem Fox

Starting Out Right: A Guide to Promoting Children's Reading Success - Burns, Griffin & Snow, Washington D.C. NAEYC

Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom - Ballenger

“Very early, children who turn out to be successful in learning to read use phonological recoding, which helps the child acquire high-quality word representations. Gains in fluency (automaticity) come with increased experience, as does increased lexical knowledge that supports word identification.”

Preventing Reading Difficulties in Young Children - National Research Council
<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abiyoyo</td>
<td>Pete Seeger</td>
</tr>
<tr>
<td>Alexander and the Terrible, Horrible, No Good, Very Bad, Day</td>
<td>Judith Viorst</td>
</tr>
<tr>
<td>All the Colors of the Earth</td>
<td>Sheila Hamanaka</td>
</tr>
<tr>
<td>Alphabet Under Construction</td>
<td>Denise Fleming</td>
</tr>
<tr>
<td>And to Think That I Saw It On Mulberry Street</td>
<td>Dr. Seuss</td>
</tr>
<tr>
<td>Ashanti to Zulu</td>
<td>Margaret Musgrove</td>
</tr>
<tr>
<td>Barnyard Banter</td>
<td>Denise Fleming</td>
</tr>
<tr>
<td>Bear Snores On</td>
<td>Karma Wilson</td>
</tr>
<tr>
<td>Blueberries for Sal</td>
<td>Robert McCloskey</td>
</tr>
<tr>
<td>Caps for Sale</td>
<td>Traditional</td>
</tr>
<tr>
<td>Chicka Chicka Boom Boom</td>
<td>Bill Martin, Jr. &amp; John</td>
</tr>
<tr>
<td>Chicken Soup with Rice</td>
<td>Maurice Sendak</td>
</tr>
<tr>
<td>Children's Garden of Verse</td>
<td>Robert Louis Stevenson</td>
</tr>
<tr>
<td>Chrysanthemum</td>
<td>Kevin Henkes</td>
</tr>
<tr>
<td>Click, Clack, Moo Cows That Type</td>
<td>Doreen Cronin</td>
</tr>
<tr>
<td>Corduroy</td>
<td>Don Freeman</td>
</tr>
<tr>
<td>Firefighters A to Z</td>
<td>Chris L. Demarest</td>
</tr>
<tr>
<td>Five Little Monkeys Jumping on the Bed</td>
<td>Eileen Chrisitelow</td>
</tr>
<tr>
<td>Go Away, Big Green Monster!</td>
<td>Ed Emberley</td>
</tr>
<tr>
<td>Grandmother's Garden</td>
<td>John Archambault</td>
</tr>
<tr>
<td>In the Tall, Tall Grass</td>
<td>Denise Fleming</td>
</tr>
<tr>
<td>Jump Frog Jump</td>
<td>Robert Kalan</td>
</tr>
<tr>
<td>Miss Mary Mack</td>
<td>Mary Ann Hoberman</td>
</tr>
<tr>
<td>My Teacher Sleeps in School</td>
<td>Leatie Weiss</td>
</tr>
<tr>
<td>Pancakes, Pancakes!</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>Tacky the Penguin</td>
<td>Helen Lester</td>
</tr>
<tr>
<td>The Big, Hungry Bear</td>
<td>Audrey Wood</td>
</tr>
<tr>
<td>The Little Engine that Could</td>
<td>Watty Piper</td>
</tr>
<tr>
<td>The Little Red Hen</td>
<td>Paul Galdone</td>
</tr>
<tr>
<td>The Napping House</td>
<td>Audrey Wood</td>
</tr>
<tr>
<td>There Was an Old Lady Who Swallowed a Fly</td>
<td>Traditional</td>
</tr>
<tr>
<td>Three Billy Goats Gruff</td>
<td>Traditional</td>
</tr>
<tr>
<td>Where is the Green Sheep?</td>
<td>Mem Fox</td>
</tr>
<tr>
<td>Where the Wild Things Are</td>
<td>Maurice Sendak</td>
</tr>
</tbody>
</table>
Mathematical instruction in Pre-K builds on the child's natural curiosity and desire to make order in the surrounding world. The instruction and the environment challenge children to explore ideas related to patterns, shapes, numbers, and space with increasing sophistication. Mathematical concepts develop as counting activities are built into the daily routine and activities are planned to reinforce the concept of one-to-one correspondence. Children develop an understanding of patterns and predictability as they participate in reading predictable books, see patterns in the environment, use classroom materials, and engage in patterning activities. As teachers use mathematical language, children are able to connect concepts of "more or less" with concrete objects. An understanding of size and measurement develops as children use non-standard or standard means to measure classroom materials. The experience of developing math concepts in Pre-K, using hands-on materials, lays the foundation for later abstract mathematical thinking.

Strategies to Support Inclusive Learning Environments

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps.
- Model instruction
- Use pictures/visual aids throughout daily activities.
- Ensure that students understand the meaning of key mathematical words (sorting, counting, adding, and total).
- Use real items to understand part and whole (real apple cut into pieces)
- Use modeling clay to form shapes instead of play dough with a child who has low muscle tone.
- Provide raised/textured objects for children with visual impairments.
- Adapt the length of the activity based on the needs of the child.
<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K.CCGPS</th>
</tr>
</thead>
</table>
| MD 1 a Counts by rote                          | • Counts in finger plays or rhymes  
• Sings a counting song  
MCC.K.CC.1 Count to 100 by ones and by tens.  
MCC.K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). SCKS2a |                                                                         |
| MD 1 b Arranges sets of objects in one-to-one correspondence | • Matches blocks with animals  
• Places a spoon on each plate at the table  
MCC.K.CC.1 Count to 100 by ones and by tens.  
MCC.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). |                                                                         |
| MD 1 c Counts objects using one-to-one correspondence | • Counts manipulatives  
• Counts the number of children present  
MCC.K.CC.1 Count to 100 by ones and by tens.  
MCC.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). |                                                                         |
| MD 1 d Compares sets of objects using language  | • Identifies "more than, less than or same" when comparing two groups  
• Explains that all of the long sticks are in one box and all the short sticks are in another box  
MCC.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  
\(a\) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  
\(b\) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  
\(c\) Understand that each successive number name refers to a quantity that is one larger.  
MCC.K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered number from 1–20, count out that many objects.  
MCC.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.  
MCC.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. |                                                                         |
| MD 1 e Begins to understand concept of part and whole using real objects | • Recognizes the difference between a whole apple and part of an apple  
MCC.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  
\(a\) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  
\(b\) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  
\(c\) Understand that each successive number name refers to a quantity that is one larger. |                                                                         |
| MD 1 f Begins to identify ordinal numbers       | • Lines objects on table and points to first in line and the last in line  
• Standing in line and says, "I am first, and you are second"  
MCC.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  
\(a\) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  
\(b\) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  
\(c\) Understand that each successive number name refers to a quantity that is one larger. |                                                                         |
### Mathematical Development

**MD 1 g** Associates numeral name with set of objects
- Counts four objects and says, “I have four bears.”

**MD 1 h** Begins to understand the concept of currency as a means of exchange
- Sorts coins during a small group activity
- Uses play money to purchase items from a pretend classroom store

**MD 1 i** Begins to understand the concept of estimation
- Estimates the number of marbles in a jar
- Estimates how many steps it will take to get to the playground
- Estimates how many cups of water it will take to fill a pitcher

**MD 1 j** Begins to recognize numbers
- Says, “I see the number 2,” while pointing to the morning message board
- Matches the correct number of counters to the number card and says, “Here is the number 4.”

**MD 2** Children will create and duplicate simple patterns

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</tr>
</thead>
<tbody>
<tr>
<td><strong>MD 2 a</strong> Copies a pattern using sounds or physical movements</td>
<td>• Snaps, claps, stomps a rhythmic pattern</td>
<td>MKG3b</td>
</tr>
<tr>
<td><strong>MD 2 b</strong> Recognizes and reproduces simple patterns of objects</td>
<td>• Creates patterns using manipulatives, blocks or other objects in the classroom</td>
<td>MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.</td>
</tr>
<tr>
<td><strong>MD 2 c</strong> Reproduces and extends a pattern using objects</td>
<td>• Sees the pattern in a string of beads and determines which bead is needed to continue the pattern</td>
<td>MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.</td>
</tr>
<tr>
<td><strong>MD 2 d</strong> Independently creates patterns using objects</td>
<td>• Creates patterns using manipulatives, blocks, or other objects in the classroom</td>
<td>MKG3b Extend a given pattern and recognize similarities in different patterns.</td>
</tr>
<tr>
<td><strong>MD 2 e</strong> Spontaneously recognizes and identifies patterns in the environment</td>
<td>• Recognizes patterns in rugs, clothes, daily schedule</td>
<td>MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.</td>
</tr>
</tbody>
</table>

**MD 3** Children will sort and classify objects

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</tr>
</thead>
<tbody>
<tr>
<td><strong>MD 3 a</strong> Matches like objects</td>
<td>• Places all of the dinosaurs together</td>
<td>SKP1a, SKP1b</td>
</tr>
</tbody>
</table>
| **MD 3 b** Sorts objects using one characteristic | • Places all of the red blocks together and all of the green blocks together  
• Places the big animals in one group and small animals in another group  
• Sorts all of the pennies, nickels, and dimes into the appropriate groups. | SKP1a, SKP1b, SKP2a |
| **MD 3 c** Classifies objects using more | • Makes a grouping of red | SKP1a, SKP1b, SKL1b |
than one characteristic

<p>| | |</p>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>triangles, green triangles, red squares, and green squares (sorted by color and shape)</td>
<td>SKL1c</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MD 3 d</th>
<th>Sorts and classifies objects using self-selected criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sorts through a box of buttons and makes up rules for organization</td>
<td>SKP1a, SKP1b, SKL1b, SKL1c</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MD 3 e</th>
<th>Explains sorting or classifying strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sorts items and says, “I put all of the big animals together.”</td>
<td>SKL2a, SKL2b, SKL2d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MD 3 f</th>
<th>Participates in creating and using real and pictorial graphs or other simple representations of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Helps to create a graph of types of shoes worn in the classroom by placing shoes on a floor graph</td>
<td></td>
</tr>
<tr>
<td>• Helps to create a chart of favorite foods by placing name or symbol under the correct column</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>MD 4</th>
<th>Children will develop a sense of space and an understanding of basic geometric shapes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K. CCGPS</th>
</tr>
</thead>
</table>
| MD 4 a | Recognizes, describes and compares basic geometric shapes | • During group time says, “I am sitting on a square.”  
• Notes that the classroom door is a rectangle  
• Using unit blocks, notices that a square has four sides and a triangle has three sides | MCCK.G.1  
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, in front of, behind, and next to.  
MCCK.G.2  
Correctly name shapes regardless of their orientation or overall size.  
SKCS5a |
| MD 4 b | Uses classroom materials to create shapes | • Combines unit blocks to make shapes  
• Forms shapes using play dough | MCCK.G.5  
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) |
| MD 4 c | Uses language to indicate where things are in space: positions, directions, distances, order | • Uses positional words such as over, under, behind during play  
• Places an object inside and outside, behind and in front, under and above, beside and on a box on a table | MCCK.G.1  
Describe objects in the environment using names of shapes, and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.  
SKCS5a |
<table>
<thead>
<tr>
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</thead>
</table>
| **MD 5 a** Associates and describes the passage of time with actual events | • Notes that snack time is after outdoor time  
• Remarks that yesterday was special because of the trip to the library  
• Recalls daily schedule  
• Uses words to describe time intervals such as, yesterday, today, and tomorrow | SKKH3a, SKKH3b, SKKH3c, SKKH3d, SKKH3e, SKKH3f, SKE1a |
| **MD 5 b** Uses mathematical language to describe experiences involving measurement | • Uses comparison terms, such as, “My block is longer than yours” (heavy/light, big/little, tall/short) | MCK:MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object, MCK:MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. |
| **MD 5 c** Measures the passage of time using non-standard or standard measures | • Uses the sand timer to measure time at the computer | MCK:MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object, MCK:MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. SKE1a |
| **MD 5 d** Measures the length of objects using non-standard or standard measures | • Uses links to measure the length of a table  
• Uses hands, feet, or string to measure length  
• Uses a ruler to measure the length of a block | SKCS3a |
| **MD 5 e** Measures the volume (capacity) of objects using non-standard or standard measures | • Uses a cup or plastic container to measure the water in the sensory table  
• Uses measuring cups to measure ingredients for a recipe | MCK:MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object, MCK:MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. SKCS4b, SKCS4c, SKCS6b |
| **MD 5 f** Measures and compares the weight of objects using non-standard or standard measures | • Holds a block in each hand and identifies which is heaviest  
• Uses balance scale to compare weight of small blocks and plastic cubes | MCK:MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object, MCK:MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. SKCS4b, SKCS4c, SKCS6b |
| **MD 5 g** Orders two or more objects by size (seriation) | • Uses blocks of three different sizes and places in order of size-small, medium, large  
• Arranges four rods from shortest to longest | SKCS4c |
Teachers in Action

- Use real objects for counting, sorting and patterning
- Read books containing math concepts
- Use empty egg cartons or muffin tins for sorting
- Help children identify geometric shapes using sample floor plans in the block area
- Make your own scales with coat hanger, yarn, and small plastic cups
- Create class phone books for children to help identify numbers
- Go on a shape hunt
- Develop daily calendar activities (identify numbers on the calendar, briefly expose children to time concepts such as a day, a week, etc.)
- Use transitions as a time to incorporate math (sort children by gender, clothing, etc.)
- Create a class grocery store and price all of the items. Add pretend money for children to purchase items
- Talk about birthdates
- Use cooking activities to incorporate measuring
- Add many measuring cups, spoons and containers to your sensory table
- Use your daily schedule to help children understand the concept of time
- Have an estimation jar and change the materials to relate to your current topic (marbles, jelly beans, pom poms, etc.)
Home and Family Connections

- Encourage children to identify coins by name by helping them to say the name of the coins as they place them in a piggy bank.
- Let your child count out coins for purchase at a store.
- Before giving your child a snack, have him/her estimate how many (crackers, cookies, etc.) are in the container.
- Estimate how many steps it will take to walk from the kitchen to the front door.
- Encourage counting frequently in daily routines, such as counting the forks as you put them away. Create games around counting common objects, such as counting the number of doors, windows and telephones in your home.
- Choose books from your local library that encourage counting, such as Splash by Ann Jonas.
- Build one-to-one correspondence by letting your child set the table. Show him how to put one plate, one cup and one fork at each place.
- Ask your child to find shapes by saying, “Find something that is round or something that is a triangle.”
- When riding in the car, identify the shape of street signs.
- Put your child’s shoes in a pile and have them match the pairs of shoes and then put them away.
- Develop the concept of part to whole by doing puzzles. Make your own puzzles by cutting apart magazine pictures and gluing them back together again.
- Have your child help sort laundry before you wash by putting all the socks in a pile, all the shirts in a pile, and all the towels in a pile.

“We worry about what a child will become tomorrow, yet we forget that he is someone today.”

Stacia Tauscher
Teacher Resources

1-2-3 Math - Jean Warren

*Children’s Mathematical Thinking: A Developmental Framework for Preschool, Primary and Special Education Teachers* - Arthur J. Baroody

*Circle Time Math* - Teaching and Learning Company

*Counting Caterpillars and Other Math Poems* - Betsy Franco

*Early Childhood - Where Learning Begins, Mathematics* - Carol Sue Fromboluti

*Engaging Young Children in Mathematics: Standards for Early Mathematics Education* - Douglas H. Clements, Julie Sarama and Ann-Marie Dibiase

*Enriching Early Mathematics Learning* - Cook, Jones, Murphy, Thurnston

*Four Seasons Math* - Jean Warren

*Graphing Across the Curriculum* - Valeriein Williams

*Hands on Math* - Scott Foresman


*Math for the Very Young: A Handbook of Activities for Parents and Teachers* - Lydia Polonsky, Dorothy Freedman, Susan Lesher, Kate Morrison

*Mathematics in the Early Years* - Juanita V. Copley

*More Than Counting* - Redleaf Press

*Much More Than Counting* - Redleaf Press

*Number in Preschool and Kindergarten: Educational Implications of Piaget’s Theory (NAEYC)* - Constance Kamii

*Showcasing Mathematics for the Young Child: Activities for Three-, Four-, and Five-Year-Olds* - Juanita Copley

*The Young Child and Mathematics* - NAEYC

“Children are like wet cement. Whatever falls on them makes an impression.”

Haim Ginott
### Suggested Children’s Books

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anno’s Counting Book</td>
<td>Mitsumasa Anno</td>
</tr>
<tr>
<td>At The Edge of The Woods</td>
<td>Cynthia Cotton</td>
</tr>
<tr>
<td>Big Fat Hen</td>
<td>Keith Baker</td>
</tr>
<tr>
<td>Chicka Chicka 1,2,3</td>
<td>John Archambault</td>
</tr>
<tr>
<td>Construction Countdown</td>
<td>K. C. Olson</td>
</tr>
<tr>
<td>Count!</td>
<td>Denise Fleming</td>
</tr>
<tr>
<td>Eating Fractions</td>
<td>Bruce McMillan</td>
</tr>
<tr>
<td>Feast For 10</td>
<td>Catheryn Fallwell</td>
</tr>
<tr>
<td>Fish Eyes!</td>
<td>Lois Elhert</td>
</tr>
<tr>
<td>Five Little Ducks</td>
<td>Eileen Christelow</td>
</tr>
<tr>
<td>Five Little Monkeys Bake A Cake</td>
<td>Eileen Christelow</td>
</tr>
<tr>
<td>Five Little Monkeys Jumping On The Bed</td>
<td>Eileen Christelow</td>
</tr>
<tr>
<td>Five Little Monkeys Sitting In A Tree</td>
<td>Eileen Christelow</td>
</tr>
<tr>
<td>Five Little Monkeys Wash A Car</td>
<td>Eileen Christelow</td>
</tr>
<tr>
<td>How Do Dinosaurs Count To Ten?</td>
<td>Jane Yolen and Mark Teague</td>
</tr>
<tr>
<td>How Many Feet In The Bed?</td>
<td>Diane Johnston Hamm</td>
</tr>
<tr>
<td>Is A Whale the Biggest Thing There Is?</td>
<td>Robert E. Wells</td>
</tr>
<tr>
<td>Let’s Count</td>
<td>Tana Hoban</td>
</tr>
<tr>
<td>Let’s Go Visiting</td>
<td>Julie Vivas</td>
</tr>
<tr>
<td>Miss Spider’s Tea Party and Counting Book</td>
<td>David Kirk</td>
</tr>
<tr>
<td>Moo, Moo Brown Cow</td>
<td>Jakki Wood</td>
</tr>
<tr>
<td>Over In The Meadow</td>
<td>Ezra Jack Keats</td>
</tr>
<tr>
<td>Roar! A Noisy Counting Book</td>
<td>Pamela Duncan Edwards</td>
</tr>
<tr>
<td>Seven Blind Mice</td>
<td>Ed Young</td>
</tr>
<tr>
<td>Sheep In A Jeep</td>
<td>Nancy Shaw</td>
</tr>
<tr>
<td>So Many Bunnies</td>
<td>Rick Walton</td>
</tr>
<tr>
<td>Splash!</td>
<td>Ann Jonas</td>
</tr>
<tr>
<td>Spots</td>
<td>Laura Regan</td>
</tr>
<tr>
<td>Ten Apples On Top</td>
<td>Dr. Seuss</td>
</tr>
<tr>
<td>Ten Black Dots</td>
<td>Donald Crews</td>
</tr>
<tr>
<td>Ten Terrible Dinosaurs</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td>The Doorbell Rang</td>
<td>Pat Hutchins</td>
</tr>
<tr>
<td>The Greedy Triangle</td>
<td>Marilyn Burns</td>
</tr>
<tr>
<td>The Grouchy Ladybug</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>Turtle Splash</td>
<td>Katheryn Falwell</td>
</tr>
</tbody>
</table>
Pre-K children are naturally curious about their world. Pre-K science activities encourage the student to explore, investigate, observe and record changes in the environment. Children learn to use their senses and simple tools such as magnets and magnifiers to make observations and collect information. Activities such as noting the changes in the seasons, caring for animals and classroom pets, and exploring simple machines encourage the further development of scientific thinking.

Strategies to Support an Inclusive Learning Environment

- Use a type of graphic organizer (story board, flow chart) to determine knowledge of sequence of events and prediction of what will come next.
- Use visual aids when talking about weather and environment.
- Encourage hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling, and manipulating objects.
- Provide physical guidance/hand over hand support when using science tools.
## SD 1 Children will use processes of science to actively explore and increase understanding of the environment

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| **SD 1 a** | Asks questions about objects, organisms, or events in environment | • Notes the different ways that insects can move  
• Inspects a bird’s nest and wonders how it was constructed  
• Sees a rainbow and asks how it was formed | SKCS1 |
| **SD 1 b** | Uses senses to observe, classify, and learn about objects | • Identifies scent containers by sense of smell  
• Identifies objects in a “feely” bag by touch  
• Separates objects by texture | SKCS1a  
SKE2a  
SKP1a |
| **SD 1 c** | Uses language to describe observation | • Notes that the hamster is small, furry, and soft  
• Notes that the turtle moves slowly, and the hamster moves quickly | SKCS5a  
SKL2a  
SKL2b |
| **SD 1 d** | Uses simple equipment to experiment, observe, and increase understanding | • Uses magnet wands to identify magnetic items in science center  
• Looks through prism and says, “I can see a rainbow.” | SKCS3a  
SKCS6b |
| **SD 1 e** | Records observations through dictating to an adult, drawing pictures, or using other forms of writing | • Draws pictures documenting result of an experiment using magnets  
• Keeps a pictorial log of plant growth | SKCS5b |
| **SD 1 f** | Predicts what will happen next based on previous experience | • After planting a seed, says “We planted seeds at our house and grew flowers.” | SKCS1 |

## SD 2 Children will acquire scientific knowledge related to life science

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| **SD 2 a** | Observes, explores, and describes a wide variety of animals and plants | • Uses picture cards and matches animals and their offspring  
• Describes the different types of leaves on the trees on the playground  
• Sorts animals according to skin coverings (feathers, fur, and scales) | SKL1b  
SKL1c  
SKL2d |
| **SD 2 b** | Recognizes there are basic requirements for all common life forms | • Takes care of familiar plants and animals in the classroom | SD 2b  
SKL1a  
SKCS6c |
| **SD 2 c** | Observes, explores, and describes a variety of living and non-living objects | • Makes collections of non-living objects such as rocks and buttons | SKE2c  
SKL1a |
| **SD 2 d** | Understands that plants and animals have varying life cycles | • Observes life cycle of insects or amphibians  
• Reads books about life cycles such as The Very Hungry Caterpillar | |
| **SD 2 e** | Participates in activities related to preserving the environment | • Places scrap paper in the classroom recycling bin  
• Assists in planting a tree | |
**SD 3 Children will acquire scientific knowledge related to physical science**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| SD 3 a | Investigates and describes the states of matter | • Observes ice melting  
• Describes the difference between liquid and solid objects | SKCS4b |
| SD 3 b | Describes objects by their physical properties | • Describes the difference between the wet sand and the dry sand  
• Describes how water flows through a tube in the sensory table | SKE2a  
SKE 2b  
SKP1a  
SKCS4b |
| SD 3 c | Explores simple machines | • Creates a ramp for cars in the block center | SKP2b |
| SD 3 d | Investigates different types/speeds of motion | • Plays follow the leader with different types of motion  
• Rolls objects on various ramps in the block center  
• Comments, “My car goes faster than Johnny’s truck.” | SKCS4b |

**SD 4 Children will acquire scientific knowledge related to earth science**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| SD 4 a | Investigates, compares, and contrasts seasonal changes in the immediate environment | • Notes that it is necessary to wear jackets in the winter, because it is cold outside.  
• Draws a picture of the weather outside | |
| SD 4 b | Discovers through observations that weather can change from day to day | • Graphs daily weather  
• Reads outside thermometer and records observations in a weather journal | |
| SD 4 c | Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars) | • Listens to stories about the earth and sky such as Good Night Moon, In the Tall Tall Grass, It Looked Like Spilt Milk  
• Observes and draws pictures of clouds  
• Observes and draws pictures of shadows at varying times of the day  
• Collects rocks and classifies by size, color, shape, texture  
• Classify objects according to those seen in the day sky and those seen in the night sky. | SKE1b  
SKE1c  
SKE2a  
SKE2b  
SKE2c  
SKP3 b |

**Teachers in Action**

- Use cooking activities often to help with science concepts
- Change your materials in your sensory table often. The materials can relate to your current topic
- Use real and found materials to help children identify magnetic properties
- Let children help care for class pets and plants
- Science is best explained through reading materials with real pictures
- Grow seeds and let children record the changes and growth
Home and Family Connections

- Create a “feely” bag using a paper bag or an old sock. Place a variety of objects in the bag and have your child identify the objects by touching only. Ask your child to identify the object and describe how it feels (soft/hard, smooth/bumpy, etc.).

- Help your child learn about life science through planting a seed (such as a bean or grass seeds) in a small cup or pot. Talk with your child about what the plant needs to grow, such as water and light. Have you child draw a picture of the plant once a week to chart the plant’s growth.

- Help your child understand the different properties of matter by making gelatin. Have them use their senses to observe and describe the changes from liquid to solid. Eat and enjoy!

- On the weekend allow your child to check the weather and decide what to wear.

- Take a nature walk and collect rocks. Have your child sort the rocks by as many ways possible (size, color, texture, shape, etc.).

- Check out books from your local library about animals, plants, and other science concepts.

- During bath time provide several different objects for your child to play with in the tub – a rubber duck, a metal spoon, and a plastic bowl, for example. Talk about why some sink and some float. Do some “experiments” to see if you can change what they do. Fill the bowl with water, for example, to see if it will sink.

- Look at the night sky for several weeks around the same time and locate the moon. Is it behind a tree, over the garage, or across the street? Does it change places? Does it seem higher or lower in the sky? Does it change shape? Invite your child to draw a picture showing all the different ways he has seen the moon.

“I did then what I knew to do....
But when I knew better, I did better.”

Maya Angelou
Teacher Resources

*202 Science Investigations* - Marjorie Frank

*Bubbles, Rainbows & Worms* - Sam Ed Brown

*Dialogue on Early Childhood, Science, Mathematics and Technology Education* - American Association for the Advancement of Science

*Discovering Nature With Young Children* - Chalufour and Worth

*Everybody Has a Body: Science from Head to Toe/Activities Book for Teachers of Children Ages 3-6* - Rockwell, R.E., Williams, R.A. and Sherwood, E.A.

*Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have* - Sharon MacDonald

*Exploring Science in Early Childhood: A Developmental Approach* - Karen K. Lind

*Hollyhocks and Honeybees: Garden Projects For Young Children* - Midden, Olthof, Starbuck

*Math and Science for Young Children 4E* - Rosalind Charlesworth and Karen K. Lind


*Mudpies To Magnets* - Williams, R.A., Rockwell, R.E., and Sherwood, E.

*My Big World of Wonders: Activities for Learning About Nature and using Natural Resources Wisely* - Griffin, S.

*Quick and Easy Science Fun* - The Mailbox

*Science Experiences for the Early Childhood Years: An Integrated Approach* - Jean D. Harlan and Mary S. Rivkin

*Science is Simple: Over 250 Activities for Preschoolers* - Ashbrook

*Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom* - Karen Worth and Susan Grollman

*Young Children and Technology: A World of Discovery* - Susan W. Haugland and June L. Wright
# Suggested Children’s Books

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Cold Day</td>
<td>Lola Schaefer</td>
</tr>
<tr>
<td>A House For Hermit Crab</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>A Walk In The Rainforest</td>
<td>Kristen J. Pratt</td>
</tr>
<tr>
<td>Animal Babies in Grassland</td>
<td>Jennifer Schofield</td>
</tr>
<tr>
<td>Apple Farmer Annie</td>
<td>Monica Wellington</td>
</tr>
<tr>
<td>Bear Snores On</td>
<td>Karma Wilson</td>
</tr>
<tr>
<td>Bugs! Bugs! Bugs!</td>
<td>Bob Barner</td>
</tr>
<tr>
<td>Cloudy Day, Sunny Day</td>
<td>Donald Crews</td>
</tr>
<tr>
<td>Flower Garden</td>
<td>Eve Bunting</td>
</tr>
<tr>
<td>Froggy Gets Dressed</td>
<td>Jonathan London</td>
</tr>
<tr>
<td>Goodnight Moon</td>
<td>Margaret Wise Brown</td>
</tr>
<tr>
<td>In The Small, Small Pond</td>
<td>Denise Fleming</td>
</tr>
<tr>
<td>Is Your Mama A Llama?</td>
<td>Deborah Guarino</td>
</tr>
<tr>
<td>It Looked Like Spilt Milk</td>
<td>Charles Shaw</td>
</tr>
<tr>
<td>Listening Walk</td>
<td>Paul Showers</td>
</tr>
<tr>
<td>Little Penguins Tale</td>
<td>Audrey Penn</td>
</tr>
<tr>
<td>Mooncake</td>
<td>Frank Asch</td>
</tr>
<tr>
<td>My Five Senses</td>
<td>Aliki</td>
</tr>
<tr>
<td>Old MacDonald Had A Farm</td>
<td>Raffi</td>
</tr>
<tr>
<td>Our Earth</td>
<td>Ann Rockwell</td>
</tr>
<tr>
<td>Planting A Rainbow</td>
<td>Lois Ehlert</td>
</tr>
<tr>
<td>Push, Pull, Empty, Full</td>
<td>Tana Hoban</td>
</tr>
<tr>
<td>Red Leaf, Yellow Leaf</td>
<td>Lois Ehlert</td>
</tr>
<tr>
<td>Seasons</td>
<td>Charlotte Zolotow</td>
</tr>
<tr>
<td>Snowmen at Night</td>
<td>Caralyn Buehner</td>
</tr>
<tr>
<td>Stone Soup</td>
<td>Marcia Brown</td>
</tr>
<tr>
<td>The Carrot Seed</td>
<td>Ruth Krauss</td>
</tr>
<tr>
<td>The Dairy Group</td>
<td>Helen Frost</td>
</tr>
<tr>
<td>The Enormous Potato</td>
<td>Aubrey Davis</td>
</tr>
<tr>
<td>The Kissing Hand</td>
<td>Audrey Penn</td>
</tr>
<tr>
<td>The Snowy Day</td>
<td>Ezra Jack Keats</td>
</tr>
<tr>
<td>The Surprise Garden</td>
<td>Zoe Hall</td>
</tr>
<tr>
<td>The Tiny Seed</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>The Very Hungry Caterpillar</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>The Wind Blew</td>
<td>Pat Hutchins</td>
</tr>
<tr>
<td>What Color is Nature?</td>
<td>Stephen Swineburne</td>
</tr>
</tbody>
</table>
Social Studies in Pre-K is the development of meaningful knowledge about the people, jobs, landmarks, and cultures of the surrounding community. Children also learn how to contribute to the successful functioning of the classroom. They become aware of the similarities and differences among people and how each person is an important member of the community. As children learn about responsibility in the classroom community, they begin building skills needed for participating in a democracy.

Strategies to Support an Inclusive Learning Environment

- Use picture schedules to identify classroom jobs (picture of child next to the job they are responsible for)
- Use books, dolls, and puppets that depict children of varying ability levels
- Incorporate people with disabilities in all areas to represent awareness of differences at home, school, and in the community
### SS 1 Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| SS 1 a                 | Begins to understand family structures and roles | - Identifies different family structures  
- Looks at photographs of classmates’ families  
- Reads stories about different family structures  
- Participates in dramatic play in “home” setting, using dress-up clothes | SSKE1  
SSKE2 |
| SS 1 b                 | Participates in classroom jobs and contributes to the classroom community | - Feeds fish, picks up paper off the floor, passes out napkins during snack, helps during clean-up time  
- Describes and identifies necessary classroom jobs (ex: cleaning tables, feeding class pets). | SSKE1  
SSKE2 |
| SS 1 c                 | Becomes aware of the roles, responsibilities and services provided by community workers | - Pretends to be a store salesperson or mail carrier (or other community worker) during dramatic play  
- Identifies community workers by the uniform worn or the equipment used  
- Completes the community worker puzzle and describes the various jobs | SSKCG2  
SSKE1 |
| SS 1 d                 | Becomes aware of family and community celebrations and events | - Describes family celebrations (birthdays, family gatherings, holidays)  
- Participates in community events (parades, festivals, fairs, picnics) | SSKH1  
SSKG1 |

### SS 2 Children will develop a respect for differences in people

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| SS 2 a                 | Identifies similarities and differences among people | - Recognizes that classmates have hair, but it can be different colors, lengths, and textures  
- Uses multicultural dolls/books/materials. Materials should represent differing ethnicity, culture, ages, ability, and gender. |SSIP 1 |
| SS 2 b                 | Demonstrates an emerging awareness and respect for culture and ethnicity | - Learns some words of other languages  
- Tastes a snack that a classmate from another culture brings to school |SSKG1  
SSIP 1 |
| SS 2 c                 | Demonstrates emerging awareness and respect for abilities | - Reads a story about a child with a disability  
- Includes children with disabilities in play/conversation |SSIP 1  
SSKCG2 |
### SS 3 Children will express beginning geographic thinking

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 3 a</td>
<td>Identifies common features in the home and school environment</td>
<td>SSKG2, SSKG3</td>
</tr>
<tr>
<td></td>
<td>- Describes what is seen on the way to school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- After touring the school, draws a picture about what was seen</td>
<td></td>
</tr>
<tr>
<td>SS 3 b</td>
<td>Creates simple representations of home, school, or community</td>
<td>SSKG2, SSMG1</td>
</tr>
<tr>
<td></td>
<td>- Builds a familiar street with blocks</td>
<td></td>
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<tr>
<td></td>
<td>- Draws a simple map of classroom or school</td>
<td></td>
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<tr>
<td></td>
<td>- Drives toy cars on roads made from blocks or uses blue paper to represent water</td>
<td></td>
</tr>
<tr>
<td>SS 3 c</td>
<td>Uses and responds to words to indicate directionality, position, and size</td>
<td>SSMG1</td>
</tr>
<tr>
<td></td>
<td>- Identifies objects that are near and far</td>
<td></td>
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<tr>
<td></td>
<td>- Talks about the largest (smallest) building in the city</td>
<td></td>
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<tr>
<td></td>
<td>- Identifies buildings that are close to or far from the school.</td>
<td></td>
</tr>
<tr>
<td>SS 3 d</td>
<td>Develops awareness of the community, city, and state in which he/she lives</td>
<td>SSKH2, SSKG2</td>
</tr>
<tr>
<td></td>
<td>- Takes a walking field trip to explore the local community</td>
<td>SSKG3</td>
</tr>
<tr>
<td></td>
<td>- Identifies the name of the city and state in which he/she lives</td>
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<tr>
<td></td>
<td>- Becomes familiar with community and state landmarks</td>
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<td></td>
<td>(city hall, police stations, grocery store, museums, capital).</td>
<td></td>
</tr>
<tr>
<td>SS 3 e</td>
<td>Recognizes characteristics of other geographic regions and cultures</td>
<td>SSKG2, SSKG1</td>
</tr>
<tr>
<td></td>
<td>- Explores the characteristics of arctic animals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reads a story about life in the rain forest</td>
<td></td>
</tr>
</tbody>
</table>

**Teachers in Action**

- Invite parents to talk about different family cultures and traditions. Ask them to cook an authentic dish to share with the class.
- Invite community workers to your classroom.
- Add a globe and maps to your classroom to talk about different locations.
- Explore your community on a walking field trip.
- Add community helper clothing to your center areas.
- Help children identify what city and town they live in.
- Discuss various celebrations around the world.
- Add real pictures of different regions of the world.
- Collect postcards and travel brochures from different places families have visited.
- Do a “Flat Stanley” project.
- Use books and literature to lead discussions on differences between themselves and others.
Home and Family Connections

- Create an “All About My Family” Book. Let the child bring to class to share information and pictures about their family.

- Invite parents to the classroom to share information about their jobs.

- Encourage families to identify “jobs” children can help with at home (sorting silverware, folding laundry, cleaning up toys, feeding pets, helping with siblings). Talk about how everyone in the family should help make the home a comfortable place to live.

- Provide families with lists of community landmarks (library, local historical sites, parks) to visit.

- Encourage children to look for community helpers such as mail carriers, police officers, bus drivers, teachers, doctors, nurses, cashier, custodians, crossing guards, and firemen.

- Go through old magazines and cut out “people pictures.” Point out differences in hair color, length, style and texture, skin color, ages, genders, and abilities.

- Produce and distribute a class cookbook of favorite family recipes (from children in the classroom).

- Create self-portraits, suggest using mirrors to examine individual differences.

- Draw the outline of the home. Point out the windows and doors. Invite children to draw beds and other room furnishings.

- Visit the local library and choose books relating to various cultures, grandparents, babies, genders, and disabilities.

“There are no seven wonders of the world to a child. There are seven million.”

Walt Streightiff
Teacher Resources

* A Critical Theory of Education: Habermas and Our Children’s Future - R.R. Young
* Alike and Different: Exploring Our Humanity With Young Children - C.B. Phillips, and B. Neubauer
* Caring: A Feminine Approach To Ethics And Moral Education - N. Noddings
* Elementary School Social Studies: Research As A Guide To Practice - V.A. Atwood
* If This Is Social Studies, Why Is It Boring? - S. Steffey and W. Hood
* Learning Opportunities Beyond the School - C.S. Sunal, L.M. Christensen, and D.W. Sunal
* Let’s Be Friends: Peer Competence and Social Inclusion in the Early Childhood Program - K. Mary and M. Kemple
* Renewing The Social Studies Curriculum - W.C. Parker
* The Child’s Understanding Of Economics - A.E. Berti and A.S. Bombi
* The Theme Immersion Compendium for Social Studies Teaching - M. Manning, G. Manning, and R. Long
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Rainbow All Around Me</td>
<td>Sandra Pinkney</td>
</tr>
<tr>
<td>A Weed is a Flower</td>
<td>Aliki</td>
</tr>
<tr>
<td>ABC for You and Me</td>
<td>Margaret Girnis</td>
</tr>
<tr>
<td>All Kinds of Children</td>
<td>Norma Simon</td>
</tr>
<tr>
<td>All the Colors of the Earth</td>
<td>Shelia Hamanaka</td>
</tr>
<tr>
<td>America the Beautiful</td>
<td>Katharine Lee Bates, Wendell Minor</td>
</tr>
<tr>
<td>America: A Patriotic Primer</td>
<td>Lynne V. Cheney, Robin Preiss Glasser</td>
</tr>
<tr>
<td>Be Quite, Marina!</td>
<td>Kristen Debear</td>
</tr>
<tr>
<td>Career Day</td>
<td>Anne Rockwell</td>
</tr>
<tr>
<td>Children Around the World</td>
<td>Donata Monanari</td>
</tr>
<tr>
<td>Families</td>
<td>Ann Morris</td>
</tr>
<tr>
<td>Friends at School</td>
<td>Rochelle Bunnett</td>
</tr>
<tr>
<td>Friends at Work and Play</td>
<td>Rochelle Bunnett</td>
</tr>
<tr>
<td>Full, Full, Full of Love</td>
<td>Trisha Cooke</td>
</tr>
<tr>
<td>Grandparents Are the Greatest Because</td>
<td>Adele Aron Greenspan, Joan Swartz</td>
</tr>
<tr>
<td>Happy Birthday, America</td>
<td>Marsha Wilson Chall, Guy Porfirio</td>
</tr>
<tr>
<td>I Pledge Allegiance</td>
<td>Bill Martin Jr., Michael Sampson</td>
</tr>
<tr>
<td>Lucky Pennies and Hot Chocolate</td>
<td>Carol Shields</td>
</tr>
<tr>
<td>My Family</td>
<td>Debbie Bailey</td>
</tr>
<tr>
<td>No Mirrors in My Nana’s House</td>
<td>Ysaye M. Barnwell</td>
</tr>
<tr>
<td>One Is a Drummer</td>
<td>Roseanne Thong</td>
</tr>
<tr>
<td>Our Granny</td>
<td>Margaret Wild</td>
</tr>
<tr>
<td>Pingo the Plaid Panda</td>
<td>Loreen Leedy</td>
</tr>
<tr>
<td>Rolling Along with Goldilocks</td>
<td>Cindy Meyers</td>
</tr>
<tr>
<td>Round is Mooncake</td>
<td>Roseanne Thong</td>
</tr>
<tr>
<td>Shades of Black</td>
<td>Sandra L. Pinkney</td>
</tr>
<tr>
<td>Special People, Special Ways</td>
<td>Arlene Maguire</td>
</tr>
<tr>
<td>Susan Laughs</td>
<td>Jeanne Willis, Tony Ross</td>
</tr>
<tr>
<td>The Colors of Us</td>
<td>Karen Katz</td>
</tr>
<tr>
<td>Three Friends / Tres Amigos: A Counting Book</td>
<td>Tona Wilson, Maria Brusca</td>
</tr>
<tr>
<td>Two Homes</td>
<td>Clarie Masurel</td>
</tr>
<tr>
<td>We All Sing with the Same Voice</td>
<td>J. Philip Miller</td>
</tr>
<tr>
<td>We Can Do It!</td>
<td>Laura Dwight</td>
</tr>
<tr>
<td>What Grandmas/Grandpas Do Best</td>
<td>Laura Numeroff Joffe</td>
</tr>
<tr>
<td>Whoever You Are</td>
<td>Mem Fox</td>
</tr>
</tbody>
</table>
The creative arts, including art, music, and drama, provide opportunities for the application of individual ideas, feelings and expression. Creative expression connects to later reading success by fostering eye-hand coordination and the concept of symbolic representation. By experimenting with sounds, colors, forms, motion and words, children communicate in ways that are distinctly their own and that reflect their learning style. Children also learn to appreciate the contributions of other children and adults in the world of the arts.

**Strategies to Support an Inclusive Learning Environment**

- Utilize adaptive equipment when necessary (adaptive scissors, large crayons, and various sized paint containers)
- Use pictures/story board to prompt/facilitate communication regarding painting or drawing
- Use visual cues (smiling, clapping) with child to show appreciation for others work
- Use various types of assistive technology as appropriate with music and movement activities
- Simplify directions as needed
- Use a tape recorder
## CD 1 Children will explore and use a variety of materials to develop artistic expression

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CD 1 a</strong> Experiments with a variety of materials and activities for sensory experience and exploration</td>
<td>• Uses markers, paint, crayons, modeling clay, collage materials, play dough</td>
<td>Kindergarten GPS Standards are not yet available for this domain.</td>
</tr>
</tbody>
</table>
| **CD 1 b** Uses materials to create original work and for self-expression | • Uses collage materials to create a picture  
• Creates a sculpture using clay | |
| **CD 1 c** Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures) | • Explains painting or drawing to another person  
• Creates an airplane with materials and tells teacher how each part makes it work | |
| **CD 1 d** Expresses interest in and shows appreciation for the creative work of others | • Watches classmates perform a puppet show or a dance they have created  
• Comments with enthusiasm on the construction, artwork, or writing that classmates have created  
• Shows interest in illustrations in books or pieces of art work in the environment | |

## CD 2 Children will participate in music and movement activities

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| **CD 2 a** Uses music and movement to express thoughts, feelings, and energy | • Uses props to respond with expression to music of various tempos  
• Interprets emotions through music  
• Develops movements that express concepts (feelings, directions, words, ideas) | Kindergarten GPS Standards are not yet available for this domain. |
| **CD 2 b** Participates in group singing or other musical activities | • Sings a song with the group during circle time  
• Plays the classroom musical instruments | |
| **CD 2 c** Participates in creative movement and dance | • Creates a movement that responds to the beat of a record  
• Exhibits a variety of ways to move (forward, backward, sideways)  
• Shows creativity in movement (marching, hopping, jumping, snapping, twisting, dancing, swaying, stomping, turning) | |
| **CD 2 d** Explores various music types, musical instruments, and music from various cultures. | • Uses headphones to listen to classical music  
• Uses maracas as a musical prop during music and movement  
• Uses materials to create a musical instrument | |
CD 3 Children will use drama to express individuality

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 3 a Participates in dramatic play to express feelings, dramatize stories, reenact</td>
<td>• Puts on the fireman's hat and pretends to put out a fire</td>
<td>Kindergarten GPS Standards are not yet available for this domain.</td>
</tr>
<tr>
<td>real-life roles and experiences</td>
<td>• Uses a note pad to take a restaurant order in the home living area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pretends to be a waiter and serves food to friends sitting at the pretend</td>
<td></td>
</tr>
<tr>
<td></td>
<td>restaurant table</td>
<td></td>
</tr>
<tr>
<td>CD 3 b Recreates a story or poem through drama</td>
<td>• Uses props to retell the story of The Three Little Pigs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pretends to be &quot;Jack Be Nimble&quot; and jumps over a block representing a candlestick</td>
<td></td>
</tr>
<tr>
<td>CD 3 c Participates in activities using symbolic materials and gestures to represent</td>
<td>• Uses a block to represent a telephone</td>
<td></td>
</tr>
<tr>
<td>real objects and situations</td>
<td>• Claps hands to represent thunder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses a scarf to symbolize the wind blowing</td>
<td></td>
</tr>
</tbody>
</table>

Teachers in Action

- Add real and found materials as collage items
- Change painting materials and media often to keep children's interest
- Use real and found materials for 3-D structures
- Take art activities outdoors
- Create large group murals
- Use real and found materials for music props
- Let children create their own musical instruments for a "marching band"
- Encourage children to make props to retell stories
- Act out traditional stories
- Use puppets and language props to retell stories
- Let children make their own puppets
- Change dramatic play props often to keep children's interest
- Ask parents to donate items or let you borrow items to go along with a current topic or interest
Home and Family Connection

- Give your child markers or crayons and a variety of surfaces to draw on – newspaper, waxed paper, foil, pages from an old phon book, cardboard, or Styrofoam.

- Make some homemade paint from food color and water, or food color and liquid starch. Or add water to backyard soil for a wonderful “mud paint.”

- Put some shaving cream on a tray and finger paint to music.

- Visit a museum or art gallery, and talk to your child about what they see. Explain what an artist is. Let your child become an artist when you return home.

- Help your child learn about different kinds of music. Find the jazz station on the radio and listen together for a while. Talk about the sounds of the instruments and how the music makes you feel. Then try a different station with a different style of music.

- Roll a section of newspaper tightly and tape it together in several places to form a stick. Cut it in half to make a pair. Turn on some lively music and encourage your child to play his drumsticks on a variety of surfaces around the house – the kitchen table, the back of the sofa, his own knees. What makes the best drum?

- Sing songs together. Sing in the car, at home, or outside. Recall some songs from your own childhood.

- Fill a cardboard box with old scarves, hats, purses, and other dress up props. Invite your child to dress up and act out a favorite slogan, song, or jingle.

- Practice making faces together in front of a mirror. Who can make the scariest face? Who can look the most surprised?

- Use your hand or another object to pretend it is a phone. Carry on a pretend phone conversation with your child.

“The art of teaching is the art of assisting discovery.”

Mark Van Doren
Teacher Resources

101 Rhythm Instrument Activities For Young Children - Conners, A.F.


Before And After School: Creative Experiences - NAEYC

Building Structures With Young Children - Chalufour and Worth

Creative Experiences For Young Children - Chenfeld, M.B.


Dramatic Play: More Than Playing House - NAEYC

How to Foster Creativity in All Children - Mayesky, M.

Just Pretend - Judy Nyberg

Music Play: Bah Bah Be-Bop - NAEYC

The Block Book - NAEYC
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Color of His Own</td>
<td>Leo Lionni</td>
</tr>
<tr>
<td>A Visit To The Farm</td>
<td>B.A. Hoena &amp; Gail Saunders-Smith, PhD</td>
</tr>
<tr>
<td>A Visit to the Supermarket</td>
<td>B.A. Hoena &amp; Gail Saunders-Smith, PhD</td>
</tr>
<tr>
<td>Apples</td>
<td>Ann L. Burckhardt</td>
</tr>
<tr>
<td>Best Mouse Cookie</td>
<td>Laura Numeroff</td>
</tr>
<tr>
<td>Caps, Hats, Socks and Mittens</td>
<td>Louise Borden</td>
</tr>
<tr>
<td>Corn</td>
<td>Ann. L. Burckhardt</td>
</tr>
<tr>
<td>Don't Forget The Bacon!</td>
<td>Pat Hutchins</td>
</tr>
<tr>
<td>Froggy Gets Dressed</td>
<td>Jonathan London</td>
</tr>
<tr>
<td>I Smell Honey</td>
<td>Andrea and Brian Pinkney</td>
</tr>
<tr>
<td>I Want to Be a Doctor</td>
<td>Firefly Books</td>
</tr>
<tr>
<td>I Want To Be A Firefighter</td>
<td>Firefly Books</td>
</tr>
<tr>
<td>I Want to Be a Pilot</td>
<td>Firefly Books</td>
</tr>
<tr>
<td>If You Give A Pig A Pancake</td>
<td>Laura Numeroff</td>
</tr>
<tr>
<td>Jesse Bear, What Will You Wear?</td>
<td>Nancy White Carlstrom</td>
</tr>
<tr>
<td>Keeping You Safe: A Book About Police</td>
<td>Ann Owens</td>
</tr>
<tr>
<td>Officers</td>
<td>Firefly Books</td>
</tr>
<tr>
<td>Kevin and His Dad</td>
<td>Irene Smalls</td>
</tr>
<tr>
<td>Lucy's Picture</td>
<td>Nicolas Moon</td>
</tr>
<tr>
<td>Lunch</td>
<td>Denise Fleming</td>
</tr>
<tr>
<td>Mommies at Work</td>
<td>Eve Merriman</td>
</tr>
<tr>
<td>Mouse Paint</td>
<td>Ellen Stoll Walsh</td>
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<tr>
<td>Mrs. Wishy-Washy's Farm</td>
<td>JoyCowley</td>
</tr>
<tr>
<td>My Car</td>
<td>Byron Barton</td>
</tr>
<tr>
<td>My World of Color</td>
<td>Margaret Wise Brown</td>
</tr>
<tr>
<td>Old MacDonald Had A Workshop</td>
<td>Lisa Shulman</td>
</tr>
<tr>
<td>Taking You Places: A Book About Bus Drivers</td>
<td>Ann Owens</td>
</tr>
<tr>
<td>The Best Father of All</td>
<td>Peter Horn</td>
</tr>
<tr>
<td>The Little Red Hen Makes A Pizza</td>
<td>Philemon Sturges</td>
</tr>
<tr>
<td>The Napping House</td>
<td>Audrey and Don Wood</td>
</tr>
<tr>
<td>The Tortilla Factory</td>
<td>Gary Paulsen</td>
</tr>
<tr>
<td>We Need Firefighters</td>
<td>Lola M. Schaefer</td>
</tr>
<tr>
<td>We Need Nurses</td>
<td>Lola M. Schaefer</td>
</tr>
<tr>
<td>What Do You Want To Be?</td>
<td>Ron Ellsworth</td>
</tr>
<tr>
<td>What Mommies/Daddies Do Best</td>
<td>Laura Numeroff</td>
</tr>
<tr>
<td>Zin! Zin! Zin! A Violin</td>
<td>Lloyd Moss</td>
</tr>
</tbody>
</table>
In Pre-K, children develop social and emotional skills that allow them to successfully participate in society. A key to social and emotional development is building secure and positive relationships in a supportive environment. Interpersonal and social skills for communicating with others and learning how to express emotions in socially acceptable ways are taught through direct and indirect instruction. Attention is also given to helping children develop positive attitudes to learning such as initiative, curiosity, and persistence in performing tasks.

**Strategies to Support an Inclusive Learning Environment**

- Provide choices so all children have more control over their environment (show two pictures and have child pick, use communication aides for child with limited speech)
- Use photographs and mirrors to recognize uniqueness of self and others.
- Facilitate/model communication between children to promote appropriate relationships
- Classroom rules and expectations need to be available in many different forms (pictures, words, and Braille) so all children can understand them.
- Use various methods (timer, clock, verbal, or picture schedule) to prepare children for transition time
- Allow children to carry an item (meaningful symbol or toy) during transition from one activity to another
- To reduce frustration, which may lead to behavior problems, divide skills into smaller steps
# Social & Emotional Development

## SE 1 Children will develop confidence and positive self-awareness

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| **SE 1 a** Demonstrates knowledge of personal information | • Describes self using several basic characteristics (gender, name, age)  
• Says name when asked or sings name in a song | Kindergarten GPS Standards are not yet available for this domain. |
| **SE 1 b** Recognizes self as a unique individual and becomes aware of the uniqueness of others | • States, "I have brown eyes, Mary has blue eyes."  
• Says, "My hair is short, and my friend has long hair." | |
| **SE 1 c** Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments | • Says, "Watch me. I can do it by myself." | |
| **SE 1 d** Develops personal preferences | • Makes choices during independent activities  
• Chooses a favorite color, food, song, etc. | |

## SE 2 Children will develop curiosity, initiative, self-direction and persistence

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
</table>
| **SE 2 a** Shows interest in learning new concepts and trying new experiences | • Investigates and experiments with materials  
• Asks questions about the people in the classroom environment | Kindergarten GPS Standards are not yet available for this domain. |
| **SE 2 b** Initiates interaction with others | • Introduces himself to a new classmate  
• Invites other children to join play | |
| **SE 2 c** Demonstrates self-direction in use of materials | • Chooses learning activities  
• Chooses to use the writing center to make a card for a friend  
• Becomes involved with classroom materials without teacher prompting | |
| **SE 2 d** Develops independence during activities, routines, play | • Selects additional materials to complete a project  
• Hangs up book bag/jacket upon arrival to school | |
| **SE 2 e** Sustains attention to a task or activity appropriate for age | • Builds an extensive block structure  
• Completes a challenging puzzle | |

### Teachers in Action
- Provide opportunities for children to make choices throughout the day
- Model vocabulary for expressing feelings through language
- Listen to children's explanations and support their efforts towards solving problems with peers
- Have class meetings to discuss events and issues, solve problems, and share celebrations and news
- Set up small group activities to allow for child choice and free exploration of materials
- Model appropriate interactions for inviting others into a group activity
## SE 3 Children will increase the capacity for self-control

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Examples</th>
<th>K GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SE 3 a</strong> Helps to establish classroom rules and routines</td>
<td>- Provides ideas to make the classroom run smoothly</td>
<td>Kindergarten GPS Standards are not yet available for this domain.</td>
</tr>
<tr>
<td></td>
<td>- Discusses rules for being safe outdoors</td>
<td></td>
</tr>
<tr>
<td><strong>SE 3 b</strong> Follows rules and routines within the learning environment</td>
<td>- Remembers to follow simple rules such as walking in the hallways</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Participates in simple non-competitive games</td>
<td></td>
</tr>
<tr>
<td><strong>SE 3 c</strong> Uses classroom materials purposefully and respectfully</td>
<td>- Uses materials and equipment without breaking or destroying the items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Puts materials back into the assigned spaces</td>
<td></td>
</tr>
<tr>
<td><strong>SE 3 d</strong> Manages transitions and adapts to changes in routine</td>
<td>- Moves smoothly from one routine to another</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Understands and follows daily schedule</td>
<td></td>
</tr>
<tr>
<td><strong>SE 3 e</strong> Expresses feelings through appropriate gestures, actions and language</td>
<td>- Identifies common emotions such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- &quot;I am happy,&quot; or &quot;That made me sad.&quot;</td>
<td></td>
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<tr>
<td></td>
<td>- Uses words to express frustration rather than hitting another child</td>
<td></td>
</tr>
</tbody>
</table>

## SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SE 4 a</strong> Interacts appropriately with peers and familiar adults</td>
<td>- Follows suggestions given by a friend concerning their play</td>
<td>Kindergarten GPS Standards are not yet available for this domain.</td>
</tr>
<tr>
<td></td>
<td>- Greets the teacher or other adults when arriving at school</td>
<td></td>
</tr>
<tr>
<td><strong>SE 4 b</strong> Begins to recognize the needs and rights of others</td>
<td>- Gives assistance to peers who are trying to solve a problem such as zipper coats or tying shoes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Responds appropriately to a friend when he/she says, “No”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Respects personal space and belongings of others</td>
<td></td>
</tr>
<tr>
<td><strong>SE 4 c</strong> Shows empathy and understanding to others</td>
<td>- Is concerned and wants to help when a classmate falls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Helps a classmate pick up spilled toys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Carries something for a child who is unable to do so</td>
<td></td>
</tr>
<tr>
<td><strong>SE 4 d</strong> Participates successfully as a member of a group</td>
<td>- Cooperates with other children during dramatic play or in building block structures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Works with other children to complete a project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Develops friendships with peers</td>
<td></td>
</tr>
<tr>
<td><strong>SE 4 e</strong> Participates in resolving conflicts and disagreements with others</td>
<td>- Settles a dispute with another child through negotiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Takes turns without pushing or other conflict</td>
<td></td>
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<td></td>
<td>- Seeks help from a teacher when needed</td>
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</tbody>
</table>
Home and Family Connections

- Make an “I Can” can with your child. Cover a clean can with paper and decorate it. Each week, write a new skill on a strip of paper (“I can hop on one foot,” “I can feed the dog,” “I can sing a new song,” etc.) and place it in the can.

- Look through photos with your child often. Point out how she has grown and changed over time.

- Make plans for independent “time alone” play. Talk with your child afterwards and encourage him to tell you about what he did.

- Give your child some choices throughout the day. “Should we get out the LEGO’s or the play dough now?” “Would you like noodle soup or tomato soup for lunch?”

- Remind your child that every place has its own rules. Practice being quiet in the library and waiting your turn at the bank or the ice cream store.

- Take turns speaking or listening. During dinner let each person take a turn “in the spotlight” to share something about their day.

- When reading with your child, talk about how the book characters feel. Point out their facial expressions, their actions, and their words. Say “Show me how you look when you’re disappointed,” or “How do people look if they’re excited?”

“"You can learn many things from children. How much patience you have, for instance."”

Franklin P. Jones
Teacher Resources

Building Bridges With Multicultural Picture Books for Children 3-5 - Beaty

Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children - Jonathan Cohen

Conscious Discipline - Dr. Becky A. Bailey

Diversity in the Classroom: New Approaches to the Education of Young Children - Kendall, R.E - College Teachers Press

Easy to Love, Difficult to Discipline: The 7 Basic Skills for Turning Conflict into Cooperation - Dr. Becky A. Bailey

Fostering Children's Social Competence: The Teacher's Role - Lilian G. Katz and Diane E. McClellan

Guiding Children's Social Development: Theory to Practice (4th ed) - Kostelnik, Whiren, Soderman, Stein, Gregory

Language and Culture: Respecting Family Choices - Perez-Mendez and Moore

Let's Be Friends: Peer Competence and Social Inclusion in Early Childhood Programs - Kristen Mary Kemple

Making It Better: Activities for Children Living in a Stressful World - Barbara Oehlberg

Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children - Sarah Landy

Promoting Social and Moral Development of Young Children: Creative Approaches for the Classroom - Carolyn P. Edwards

Raising Self-Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People - H. Stephen Glenn and Jane Nelsen

Serving Families of Diverse Cultures - Rowan, Meyden, Pehrson

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum - Marilou Hyson

You Can't Come to My Birthday Party: Conflict Resolution with Young Children - Betsy Evans
# Suggested Children’s Books

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across The Stream</td>
<td>Mirra Ginsburg</td>
</tr>
<tr>
<td>Daddy's Lullaby</td>
<td>Tony Bradman</td>
</tr>
<tr>
<td>Giraffes Can't Dance</td>
<td>Giles Andrea</td>
</tr>
<tr>
<td>I'm Gonna Like Me</td>
<td>Jamie Lee Curtis</td>
</tr>
<tr>
<td>I'm Sorry</td>
<td>Sam McBratney</td>
</tr>
<tr>
<td>I'm Tougher than Asthma</td>
<td>Alden Carter</td>
</tr>
<tr>
<td>I'm Tougher than Diabetes</td>
<td>Alden Carter</td>
</tr>
<tr>
<td>It's Okay to Be Different</td>
<td>Todd Park</td>
</tr>
<tr>
<td>Kevin and His Dad</td>
<td>Irene Smalls</td>
</tr>
<tr>
<td>Let's Talk about Extraordinary Friends</td>
<td>Fred Rogers</td>
</tr>
<tr>
<td>Love You Forever</td>
<td>Robert N. Munsch</td>
</tr>
<tr>
<td>Mama, Do You Love Me?</td>
<td>Babraba M. Joosse</td>
</tr>
<tr>
<td>Mommy's Best Kisses</td>
<td>Margaret Anastas</td>
</tr>
<tr>
<td>My Friend and I</td>
<td>Lisa Jahn-Clough</td>
</tr>
<tr>
<td>Night Shift Daddy</td>
<td>Eileen Spinelli</td>
</tr>
<tr>
<td>No, David</td>
<td>David Shannon</td>
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<tr>
<td>On Mother's Lap</td>
<td>Ann Herbet Scott</td>
</tr>
<tr>
<td>Seeing Things My Way</td>
<td>Alden Carter</td>
</tr>
<tr>
<td>Shelly the Hyperactive Turtle</td>
<td>Deborah Moss</td>
</tr>
<tr>
<td>Stretching Ourselves</td>
<td>Alden Carter</td>
</tr>
<tr>
<td>Taking Autism to School</td>
<td>Andreanna Edwards</td>
</tr>
<tr>
<td>The Best Father of All</td>
<td>Peter Horn</td>
</tr>
<tr>
<td>The Crayon Box That Talked</td>
<td>Shane DeRolf</td>
</tr>
<tr>
<td>The Feel Good Book</td>
<td>Todd Park</td>
</tr>
<tr>
<td>The Kissing Hand</td>
<td>Audrey Penn</td>
</tr>
<tr>
<td>The Little Engine That Could</td>
<td>Watty Piper</td>
</tr>
<tr>
<td>The Very Best Daddy of All</td>
<td>Marion Dane Bauer, Leslie Wu</td>
</tr>
<tr>
<td>The Very Lonely Firefly</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>Today I Feel Silly</td>
<td>Jamie Lee Curtis</td>
</tr>
<tr>
<td>We'll Paint the Octopus Red</td>
<td>Stephanie Stuve-Bodeen, Pam DeVito</td>
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<tr>
<td>Wemberly Worried</td>
<td>Kevin Henkes</td>
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<tr>
<td>What Daddies Do Best</td>
<td>Laura Numeroff</td>
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<tr>
<td>What Mommies Do Best</td>
<td>Laura Numeroff</td>
</tr>
<tr>
<td>When Mama Comes Home Tonight</td>
<td>Eileen Spinelli</td>
</tr>
<tr>
<td>When You're Mad and You Know It</td>
<td>Elizabeth Crary</td>
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<tr>
<td>Will You Still Love Me</td>
<td>Jean Baptiste Baronian</td>
</tr>
</tbody>
</table>
Health and physical development impact a child's ability to learn in all curriculum areas. Young children begin to establish life-long eating habits that can help prevent disease, obesity, and other health problems. Children need to understand sound health practices, nutritional choices, and safety measures to optimize the capacity for learning. Physical development is an essential part of the instructional program and activities should be structured to encourage children to explore the world, promote agility and strength, and to develop balance and coordination. Materials and activities for fine motor muscles develop the muscles that are needed for later academic tasks.

Strategies to Support an Inclusive Learning Environment

- Define boundaries to promote body and spatial awareness
- Assign a peer who can model the desired actions and assist with activities
- Provide physical guidance/support for children having difficulty with motor tasks
- Provide adaptive puzzles, switches, and toys to foster fine motor development
- Utilize storyboards to explain self-help skills
HPD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPD 1 a</td>
<td>Develops coordination and balance</td>
<td>• Carries a glass of water across the room without spilling it&lt;br&gt;• Peddles and steers a tricycle&lt;br&gt;• Walks on balance beam&lt;br&gt;• Balances on one foot</td>
</tr>
<tr>
<td>HPD 1 b</td>
<td>Coordinates movements to perform tasks</td>
<td>• Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns&lt;br&gt;• Climbs a slide ladder using arms and feet&lt;br&gt;• Moves body into position to catch or kick a ball&lt;br&gt;• Builds strength and stamina in movement activities</td>
</tr>
<tr>
<td>HPD 1 c</td>
<td>Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility.</td>
<td>• Uses outdoor large motor equipment daily.</td>
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</table>

HPD 2 Children will participate in activities that foster fine motor development

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Learning in Action</th>
<th>K GPS</th>
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</thead>
<tbody>
<tr>
<td>HPD 2 a</td>
<td>Performs fine-motor tasks that require small-muscle strength and control</td>
<td>• Tears a piece of tape off a roll of tape&lt;br&gt;• Uses paper punch or stapler&lt;br&gt;• Works with play dough&lt;br&gt;• Uses writing tools</td>
</tr>
<tr>
<td>HPD 2 b</td>
<td>Uses eye-hand coordination to perform fine-motor tasks</td>
<td>• Puts together puzzles&lt;br&gt;• Strings beads or puts pegs into boards</td>
</tr>
<tr>
<td>HPD 2 c</td>
<td>Exhibits manual coordination</td>
<td>• Uses scissors and art materials&lt;br&gt;• Uses hands and fingers to act out finger plays and songs&lt;br&gt;• Begins to practice self-help skills in zipping and buttoning</td>
</tr>
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</table>

HPD 3 Children understand healthy and safe living practices

<table>
<thead>
<tr>
<th>Performance Indicators</th>
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<th>K GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPD 3 a</td>
<td>Participates in activities related to health and personal care routine.</td>
<td>• Washes hands after toileting/before eating&lt;br&gt;• Dramatizes health care professional roles&lt;br&gt;• Uses the tooth model to demonstrate how to properly brush teeth</td>
</tr>
<tr>
<td>HPD 3 b</td>
<td>Participates in activities related to nutrition</td>
<td>• Identifies healthy foods&lt;br&gt;• Sorts the plastic food in the dramatic play area into groups of fruits and vegetables</td>
</tr>
<tr>
<td>HPD 3 c</td>
<td>Discusses and utilizes appropriate safety procedures</td>
<td>• Knows to call 911 in an emergency&lt;br&gt;• Discusses safety rules for playground&lt;br&gt;• Participates in activities to learn to avoid dangerous situations</td>
</tr>
</tbody>
</table>
Home and Family Connections

- Talk about the different colors of healthy foods. Make a simple chart and have your child color in a square for each food she eats during a day—a brown square for cereal or a green square for broccoli. At the end of the day, have him/her decide if she “ate a rainbow.”

- Talk about ways to stay safe before going on outings to stores, restaurants, or playgrounds.

- Show your child how to roll socks together to make a ball and practice tossing them into an empty laundry basket.

- Make a bean bag by filling a small zip-lock bag with beans or rice and taping securely closed. Encourage your child to balance the beanbag on different parts of his/her body. Can she walk with it on her shoulder? Jump with it on her head?

- Play the mirror game. Face your child and ask him/her to copy your movements—put hand on head, touch nose, etc. Then switch places, and you copy his/her movements.

- The kitchen is a great place to develop the fine motor skills and eye-hand coordination needed for handwriting. Give your child lots of opportunities to use tongs, tweezers, spatulas, hand juicers, and clothespins. Learn to use chopsticks together if you don’t already know how.

- Let your child cut magazines or newspapers before your recycle. Cutting also develops small muscles in the hands necessary for writing.

- String O-shaped cereal on lengths of yarn and hang over an outside bush or tree limb for the birds and squirrels to enjoy. Stringing also helps to develop small motor muscles.

- Make healthy snacks with pretzel sticks and cheese cubes. Spear the cheese with the pretzel and enjoy.

- Let your child squeeze playdough to further develop small muscles in hands. You can also make homemade play dough with your child.

  - ½ cup salt
  - 1 cup flour
  - 1 tablespoon cream of tarter
  - 1 tablespoon oil
  - 1 cup water
  - Food color

Combine ingredients in saucepan. Heat gently, stirring all the time. When dough has good consistency, take it off the heat and allow to cool.
Teacher Resources

_Growing, Growing Strong_ - Connie Jo Smith, Charlotte Hendricks, Becky Bennett

_Healthy Me_ - Michelle O’Brien-Palmer

_Preschool Fun For Kids_ - Clearvue

_Reducing the Risk: A Child Care Provider Educational Training Package_ - Early Childhood Directors Association, Red Leaf Press

_The Outside Play and Learning Book_ - Karen Miller

_Tooth Wisdom: Your Teeth and How To Take Care of Them_ - Clearvue

_Using Children’s Literature to Learn About Disabilities and Illness_ - Blaska

_Welcoming All Children: Creating Inclusive Child Care_ - Freeman, Hutter-Pishhahi, Traub

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**Teachers in Action**

- Providing ample space for active indoor and outdoor play
- Schedule daily opportunities for movement activities in addition to outdoor play
- Provide fine motor activities often to help develop small muscles necessary for writing
- Model hygienic behaviors and give explanations about “why”
- Model and discuss the importance of safe behavior
<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Berenstain Bears and Too Much Junk Food</td>
<td>Berenstain &amp; Berenstain</td>
</tr>
<tr>
<td>Don't You Feel Well, Sam?</td>
<td>Amy Hest</td>
</tr>
<tr>
<td>Eat Healthy Feel Great</td>
<td>William Sears</td>
</tr>
<tr>
<td>Eating Right</td>
<td>Helen Frost</td>
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<tr>
<td>Eating the Alphabet: Fruits and Vegetables from A to Z</td>
<td>Lois Ehlert</td>
</tr>
<tr>
<td>Eyes, Nose, Fingers and Toes</td>
<td>Judy Hindley</td>
</tr>
<tr>
<td>Froggy Goes to the Doctor</td>
<td>Jonathan London, Frank Remkiewicz</td>
</tr>
<tr>
<td>From Head to Toe</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>Green Eggs and Ham</td>
<td>Dr. Seuss</td>
</tr>
<tr>
<td>Growing Like Me</td>
<td>Anne Rockwell</td>
</tr>
<tr>
<td>Here Are My Hands</td>
<td>Bill Martin, Jr., John Archambault</td>
</tr>
<tr>
<td>How Do Dinosaurs Get Well Soon?</td>
<td>Jane Yolen</td>
</tr>
<tr>
<td>I Eat Fruit</td>
<td>Hannah Tofts</td>
</tr>
<tr>
<td>I Eat Vegetables</td>
<td>Hannah Tofts</td>
</tr>
<tr>
<td>I Went Walking</td>
<td>Sue Williams</td>
</tr>
<tr>
<td>Mouse Mess</td>
<td>Linnea Riley</td>
</tr>
<tr>
<td>My Five Senses</td>
<td>Aliki</td>
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<td>My Trip to the Hospital</td>
<td>Mercer Mayer</td>
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<tr>
<td>Play It Safe</td>
<td>Mercer Mayer</td>
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<tr>
<td>Safety on the Playground</td>
<td>Lucia Raatma</td>
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<tr>
<td>Safety on Your Bicycle</td>
<td>Lucia Raatma</td>
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<tr>
<td>Susan Laughs</td>
<td>Jeanne Willis</td>
</tr>
<tr>
<td>The Biggest Pumpkin Ever</td>
<td>Steven Kroll</td>
</tr>
<tr>
<td>The Foot Book</td>
<td>Dr. Seuss</td>
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<tr>
<td>The Fruit Group</td>
<td>Helen Frost</td>
</tr>
<tr>
<td>The Grain Group</td>
<td>Helen Frost</td>
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<tr>
<td>The Meat and Protein Group</td>
<td>Helen Frost</td>
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<tr>
<td>The Sick Day</td>
<td>Patricia MacLachlan &amp; Jane Dyer</td>
</tr>
<tr>
<td>The Vegetable Soup</td>
<td>Helen Frost</td>
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<tr>
<td>Those Mean Nasty Dirty Downright Disgusting But Invisible Germs</td>
<td>Judith Anne Rice</td>
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<tr>
<td>Two Eyes, A Nose and A Mouth</td>
<td>Roberta Grobel Intrater</td>
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<tr>
<td>What to Expect When You Go to the Dentist</td>
<td>Heidi Murkoffi &amp; Lauren Rader</td>
</tr>
<tr>
<td>When I Grow Up</td>
<td>Mercer Mayer</td>
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