

Georgia's Pre-K Program Content Standards



Georgia Department of Early Care and Learning

CONTENTS

Introduction

Introduction	4
Acknowledgements	5
History of Georgia's Pre-k	6
School Readiness Definition	8
Kindergarten Readiness.....	10
Kindergarten Transition Activities	11
Books for Kindergarten Transition	12
Inclusion Overview	13
English Language Learners	14

Language and Literacy Development (LD)

Introduction and Inclusion Techniques	15
Listening	16
Phonological Awareness	17
Vocabulary Development	17
Expressive Language	18
Reading.....	19
Writing	20
Home and Family Connections	21
Teacher Resources	22
Suggested Children's Books	23

Mathematics Development (MD)

Introduction and Inclusion Techniques	24
Numbers	25
Patterns	26
Sorting and Classifying	26
Geometry	27
Measurement	28
Home and Family Connections	30
Teacher Resources	31
Suggested Children's Books	32

Science Development (SD)

Introduction and Inclusion Techniques	33
Exploration	34
Life Science	34
Physical Science	35
Earth Science	35
Home and Family Connections	36
Teacher Resources	37
Suggested Children's Books	38

Social Studies Development (SS)

Introduction and Inclusion Techniques	39
Families and Community	40
Respect for Differences	40
Geographical Thinking	41
Home and Family Connections	42
Teacher Resources	43
Suggested Children's Books	44

Creative Development (CD)

Introduction and Inclusion Techniques	45
Artistic Expression	46
Music and Movement	46
Drama	47
Home and Family Connections	48
Teacher Resources	49
Suggested Children's Books	50

Social and Emotional Development (SE)

Introduction and Inclusion Techniques	51
Self-Awareness	52
Curiosity, Initiative, Self-Direction, Persistence	53
Self-Control	53
Interpersonal and Social Skills	53
Home and Family Connections	54
Teacher Resources	55
Suggested Children's Books	56

Health and Physical Development (HPD)

Introduction and Inclusion Techniques	57
Gross Motor	58
Fine Motor	58
Health and Safety	58
Home and Family Connections	59
Teacher Resources	60
Suggested Children's Books	61

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
- ❖ Learn to open individual milk cartons and straws
- ❖ Learn to open individual condiment (ketchup, mustard, etc.) packets
- ❖ 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
Elizabethi's School by Stephanie Stuve-Bodeen
First Day by Dandi Daley Mackall and Tiphonie 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

L A N G U A G E & L I T E R A C Y

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

	Performance Indicators	Learning in Action	K CCGPS
LD 1 a	Listens to and follows spoken directions	<ul style="list-style-type: none"> Follows directions such as, "Hang up your jacket and come to the group area." Repeats an instruction to a friend 	ELACCKSL3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.
LD 1 b	Responds to questions	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Leans forward or smiles as books are read during group time Repeats the rhyme in a repetitive book 	ELACCKSL2 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: ELCCKRL1,RI10
LD 1 e	Begins to distinguish fact from fiction in a read aloud text	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)

	Performance Indicators	Learning in Action	K CCGPS
LD 2 a	Differentiates sounds that are the same and different	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Repeats rhymes such as “Humpty Dumpty” Repeats finger plays and poems such as “Itsy Bitsy Spider” 	ELACCKRF2a Recognize and produce rhyming words.
LD 2 c	Recognizes the same beginning sounds in different words (alliteration)	<ul style="list-style-type: none"> Plays with repetitive sounds such as snakes slither or the big blue ball bounces 	ELACCKRF2c 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	<ul style="list-style-type: none"> Claps hands for syllables in names or other familiar words 	ELACCKRF2b Count, pronounce, blend, and segment syllables in spoken words.
LD 2 e	Creates and invents words by substituting one sound for another	<ul style="list-style-type: none"> Sings the “Name Game” or “Willoughby Wallaby Woo” and substitutes different beginning sounds for names 	ELACCKRF2e 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

	Performance Indicators	Learning in Action	K CCGPS
LD 3 a	Increases vocabulary through everyday communication	<ul style="list-style-type: none"> Participates in “Daily Message/Daily News” Expresses ideas heard in stories 	ELACCKSL1b Continue a conversation through multiple exchanges.
LD 3 b	Uses new vocabulary words correctly within the context of play or other classroom experiences	<ul style="list-style-type: none"> 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. 	ELACCKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts See Also: ELACCKRL4
LD 3 c	Connects new vocabulary with prior educational experiences	<ul style="list-style-type: none"> Helps create a language experience chart after participating in a field trip 	ELACCKSL6 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)

	Performance Indicators	Learning in Action	K CCGPS
LD 4 a	Uses language for a variety of purposes	<ul style="list-style-type: none"> • Uses language to express needs, feelings or preferences • Uses different voices for characters in a story 	ELACCKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. See Also: ELACCKRL4
LD 4 b	Engages in conversations with adults and children	<ul style="list-style-type: none"> • Asks and answers questions for information and to solve problems • Tells personal narrative • Engages in turn-taking conversations 	ELACCKSL1b Continue a conversation through multiple exchanges.
LD 4 c	Uses complete sentences of increasing length in conversation	<ul style="list-style-type: none"> • Uses descriptive words • Expands on ideas 	ELACCKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.
LD 4 d	Uses language to pretend or create	<ul style="list-style-type: none"> • Pretends with words or actions • Tells real or make-believe stories 	ELACCKRL2 With prompting and support, retell familiar stories, including key details.



“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

	Performance Indicators	Learning in Action	K CCGPS
LD 5 a	Demonstrates an interest in books or stories	<ul style="list-style-type: none"> Chooses to look at books independently Requests that books be read 	ELACCKRL10 Actively engage in group reading activities with purpose and understanding.
LD 5 b	Discusses books or stories read aloud	<ul style="list-style-type: none"> Asks questions about a story or illustration Adds personal information to a story 	ELACCKRL1 With prompting and support, ask and answer questions about key details in a text. See also: ELACCKRL3
LD 5 c	Exhibits book-handling skills	<ul style="list-style-type: none"> Looks at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book 	ELACCKRF1a Follow words from left to right, top to bottom, and page-by-page.
LD 5 d	Associates symbols with objects, concepts and functions	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Sees a word in the environment and asks the teacher about the word 	ELACCKRF1b Recognize that spoken words are represented in written language by specific sequences of letters.
LD 5 f	Dramatizes, tells and retells poems and stories	<ul style="list-style-type: none"> Uses puppets or flannel board to retell a story Tells a story to friends 	ELACCKRL2 With prompting and support, retell familiar stories, including key details.
LD 5 g	Identifies some individual letters of the alphabet	<ul style="list-style-type: none"> Identifies letters when using alphabet play dough cutters Identifies letters in name or in the environment 	ELACCKRF1d Recognize and name all upper- and lowercase letters of the alphabet.
LD 5 h	Shares books and engages in pretend-reading with other children	<ul style="list-style-type: none"> Shares a book with another child at the library center 	ELACCKRF4 Read emergent-reader texts with purpose and understanding.
LD 5 i	Recognizes books as a source of information	<ul style="list-style-type: none"> Asks the teacher to read a book about the classroom pet Sees a fire truck outside and selects a book about fire trucks 	ELACCKR18 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	<ul style="list-style-type: none"> When reading a book about a dog, talks about the pet at home 	ELACCKW8 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	<ul style="list-style-type: none"> Participates in oral reading activities (morning message, rebus story, experience story) 	ELACCKL6 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	<ul style="list-style-type: none"> Counts words in a sentence using a big book read aloud Counts words in sentences during the morning message 	ELACCKRF1c Understand that words are separated by spaces in print.
LD 5 m	Uses pictures or symbols to identify concepts	<ul style="list-style-type: none"> Tells what comes next in a pictorial schedule. 	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 6 Children will begin to develop age-appropriate writing skills

	Performance Indicators	Learning in Action	K CCGPS
LD 6 a	Experiments with a variety of writing tools, materials and surfaces	<ul style="list-style-type: none"> • Draws or writes using pencils, markers, crayons, paint, shaving cream • Draws or writes on paper, cardboard, chalkboard, dry-erase board 	
LD 6 b	Uses scribbles, shapes, pictures and letters, or other forms of writing Stages of writing: <ul style="list-style-type: none"> • Pictures • Scribbles (squiggle lines and shapes) • Letter-like forms • Copies letters/words from the environment • Uses letters to represent sounds in words • Labels objects in drawings • Connects words to form sentences • Creates a story with beginning, middle, and end 	<ul style="list-style-type: none"> • Uses scribble writing and letter-like forms • Draws pictures to represent ideas • Copies word cards from the writing center • Writes name or names of friends • Copies words from environment 	ELACCKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. See also: ELACCKW1 and ELACCKW3
LD 6 c	Understands that print is used to communicate ideas and information (writing for a purpose)	<ul style="list-style-type: none"> • Writes list in the dramatic play area • Makes signs in the block center • Writes messages for friends or adults • Writes name on work to show ownership 	ELACCKW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name the book they are "writing" about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>)
LD 6 d	Begins to dictate words, phrases, and sentences to an adult recording on paper	<ul style="list-style-type: none"> • Tells an adult a story to record • Identifies objects in drawing/painting for adult to record 	ELACCKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. See also: ELACCKW1, ELACCKW2
LD 6 e	Uses left-to-right patterns	<ul style="list-style-type: none"> • Uses tracking when reading and writing the morning message and stories 	ELACCKW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., <i>"My favorite book is..."</i>). See also: ELACCKW2, W3 and ELACCKRF1a

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, Cappelle, 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

Suggested Children's Books

Book Title	Author
<i>Abiyoyo</i>	Pete Seeger
<i>Alexander and the Terrible, Horrible, No Good, Very Bad, Day</i>	Judith Viorst
<i>All the Colors of the Earth</i>	Sheila Hamanaka
<i>Alphabet Under Construction</i>	Denise Fleming
<i>And to Think That I Saw It On Mulberry Street</i>	Dr. Seuss
<i>Ashanti to Zulu</i>	Margaret Musgrove
<i>Barnyard Banter</i>	Denise Fleming
<i>Bear Snores On</i>	Karma Wilson
<i>Blueberries for Sal</i>	Robert McCloskey
<i>Brown Bear, Brown Bear, What Do You See?</i>	Bill Martin, Jr.
<i>Caps for Sale</i>	Traditional
<i>Chicka Chicka Boom Boom</i>	Bill Martin, Jr. & John Archambault
<i>Chicken Soup with Rice</i>	Maurice Sendak
<i>Children's Garden of Verse</i>	Robert Louis Stevenson
<i>Chrysanthemum</i>	Kevin Henkes
<i>Click, Clack, Moo Cows That Type</i>	Doreen Cronin
<i>Corduroy</i>	Don Freeman
<i>Firefighters A to Z</i>	Chris L. Demarest
<i>Five Little Monkeys Jumping on the Bed</i>	Eileen Chrsitelow
<i>Go Away, Big Green Monster!</i>	Ed Emberley
<i>Grandmother's Garden</i>	John Archambault
<i>In the Tall, Tall Grass</i>	Denise Fleming
<i>Jump Frog Jump</i>	Robert Kalan
<i>Miss Mary Mack</i>	Mary Ann Hoberman
<i>My Teacher Sleeps in School</i>	Leatie Weiss
<i>Pancakes, Pancakes!</i>	Eric Carle
<i>Tacky the Penguin</i>	Helen Lester
<i>The Big, Hungry Bear</i>	Audrey Wood
<i>The Little Engine that Could</i>	Watty Piper
<i>The Little Red Hen</i>	Paul Galdone
<i>The Napping House</i>	Audrey Wood
<i>There Was an Old Lady Who Swallowed a Fly</i>	Traditional
<i>Three Billy Goats Gruff</i>	Traditional
<i>Where is the Green Sheep?</i>	Mem Fox
<i>Where the Wild Things Are</i>	Maurice Sendak

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 aides 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.

MD 1 Children will begin to develop an understanding of numbers

	Performance Indicators	Learning in Action	K CCGPS
MD 1 a	Counts by rote	<ul style="list-style-type: none"> Counts in finger plays or rhymes Sings a counting song 	<p>MCKK.CC.1 Count to 100 by ones and by tens.</p> <p>MCKK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>SKCS2a</p>
MD 1 b	Arranges sets of objects in one-to-one correspondence	<ul style="list-style-type: none"> Matches blocks with animals Places a spoon on each plate at the table 	<p>MCKK.CC.1 Count to 100 by ones and by tens.</p> <p>MCKK.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).</p>
MD 1 c	Counts objects using one-to-one correspondence	<ul style="list-style-type: none"> Counts manipulatives Counts the number of children present 	<p>MCKK.CC.1 Count to 100 by ones and by tens.</p> <p>MCKK.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).</p>
MD 1 d	Compares sets of objects using language	<ul style="list-style-type: none"> 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 	<p>MCKK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>MCKK.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.</p> <p>MCKK.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.</p> <p>MCKK.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>
MD 1 e	Begins to understand concept of part and whole using real objects	<ul style="list-style-type: none"> Recognizes the difference between a whole apple and part of an apple 	
MD 1 f	Begins to identify ordinal numbers	<ul style="list-style-type: none"> 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” 	<p>MCKK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>

MD 1 g	Associates numeral name with set of objects	<ul style="list-style-type: none"> Counts four objects and says, "I have four bears." 	MCCK.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 h	Begins to understand the concept of currency as a means of exchange	<ul style="list-style-type: none"> Sorts coins during a small group activity Uses play money to purchase items from a pretend classroom store 	SSKE3b
MD 1 i	Begins to understand the concept of estimation	<ul style="list-style-type: none"> 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 	SKCS2b
MD 1 j	Begins to recognize numbers	<ul style="list-style-type: none"> 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." 	MCCK.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 2 Children will create and duplicate simple patterns

	Performance Indicators	Learning in Action	K CCGPS
MD 2 a	Copies a pattern using sounds or physical movements	<ul style="list-style-type: none"> Snaps, claps, stomps a rhythmic pattern 	MKG3b Extend a given pattern and recognize similarities in different patterns.
MD 2 b	Recognizes and reproduces simple patterns of objects	<ul style="list-style-type: none"> Creates patterns using manipulatives, blocks or other objects in the classroom 	MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.
MD 2 c	Reproduces and extends a pattern using objects	<ul style="list-style-type: none"> Sees the pattern in a string of beads and determines which bead is needed to continue the pattern 	MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.
MD 2 d	Independently creates patterns using objects	<ul style="list-style-type: none"> Creates patterns using manipulatives, blocks, or other objects in the classroom 	MKG3b Extend a given pattern and recognize similarities in different patterns.
MD 2 e	Spontaneously recognizes and identifies patterns in the environment	<ul style="list-style-type: none"> Recognizes patterns in rugs, clothes, daily schedule Recognizes repeated phrases in stories 	MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.

MD 3 Children will sort and classify objects

	Performance Indicators	Learning in Action	K CCGPS
MD 3 a	Matches like objects	<ul style="list-style-type: none"> Places all of the dinosaurs together 	SKP1a, SKP1b
MD 3 b	Sorts objects using one characteristic	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Makes a grouping of red 	SKP1a, SKP1b, SKL1b,

	than one characteristic	triangles, green triangles, red squares, and green squares (sorted by color and shape)	SKL1c
MD 3 d	Sorts and classifies objects using self-selected criteria	<ul style="list-style-type: none"> Sorts through a box of buttons and makes up rules for organization 	SKP1a, SKP1b, SKL1b, SKL1c
MD 3 e	Explains sorting or classifying strategy	<ul style="list-style-type: none"> Sorts items and says, "I put all of the big animals together." 	SKL2a, SKL2b, SKL2d
MD 3 f	Participates in creating and using real and pictorial graphs or other simple representations of data	<ul style="list-style-type: none"> Helps to create a graph of types of shoes worn in the classroom by placing shoes on a floor graph Helps to creates a chart of favorite foods by placing name or symbol under the correct column 	<p>MCCK.MD.3 Classify objects into given categories; count the number of objects in each category and sort the category by count.</p>

MD 4 Children will develop a sense of space and an understanding of basic geometric shapes

	Performance Indicators	Learning in Action	K CCGPS
MD 4 a	Recognizes, describes and compares basic geometric shapes	<ul style="list-style-type: none"> 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 	<p>MCCK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, in front of, behind, and next to</i>.</p> <p>MCCK.G.2 Correctly name shapes regardless of their orientation or overall size. SKCS5a</p>
MD 4 b	Uses classroom materials to create shapes	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <i>above, below, beside, in front of, behind, and next to</i> .

MD 5 Children will learn how to use a variety of non-standard and standard means of measurement

	Performance Indicators	Learning in Action	K CCGPS
MD 5 a	Associates and describes the passage of time with actual events	<ul style="list-style-type: none"> 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 	SSKH3a, SSKH3b, SSKH3c, SSKH3d, SSKH3e, SSKH3f, SSKH3g, SKE1a
MD 5 b	Uses mathematical language to describe experiences involving measurement	<ul style="list-style-type: none"> Uses comparison terms, such as, "My block is longer than yours" (heavy/light, big/little, tall/short) 	MCCK.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object., MCCK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
MD 5 c	Measures the passage of time using non-standard or standard measures	<ul style="list-style-type: none"> Uses the sand timer to measure time at the computer 	MCCK.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object., MCCK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> SKE1a
MD 5 d	Measures the length of objects using non-standard or standard measures	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Uses a cup or plastic container to measure the water in the sensory table Uses measuring cups to measure ingredients for a recipe 	MCCK.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object., MCCK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
MD 5 f	Measures and compares the weight of objects using non-standard or standard measures	<ul style="list-style-type: none"> Holds a block in each hand and identifies which is heaviest Uses balance scale to compare weight of small blocks and plastic cubes 	MCCK.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object., MCCK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> SKCS4b, SKCS4c, SKCS6b
MD 5 g	Orders two or more objects by size (seriation)	<ul style="list-style-type: none"> 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

Learning Through Play: Math, a Practical Guide - Sandra White-Stupiansky

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

Title	Author
<i>Anno's Counting Book</i>	Mitsumasa Anno
<i>At The Edge of The Woods</i>	Cynthia Cotton
<i>Big Fat Hen</i>	Keith Baker
<i>Chicka Chicka 1,2,3</i>	John Archambault
<i>Construction Countdown</i>	K. C. Olson
<i>Count!</i>	Denise Fleming
<i>Eating Fractions</i>	Bruce McMillan
<i>Feast For 10</i>	Catheryn Fallwell
<i>Fish Eyes!</i>	Lois Elhert
<i>Five Little Ducks</i>	Eileen Christelow
<i>Five Little Monkeys Bake A Cake</i>	Eileen Christelow
<i>Five Little Monkeys Jumping On The Bed</i>	Eileen Christelow
<i>Five Little Monkeys Sitting In A Tree</i>	Eileen Christelow
<i>Five Little Monkeys Wash A Car</i>	Eileen Christelow
<i>How Do Dinosaurs Count To Ten?</i>	Jane Yolen and Mark Teague
<i>How Many Feet In The Bed?</i>	Diane Johnston Hamm
<i>Is A Whale the Biggest Thing There Is?</i>	Robert E. Wells
<i>Let's Count</i>	Tana Hoban
<i>Let's Go Visiting</i>	Julie Vivas
<i>Miss Spider's Tea Party and Counting Book</i>	David Kirk
<i>Moo, Moo Brown Cow</i>	Jakki Wood
<i>Over In The Meadow</i>	Ezra Jack Keats
<i>Roar! A Noisy Counting Book</i>	Pamela Duncan Edwards
<i>Seven Blind Mice</i>	Ed Young
<i>Sheep In A Jeep</i>	Nancy Shaw
<i>So Many Bunnies</i>	Rick Walton
<i>Splash!</i>	Ann Jonas
<i>Spots</i>	Laura Regan
<i>Ten Apples On Top</i>	Dr. Seuss
<i>Ten Black Dots</i>	Donald Crews
<i>Ten Terrible Dinosaurs</i>	Paul Strickland
<i>The Doorbell Rang</i>	Pat Hutchins
<i>The Greedy Triangle</i>	Marilyn Burns
<i>The Grouchy Ladybug</i>	Eric Carle
<i>Turtle Splash</i>	Katheryn Falwell



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 aides 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

	Performance Indicators	Learning in Action	K GPS
SD 1 a	Asks questions about objects, organisms, or events in environment	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identifies scent containers by sense of smell Identifies objects in a "feely" bag by touch Separates objects by texture 	SKCS1a SKE2a SKE2b SKP1a
SD 1 c	Uses language to describe observation	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

	Performance Indicators	Learning in Action	K GPS
SD 2 a	Observes, explores, and describes a wide variety of animals and plants	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Observes life cycle of insects or amphibians Reads books about life cycles such as <i>The Very Hungry Caterpillar</i> 	
SD 2 e	Participates in activities related to preserving the environment	<ul style="list-style-type: none"> Places scrap paper in the classroom recycling bin Assists in planting a tree 	

SD 3 Children will acquire scientific knowledge related to physical science

	Performance Indicators	Learning in Action	K GPS
SD 3 a	Investigates and describes the states of matter	<ul style="list-style-type: none"> Observes ice melting Describes the difference between liquid and solid objects 	SKCS4b
SD 3 b	Describes objects by their physical properties	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Creates a ramp for cars in the block center 	SKP2b
SD 3 d	Investigates different types/speeds of motion	<ul style="list-style-type: none"> 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

	Performance Indicators	Learning in Action	K GPS
SD 4 a	Investigates, compares, and contrasts seasonal changes in the immediate environment	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Listens to stories about the earth and sky such as <i>Good Night Moon</i>, <i>In the Tall Tall Grass</i>, <i>It Looked Like Spilt Milk</i> 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 your 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

More Mudpies to Magnets - Williams, R.A., Rockwell, R.E., and Sherwood, E.

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

Title	Author
<i>A Cold Day</i>	Lola Schaefer
<i>A House For Hermit Crab</i>	Eric Carle
<i>A Walk In The Rainforest</i>	Kristen J. Pratt
<i>Animal Babies in Grassland</i>	Jennifer Schofield
<i>Apple Farmer Annie</i>	Monica Wellington
<i>Bear Snores On</i>	Karma Wilson
<i>Bugs! Bugs! Bugs!</i>	Bob Barner
<i>Cloudy Day, Sunny Day</i>	Donald Crews
<i>Flower Garden</i>	Eve Bunting
<i>Froggy Gets Dressed</i>	Jonathan London
<i>Goodnight Moon</i>	Margaret Wise Brown
<i>In The Small, Small Pond</i>	Denise Fleming
<i>Is Your Mama A Llama?</i>	Deborah Guarino
<i>It Looked Like Spilt Milk</i>	Charles Shaw
<i>Listening Walk</i>	Paul Showers
<i>Little Penguins Tale</i>	Audrey Penn
<i>Mooncake</i>	Frank Asch
<i>My Five Senses</i>	Aliki
<i>Old MacDonald Had A Farm</i>	Raffi
<i>Our Earth</i>	Ann Rockwell
<i>Planting A Rainbow</i>	Lois Ehlert
<i>Push, Pull, Empty, Full</i>	Tana Hoban
<i>Red Leaf, Yellow Leaf</i>	Lois Ehlert
<i>Seasons</i>	Charlotte Zolotow
<i>Snowmen at Night</i>	Caralyn Buehner
<i>Stone Soup</i>	Marcia Brown
<i>The Carrot Seed</i>	Ruth Krauss
<i>The Dairy Group</i>	Helen Frost
<i>The Enormous Potato</i>	Aubrey Davis
<i>The Kissing Hand</i>	Audrey Penn
<i>The Snowy Day</i>	Ezra Jack Keats
<i>The Surprise Garden</i>	Zoe Hall
<i>The Tiny Seed</i>	Eric Carle
<i>The Very Hungry Caterpillar</i>	Eric Carle
<i>The Wind Blew</i>	Pat Hutchins
<i>What Color is Nature?</i>	Stephen Swineburne

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

§§ 1 Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community

	Performance Indicators	Learning in Action	K GPS
SS 1 a	Begins to understand family structures and roles	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Describes family celebrations (birthdays, family gatherings, holidays) Participates in community events (parades, festivals, fairs, picnics) 	SSKH1 SSKG1

§§ 2 Children will develop a respect for differences in people

	Performance Indicators	Learning in Action	K GPS
SS 2 a	Identifies similarities and differences among people	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Learns some words of other languages Tastes a snack that a classmate from another culture brings to school 	SSKG1
SS 2 c	Demonstrates emerging awareness and respect for abilities	<ul style="list-style-type: none"> 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

	Performance Indicators	Learning in Action	K GPS
SS 3 a	Identifies common features in the home and school environment	<ul style="list-style-type: none"> Describes what is seen on the way to school After touring the school, draws a picture about what was seen 	SSKG2 SSKG3
SS 3 b	Creates simple representations of home, school, or community	<ul style="list-style-type: none"> Builds a familiar street with blocks Draws a simple map of classroom or school Drives toy cars on roads made from blocks or uses blue paper to represent water 	SSKG2 SSKG3 SSMG1
SS 3 c	Uses and responds to words to indicate directionality, position, and size	<ul style="list-style-type: none"> Identifies objects that are near and far Talks about the largest (smallest) building in the city Identifies buildings that are close to or far from the school. 	SSMG1
SS 3 d	Develops awareness of the community, city, and state in which he/she lives	<ul style="list-style-type: none"> Takes a walking field trip to explore the local community Identifies the name of the city and state in which he/she lives Becomes familiar with community and state landmarks (city hall, police stations, grocery store, museums, capital). 	SSKH2 SSKG2 SSKG3
SS 3 e	Recognizes characteristics of other geographic regions and cultures	<ul style="list-style-type: none"> Explores the characteristics of arctic animals Reads a story about life in the rain forest 	SSKG2 SSKG1

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



Suggested Children's Books

Title	Author
<i>A Rainbow All Around Me</i>	Sandra Pinkney
<i>A Weed is a Flower</i>	Aliki
<i>ABC for You and Me</i>	Margaret Girnis
<i>All Kinds of Children</i>	Norma Simon
<i>All the Colors of the Earth</i>	Shelia Hamanaka
<i>America the Beautiful</i>	Katharine Lee Bates Wendell Minor
<i>America: A Patriotic Primer</i>	Lynne V. Cheney Robin Preiss Glasser
<i>Be Quite, Marina!</i>	Kristen Debear
<i>Career Day</i>	Anne Rockwell
<i>Children Around the World</i>	Donata Monanari
<i>Families</i>	Ann Morris
<i>Friends at School</i>	Rochelle Bunnett
<i>Friends at Work and Play</i>	Rochelle Bunnett
<i>Full, Full, Full of Love</i>	Trisha Cooke
<i>Grandparents Are the Greatest Because</i>	Adele Aron Greenspan Joan Swartz
<i>Happy Birthday, America</i>	Marsha Wilson Chall Guy Porfirio
<i>I Pledge Allegiance</i>	Bill Martin Jr. Michael Sampson
<i>Lucky Pennies and Hot Chocolate</i>	Carol Shields
<i>My Family</i>	Debbie Bailey
<i>No Mirrors in My Nana's House</i>	Ysaye M. Barnwell
<i>One Is a Drummer</i>	Roseanne Thong
<i>Our Granny</i>	Margaret Wild
<i>Pingo the Plaid Panda</i>	Loreen Leedy
<i>Rolling Along with Goldilocks</i>	Cindy Meyers
<i>Round is Mooncake</i>	Roseanne Thong
<i>Shades of Black</i>	Sandra L. Pinkney
<i>Special People, Special Ways</i>	Arlene Maguire
<i>Susan Laughs</i>	Jeanne Willis Tony Ross
<i>The Colors of Us</i>	Karen Katz
<i>Three Friends / Tres Amigos: A Counting Book</i>	Tona Wilson Maria Brusca
<i>Two Homes</i>	Clarie Masurel
<i>We All Sing with the Same Voice</i>	J. Philip Miller
<i>We Can Do It!</i>	Laura Dwight
<i>What Grandmas/Grandpas Do Best</i>	Laura Numeroff Joffe
<i>Whoever You Are</i>	Mem Fox

C R E A T I V E

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

	Performance Indicators	Learning in Action	K GPS
CD 1 a	Experiments with a variety of materials and activities for sensory experience and exploration	<ul style="list-style-type: none"> • Uses markers, paint, crayons, modeling clay, collage materials, play dough 	Kindergarten GPS Standards are not yet available for this domain.
CD 1 b	Uses materials to create original work and for self-expression	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	Performance Indicators	Learning in Action	K GPS
CD 2 a	Uses music and movement to express thoughts, feelings, and energy	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Sings a song with the group during circle time • Plays the classroom musical instruments 	
CD 2 c	Participates in creative movement and dance	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

	Performance Indicators	Learning in Action	K GPS
CD 3 a	Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	<ul style="list-style-type: none"> • Puts on the fireman's hat and pretends to put out a fire • Uses a note pad to take a restaurant order in the home living area • Pretends to be a waiter and serves food to friends sitting at the pretend restaurant table 	Kindergarten GPS Standards are not yet available for this domain.
CD 3 b	Recreates a story or poem through drama	<ul style="list-style-type: none"> • Uses props to retell the story of <i>The Three Little Pigs</i> • Pretends to be "Jack Be Nimble" and jumps over a block representing a candlestick 	
CD 3 c	Participates in activities using symbolic materials and gestures to represent real objects and situations	<ul style="list-style-type: none"> • Uses a block to represent a telephone • Claps hands to represent thunder • Uses a scarf to symbolize the wind blowing 	



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 phone 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.

A Creative Adventure: Supporting Development and Learning Through Art, Music, Movement and Dialogue: A Guide For Parents and Professionals - Education Services, Inc.

Before And After School : Creative Experiences - NAEYC

Building Structures With Young Children - Chalufour and Worth

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

Creative Play Activities for Children With Disabilities: A Resource Book For Teachers and Parents, 2nd Edition - Morris & Schulz

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



Suggested Children's Books

Title	Author
<i>A Color of His Own</i>	Leo Lionni
<i>A Visit To The Farm</i>	B.A. Hoena & Gail Saunders-Smith, PhD
<i>A Visit to the Supermarket</i>	B.A. Hoena & Gail Saunders-Smith, PhD
<i>Apples</i>	Ann L. Burckhardt
<i>Best Mouse Cookie</i>	Laura Numeroff
<i>Caps, Hats, Socks and Mittens</i>	Louise Borden
<i>Corn</i>	Ann. L. Burckhardt
<i>Don't Forget The Bacon!</i>	Pat Hutchins
<i>Froggy Gets Dressed</i>	Jonathan London
<i>I Smell Honey</i>	Andrea and Brian Pinkney
<i>I Want to Be a Doctor</i>	Firefly Books
<i>I Want To Be A Firefighter</i>	Firefly Books
<i>I Want to Be a Pilot</i>	Firefly Books
<i>If You Give A Pig A Pancake</i>	Laura Numeroff
<i>Jesse Bear, What Will You Wear?</i>	Nancy White Carlstrom
<i>Keeping You Safe: A Book About Police Officers</i>	Ann Owens
<i>Kevin and His Dad</i>	Irene Smalls
<i>Lucy's Picture</i>	Nicolas Moon
<i>Lunch</i>	Denise Fleming
<i>Mommies at Work</i>	Eve Merriman
<i>Mouse Paint</i>	Ellen Stoll Walsh
<i>Mrs. Wishy-Washy's Farm</i>	JoyCowley
<i>My Car</i>	Byron Barton
<i>My World of Color</i>	Margaret Wise Brown
<i>Old MacDonald Had A Workshop</i>	Lisa Shulman
<i>Taking You Places: A Book About Bus Drivers</i>	Ann Owens
<i>The Best Father of All</i>	Peter Horn
<i>The Little Red Hen Makes A Pizza</i>	Philemon Sturges
<i>The Napping House</i>	Audrey and Don Wood
<i>The Tortilla Factory</i>	Gary Paulsen
<i>We Need Firefighters</i>	Lola M. Schaefer
<i>We Need Nurses</i>	Lola M. Schaefer
<i>What Do You Want To Be?</i>	Ron Ellsworth
<i>What Mommies/Daddies Do Best</i>	Laura Numeroff
<i>Zin! Zin! Zin! A Violin</i>	Lloyd Moss

SOCIAL & EMOTIONAL

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

SE 1 Children will develop confidence and positive self-awareness

	Performance Indicators	Learning in Action	K GPS
SE 1 a	Demonstrates knowledge of personal information	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Says, "Watch me. I can do it by myself." 	
SE 1 d	Develops personal preferences	<ul style="list-style-type: none"> Makes choices during independent activities Chooses a favorite color, food, song, etc. 	

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

	Performance Indicators	Learning in Action	K GPS
SE 2 a	Shows interest in learning new concepts and trying new experiences	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Introduces himself to a new classmate Invites other children to join play 	
SE 2 c	Demonstrates self-direction in use of materials	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

	Performance Indicators	Examples	K GPS
SE 3 a	Helps to establish classroom rules and routines	<ul style="list-style-type: none"> Provides ideas to make the classroom run smoothly Discusses rules for being safe outdoors 	Kindergarten GPS Standards are not yet available for this domain.
SE 3 b	Follows rules and routines within the learning environment	<ul style="list-style-type: none"> Remembers to follow simple rules such as walking in the hallways Participates in simple non-competitive games 	
SE 3 c	Uses classroom materials purposefully and respectfully	<ul style="list-style-type: none"> Uses materials and equipment without breaking or destroying the items Puts materials back into the assigned spaces 	
SE 3 d	Manages transitions and adapts to changes in routine	<ul style="list-style-type: none"> Moves smoothly from one routine to another Understands and follows daily schedule 	
SE 3 e	Expresses feelings through appropriate gestures, actions and language	<ul style="list-style-type: none"> Identifies common emotions such as: “ I am happy,” or “That made me sad.” Uses words to express frustration rather than hitting another child 	

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

	Performance Indicators	Learning in Action	K GPS
SE 4 a	Interacts appropriately with peers and familiar adults	<ul style="list-style-type: none"> Follows suggestions given by a friend concerning their play Greets the teacher or other adults when arriving at school 	Kindergarten GPS Standards are not yet available for this domain.
SE 4 b	Begins to recognize the needs and rights of others	<ul style="list-style-type: none"> Gives assistance to peers who are trying to solve a problem such as zipping coats or tying shoes Responds appropriately to a friend when he/she says, “No” Respects personal space and belongings of others 	
SE 4 c	Shows empathy and understanding to others	<ul style="list-style-type: none"> Is concerned and wants to help when a classmate falls Helps a classmate pick up spilled toys Carries something for a child who is unable to do so 	
SE 4 d	Participates successfully as a member of a group	<ul style="list-style-type: none"> Cooperates with other children during dramatic play or in building block structures Works with other children to complete a project Develops friendships with peers 	
SE 4 e	Participates in resolving conflicts and disagreements with others	<ul style="list-style-type: none"> Settles a dispute with another child through negotiation Takes turns without pushing or other conflict Seeks help from a teacher when needed 	

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 LEGOS 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

Title	Author
<i>Across The Stream</i>	Mirra Ginsburg
<i>Daddy's Lullaby</i>	Tony Bradman
<i>Giraffes Can't Dance</i>	Giles Andrea
<i>I'm Gonna Like Me</i>	Jamie Lee Curtis
<i>I'm Sorry</i>	Sam McBratney
<i>I'm Tougher than Asthma</i>	Alden Carter
<i>I'm Tougher than Diabetes</i>	Alden Carter
<i>It's Okay to Be Different</i>	Todd Park
<i>Kevin and His Dad</i>	Irene Smalls
<i>Let's Talk about Extraordinary Friends</i>	Fred Rogers
<i>Love You Forever</i>	Robert N. Munsch
<i>Mama, Do You Love Me?</i>	Babraba M. Joosse
<i>Mommy's Best Kisses</i>	Margaret Anastas
<i>My Friend and I</i>	Lisa Jahn-Clough
<i>Night Shift Daddy</i>	Eileen Spinelli
<i>No, David</i>	David Shannon
<i>On Mother's Lap</i>	Ann Herbet Scott
<i>Seeing Things My Way</i>	Alden Carter
<i>Shelly the Hyperactive Turtle</i>	Deborah Moss
<i>Stretching Ourselves</i>	Alden Carter
<i>Taking Autism to School</i>	Andreanna Edwards
<i>The Best Father of All</i>	Peter Horn
<i>The Crayon Box That Talked</i>	Shane DeRolf
<i>The Feel Good Book</i>	Todd Park
<i>The Kissing Hand</i>	Audrey Penn
<i>The Little Engine That Could</i>	Watty Piper
<i>The Very Best Daddy of All</i>	Marion Dane Bauer Leslie Wu
<i>The Very Lonely Firefly</i>	Eric Carle
<i>Today I Feel Silly</i>	Jamie Lee Curtis
<i>We'll Paint the Octopus Red</i>	Stephanie Stuve-Bodeen Pam DeVito
<i>Wemberly Worried</i>	Kevin Henkes
<i>What Daddies Do Best</i>	Laura Numeroff
<i>What Mommies Do Best</i>	Laura Numeroff
<i>When Mama Comes Home Tonight</i>	Eileen Spinelli
<i>When You're Mad and You Know It</i>	Elizabeth Crary
<i>Will You Still Love Me</i>	Jean Baptiste Baronian

HEALTH & PHYSICAL

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

	Performance Indicators	Learning in Action	K GPS
HPD 1 a	Develops coordination and balance	<ul style="list-style-type: none"> Carries a glass of water across the room without spilling it Peddles and steers a tricycle Walks on balance beam Balances on one foot 	Kindergarten GPS Standards are not yet available for this domain.
HPD 1 b	Coordinates movements to perform tasks	<ul style="list-style-type: none"> Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns Climbs a slide ladder using arms and feet Moves body into position to catch or kick a ball Builds strength and stamina in movement activities 	
HPD 1 c	Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility.	<ul style="list-style-type: none"> Uses outdoor large motor equipment daily. 	

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

	Performance Indicators	Learning in Action	K GPS
HPD 2 a	Performs fine-motor tasks that require small-muscle strength and control	<ul style="list-style-type: none"> Tears a piece of tape off a roll of tape Uses paper punch or stapler Works with play dough Uses writing tools 	Kindergarten GPS Standards are not yet available for this domain.
HPD 2 b	Uses eye-hand coordination to perform fine-motor tasks	<ul style="list-style-type: none"> Puts together puzzles Strings beads or puts pegs into boards 	
HPD 2 c	Exhibits manual coordination	<ul style="list-style-type: none"> Uses scissors and art materials Uses hands and fingers to act out finger plays and songs Begins to practice self-help skills in zipping and buttoning 	

HPD 3 Children understand healthy and safe living practices

	Performance Indicators	Learning in Action	K GPS
HPD 3 a	Participates in activities related to health and personal care routine.	<ul style="list-style-type: none"> Washes hands after toileting/before eating Dramatizes health care professional roles Uses the tooth model to demonstrate how to properly brush teeth 	Kindergarten GPS Standards are not yet available for this domain.
HPD 3 b	Participates in activities related to nutrition	<ul style="list-style-type: none"> Identifies healthy foods Sorts the plastic food in the dramatic play area into groups of fruits and vegetables 	
HPD 3 c	Discusses and utilizes appropriate safety procedures	<ul style="list-style-type: none"> Knows to call 911 in an emergency Discusses safety rules for playground Participates in activities to learn to avoid dangerous situations 	

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



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

Suggested Children's Books

Title	Author
<i>Berenstain Bears and Too Much Junk Food</i>	Berenstain & Berenstain
<i>Don't You Feel Well, Sam?</i>	Amy Hest
<i>Eat Healthy Feel Great</i>	William Sears
<i>Eating Right</i>	Helen Frost
<i>Eating the Alphabet: Fruits and Vegetables from A to Z</i>	Lois Ehlert
<i>Eyes, Nose, Fingers and Toes</i>	Judy Hindley
<i>Froggy Goes to the Doctor</i>	Jonathan London, Frank Remkiewicz
<i>From Head to Toe</i>	Eric Carle
<i>Green Eggs and Ham</i>	Dr. Seuss
<i>Growing Like Me</i>	Anne Rockwell
<i>Here Are My Hands</i>	Bill Martin, Jr., John Archambault
<i>How Do Dinosaurs Get Well Soon?</i>	Jane Yolen
<i>I Eat Fruit</i>	Hannah Tofts
<i>I Eat Vegetables</i>	Hannah Tofts
<i>I Went Walking</i>	Sue Williams
<i>Mouse Mess</i>	Linnea Riley
<i>My Five Senses</i>	Aliki
<i>My Trip to the Hospital</i>	Mercer Mayer
<i>Play It Safe</i>	Mercer Mayer
<i>Safety on the Playground</i>	Lucia Raatma
<i>Safety on Your Bicycle</i>	Lucia Raatma
<i>Susan Laughs</i>	Jeanne Willis
<i>The Biggest Pumpkin Ever</i>	Steven Kroll
<i>The Foot Book</i>	Dr. Seuss
<i>The Fruit Group</i>	Helen Frost
<i>The Grain Group</i>	Helen Frost
<i>The Meat and Protein Group</i>	Helen Frost
<i>The Sick Day</i>	Patricia MacLachlan & Jane Dyer
<i>The Vegetable Soup</i>	Helen Frost
<i>Those Mean Nasty Dirty Downright Disgusting But Invisible Germs</i>	Judith Anne Rice
<i>Two Eyes, A Nose and A Mouth</i>	Roberta Grobel Intrater
<i>What to Expect When You Go to the Dentist</i>	Heidi Murkoffi & Lauren Rader
<i>When I Grow Up</i>	Mercer Mayer



Georgia Department of Early Care and Learning

404-656-5957
888-4 GA PREK
www.dec.state.ga.us