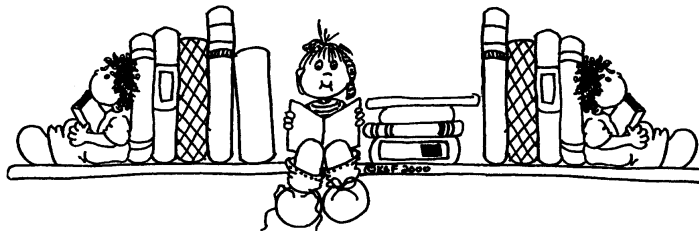
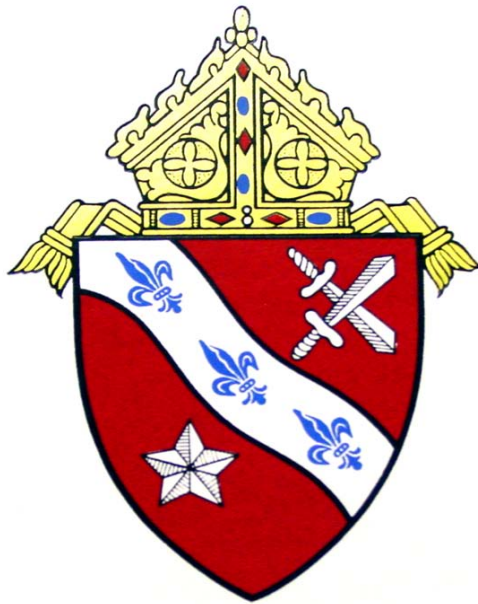


Early Childhood Educational Standards

Diocese of Dallas
as adapted from the
Archdiocese of Hartford, CT



September 2008

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**The Child at Five and Six
Kindergarten
Religion**

Content Standard	Performance Standard	Benchmarks
<p>Exploring God’s World</p> <p>The kindergarten religion program is designed to lead each child to a discovery of a loving God and Creator</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Describe the sun, moon, stars and all the universe as creations of God • Retell the story of creation story(Genesis 1:1-31) • Classify and sort God’s creation (non-human living creatures – those that live on land, those that fly, and those that live in water) • Demonstrate care for the world • Express their wonder and awe at the gift of God’s creation • Explain how God called each creation by name • Show how we honor people by calling them by name • Describe animals as signs of God’s love • Compare and contrast living creatures (humans and non-humans) • Recognize that God gave people the gift of choice • Identify creations of God through the use of his/her senses • Explain that God made people in His image and likeness 	<p>The child:</p> <ul style="list-style-type: none"> • Makes a mural of the story of creation • Creates a book about the story of creation naming what God created and writing, “and God saw it was good!” • Lists ways he/she can appreciate creation each month (i.e., September -pick apples; October –rake leaves; etc.) • Creates a catalog of activities that are good for the environment • Creates a puppet show about creation • Celebrate the life of St. Francis, who loved all creatures, great and small • Recite the Naming Prayer, the Sign of the Cross • Looks up the derivation of his/her name • Graphs animals that fly, live on land, live in the water • Makes a Venn diagram that shows how humans and animals are alike and unlike • Makes thumbprints to make different animals • Retells or dramatizes a Bible story that demonstrates human choice (Adam & Eve, Mary & Joseph, etc.) • Makes a gift box: the wrapping paper pictures God’s creation and inside the box is a picture of him/herself

Content Standard	Performance Standard	Benchmarks
<p>Exploring God’s Family</p> <p>The kindergarten religion program is designed to lead children to understand that God created people to love them and to teach them to love themselves and others</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Describe him/herself as a member of a family • Explain how families take care of one another, teach each other, and make each other feel loved • Recognize that all families are different • Celebrate the differences in people and families • Appreciate the customs and cultures of all people • Demonstrates tolerance of other’s ideas and beliefs • Respects and shows sensitivity to the feelings of others • Celebrate the richness of diversity • Recognize the family of Jesus, Mary and Joseph as a special family • Name the members of the Holy Family • Describe him/herself as belonging to God’s special family, the Catholic Church • Describe him/herself as a child of God 	<p>The child:</p> <ul style="list-style-type: none"> • Makes a personal family tree • Creates illustrations of how members of families take care of one another • Make a book of things that his/her family has taught him/her or that he/she has taught the family • Draws/lists/demonstrates how God loves him/her • Makes puppets of the Holy Family and includes him/herself • Dramatize read aloud stories that deal with tolerance (<i>Tar Beach</i> by Faith Ringgold, <i>Amazing Grace</i> by Mary Hoffman, and <i>Matthew’s Dream</i> by Leo Lionni <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell) • Draws a picture of a church and places her/himself inside • Makes a birthday card and inside the card writes the date of birth and the date of baptism
Content Standard	Performance Standard	Benchmarks
<p>Celebrating God’s greatest gift, His son, Jesus.</p> <p>The kindergarten religion program is designed to lead children to understand that God’s love gives us Jesus.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Recognize Jesus as the greatest teacher • Reflect on what Jesus teaches • Demonstrate that Jesus teaches everyone how to act • Say the prayer that Jesus taught us to pray, The Our Father • Explain how Jesus is our leader and model 	<p>The child:</p> <ul style="list-style-type: none"> • Graphs different kinds of teachers and how they relate to Jesus • Dramatizes a parable (The Good Samaritan, The Pearl, the Ten Talents) • Writes and illustrates words like: kindness, caring, fair, sharing, thoughtfulness, and love • “Make a path to Jesus” : Draws a picture of him/herself and Jesus doing something that shows love

		<ul style="list-style-type: none"> • Plays the game "Follow the Leader" mimicking some of the things that Jesus did that are signs of love • Traces his/her footprint and writes "I follow Jesus" on it.
Content Standard	Performance Standard	Benchmarks
<p>Celebrating God's special family, the Catholic Church</p> <p>The kindergarten religion program is designed to help children understand that at Baptism they became members of the Church community and the Church calls them to become one in the Spirit.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Recognize that people make up the Church • Identify Baptism as the sacrament that made them members of the Church • Discuss Baptismal Promises • Identify Reconciliation as the sacrament of peace • Recognize that love is the foundation for the sacrament of Eucharist • Recognize liturgy as a celebration for the family of God 	<p>The child:</p> <ul style="list-style-type: none"> • Makes a mural that shows some of the people who make up the Church (students, parents, the Pope, the priest, bishops, etc.) • Dramatize the story of Zaccheus demonstrating that all are welcome into the special family, the Catholic Church • Role-plays a Baptism • Visits the parish church and identifies the Baptismal Font and the Reconciliation Room • Makes puppets of the Last Supper • Makes own Mass-book • Illustrate, act out or retell the story of the Wedding Feast of Cana • Participates in the readings and/or processions of a class or school liturgy
Content Standard	Performance Standard	Benchmarks
<p>Celebrating Catholic Prayers and the Liturgical Year</p> <p>The kindergarten religion program is designed to create opportunities for the children to learn Catholic prayers and participate in liturgical celebrations throughout the school year</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Recognize the Sign of the Cross and the Glory Be as prayers to the Trinity • Recognize the Our Father as the prayer Jesus taught us • Recognize the Hail Mary as a prayer that honors the Blessed Mother • Use prayer to develop a relationship with God 	<p>The child:</p> <ul style="list-style-type: none"> • Recites the Sign of the Cross, the Our Father, the Hail Mary, and the Glory Be, independently and daily with the class • Recites the rosary during the month of the Holy Rosary, October • Develops his/own grace before and after meals

	<ul style="list-style-type: none"> • Recognize that saints are special people who followed God's "Golden Rule" • Discuss how all of God's children are called to be saints • Celebrate American traditions that recognize God's gifts to the United States • Recognize the importance of saying, "Thank you!" • Celebrate: • December 6 – Feast of St. Nicholas • December 8 – Feast of the Immaculate Conception (Holy Day) • December 12 – Feast of Our Lady of Guadalupe • December 13 – Feast of St. Lucy • Celebrate Advent as a time of waiting for Jesus • Identify Christmas as the birthday of Jesus • Celebrate God's love for us on Valentine's Day • Discuss Gospel stories that show Jesus taking care of others (10 Lepers) • Retell the story of St. Valentine • Identify Lent as a special time to prepare for Easter • Explain what happened on Palm Sunday • Identify Holy Thursday, Good Friday, and Holy Saturday as three special days (Triduum) when we celebrate how much Jesus loves us • Recognize that Mary is our mother as well as the mother of Jesus 	<ul style="list-style-type: none"> • Develops his/her own Morning Offering • Develops own prayers of intercession • Participates in a pageant of saints on All Saints Day • Attends Mass on All Saints Day, a special feast of the liturgical year • Discusses ways in which he/she can imitate the saints • Brings in photos of family members who are veterans as part of a Veterans Day prayer service • Reenacts the first Thanksgiving as a celebration of gratitude and diversity • Says thank you appropriately • Creates prayers of thanksgiving • Discusses the different religious holidays celebrated in various cultures during December • Attends Mass on December 8, a special feast of the liturgical year • Uses an advent calendar/wreath/Jesse Tree • Participates in a dramatization of the Nativity • Dramatizes the story of the 10 Lepers (or a similar Gospel story in which Jesus cares for others) • Makes a collage of pictures illustrating people helping one another • Draws a picture of him/herself taking care of others • Uses a heart as a symbol of love • Keeps a record or chart of things done to make others happy during Lent • Talks with his/her family about the Last Supper and the Eucharist as a special celebration of the family of God
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		<ul style="list-style-type: none">• Shares Easter family celebrations with peers• Retells the Easter story using symbols (sun – Jesus is like the sun because he is risen; star – On the day of his resurrection, Jesus was as bright as a star shining in the heavens: crown – Jesus is our great King)• Prays the Hail Mary, talking to Mary as mother• Creates a Mothers Day card for Mary
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RESOURCES

(Children's Literature)

EXPLORING GOD'S WORLD

- Jeffers, Susan. *Brother Eagle, Sister Sky*. New York: Dial Books.
Wood, Douglas. 1992. *Old Turtle*. MN: Pfeifer Hamilton.
Johnson, James Weldon. 1993. *The Creation*. Boston: Little Brown and Company.
Sose, Bonnie. 1988. *Designed by God so I Must Be Special*. Florida: Vaughn Press.
Young, Ed. 1993. *Moon Mother*. Wila Perlman Books.
Reid, Mary Carpenter. *Come to the Ocean With Me*. MN: Augsburg, Fortress.

EXPLORING GOD'S FAMILY

- Munsch, Robert. 1990. *Love you Forever*. Canada: A Firefly Book.
Loomans, Diane. 1991. *The Lovables in the Kingdom of Self-Esteem*. California: H.J. Kramer Inc. Starseed Press.
Leo Lionni. 1967. *Frederick*. Canada: First Pinwheel Books.
Fraiser, Debra. 1991. *On the Day you Were Born*. California: Harcourt, Brace, Jovanovich.
Joose, Barbara. 1991. *Mama, Do you Love Me?* San Francisco: Chronicle Books.
Falbraith, Kathryn. 1990. *Laura Charolette*. New York: Phelomel Books.
Hoban, Russell. *Best Friends for Frances*. New York: Harper & Row.
Mayer, Mercer. *Just Me and My Dad*. Western Publishing Company.
Clark, Ann Nolan. *In My Mother's House*. New York: Penguin Books.

CELEBRATING GOD'S WORLD AND PEOPLE

- Nan Rolfe. 1994. *Cassie's Magic Flowers: The Story of Calico Crossings*. Colorado: Current Inc.
Morse, Charles and Ann. 1971. *Who Body There?* Minnesota, St. Mary's College Press.
Urdu, Janice May. 1961. *Let's Be Enemies*. New York: Scholastic Book Services.
Pfister, Marcus. 1992. *The Rainbow Fish*. New York: North-South Books.

CELEBRATING THE CATHOLIC CHURCH

- Wittenback, Janet. *God Makes Me His Child in Baptism*. MO: Concordia Publishing

**The Child at Five and Six
Kindergarten
Literacy Development**

Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy Reading Strategies</p> <p>Kindergarten programs will provide children with opportunities to listen to and read independently a variety of meaningful and engaging stories and informational text.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Use picture/semantic, syntactic, and graph- phonic/visual cues to comprehend text • Note details, identify sequence, categorize, classify and make predictions in a story • Identify the beginning, middle and end of a story • Make inferences and draw conclusions • Explain cause and effect • Compare and contrast elements of a story • Identify topic and main idea • Differentiate between fantasy and realism • Note details about characters • Sequence events • Note story structure: plot, character and setting • Organize topic, main idea, and ending 	<p>The child:</p> <ul style="list-style-type: none"> • Draws a picture that notes a detail in a story • Divides paper into three parts and illustrate the beginning, middle and end of a story • Uses pictures to make predictions about a story • Dramatizes predictions about what might happen next in a story • Answers "What if" questions • Answers motivation questions about characters • Decodes words by looking at the picture and/or identifying letters with sounds • Looks at pictures and identifies what caused illustrated events • Draw characters • Discusses whether or not story events are possible • Identifies the problem in a story • Describe where and when a story takes place • Completes a graphic organizer that identifies topic, main idea and setting
Content Standard	Performance Standard	Benchmarks
<p>Phonemic Awareness</p> <p>Kindergarten programs will provide opportunities for the early learner</p> <ul style="list-style-type: none"> • to examine language independent of meaning (hear the sounds that make up words) • to attend to sounds in the context of a word (see relationships between sounds) 	<p>The child will:</p> <ul style="list-style-type: none"> • Identify onsets and rhymes (syllable splitting) • Blend individual sounds to form a word (phoneme blending) • Identify where a given sound is heard in a word (approximation) • Identify beginning, middle, ending sounds in a word 	<p>The child:</p> <ul style="list-style-type: none"> • Supplies the rhyming word at the end of a nursery rhyme or familiar poem • Sings songs, recites poems, nursery rhymes and chants • Identifies the beginning consonant sound in an alliterative phrase or sentence • Uses cubes to identify the number of sounds in a word

<ul style="list-style-type: none"> to manipulate component sounds (alter and rearrange sounds to create new words) <p>The kindergarten teacher recognizes that the significance of phonemic awareness lies not in the ability to recognize differences in sounds (phonemes), but in knowing these sounds are manipulative elements of our language. (Fitzpatrick, <i>Phonemic Awareness</i>)</p>	<ul style="list-style-type: none"> (phoneme isolation) Recognize rhyming words Recognize alliterative words Blend the first and last sounds of words Identifies the number of syllables in one, two, or three syllable words 	<ul style="list-style-type: none"> Claps the number of syllables in his/her name Names the first sound of a word Identifies beginning and ending sounds on picture cards Substitutes beginning, middle, ending sounds of words (change pat to bat; pat to pot; and pat to pan)
Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy Phonics</p> <p>The Kindergarten program provides experiences that encourage the early learner to see him/herself as a reader by involving the child in “playful” experiences with the recognition of sound as associated with print.</p>	<p>The child will:</p> <ul style="list-style-type: none"> Name letters in the alphabet Discriminate upper and lower case letters Name the days of the week Name and recognize color words Know common weather words Identify number words Identify sounds in initial, medial and final position Recognize the following common phonograms: <ul style="list-style-type: none"> at ug ig it and ot at ut Identify common sounds Discriminates common sounds Identify rhyming and non-rhyming words Match sounds with letter symbol 	<p>The child:</p> <ul style="list-style-type: none"> Names and discriminates between upper or lower case letters in print Names the days of the week on the calendar Uses common weather words appropriately at circle time Matches color words with the correct color Matches number words with quantity Participates in games that identify where sounds are in a word (Points to head for initial sounds, waist for medial sounds, and feet for ending sounds.) Participates in games that change the beginning, middle and ending sounds in words (The train game: change the engine letter for beginning sounds, the coal car for medial sounds, the caboose for ending sounds.) Use alphabet puppets with phonograms to create words Identify recorded sounds on tapes/CDs

Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy Auditory Memory/Listening</p> <p>The kindergarten program provides opportunities for the early learner to develop an understanding of and respect for language use and patterns, to listen attentively and respectfully, to use auditory cues and to discriminate between sounds. The program should include numerous opportunities for the child to engage in hearing sounds as parts of language as well as meaning.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Repeat two nonsense words • Reproduce a rhythmic pattern • Listen to nursery rhymes and verse • Follow simple oral directions • Listen for details in a story • Retell a story in sequence • Recall groups of words • Recognize word families auditory • Distinguish between and identify sounds 	<p>The child:</p> <ul style="list-style-type: none"> • Identifies fast and slow parts of music • Uses musical instruments to mimic tempo • Recognizes high or low notes on the piano, xylophone, or other string or percussion instrument • Identifies the sounds of nature and environment (birds, wind, waves and running streams, sirens) • Identifies common sounds (Blocks falling over, closing doors, computer cues) • Identifies the voices of familiar people • Uses puppets and other props to explore sounds in dramatic play • Recognizes sounds in stories (grr, whoosh, whaa, mmm) • Follows one step direction, then gradually builds to more complicated directions • Listens to a story and retells it in one or two sentences • Recognizes language patterns in nursery rhymes, finger plays, and songs
Content Standard	Performance Standard	Benchmarks
<p>Oral Language Development</p> <p>The kindergarten program provides opportunities for the early learner to develop a meaningful vocabulary for every day success. The kindergarten classroom is a language rich environment with ample opportunities and tools for children to experience and use oral language for a variety of</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Use the names of the days of the week and weather words appropriately • Use color words correctly • Identify and verbs • Use sequential language • Rhyme • Identify synonyms and antonyms • Identify and use nouns • Identify and use adjectives • Express ideas in a complete 	<p>The child:</p> <ul style="list-style-type: none"> • Reread favorite stories and make new endings • Rewrites or retells nursery rhymes • Reads orally at his/her level • Write original stories • Discusses the meanings of words • Draw pictures of opposites • Uses nouns, adjectives, and verbs in classification games, seriation, sorting, and block

<p>purposes.</p> <p>The kindergarten teacher should read stories rich in vocabulary and engaging ideas to children and encourage questions and conversation. (Epstein, <i>The Intentional Teacher</i>)</p>	<p>sentence</p> <ul style="list-style-type: none"> • Speak expressively and • clearly • Identifies common punctuation marks 	<p>building</p> <ul style="list-style-type: none"> • Participate in rhyming games • Dramatize stories using complete sentences • Ask questions and participate in discussions using complete sentences • Notes punctuation marks and reads orally accordingly
<p>Written Language</p> <p>The kindergarten program offers opportunities for the early learner to acquire fine motor skills and an awareness of the purposes and functions of written words. It provides experiences for the child to build his/her letter and word writing skills and develop an awareness of the conventions of spelling, grammar, syntax and punctuation.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Write upper and lower case letters • Label common objects • Cut, trace, and copy letters and numbers • Write first and last name • Write short lists • Write address • Write phone number • Write color, number, and weather words • Write simple cards and messages • Write little books • Use many writing tools: <ul style="list-style-type: none"> ○ Crayons ○ Markers ○ Pencils ○ Rubber stamps • Use technology to write 	<p>The child:</p> <ul style="list-style-type: none"> • Write and publish their own journals and small books • Write emails • Write notes to friends • Use writing to graph and keep and record scientific data • Labels papers and other materials with own name • Label artwork, dioramas, block buildings, puzzles

RESOURCES

(Children's Literature)

LANGUAGE ARTS: Reading Strategies

- Carle, Eric. 1992. *Draw Me a Star*. New York: Philomel.
- Carle, Eric. 1986. *The Grouchy Ladybug*. New York: Harper Collins Children's Books.
- Bourgeois, Paulette. 1990. *Franklin in the Dark*. New York: Scholastic.
- Piper, Watty. 1991. *The Little Engine That Could*. New York: Putnam Publishing Group
- Brewster, Patience. 1982. *Nobody*. New York: Clarion Books.

LANGUAGE ARTS: Phonemic Awareness

- Ahlberg, Janet & Alan. 1986. *Each Peach Pear Plum*. New York: Puffin Books.
- Cole J. & Calmenson S. 1990. *Miss Mary Mack and other Children's Street Rhymes*.
Morrouno.
- Degen, B. 1983. *Jamberry*. New York: Harper Collins.
- Hawkins, C. Hawkins, J. 1993. *Pat the Cat*. New York: G.P. Putnam's Sons.
- Carle, Eric. 1974. *All about Arthur*. New York: Franklin Watts.
- Hague, K. 1984. *Aphabears*. New York: Henry Holt.
- Base, G. 1986. *Animalia*. Abrams.
- Cole, J. & Calmenson, S. 1993. *Six Sick Sheep: 101 Tongue Twisters*. New York:
Simon & Schuster.
- Blevins, Wiley. 1997. *Phonemic Awareness Activities for Early Reading Success*. New York:
Scholastic.

LANGUAGE ARTS: Phonics

- Ehlert, Lois. 1990. *Color Farm*. New York: Harper.
- Munsch, Robert. 1992. *The Button Box*. New York: Dutton Children's Books.
- Martin, Bill, Jr. 1991. *Polar Bear, Polar Bear, What Do You Hear?* NY: Henry Holt
- Dale, Perry. 1988. *Ten in a Bed*. CA: Pleasant Hill, Discovery Toys.
- Fox, Mem. 1993. *Time for Bed*. New York: Harcourt, Brace, Jovanovich.
- Carle, Eric. 1987. *The Very Hungry Caterpillar*. New York: Scholastic.

LANGUAGE ARTS: Auditory Memory / Listening

- Parks, Brenda & Smith, Judith. 1989. *The Enormous Watermelon*. Crystal lake, IL: Rigby
- Gibbons, Gail. 1991. *I Know an Old Lady Who Swallowed a Fly*. NY: Holiday House.
- Howe, John. 1989. *Jack and the Beanstalk*. Boston: Little, Brown.
- Little Miss Muffet*. Traditional Rhyme.
- Galdone, Paul. 1985. *Little Red Hen*. Boston: Clarion Books.
- The Queen of Hearts*. Traditional Rhyme.
- Galdone, Paul. 1985. *The Three Bears*. New York: Clarion Books.
- Galdone, Paul. 1988. *Three Little Kittens*. New York: Clarion Books.
- Three Little Pigs*. Traditional Tale.

LANGUAGE ARTS: Writing

- Banks, Kate. 1988. *Alphabet Soup*. New York: Alfred A. Knopf.
- Martin, Bill Jr. & Archambault, John. 1989. *Chicka Chicka Boom Boom*. NY: Scholastic.
- Lobel, Arnold. 1985. *Frog and Toad are Friends*. NY: Harper Collins Children's Books.
- Brenner, Barbara. 1992. *Group Soup*. New York: Penguin Books.
- Carlstrom, Nancy. 1986. *Jesse Bear, What Will You Wear?* New York: MacMillian.

**The Child at Five and Six
Kindergarten
Mathematical Thinking**

Content Standard	Performance Standard	Benchmarks
<p>Number and Operations</p> <p>The kindergarten math program is designed to create opportunities for the children to learn whole number concepts such as counting, cardinal numbers, ordinal numbers, placing objects in one-to-one correspondence and classifying to use number sense and numeration. The math program provides opportunities for the early learner to communicate ideas through oral and written language, physical gestures, his/her drawings, invented and conventional symbols, and the language of mathematics.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Count with understanding and recognize sets of objects • Develop an understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections • Count backwards and forwards • Strengthen the sense of whole numbers to be used in flexible ways (5 crayons is the same as 5 hats) • Connect number words and numerals to quantities they represent, using various physical models and representations • Count on from a given quantity • Connects the concept of quantity to the appropriate mathematical symbolization • Add and subtract whole numbers and recognize the relationship between the two operations • Integrates mathematical relationships to deal flexibly with numbers and move from one operation to another with skill • Explain the effects of adding and subtracting whole numbers • Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and technology • Make a one-to-one correspondence with numbers zero to ten 	<p>The child:</p> <ul style="list-style-type: none"> • Uses the calendar to count backwards and forwards • Uses an Advent calendar to count the days before Christmas • Sings/recites simple counting songs and poems • Counts blocks and put them in order • Uses puzzles that has the number word and matches the quantity • Identifies his/her place in line • Uses a bank in which objects are placed to determine quantity • Uses dice to count and add • Counts the steps in a simple dance • Adds and takes away objects from a group • Models and discusses a rich variety of addition and subtraction problems • Uses a number line to count forward and backward • Uses physical games like hopscotch to count and identify numbers • Given a number, identifies the next number • Identifies the missing number in a sequence • Given the numeral five, assembles the correct number of objects to represent the quantity 5 • Snaps or claps a given number • Orders events in a story as happening first, second, third, etc. • Use sets of different numbered objects to make comparisons of amounts (I have more blue

	<ul style="list-style-type: none"> • Write number symbols zero through 30 • Organize and consolidate materials, pictures, and diagrams to express mathematical concepts • Communicate, reflect upon, and clarify his/her thinking about mathematical ideas and situations to peers, teachers and others • Explore and discuss fair share, equal parts of a whole, divide into two, three and four parts 	<p>blocks than green blocks.)</p> <ul style="list-style-type: none"> • Given ten flower pots, shows one flower for every pot • Gives paper/napkin/paintbrush to every child • Writes the number that corresponds to a give quantity • Writes simple number stories for addition and subtraction • Illustrate number sentences using concrete objects • Makes picture books about numbers and number stories • Reads original picture number books to peers and teacher • Compares original picture number books with peers • Divide play food into two equal parts
Content Standard	Performance Standard	Benchmarks
<p>Algebra</p> <p>The kindergarten math program is designed to create opportunities for the children to recognize, compare, and analyze patterns as important components of their intellectual development.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Sort, classify and order objects by size, number, and other properties • Recognize, describe and extend patterns such as sequence of sounds or shapes or simple numeric patterns and translate them from one representation to another • Analyze how both repeating and growing patterns are generated • Represent and describe mathematical relationships • Use concrete, pictorial, and verbal representations to develop an understanding of inverted and conventional symbolic notations 	<p>The child:</p> <ul style="list-style-type: none"> • Builds patterns using colored cubes • Patterns auditory with simple clapping games • Notes patterns in stories like rhyming words • Notices patterns in simple dances • Arranges objects by color, size and shape • Creates patterns using comparatives (light to heavy, thick to thin, big to bigger, biggest) • Duplicates and extends simple patterns using manipulatives
Content Standard	Performance Standard	Benchmarks
<p>Geometry, Spatial Sense, and Measurement</p> <p>The kindergarten math program is designed to create opportunities for the children</p>	<p>The child will:</p> <p>Recognize, name, build, draw, compare and sort two-and three-dimensional shapes</p> <p>🌟 Describe attributes and parts of two- and three-dimensional</p>	<p>The child:</p> <ul style="list-style-type: none"> • Identifies, describes and draws the four basic plane figures: circle, square, rectangle, triangle

<p>to understand terms <i>near to</i>, <i>far away from</i>, <i>and next to</i>, and to recognize and name geometric shapes. Within the kindergarten math program, measurement bridges the two main areas of mathematics - geometry and number.</p>	<p>shapes</p> <ul style="list-style-type: none"> ✦ Investigate and predict the results of putting together and taking apart two-and three-dimensional shapes • Investigate, compare, and order length, width, volume, capacity, area, weight, time, and temperature • Find and name locations such as "near to" in coordinate systems such as maps • Make and use estimates of measurement • Make and use measurement in problems in everyday situations • Recognize and create shapes that have symmetry • Relate ideas in geometry to ideas in number and measurement • Recognize geometric shapes and structures in the environment and specify their location • Measure using standard and nonstandard units 	<ul style="list-style-type: none"> • Uses tanagrams, pattern blocks, color tiles, tessellations, and geo-boards to investigate two- and three-dimensional shapes • Sorts and classifies geometric shapes indicating where the shape is relative to other objects (<i>above</i>, <i>below</i>, <i>next to</i>, etc.) • Sorts and classifies shapes by their properties noticing similarities and differences • Analyzes and describes the common property of a shape through riddles • Use mirrors to identify symmetry in objects • Identify symmetrical blocks • Draws maps using simple shapes to identify location • Measure geometric • Use blocks to measure and make comparisons of common classroom objects (How many squares would it take to measure the length of a desk? Would it take more/fewer rectangles?) • Takes nature walks and describes geometric shapes and their location (A square above the door, a triangle under the window, etc) • Describes length, height, and width using comparatives and superlatives (i.e., <i>wide</i>, <i>wider</i>, <i>widest</i>) • Use rulers, tape measures and string to measure • Uses teaspoons, measuring cups, blocks, and links to measure • Measures objects on a scale and make comparisons • Order events: first, second, third, etc. • Identifies four seasons and describes their characteristics • Distinguish today, tomorrow, yesterday, daytime and nighttime
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Content Standard	Performance Standard	Benchmarks
<p>Data Analysis and Probability</p> <p>The kindergarten math program is designed to create opportunities for the children to gather and record data and to make predictions through many significant every day experiences.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Pose questions and gather data about him/herself and his/her surroundings • Share questions, data, and predictions with peers and listen to the predictions of others with critical respect • Sort and classify objects according to their attributes and organize data about the objects • Represent data using concrete objects, pictures, and graphs' • Describe parts of the data and the set of data as a whole to determine what the data show • Discuss events related to his/her experiences as likely or unlikely 	<p>The child:</p> <ul style="list-style-type: none"> • Produces graphs with real objects to determine more, less, equal, most and least • Count, read, and compare numbers of objects in pictographs (More, less, equal to) • Predict through graphing activities with the daily calendar and daily activities • Discuss and interpret numerical problems that arise naturally in the class situation • Participates in cooperative brainstorming • Work in cooperative groups to make predictions, gather and communicate information
<p>Problem Solving and Reasoning</p> <p>The kindergarten math program is designed to create opportunities for the children to define and solve problems that involve mathematical thinking skills and real life situations. Through mathematics as reasoning the children apply prior knowledge to solve daily problems.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Solve mathematical problems that arise in daily life and draw logical conclusions • Use models, known fact, properties, and relationships to his/her thinking • Justify his/her answers, solutions, and processes • Use patterns and classifications to analyze mathematical situations • Apply and adapt appropriate mathematical strategies to problem solving situations • Reflect on his/her problems solving strategies • Use problem solving to build new mathematical knowledge • Use the language of mathematics to represent, discuss, listen, write, and read mathematics as a vital part of learning 	<p>The child:</p> <ul style="list-style-type: none"> • Use concrete objects and pictures to demonstrate and solve simple story problems • Participates in open-ended math projects • Recognize math concepts and use mathematical skills to comprehend children's literature • Cooperative play in building with pattern blocks to extend classification skills • Use blocks and pattern blocks to develop concepts of shape, equivalency, one-to one correspondence, seriation, measurement and number • Use blocks and pattern blocks to construct geometric figures by negotiating with others, conserving, and establishing equivalent sets with nonequivalent sizes of blocks

	<ul style="list-style-type: none">• Estimate to solve problems	<ul style="list-style-type: none">• Use appropriate vocabulary to express and solve word problems• Discuss and explore numerical problems that arise naturally in class• Uses data from pictures, diagrams, and graphs to solve a variety of problems• Creates own word problems• Estimates quantities in jars
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RESOURCES

(Children's Literature)

NUMBER & OPERATIONS

- Anno, Mitsumasa. 1977. *Anno's Counting Book*. New York: Crowell Junior.
- Anno, Mitsumasa. 1982. *Anno's Counting House*. New York: Philomel.
- Bang, Molly. 1989. *Ten, Nine, Eight*. Orlando, FL Harcourt Brace Jovanovich.
- Carle, Eric. 1972. *Rooster Off To See The World*. Natick, MA. Picture Book Studio.
- Carter, David, 1988. *How Many Bugs in a Box?* New York: Simon & Schuster.
- Ehlert, Lois. 1990. *Fish Eyes*. Orlando, FL: Harcourt Brace Jovanovich.
- McMillian, Bruce. 1986. *Counting Wild Flowers*. New York: Lothrop Lee and Shepard.
- Thornhill, Jan. 1989. *1-2-3, A Nature Counting Book*. New York: Simon and Schuster.
- Trina, Rod. 1983. *One Woolly Wombat*. New York: Kane/Miller.
- My First Calculator Book*. 1991. New York: McClanahan Books.
- Dalmais, Anne – Marie & Dalmais, George. 1976. *In My Garden: Learning to Count*. New York: Two Continents Publishing.
- Pragoff, Fiona. 1986. *How Many? From 0 to 20*. New York: Doubleday.
- Butler, Christina. 1988. *Too Many Eggs*. Boston: D.R. Godine Publishers.
- Froman, Robert. 1973. *Less Than Nothing is Really Something*. New York: Thomas Crowell.
- Walton, Rick. 1993. *How Many How Many?* Cambridge, MA: Candlewick Press.
- Yolen, Jane. 1976. *An Invitation to the Butterfly Ball*. New York: Philomel.

ALGEBRA

- Berger, Barbara. 1984. *Grandfather Twilight*. New York: Philomel Books.
- Carlstrom, Nancy White. 1986. *Jesse Bear, Jesse Bear, What Will You Wear?* NY: Macmillian Publishing Company.
- Degen, Bruce. 1983. *Jamberry*. NY: Harper and Row.
- Martin, Bill, Jr. 1983. *Brown Bear, Brown Bear, What Do You See?* NY: Henry, Holt and Co.
- Hurd, Edith Thacher. 1982. *I Dance In My Red Pajamas*. NY: Harper & Row Publishers.

GEOMETRY

- Whitford, Paul & Ann. 1991. *Eight Hands Round: A Patchwork Alphabet*. NY: Harper Collins Publishers.
- Tompert, Ann. 1990. *Grandfather Tang's Story*. NY: Crown Publishers.
- Britton, Jill & Walter. 1992. *Teaching Tessellating Art: Activities & Transparency Masters*. Palto Alto, CA: Dale Seymour Publications.

MEASUREMENT

- Lionni, Leo. 1960. *Linear Measurement: Inch by Inch*. NY: Scholastic
- Adams, Pam. 1988. *Ten Beads Tall*. NY: Child's Play.
- Russo, Marisabina. 1986. *The Line Up Book*. NY: Penguin Books.
- Mitsumasa, Anno. 1990. *All in a Day*. NY: Putnam.
- Carle, Eric. 1990. *The Tiny Seed*. Saxtonville, MA: Picture Book Studio.
- Leslie, Claire Walker. 1991. *Nature All Year Long*. NY: Greenwillow.
- Polacco, Patricia. 1988. *The Keeping Quilt*. NY: Simon & Schuster.
- Schulevitz, Uri. 1967. *One Monday Morning*. NY: Charles Scribner's Sons.
- Allen, Pamela. 1990. *Who Sank the Boat?* North Ryde, Australia: Wm. Collins.
- Pluckrose, Henry. 1988. *Weight*. NY: Franklin Watts.

DATA ANALYSIS & PROBABILITY

- Anno, Mitsumasa & Akihiro, Nozaki. 1985. *Anno's Hat Tricks*. NY: Philomel Books.
- Arnold, Caroline. 1984. *Charts and Graphs: Fun, Facts, and Activities*. NY: Franklin Watts.
- Lindquist, Mary with Uquire, Jane. 1992. *Making Sense of Data*. Reston, VA: National Teachers of

Mathematics.

Russell, Susan & Stone, Antonia. 1990. *Used Numbers: Counting Ourselves and Our Families*. Palo Alto, CA: Dale Seymour Publications.

Yoshi. 1987. *Who's Hiding Here?* Saxonville, MA: Picture Book Studio Ltd.

Siebert, Diane. 1984. *Truck Song*. NY: Harper's & Row.

Crews, Donald. 1986. *Ten Black Dots*. NY: Greenwillow.

Lionni, Leo. 1960. *Inch by Inch*. NY: Astor Honor, Inc.

REASONING AND PROOF

Carle, Eric, 1984. *The Very Hungry Caterpillar*. NY: Philomel Books.

Appleby, Ellen. 1984. *Three Billy Goats Gruff: A Norwegian Folktale*. NY: Scholastic, Inc.

Martin, Bill, Jr. 1983. *Brown Bear, Brown Bear, What Do you See?* NY: Henry Holt & Company.

Carle, Eric, *The Very Busy Spider*. NY: Philomel Books.

Branley, Franklin. 1986. *Air is All Around You*. NY: Thomas Crowell.

COMMUNICATION

Martin, Bill, Jr. & Archambault, John. *Here Are My Hands*. NY: Henry Holt & Company.

Slobodkina, Ephyr. 1940. *Caps for Sale*. NY: Harper & Row.

Stinson, Kathy. 1982. *Red is the Best!* Toronto: Annick Press, Ltd.

CONNECTIONS

Haskins, Jim. 1989. *Count Your Way Through Mexico*. Minneapolis: Carolrhoda Books, Inc.

Branley, franklyn & Vaughan, Eleanor. 1956. *Mickey's Magnet*. NY: Scholastic Book Services.

REPRESENTATION

Hutchins, Pat. 1986. *The Doorbell Rang*. NY: Greenwillow Books.

Carle, Eric. 1981. *The Very Hungry Caterpillar*. NY: Philomel Books.

Kite, Patricia. 1995. *Gardening Wizardry for Kids*. NY: Barron's Educational Services.

Peek, Merle. 1981. *Roll Over! A Counting Book*. NY: Clarion Books.

Peters, Lisa Westberg. 1988. *The Sun, The Wind and The Rain*. NY: Henry Holt & Co.

**The Child at Five and Six
Kindergarten
Scientific Thinking**

Content Standard	Performance Standard
<p style="text-align: center;">Inquiry</p> <p>The kindergarten science program is designed to create opportunities for the children to develop curiosity, respect for life, willingness to take risks, perseverance, respect for evidence, and willingness to collaborate. The program provides experiences that include looking for patterns, seeing relationships, noticing change, identifying cause and effect, and seeing how form is related to function</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Raise questions about objects and events around them • Explore materials, objects, and events by acting them upon them and noticing what happens • Use all senses to make careful observations of objects, organisms, and events • Describe, compare, sort, classify, and order in terms of observable characteristics and properties • Use of variety of simple tools to extend their observations <ul style="list-style-type: none"> ○ Hand lens ○ magnifying box ○ Measuring tools (ruler, tape measure, thermometer, measuring cup) ○ Eye droppers ○ Balance ○ Forceps • Engage in simple investigations including <ul style="list-style-type: none"> ○ Making predictions ○ Gathering and interpreting data ○ Recognizing simple patterns ○ Drawing conclusions • Record observations, explanations, and ideas through multiple forms of representation including <ul style="list-style-type: none"> ○ Drawings ○ Simple graphs ○ Writing ○ Movement • Work collaboratively with others • Share and discuss ideas and listen to new perspectives. <p>(K. Worth & S. Grollman, <i>Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom</i>, Portsmouth, NH: Heinemann; Newton, MA 2003</p>

Content Standard	Performance Standard	Benchmarks
<p>Life Science</p> <p>The kindergarten science program is designed to provide opportunities for the children to respect life.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Distinguish between living and nonliving things • Identify the basic needs of living things • Identify simple behaviors of living things • Identify relationship between living things and their environments • Explain the life cycle of living things • Describe the variation and diversity of living things • Describe how people are like and different from other living things 	<p>The child:</p> <ul style="list-style-type: none"> • Uses pictures from magazines to make a graph of living and nonliving things • Keeps a journal of different growing conditions for plants to determine what they need to live and grow • Sorts and categorizes animals by how they move • Makes a mural of different habitats • Makes a picture book/illustration of the life cycle of a plant, butterfly, frog, mealworm, duck, etc. • Discuss the ways animals protect themselves • Explore how animals use camouflage to blend in with their environments by making a collage • Draws and writes about how he/she has grown or changed and shares it at story time • Creates a Venn (or other graphic organizer) to compare and contrast humans with other animals
<p>Physical Science</p> <p>The kindergarten program provides opportunities for students to learn how the structure of matter affects the properties and uses of materials</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Describe the properties of a variety of solids • Describe the properties of liquids • Explore the ways a variety of objects move and the forces that cause movement • Recognize and observe motion as an object changes position and speed • Identify objects that roll, slide or fly • Predict and check how objects can be moved 	<p>The child:</p> <ul style="list-style-type: none"> • Chart different types of solids using a variety of criteria (flexibility, weight, color, etc.) • a. Makes ice pops • b. Shows capacity of water by predicting which container will hold more water • Makes ramps and sort geometric solids that roll and/or slide (Use classroom blocks.) • b. Record findings in a Venn diagram

	<ul style="list-style-type: none"> • Identify objects that float and sink • Investigate how a push and pull changes the position and speed of objects • Observe how magnets react to iron and steel • Classify objects according to their magnetic properties, and evaluate ways magnets can be used as tools • Demonstrate that vibrations can be felt • Identify objects that make certain sounds 	<ul style="list-style-type: none"> • a. Makes a push-and-pull mural • b. Makes a class book on toys that move • c. Given an incline and several objects, measures the distance each object travels with a tape measure, yardstick, or links (nonstandard measurement) • d. Draws and writes about toys showing which goes fast, faster, fastest. • Makes a chart of things in his neighborhood that roll, slide, or fly • Moves a variety of objects in a variety of ways and discusses observed patterns • Makes predictions about a variety of objects and their ability to sink or float; keeps a log of results • a. Makes comparisons of things that move – Does an object move faster if it is on wheels; if it is on a pulley? • b. Uses a variety of materials to make a pulley (cooperative activity) • Sorts objects by whether or not they are magnetic • Recognizes, draws, and writes the materials magnets can pull through (Paper? Cloth? Block? Cardboard? Hand?) • a. Puts objects in a can and predicts the kinds of sounds that will occur when the can is shaken • Draws and labels soft and loud sounds in the environment
<p>Earth Science</p> <p>The kindergarten science program provides opportunities for students to understand</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Observe and record weather • Name the four seasons and describe different weather 	<p>The child:</p> <ul style="list-style-type: none"> • Charts weather daily through class calendar or by the week in a journal

<p>weather and seasonal changes.</p>	<p>conditions of each using words like cloudy, windy, snowy and sunny</p> <ul style="list-style-type: none"> • Recognize a number of tools used to measure and predict weather • Recognize that the sun produces a shadow and appears to move in the sky • Recognize the moon in the night sky and explain how it is different from stars • Describe how seasons affect plants and animals • Describe how weather affects people, places, and things • Identify different kinds of clouds and what kind of weather they predict 	<ul style="list-style-type: none"> • Make a chart that matches weather to the kinds of clothes they would wear in each season • Use a thermometer, rain gauge, wind gauge and other tools to predict and describe weather • Measures his/her shadow using nonstandard units at various times during the day • Reproduces Van Gogh's <i>Starry Night</i> and explains how the night sky is different from the day sky or uses a Venn Diagram to compare and contrast the day and night skies • a. Show the life cycle of an apple tree and explain how seasons affect that cycle or describe how animals hibernate or change their color for protection during different seasons • b. Uses dramatic play to describe the activities of each season • a. Makes a book about their favorite weather or season or act out extreme types of weather • b. Labels and describes the effects of various elements of weather viewed in pictures • Uses cotton balls and finger paint to describe the kinds of clouds they see
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RESOURCES

(Children's Literature)

LIFE SCIENCE

- Fox, Mem. Illustrated by Pamela Lofts. 1989. *Koala Lou*. San Diego: Harcourt Brace Jovanovich.
- Cartwright, Ann & Reg. 1989. *The Winter Hedgehog*. New York: MacMillan.
- Cherry, Lynne. 1990. *The Great Kapok Tree*. San Diego: Harcourt Brace Jovanovich.
- Fife, Dale. Illustrated by Jim Arnosky. 1991. *The Empty Lot*. Boston: Little, Brown & Co. & Sierra Clubs Books.
- Peet, Bill. 1966. *Farewell to Shady Glade*. Boston: Houghton Mifflin.
- Ryder, Joanne. Illustrated by Catherine Stock. 1991. *When the Woods Hum*. NY: Morrow Junior Books.
- Arnosky, Jim. 1990. *Crinkleroot's Guide to Walking in Wild Places*. NY: Bradbury Press
- Dorros, Arthur. 1990. *Rainforest Secrets*. NY: Scholastic, Inc.

PHYSICAL SCIENCE

- Broekel, Ray. 1983. *Sound Experiments*. Chicago: Children's Press.
- Sullivan, Tom & Kid, Ron. 1982. *Common Senses*. Chicago: Children's Press.
- Tobias, Tobi. 1983. *The Dawdlewalk*. Minneapolis: MN: Carolrhoda.
- Van der Meer, Ron & Atie. 1990. *Amazing Animal Senses*. Boston: Little, Brown & Co.
- Aliki. 1998. *My Five Senses*. Big Book. Lakeshore Catalog.
- Evans, David & Williams, Claudette. 1992. *Let's Explore Science: Make It Go*. NY: Dorling Kindersley, Inc.
- Cote, Johanna. 1986. Illustrated by Bruce Degen. *The Magic School Bus At The Waterworks*. NY: Scholastic, Inc.
- Peet, Bill. 1971. *The Caboose Who Got Loose*. Boston: Houghton Mifflin Company.
- Borden, Louise. 1990. Illustrated Sandra Speidel. *The Neighborhood Trucker*. New York: Scholastic, Inc.
- Burton, Virginia Lee. 1943. *Katy and the Big Snow*. Boston: Houghton Mifflin Co.
- Flack, Marjorie. 1946. Illustrated Jay Hyde Barum. *The Boats on the River*. NY: Viking Press.
- Scarry, Huck. 1979. *Steam Train Journey*. NY & Cleveland: Collins Publishers.
- Brandley, Franklin & Vaughn, Eleanor K. 1986. *Mickey's Magnet*. NY: Scholastic, Inc.

EARTH SCIENCE

- Gibbons, Gail. 1989. *Catch the Wind*. Boston: Little, Brown & Company.
- Baylor, Byrd. 1986. Illustrated by Peter Parnall. *I'm in Charge of Celebrations*. New York: Charles Scribner's Son's.
- Hort, Lenny. 1991. Illustrated by James Ransome. *How Many Stars in the Sky?* New York: Tambourine Books.
- Arnold, Caroline. 1981. *The Sky is Full of Stars*. New York: Thomas Y. Crowell.
- Couper, Heather & Murtagh. 1981. *Heavens Above: A Beginner's Guide to Our Universe*. New York: Franklin Watts.
- Jay, Michael. 1982. *The Moon*. NY: Franklin Watts.

HUMAN BODY

- Showers, Paul. 1982. *You Can't Make a Move Without Your Muscles*. NY: T.Y. Crowell.
- Spohn, David. 1991. *Nate's Treasure*. New York: Lothrop, Lee & Shepard Books.
- Arnold, Caroline. 1982. *Who Keeps us Healthy?* New York: Franklin Watts.
- Elhert, Lois. *Eating the Alphabet: Fruits and Vegetables*. Lakeshore Learning Materials. Catalog. 1998.
- Smaridge, Norah. 1982. *What's on Your Plate?* Nashville, TN: Abingdon Press.

**The Child at Five and Six
Kindergarten
Social Studies**

Content Standard	Performance Standard	Benchmarks
<p><u>Social Studies</u> Psychology</p> <p>The kindergarten social studies program will include experiences for the young child that provide for individual development and identity.</p> <p>National Council of Social Studies (1997)</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Recognize the uniqueness of each individual • Recognize that no two people look or sound alike • Recognize that each person has his/her own thoughts and experiences • Identify him/herself as special in God's eyes 	<p>The child:</p> <ul style="list-style-type: none"> • Makes a jigsaw puzzle of him/herself • Makes a self portrait focusing on special features (hair length, color of eyes, etc.) • Talks about him/herself to the class (family origins, celebration of holidays, etc.) • Writes a prayer thanking God for a unique trait of him/herself (art talent, sports ability, sense of humor, etc.) • Graphs classmates by eye or hair color • Participates in "Mystery Voice" (Students' voices are recorded and they identify each other's unique voice.)
<p><u>Social Studies</u> Sociology</p> <p>The kindergarten social studies program includes experiences for the young child that provide for the study of ways human beings view themselves in and over time. The program includes experiences that allow for the study of people, places, and environment.</p> <p>(NCSS 1997)</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Recognize families vary in size and composition • Explain how families change and each person is a part of a family • Recognize that each child is a member of the family of God • Describe how families love and care for one another 	<p>The child:</p> <ul style="list-style-type: none"> • Creates a square that is part of a class "family quilt" • Create a family flag • Describe Baptism as the initiation into the family of God • Graph and compare the different sizes of families • Compare activities and pictures of themselves as babies and as five/six year old children • Make a chart of baby picture and present class picture • Compare and contrast families around the world
<p>Conservation</p> <p>The kindergarten social studies program provides experiences for the young</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Recognize that he/she must care for God's creation • Identify recyclable items 	<p>The child:</p> <ul style="list-style-type: none"> • Keeps a journal about how things grow (plants seeds) • Practices recycling

<p>child that contributes to the study of global connections and interdependence.</p>	<ul style="list-style-type: none"> • Liter • Care for school equipment and property 	<ul style="list-style-type: none"> • Discusses, charts how we can care about and respect God's world • Sings songs/recites poems, finger plays about caring for the Earth • Keeps desk, technology area, coat room neat
<p>Economics</p> <p>The kindergarten social studies program provides experiences for the young child that provide for the student of how people organize for the production, distribution, and consumption of goods and services. (NCSS 1997)</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Identify different types of occupations • Recognize that working people earn money • Associate tools, uniforms, and vehicles with the appropriate worker • Recognize, count, and sort money 	<p>The child:</p> <ul style="list-style-type: none"> • Creates puppets of various community workers • Writes thank you notes to local community servants • Makes a class book of different occupations from A to Z • Writes a sentence about an occupation in which they are interested • Draws a picture of what he/she will be in the future and tells why • Role plays in a class store, buying and selling products • Creates a class restaurant and role plays
<p>History</p> <p>The kindergarten social studies program provides experiences for the young child that contribute to the study of ideals, principles and celebrations in our country and around the world.</p> <p>NCSS</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Name holidays • Discuss the contributions of historical figures such as, Christopher Columbus, George Washington, Abraham Lincoln • Celebrate the traditions of Thanksgiving • Discuss Martin Luther King, Jr. and Mother Teresa as role models of peace • Compare Christmas traditions around the world • Name celebrations and holidays important to the school and church community • Name current civil and church leaders 	<p>The child:</p> <ul style="list-style-type: none"> • Creates a square for a holiday quilt • Create a holiday book from A to Z • Names religious holidays • Discusses the lives of saints • Name important historical figures and discuss their contributions • Write thank you notes for Thanksgiving • Make a booklet about the Pilgrims • Make a birthday card for Jesus • Make patterned placemats depicting historical events • Sequences the order of school-celebrated holidays • Name the town mayor, governor, pastor and pope

<p>Communication</p> <p>The kindergarten social studies program will provide experiences for the young child that integrates the study of relationships among science, technology and society.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Name ways to communicate • Use technology • Recognize that satellites tell about the weather • Recognize that weather and seasons affect the ways plants, animals, and people live • Recognize weather affects the way we dress and play • Discuss ways in which technology affects us every day • Discuss the importance of daily news 	<p>The child:</p> <ul style="list-style-type: none"> • Creates a booklet showing the four seasons • Takes a virtual tour of a weather satellite • Creates a prayer of thanksgiving for the four seasons • Makes sequential drawing of an apple tree from winter to fall • Creates a weather dial • Charts how to dress for different types of weather • Role plays the evening news • Create a classroom newspaper
<p>Geography</p> <p>The kindergarten social studies program offers experiences that provide for the study of global connections and interdependence.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Identify all areas of the school property • Recognize a map as a drawing of a place • Trace routes on a map • Identify the shape of Connecticut • Recognize the name and shape of the United States of America • Identify the U.S. as the country he/she lives in • Identify the continents and oceans on a globe • Identify North America as the continent on which we live 	<p>The child:</p> <ul style="list-style-type: none"> • Makes a floor plan of the classroom and school • Paints a mural of the community • Builds a floor map of the community and follows simple direction to move about the town • Creates a map of his/her neighborhood • Draw a picture of the earth • View the Earth from space • Discuss the Earth as <ul style="list-style-type: none"> ○ Third in order from the sun ○ The only planet with human and plant life ○ The only planet with oceans • Create a dance to "It's a Small World"
<p>Anthropology</p> <p>The kindergarten social studies program includes experiences that provide for the study of the ways human beings view themselves in and over time.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Discuss the different kinds of people in the world • Recognize that people look, speak, and dress differently • Respect and tolerate others' ideas and beliefs • Recognize the feelings of others 	<p>The child:</p> <ul style="list-style-type: none"> • Creates a family tree • Creates a wreath of the different hands in the classroom • Participates in a prayer service celebrating children around the world • Makes a kindness chain

	<ul style="list-style-type: none">• Demonstrate sensitivity to the feelings of others• Recognize that we all belong to a family	<ul style="list-style-type: none">• Shares words from family's dominant or ancestral language• Uses technology to compare the print of different newspapers around the world• Uses sign language to communicate• Lists ways to make the classroom more accessible for handicapped children
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RESOURCES

(Children's Literature)

SOCIAL STUDIES: Psychology

- Engel, Diana. 1988. *Josephina, The Great Collector*. NY: Morrow Junior Books.
- Heide, Florence Parry & Gilliland, Judith Heide. 1990. Illustrated by Ted Lwein. *The Day of Ahmed's Secret*. NY: Lothrop, Lee & Shepherd Books.
- Lionni, Leo. 1991. *Matthew's Dream*. New York: The Viking Press.
- Stevenson, Robert Louis. 1990. Illustrated by Ted Rand. *My Shadow*. New York: G.P. Putnam's Son's.
- Yashima, Taro. 1955. *Crow Boy*. New York: The Viking Press.
- Williams, Vera. *Cherries and Cherry Pits*. New York: William Morrow & Company.

SOCIAL STUDIES: Sociology

- Hoban, Russell. 1964. Illustrated by Lillian Hoban. *A Baby Sister for Francis*. New York: Harper and Row Publishers.
- Hutchins, Pat. 1971. *Titch*. NY: MacMillian Publishing Company.
- Kraus, Robert. 1970. Illustrated by Jose Aruego. *Whose Mouse Are You?* New York: MacMillian Publishing Company.
- Mayer, Mercer. 1983. *Me Too!* New York: A Golden Book.
- Murphy, Jill. 1983. *Five Minutes' Peace*. New York: G.P. Putnam's Sons.
- Polacco, Patricia. 1989. *The Keeping Quilt*. New York: Simon & Schuster.

SOCIAL STUDIES: Conservation

- Seattle, Chief. 1991. Illustrated by Susan Jeffers. *Brother Eagle, Sister Sky*. New York: Dial Books.
- Cherry, Lynne. 1990. *The Great Kapok Tree*. San Diego: Harcourt, Brace, Jovanovich.
- Fife, Dale. 1991. Illustrated by Jim Arnosky. *The Empty Lot*. Boston: Little, Brown and Company & Sierra Club Books.
- Peet, Bill. 1966. *Farewell to Shady Glade*. Boston: Houghton Mifflin.
- Peet, Bill. 1970. *The Wump World*. Boston: Houghton Mifflin.
- Ryder, Joanne. 1991. Illustrated by Catherine Stock. *When The Woods Hum*. New York: Morrow Junior Books.

SOCIAL STUDIES: Economics

- Crews, Donald. 1986. *Flying*. New York: Greenwillow Books.
- Howard, Elizabeth Fitzgerald. 1988. *The Train to Lulu's*. NY: Bradbury Press.
- Burningham, John. 1972. *Mr. Grumpy's Motor Car*. New York: Thomas Carroll.
- Ross, Pat & Joel. 1981. Illustrated by Lynn Wheeling. *Your First Airplane Ride*. New York: Lothrop, Lee & Shepherd.

SOCIAL STUDIES: History

- Baylor, Bryd. 1986. Illustrated by Peter Parnall. *I'm in Charge of Celebrations*. New York: Charles Scribner's Son's.
- Martin, Bill. 1986. Illustrated by Ted Rand. *Barn Dance!* NY: Henry Holt & Company.
- McKissack, Patricia. 1988. Illustrated by Jerry Pinkney. *Mirandy and Brother Wind*. New York: Alfred A. Knopf.
- Modell, Frank. 1981. *One Zillion Valentines*. New York: Greenwillow Books.
- Polacco, Patricia. 1989. *Uncle Volva's Tree*. New York: Philomel Books.

SOCIAL STUDIES: Communications

Lionni, Leo. 1967. *Frederick*. New York: Pantheon.
Gibbons, Gail. 1984. *The Seasons of Arnold's Apple Tree*. San Diego: Harcourt Brace Jovanovich Publishers, Inc.
Sendak, Maurice. 1962. *Chicken Soup with Rice*. New York: Harper and Row.
Rockwell, Anne. 1985. *First Comes Spring*. New York: Thomas Crowell.

SOCIAL STUDIES: Geography

Fanelli, Sara. 1995. *My Map Book*. New York: Harper Collins.
Sweeney, Joan. 1996. *Me on the Map*. New York: Crown Publishers.
Mcmillian, Bruce. 1993. *Mouse Views: What the Class Pet Saw*. NY: Holiday House.
Alexander, Martha. 1992. *Where Does the Sky End, Grandpa?* San Diego: Harcourt Brace & Company.
Sheve, Virginia Hawk. 1989. *Dancing Teepees*. New York: Scholastic.
Swamp, Chief Seattle. 1997. *Giving Thanks*. New York: Scholastic.
Wood, Douglas. 1992. *Old Turtle*. Duluth, MN: Pfeifer-Hamilton Publishing Co.
Bruchac, Joseph & Ross, Gayle. 1995. *The Story of the Milky Way*. NY: Dial Books.
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The Child at Five and Six Kindergarten Aesthetics

The early learner should enjoy the arts through active participation in the process of creating, performing and responding to the arts. Therefore, the arts should be embraced, enhanced, and supported in all areas of the curriculum, especially, music and art.

Content Standard	Performance Standard	Benchmarks
<p>Movement and Space</p> <p>The kindergarten program includes experiences that provide opportunities in music and art for the child to develop awareness of different movements of the body, to express music through the movement of different parts of the body, and to discover ways in which each part of the body can move (arms, legs, head, etc.)</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway) • Demonstrate basic locomotor movements (walk, run, hop, jump, leap, slide and skip), traveling forward, backward, sideward, and turning; • Move to a musical beat and respond to changes in tempo; • Identify and demonstrate basic dynamic contrasts (slow/quick, gentle/ strong) 	<p>The child:</p> <ul style="list-style-type: none"> • Responds to music (Chopin's <i>Etude in E</i> or <i>The Rite of Spring</i>) by walking like a sprite or a giant, running on tiptoes, skipping lightly, hopping like a rabbit, jumping like a grasshopper, marching like a puppet, swaying like a tree, stretching to touch a star • Experiments with pipe cleaner bodies, making them bend and twist • March, walk, run, hop traveling backward and forward in rhythm to a poem like Shel Silverstein's "Orchestra" • Uses clay to create figures that hop, skip, jump, etc. • Responds to different beats of a drum by moving a different part of his/her body
<p>Melody and Texture</p> <p>The kindergarten program includes experiences in music and art that develop the child's ability to use his/her senses to distinguish between high and low musical tones and loud and soft sounds; to develop vocal range; and to make melodious sounds by combining high and low sounds; to draw, paint or sculpture what they see, hear, taste, and touch in their world.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Use different instruments to produce high and low and soft and loud musical sounds • Sing the musical scale • Sing a variety of age appropriate rhymes, hymns, and songs • Use a variety of art expressions to reflect on his/her world 	<p>The child:</p> <ul style="list-style-type: none"> • Music or musical instruments to stand for high or loud sounds and sit for soft or low sounds • Sing the musical scale using nonsense sounds • Will sing songs and common nursery rhymes with his/her classmates ("I'm a Little Teapot," "Jesus Loves Me")

		<ul style="list-style-type: none"> • Responds to <i>Frederick</i> by Leo Lionni (for example) or a painting like Van Gogh's <i>Starry Night</i> by drawing, painting or sculpting the images presented • Fills a page with crayon blobs, scratches out images or shapes, and closes his/her eyes and reflects upon the texture they created
<p>Rhythm and Color</p> <p>The kindergarten program includes experiences in music and art that develop the child's ability to respond to rhythmic beat and music and to relate rhythm and color to everyday occurrences in nature and in the universe</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Clap to rhythmic beat of nursery rhymes or marches • Relate rhythm to their heart beat, the seasons, and the tides • Use color to create original artwork 	<p>The child:</p> <ul style="list-style-type: none"> • Claps to the beat of "Humpty Dumpty," "London Bridge" and "Bingo" (to name a few) • Draw a picture of their heartbeat, the seasons, and high and low • Creates and uses puppets that respond to a variety of music and beats (patterns of growth in nature, metamorphosis, time, their own daily schedules) • Paints with a Q-Tip while listening to classical music and responding to the rhythms he/she hears • Uses crayon rubbings to create patterns
<p>Style, Dynamics, and Tempo</p> <p>The kindergarten program includes experiences in music and art that develop the child's awareness of the variety provided (produced) by the use of soft and loud (dynamics) slow and fast (tempo) sounds.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Show how sounds of nature in the environment can be related to sound expressions in music • Contrast two musical pieces 	<p>The child:</p> <ul style="list-style-type: none"> • Identifies sound in music that remind him/her of thunder, a brook, a siren, a whisper • Identifies the changing tempo in a lullaby and a march • Plays a game like "Turn Yourself Into" and dramatizes the wind, rain, thunder, snow, lightening, and sunshine • Listens to recordings of nature or environmental sounds and creates artwork reflective of what he/she hears

		<ul style="list-style-type: none"> Listens to classical music (“Swan Lake” or “The Nutcracker”) and uses common objects (fly swatter, sponge, etc.) to create a Jackson Pollock – like creation
<p>Instrumentation</p> <p>The kindergarten program includes experiences in music and art that develop the child’s ability to appreciate and identify orchestral instruments and how they are used to create rhythm, melody and harmony.</p>	<p>The child will:</p> <ul style="list-style-type: none"> Name different musical instrument and demonstrate the sounds they produce Use instruments to create rhythm, melody and harmony Show how instruments are used to create sound effects for rhythmic accompaniment 	<p>The child:</p> <ul style="list-style-type: none"> Creates different musical instruments such as sand blocks, rhythm sticks, shoebox guitars, etc. and relates them to orchestral instruments Connects onomatopoeic words with the sound of particular musical instruments Plays orchestra bingo associating sounds (including nature sounds) with pictured instruments Participates in a musical parade that organizes instruments according to size, sound, or type (percussion, wind, etc.)
<p>Sounds and Space</p> <p>The kindergarten program includes experiences in music and art that develop the child’s ability to experiment with a variety of sounds, possible usages, and means of notation</p>	<p>The child will:</p> <ul style="list-style-type: none"> Mimics sounds he/she hears in the environment (wind, fire, crumpling paper) Begin to identify high and low sounds in simple (or color coded) written music 	<p>The child:</p> <ul style="list-style-type: none"> Creates sound boxes to categorize sounds Listens to classical music (<i>The William Tell Overture</i> or <i>Swan Lake</i>) and uses finger paints to express or identify high and low notes Uses classroom instruments to make music from simple written notes (Color- coded xylophones, guitars, and pianos are great for this.)
<p>Listening and Form</p> <p>The kindergarten program includes activities in music and art that foster the child’s development of effective listening</p>	<p>The child will:</p> <ul style="list-style-type: none"> Identify differences and similarities in tones and melodies Respond and react to 	<p>The child:</p> <ul style="list-style-type: none"> Listens to musical tones and identifies them as the same or different

<p>habits and an appreciation and enjoyment of creative movement.</p>	<p>differences in melodies</p> <ul style="list-style-type: none"> • Recognize music they know and like • Use their bodies to respond to music 	<ul style="list-style-type: none"> • Listens to a simple melody and draws upward or downward curves as sounds vary • Listens to songs like <i>Pop Goes the Weasel</i> or <i>Good Morning to You</i> and draws musical notes with faces that show how the music makes him/her feel • Names familiar songs as they are heard • Dances the character or instruments in familiar musical stories like <i>Tubby the Tuba</i> and <i>Peter and the Wolf</i>
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RESOURCES

(Children's Literature)

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Aesthetics: Instrumentation

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