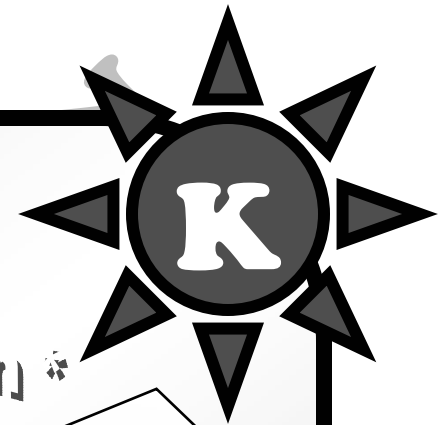


TPS Elementary Standard District Curriculum*

*** UNDER CONSTRUCTION!**



A new resource available to elementary schools is the Elementary Standard District Curriculum, a framework for teaching and learning in grades PreK – 5. The framework is a **SCAFFOLD** – a ‘construction platform’ for teachers to use, and the framework itself is still *‘under construction.’* The standards-based curriculum includes aligned skills, focal points to emphasize, and recommended resources.

EDUCATION IS AN EXCITING AND CHALLENGING BLEND OF ART AND SCIENCE! Creatively skilled teachers will use this platform to build monumental learning programs that offer meaningful and engaging learning experiences for ALL students!

Working in concert with the Tulsa Model for School Improvement, the Standard District Curriculum guides the TPS comprehensive curriculum. This is a **WORK IN PROGRESS** and will involve feedback and interaction with teachers and principals as we **FIELD TEST** it this year.

District grade level & department meetings will be held this year to support the district curriculum. Components of the Standard District Curriculum:

- A *suggested daily* (elementary) schedule for instruction with timing guidelines.
- An integrated curriculum framework for social studies & science. (A Sample follows)
- The Aligned Teaching Units (ATUs) for focused mastery of tested PASS skills.

Pacing calendars now align to the ATUs. Progress in 9 learning units for both reading and math will be monitored every 3 weeks (approximate) in order to inform teachers about instruction. Other subjects will remain on quarterly pacing calendars for the 05-06 school year.

SCAFFOLD

STANDARD

CURRICULUM

ALIGNMENT

FRAMEWORK

FOR

ORGANIZED

LEARNING

DEVELOPMENT

ELEMENTARY CURRICULUM OVERVIEW
KINDERGARTEN YEARLY OVERVIEW FOR SOCIAL STUDIES & SCIENCE

FIRST QUARTER		SECOND QUARTER	
SOCIAL STUDIES:	Self and Family	SOCIAL STUDIES:	School and communities
SCIENCE:	Physical—Sorting by physical properties	SCIENCE:	Earth/space—weather and seasons
Curriculum Connection: The focus of this quarter is sharing about self and comparing the similarities and differences among classmates: physical characteristics, interests, and families.		Curriculum Connection: The focus of this quarter is explore the characteristics and roles/responsibilities in different kinds of relationships: friends, learning community, neighbors.	
CONCEPT:	SIMILARITIES & DIFFERENCES People, places, and things can be similar and different in many ways. When two things are observed and described in terms of their similar and different attributes a comparison has been made.	CONCEPT:	RELATIONSHIPS A relationship is a connection between things or people. Various kinds of relationships exist between living and non-living things and can be found where we live, work, and play.
TOPIC 1:	There’s Nobody Quite Like Me!	TOPIC 1:	My School
TOPIC 2:	Everybody Has Needs and Wants	TOPIC 2:	Hello Neighborhood!
TOPIC 3:	Families Everywhere		
THIRD QUARTER		FOURTH QUARTER	
SOCIAL STUDIES:	People and Places in the city	SOCIAL STUDIES:	Discovery and Growth
SCIENCE:	Earth/Space—conservation of environment	SCIENCE:	Plants and insect discoveries
Curriculum Connection: The focus of this quarter is to learn more about the people who live, work, and play in the city and also explore the places where people live, work, and play.		Curriculum Connection: The focus of this quarter is to explore the physical characteristics of plants, animals, and insects and discover how they grow and change.	
CONCEPT:	EXPLORATION Exploration is the active search and examination of places that are unfamiliar to the “explorer”.	CONCEPT:	DISCOVERY Discovery is the process of exploring and observing people, places and things unknown to you.
TOPIC 1:	Let’s Take a Look Around: Exploration	TOPIC 1:	A Closer Look
TOPIC 2:		TOPIC 2:	Let’s Get Growing! : Plants
TOPIC 3:	What A Wonderful World!	TOPIC 3:	

Grade KDG., 1st Qtr., Topic 1 : I LIKE MYSELF

Cross Curricular Connections

ART & MUSIC

TECHNOLOGY (Reflects National Education Technology Standards – NETS)

ART
Standard 1: Language of Visual Art - The student will identify visual art terms
 1.1 Names and describes elements of art: line, color, form, shape, texture, value and space.
Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from a historical and cultural perspective.
 2.2 Discusses and identifies art used everyday in the home, community or school (e.g. signs, posters, cartoons, labels, menus)

MUSIC
Standard 4: Music Appreciation – The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.
 2. Discuss likes and dislikes of music of different styles.

TECHNOLOGY
 Check Technology Skills Scope and Sequence for Kindergarten for assistance with Kindergarten technology standards
<http://www.tulsaschools.org/tr/TechskillsSS.htm>

PHYSICAL EDUCATION / HEALTH & WELLNESS

Standard 1: The child will participate in activities that involve large motor skills.
 1.1 Demonstrate basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).
 1.2 Demonstrate non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
Standard 2: Applies movement concepts and principles to the learning and development of motor skills.
 2.2 Understands a beginning movement vocabulary.

COMMUNITY GUIDELINES & LIFESKILLS

For learning experiences refer to TRIBES book, *Tools for Citizenship & Life*, and/or Teacher Resources page of TPS website.

Mutual Respect
 Attentive Listening
 Friendship
 Cooperation

Each topic offers many opportunities to directly teach and/or use "teacher talk" to enhance student understanding and use of Community Guidelines and Lifeskills.

ESSENTIAL UNDERSTANDINGS

1. I can observe, describe and compare the attributes of many people, animals, places, and things by using my 5 senses. My 5 senses are seeing, hearing, smelling, tasting, and touching. (S.Phy.1.1, 1.2)
2. I have many physical attributes that make me special. People have their own special size, hair/eye color, and facial features. (S. Phy.1.1, 1.2, PS1.1)
3. I have a special name, interests, and abilities. Others also have their own name, interests, and abilities. (SS.G.2.2, PS1.1)
4. I can move in special ways. My body helps me move and change position. Animals and objects can also be described in part by the movements they make. (PS1.2, S.L 2.3, PE1.1, 1.2)

Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

Exploring & Describing using Five Senses:

- Play "I Spy with My Little Eye" using a fun telescope or binoculars. Students take turns describing an object in the classroom for others to guess. (L, BK)
- Take a Special Senses Walk each day focusing on one of the 5 Senses: Touch and feel the textures around the school--inside and out, Listening Walk, I Spy Walk, etc. Take rubbings of the various textures and write a word that describes how it feels. (BK, L)
- Five Senses Day: Create learning stations or learning experiences for the day to explore each of the 5 senses. (Tasting Table, Sightseeing Table, Smell Jars, Listening/Sound Exploration Center, etc. Write a language experience story as a reflection of the day's activities. Use descriptive words to tell about how things felt, tasted, smelled, etc. (BK, L)

Personal Attributes, Interests, Name:

- Each day select a "Friend of the Day". The "Friend of the Day" honor is given to each student randomly throughout the beginning weeks of school. The child shares information about themselves and how they can be a friend to others. The other students share appreciations with this classmate or their own idea of how they can be a friend to the student who is being honored. (L)
- Highlight "show and tell" times during the first few weeks of school in order to learn more about others and practice attentive listening. Select a few students to share each day to minimize the listening time and consider a focus for sharing such as pets, family activities, hobbies, etc. (L)
- Make a class jigsaw puzzle complete with photo and names of student on each puzzle piece to help students identify faces and names of classmates. Use the puzzle for attendance purposes by having child pick up their puzzle piece and students put the class puzzle together as they arrive daily. (BK, L)

Students will:

- Given a variety of sound makers/instruments, demonstrate and discuss the similar and different sounds of each instrument. With a partner or small group, cover your eyes then listen and identify the sound/instrument you hear. (M, L, BK)
- Explore identical clear-plastic jars with different materials such as sand, popcorn kernels, rice, rocks, dirt, etc. Compare and discuss with a partner the way they look, how much they weigh, and what kind of sound it makes when shaken. (BK, L)
- Compare and contrast two similar objects: two pieces of fruit, two toys, two books. Explain what properties the objects have that are the same, and what properties are different.
- Create a "Measure Me" station where children can be weighed and measured regularly to document growth and change throughout the topic or year. (BK, LM)
- Make a flower garden bulletin board using children's various sized handprints as flowers, the stems the measured length of child's arm from fingertip to shoulder, and the flower's leaves the traced size of their feet/shoe. Students will compare and discuss the height and sizes on the flower display. (S, BK, LM, L)
- Participate in Question of the Day by collecting data, counting, comparing, and graphing with such questions as: favorite sport-baseball, soccer, basketball; favorite season; and other choice questions. (LM, L)
- Create special name art using macaroni, beans, colored sand, or other textural materials. (L, S, BK)
- Play a game called "What Am I?" Listen to the description of the properties of an object in the room and then move to the object. (Could chart results.) (L, BK)
- Create name art with beans, macaroni, and collage materials. Display name art with each student's self portrait drawing. (S, BK, L)
- Play 'Name Our Class' bingo by creating a class set of bingo cards (names and/or photos random on each board in different places. Before the game begins, help students code the name with a sticker or color to help classmates find the names) Play a round of bingo for fun but you are learning names/faces at the same time. (L, M)



Grade KDG., 1st Qtr., Topic 1 : I LIKE MYSELF

Resources/Materials

BOOKS/VIDEOS/WEBSITES

Check with your school library/media specialist for these resources:SENSES

Aliki, *My Five Senses*, Harper Row Books.

Brown, Marc, *Arthur's Eyes*, Scholastic.

Faulkner, Keith. *The Five Sense*, New York; Scholastic; c2000.

Garelli, Cristina. *Forest Friends' Five Senses*; New York; Knopf: Random House; c2001.

McMillan, Bruce. *Sense Suspense: A Guessing Game for the Five Senses*, New York; Scholastic, c1994.

Murphy, Mary. *You Smell and Taste and Feel and See and Hear*, New York; DK Inc.; c1997.

Zarin, Cynthia. *What Do You See When You Shut Your Eyes?*, Boston, Houghton Mifflin, c1998.

BODY/PHYSICAL FEATURES

Arnold, Tedd. *More Parts*; New York, Dial Books for Young Readers, c2001.

Arnold, Tedd. *Parts*; New York, Dial Books for Young Readers, c1997.

Bauer, Marion Dane. *If you Had a Nose Like An Elephant's Trunk*; New York, Holiday House, c2001.

Cummings, Phil. *Goodness Gracious*; New York, Orchard Books, c1992.

Hindley, Judy. *Eyes, Nose, Fingers and Toes*; Cambridge, MA, Candlewick Press, c1999.

NAMES

Catalanotto, Peter. *Matthew A.B.C.*, New York, Atheneum Books for Young Readers, c2002.

Costanzo, Charlene. *A Perfect Name*, New York, dial Book for Young Readers, c2002.

Hinton, S.E. *Big David, Little David*; New York, Doubleday Books for Young Readers, c1995.

Henkes, Kevin. *Chrysanthemum*; New York, Greenwillow Books, c1991.

Recorvits, Helen. *My Name is Yoon*; New York, Frances Foster Books, c2003.

Rubin, C.M. *Eleanor, Ellatony, Ellencake, and Me*. Columbus, OH, Gingham Dog Press, c2003.

Sanders, Eve. *What's Your Name?* New York, Holiday House, c1995.

Swanson, Susan Marie. *The First Thing My Mama Told Me*, San Diego, Harcourt, c2002.

Teacher Resources:

Bittinger, Gayle. *1-2-3 Science: Science Activities for Working with Young Children*, Totline Books; Warren Publishing House; Torrance, CA. 1993.

Here I Am: Adventures in Time and Place (Social Studies). McGraw Hill; 2001.

MATERIALS/SUPPLEMENTS

Rhythm instruments and/or objects that make distinctive sounds (whistle, bell)

Real and/or representational objects with some similar attributes and some different attributes

Dry materials for sensory experiences: rice, beans, sand, soil, and rocks/pea gravel

Measuring tape

Access to scales for measuring weight

Bingo style blank game sheet

Assessment Opportunities

Teacher Observations

- Observe how students can recognize and/or write their name and names of other students
- Observe how students identify the sense(s) used in a learning experience.
- Observe students ability to match their body movement to movement vocabulary: bending, swaying, jumping, etc.
- Observe student's ability to listen to others and then discuss similarities and differences to themselves or other classmates.

Checklists/rubrics

- Ask the student to group a set of objects according to the five senses. Student sorts objects by the sense that gives them the most information about the object: cotton ball-touch; photograph-sight, etc.
- Student can identify at lease 3 attributes of an object.
- Student can make a comparison between two objects noting 1 similarity and 1 difference.

Group Discussion/Processing

- Hears and understands directions for movements and actions.
- Shares with a partner some information about personal abilities or interests or hobbies.

Teacher Notes:

UNDER CONSTRUCTION

FIRST QUARTER

SOCIAL STUDIES:	Self and School
SCIENCE:	Physical—Sorting by physical properties
OVERVIEW: The focus of this quarter is sharing about self and comparing the similarities and differences among classmates: physical characteristics and interests and names. This quarter introduces students to Community Guidelines, LIFESKILLS, and Multiple Intelligences.	
TOPIC 1: I Like Myself!	TOPIC 2: We are Alike! We are Different!
TOPIC 3: Learning and Working Together at School	
CONCEPT: SIMILARITIES AND DIFFERENCES - People, places, and things can be similar and different in many ways. When two things are observed and described in terms of their similar and different attributes a comparison has been made.	
Possible Learning Experiences for Developing Conceptual Understanding to help the students make the connection to the concept of similarities and differences.	
<ul style="list-style-type: none"> Compare 2 stuffed animals using sight and touch to discover how the two are similar and different. Use a Venn diagram to organize the characteristics of the 2 stuffed animals. (BK, L, LM) Listen and move to 2 pieces of recorded instrumental music. Discover and discuss how the music is similar and different in terms of instrumental sounds, tempo, and the feelings the music evokes. (L, BK, M) With the class, observe, and describe the similar and different characteristics of two children in the class. Display the similarities and differences discovered in the comparison on a Venn diagram. (LM, L) 	
TOPIC #2: We Are Alike, We Are Different! - Standards Addressed:	
Physical Science / Standard 1: The student will investigate and describe objects that can be sorted in terms of their physical characteristics.	
CS 1.1 Observes, describes, sorts, and classifies the sensory attributes of objects according to taste, smell, hearing, touch, and sight.	
CS 1.2 Compares and describes the properties of objects (<i>Students will compare human physical characteristics.</i>)	
Life Science / Standard 2: The student will observe and investigate plants and animals (<i>humans</i>).	
CS 2.2 Observes and describes the changes that plants and animals go through in their life. (<i>human stages of life</i>)	
Social Studies: Civics / Standard 1: The student will exhibit traits of good citizenship.	
1. Work and Play cooperatively in a variety of settings (e.g., in large and small groups, learning centers).	
2. Exhibit behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).	
3. Listen to others while in large and small groups.	
4. Show respect for others and their property.	
Social Studies: Geography / Standard 2: The student will discuss how children in various communities and cultures are alike and different.	
2. Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.	
Essential Understandings:	
1. We can be alike or different in our physical appearance (size, hair/eye color, facial features, and skin color) but it is important to appreciate and respect others. Mutual Respect is acting in a way that appreciates others and honoring who they are as a person. (S.Phy.1.1, 1.2, SS.C 1.4)	
2. Listening, discovering and comparing people's interests and abilities helps us find things in common and things that are different about people in a group. Learning more about each other helps become friends. (SS.C1.3, 1.4, SS.G2.2)	
3. Everybody has a name that is unique to them. Occasionally names are similar or some people have the same first or last name. Knowing someone's name and using their name makes them feel respected and appreciated. (SS.C1.3, 1.4, SS.G2.2)	
4. We are all humans. We grow and change during our lifetime. We have the same lifecycle (baby to adult) but we grow, change, and learn at different rates. (S.L 2.2-human lifecycle)	

Gr. K., 1st Qtr., Topic #2: We Are Alike, We Are Different!

Cross Curricular Connections	
ART	TECHNOLOGY (Reflects National Education Technology Standards – NETS)
<p>Standard 3: Visual Art Expression – The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art. Manipulate a variety of materials (media).</p> <p>a. Drawing Media: markers, chalks, crayons b. Painting Media: finger paint c. Sculpture Media: clay, string, paper, foil, cardboard, found objects d. Mixed Media: tissue, photos, found objects, foil, fiber, paint, paper</p> <p>Standard 4: Visual Art Appreciation – The student will appreciate visual art as a vehicle of human expression</p> <p>4.2 Demonstrate respect for student work and the work of others.</p>	<p>Check Technology Skills Scope and Sequence for Kindergarten for assistance with Kindergarten technology standards http://www.tulsaschools.org/tr/TechskillsSS.htm</p>
MUSIC	
<p>Standard 3: Music Expression – The student will perform, imitate, compose a variety of music within specific guidelines.</p> <p>1.1 Participate in music through singing and/or playing instruments.</p> <p>Standard 4: Music Appreciation – The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.</p> <p>4.2 Demonstrate respect for music performed by the student and by other students and professional performers.</p> <p>4.3 Discuss likes and dislikes of music of different styles.</p>	
PHYSICAL EDUCATION / HEALTH & WELLNESS	
<p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</p> <p>1.1 Demonstrate the ability to move in various basic locomotor patterns (e.g., galloping, hopping, jumping, running, skipping, sliding). 1.2 Demonstrate non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting). 1.3 Combine various movement patterns to music, but not necessarily in time.</p> <p>Standard 3: Exhibits a physically active lifestyle 3.3 Discuss basic health needs of human beings (e.g., dental, hearing and vision care, exercise, nutrition).</p>	
COMMUNITY GUIDELINES & LIFESKILLS	
<p>For learning experiences refer to TRIBES book, <i>Tools for Citizenship & Life</i>, and/or Teacher Resources page of TPS website.</p>	<p>Mutual Respect Attentive Listening Friendship Cooperation</p>
<p>Each topic offers many opportunities to directly teach and/or use "teacher talk" to enhance student understanding and use of Community Guidelines and Lifeskills.</p>	
ESSENTIAL UNDERSTANDINGS	
<ol style="list-style-type: none"> 1. We can be alike or different in our physical appearance (size, hair/eye color, facial features, and skin color) but it is important to appreciate and respect others. Mutual Respect is acting in a way that appreciates others and honoring who they are as a person. (S.Phy.1.1, 1.2, SS.C 1.4) 2. Listening, discovering and comparing people's interests and abilities helps us find things in common and things that are different about people in a group. Learning more about each other helps become friends. (SS.C1.3, 1.4, SS.G2.2) 3. Everybody has a name that is unique to them. Occasionally names are similar or some people have the same first or last name. Knowing someone's name and using their name makes them feel respected and appreciated. (SS.C1.3, 1.4, SS.G2.2) 4. We are all humans. We grow and change during our lifetime. We have the same lifecycle (baby to adult) but we grow, change, and learn at different rates. (S.L 2.2-human lifecycle) 	



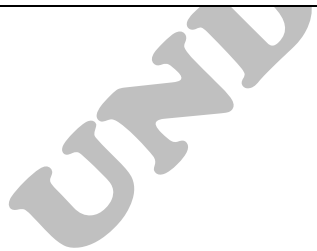
Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Create a class bulletin board with pictures of each class member and dictate sentence about one of your favorite things or activities. (My name is Sue. I like to play with Barbie dolls.) (S, L)
- Have a "Sharing from a Sack" day and each student brings 2 items in their sack: one item that is representative of their family (photo or other keepsake) and another item that represents a hobby, interest, or ability (trophy, uniform shirt) (BK, L)
- Play "That's Me!" (TRIBES) to identify the similarities and differences of class members. Teacher makes a statement to the class and if the statement reflects your personal like/dislike, favorite activity, or information that relates to you; stand and say "That's Me". (L, BK)
- Play the Alike Game to find things that alike you and one other person. Begin the game by the teaching name a physical characteristic (shoes that are alike, hair color that is alike) and each child moves to find one other person that they are most alike in that characteristic. Repeat several time with different characteristics. (BK, L, LM)

Student will:

- Color a "ME" paper doll at the easel or art table. Create the paper doll to look as much like you as possible. Compare your "ME" doll with someone else. Look for things that are alike and different about your dolls. (BK, S, L, LM)
- Play an inclusion game. Each child gets a small cup of colorful objects (pieces of paper, blocks, etc.). The teacher spins the spinner to determine what information to share with their partner. (Find a red candy-Tell your partner about your favorite thing you do with your family.) Listen to partner and be prepared to share two things with the whole group that you learned about your partner. (BK, L)
- Draw a picture of a smiling face. Listen to the teacher read *Chrysanthemum* by Kevin Henkes. Demonstrate recognition of a put-down (lack of respect) by tearing off a portion of the smiling face every time you hear a put down in the story. Discuss how the picture/drawing looks at the end of the story and how to fix it with appreciations and compliments. (BK, L, S)
- With the group, play the name game by rolling a ball gently from one person to another and when a person catches the ball they say their name and the rest of the group repeats the name in unison by saying, "Hello _____, You are my Friend". (L, BK, M)
- Decorate a large strip of colorful paper with markers. Write your name on the paper strip. Join the strips together to help create a class "Friendship Chain". (S,L)
- Draw or write a special note/picture for a new friend in class. Celebrate your new friend by writing their name and drawing a picture of them. (S, L, BK)
- Brainstorm a list of attributes of the "perfect friend" by creating a T-chart that organizes ideas of what a good friend does or does not "look like/sound like/feel like". Share and discuss what you see people doing that are friends, what you hear them saying to one another, and what it feels like to have a good friend. (L, S)
- Explore the changes in your appearance by creating a simple picture timeline: baby, toddler, kindergartener. Include pictures from home and/or drawings and dictated sentences about how you have grown and changed since you were a baby. (S, L)
- Compare the things that babies can and can not do to the abilities you have now as a kindergartener (babies coo and babble, children can talk using words and sentences; babies crawl/ children walk, run, and jump) on a T chart. (S, L)
- Create a "Measure Me" station where children can be weighed and measured regularly to document growth and change throughout the topic or year. Compare your growth and change with 1-2 other people in the class. (BK, LM)





Resources/Materials	
<p>BOOKS/VIDEOS/WEBSITES Check with your school library/media specialist for these resources:</p> <p><u>NAMES</u> Catalanotto, Peter. <i>Matthew A.B.C.</i>, New York, Atheneum Books for Young Readers, c2002. Costanzo, Charlene. <i>A Perfect Name</i>, New York, dial Book for Young Readers, c2002. Hinton, S.E. <i>Big David, Little David</i>; New York, Doubleday Books for Young Readers, c1995. Henkes, Kevin. <i>Chrysanthemum</i>; New York, Greenwillow Books, c1991. Recorvits, Helen. <i>My Name is Yoon</i>; New York, Frances Foster Books, c2003. Rubin, C.M. <i>Eleanor, Ellatony, Ellencake, and Me</i>. Columbus, OH, Gingham Dog Press, c2003. Sanders, Eve. <i>What's Your Name?</i> New York, Holiday House, c1995. Swanson, Susan Marie. <i>The First Thing My Mama Told Me</i>, San Diego, Harcourt, c2002.</p> <p><u>CHARACTER & BEHAVIOR</u> Berry, Joy. <i>Let's Talk About Being Patient</i>, Scottsdale, AZ, GoldStar Publishing, c1999. Buehner, Caralyn, <i>I Did It, I'm Sorry</i>. New York, Dial Books for Young Readers, c1998. Meiners, Cheri J. <i>Be Polite and Kind</i>. Minneapolis, MN, Free Spirit, c2004. Raatma, Lucia. <i>Respect</i>. Mankato, MN, Bridgestone Books, c2000. Parsons, Alexandra. <i>You're Special, Too</i>. London/New York, Franklin Watts, c1997. Scheumemann, Pam. <i>Coping with Anger</i>, Edina, MN, ABDO Publishing, c2004. Scheumemann, Pam. <i>Acting with Kindness</i>, Edina, MN, ABDO Publishing, c2004. <i>My Wish for Tomorrow</i>, words and pictures from Children around the World, New York, Tambourine Books, c1995.</p> <p><u>HUMANS/LIFECYCLES</u> Bernstein, Margery. <i>That's Hard, That's Easy</i>. Brookfield, Conn.; Milbrook Press, c1998. James, Diane & Sara Lynn; <i>Growing Up</i>. New York: Thomson Learning; c1997. Saunders-Smith, Gail. <i>Children</i>. Mankato, MN: Pebble Books, c1998. Suhr, Mandy. <i>I Am Growing</i>. Minneapolis, MN: Carolrhoda Books, c1992. Weber, Rebecca. <i>The Cycle of Your Life</i>. Minneapolis, MN; Compass Point Books, c2004.</p> <p>TEACHER RESOURCES: Pearson Sue, <i>Tools for Citizenship & Life : Using the ITI Lifelong Guidelines & LIFESKILLS in your Classroom</i>, Susan J. Kovalik, 2000 Here I Am: Adventures in Time and Place (Social Studies). McGraw Hill; 2001.</p>	<p>MATERIALS/SUPPLEMENTS</p> <p>Various art materials</p> <p>Playground/rubber ball</p> <p>M&Ms (individual bags) for each student</p> <p>Chart paper</p>

UNDL

Assessment Opportunities

Teacher Observations

- Observe how students identify the similarities/differences of themselves and others.
- Observe student's ability to identify and address classmates by their name.

Checklists/rubrics

- Student can identify at least 3 personal observable attributes: hair color, eye color, clothing item
- Student can identify their own name in writing and can write their first name.
- Student can arrange pictures of baby, child, adult, and elderly person in a lifecycle organizer.

Group Discussion/Processing

- Student individually processes alike/different by drawing picture of two people that are alike/similar and another two people who are different.

Teacher Notes:

UNDER CONSTRUCTION

FIRST QUARTER

SOCIAL STUDIES: Self and School
 SCIENCE: Physical—Sorting by physical properties

OVERVIEW: The focus of this quarter is sharing about self and comparing the similarities and differences among classmates: physical characteristics and interests and names. This quarter introduces students to Community Guidelines, LIFESKILLS, and Multiple Intelligences.

TOPIC 1: I Like Myself!

TOPIC 2: We are Alike! We are Different!

TOPIC 3: Learning and Working Together at School

CONCEPT: SIMILARITIES AND DIFFERENCES - People, places, and things can be similar and different in many ways. When two things are observed and described in terms of their similar and different attributes a comparison has been made.

Possible Learning Experiences for Developing Conceptual Understanding to help the students make the connection to the concept of similarities and differences.

- Compare 2 stuffed animals using sight and touch to discover how the two are similar and different. Use a Venn diagram to organize the characteristics of the 2 stuffed animals. (BK, L, LM)
- Listen and move to 2 pieces of recorded instrumental music. Discover and discuss how the music is similar and different in terms of instrumental sounds, tempo, and the feelings the music evokes. (L, BK, M)
- With the class, observe, and describe the similar and different characteristics of two children in the class. Display the similarities and differences discovered in the comparison on a Venn diagram. (LM, L)

TOPIC #3 : Learning and Working Together At School - Standards Addressed:

Civics: / Standard 1: The student will exhibit traits of good citizenship.

- 1.1 Work and play cooperatively in a variety of settings (e.g., in large and small groups, learning centers).
- 1.2 Exhibit behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).
- 1.3 Listen to others while in large and small groups.
- 1.4 Show respect for others and their property.

Standard 3: The student will explain the importance of individual responsibility.

- 3.1 Describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).

Geography: / Standard 1: The student will explain the importance of individual responsibility.

- 1.1 Locate and describe familiar places (e.g., classrooms, home, school).

Essential Understandings:

1. We all learn by using my 8 Smarts (Multiple Intelligences). We learn best by using our brain and our body. We all learn by listening, thinking, and exploring on our own or with other learners. (SS.C1.1)
2. School is a place for working, playing, and learning with others. As we learn and work together we have roles and responsibilities to ourselves and others. (Community Guidelines and LIFESKILLS) (SS.C1.1, 1.2, 3.1)
3. There are many special people at school who perform different tasks and fulfill different responsibilities: principal, counselor, health clerk, school secretary, cafeteria workers, and custodian. Within a school there are different people and different places that help us with the same goal of learning and working together. (SS.C 3.1, SS.G 1.1, 1.3)

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Cross Curricular Connections			
ART		TECHNOLOGY (Reflects National Education Technology Standards – NETS)	
<p>Standard 3: Visual Art Expression – The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.</p> <p>3.1 Manipulate a variety of materials (media).</p> <p>a. Drawing Media: markers, chalks, crayons</p> <p>b. Painting Media: finger paint</p> <p>c. Sculpture Media: clay, string, paper, foil, cardboard, found objects</p> <p>d. Mixed Media: tissue, photos, found objects, foil, fiber, paint, paper</p> <p>3.3 Uses art media and tools in a safe and responsible manner.</p> <p>Standard 4: Visual Art Appreciation – The student will appreciate visual art as a vehicle of human expression</p> <p>4.2 Demonstrate respect for student work and the work of others.</p> <p>4.3 Demonstrates thoughtfulness and care in completion of artworks.</p>		<p>Check Technology Skills Scope and Sequence for Kindergarten for assistance with Kindergarten technology standards</p> <p>http://www.tulsaschools.org/tr/TechskillsSS.htm</p>	
MUSIC			
<p>Standard 3: Music Expression – The student will perform, imitate, compose a variety of music within specific guidelines.</p> <p>3.1 Participate in music through singing and/or playing instruments.</p> <p>3.2 Responds to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.</p> <p>Standard 4: Music Appreciation – The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.</p> <p>4.3 Discuss likes and dislikes of music of different styles.</p>			
PHYSICAL EDUCATION / HEALTH & WELLNESS			
<p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</p> <p>1.1 Demonstrate the ability to move in various basic locomotor patterns (e.g., galloping, hopping, jumping, running, skipping, sliding).</p> <p>1.2 Demonstrate non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).</p> <p>1.3 Combine various movement patterns to music, but not necessarily in time.</p> <p>Standard 3: Exhibits a physically active lifestyle.</p> <p>3.3 Discuss basic health needs of human beings (e.g., dental, hearing and vision care, exercise, nutrition).</p>			
COMMUNITY GUIDELINES & LIFESKILLS			
<p>For learning experiences refer to TRIBES book, Tools for Citizenship & Life, and/or Teacher Resources page of TPS website.</p>		<p>Mutual Respect</p> <p>Personal Best</p> <p>Cooperation</p> <p>Responsibility</p>	<p>Flexibility</p> <p>Initiative</p> <p>Problem Solving</p> <p>Each topic offers many opportunities to directly teach and/or use “teacher talk” to enhance student understanding and use of Community Guidelines and Lifeskills.</p>
ESSENTIAL UNDERSTANDINGS			
<p>1. We all learn by using my 8 Smarts (Multiple Intelligences). We learn best by using our brain and our body. We all learn by listening, thinking, and exploring on our own or with other learners. (SS.C1.1)</p> <p>2. School is a place for working, playing, and learning with others. As we learn and work together we have roles and responsibilities to ourselves and others. (Community Guidelines and LIFESKILLS) (SS.C1.1, 1.2, 3.1)</p> <p>3. There are many people at school who perform different tasks and fulfill different responsibilities: principal, counselor, health clerk, school secretary, cafeteria workers, and custodian. Within a school there are different people and different places that help us with the common goal of learning and working together. (SS.C 3.1, SS.G 1.1, 1.3)</p>			

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Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Explore how you learn best during an "8 SMARTS DAY". Visit various learning stations such as ball catching/bouncing for body kinesthetic, puzzles or art for spatial intelligence, counting games or pattern block pictures for logical mathematical, etc. At the end of the day, vote for your favorite center activity and discuss with the class how the 8 SMARTS help us learn everyday. (all)
- Participate in a school scavenger hunt. Using photos taken by the teacher ahead of time, hunt for the people or places shown in the picture. Explore the area in the picture and name 3 other things/objects you find in that location. Visit with the person at the location in the picture and find out 2 things they do as part of their daily work at the school. (BK, S, L, M)
- Read the story *The Man Who Didn't Wash His Dishes* by Phyllis Krasilovsky. Tell, dictate, or write and illustrate a simple story about "The Custodian Who Didn't Clean the Cafeteria", "The Librarian Who Didn't Put Books Away", or "The Principal Who Didn't Come to School". Use your imagination to think of the consequences of different people not performing their jobs at school. (L, S)

Student will:

- Learn about the multiple intelligences (8 Smarts) by participating in an "8 Smarts" activity. Follow teacher's directions related to number of steps to walk or tiptoe, what to talk/share with a partner, sing a familiar song, and perform different actions/movements. Reflect at the end of the activity about the part that you most enjoyed and how it relates to the 8 Smarts. (all)
- Participate in a "thumbs up/thumbs down" activity about learning preferences. (see MI Inventory in *Multiple Intelligences in the Classroom* by Thomas Armstrong). Teacher reads a statement related to MI and you share your response with a thumbs up or thumbs down (TRIBES pg. 321). Share in the discussion throughout the activity about how people learn and show what they know.
- Draw a picture that depicts one of the procedures for the classroom or school. Explain the importance of the procedure to the class. (BK, S, L)
- Brainstorm some of the meaningful roles and responsibilities needed in the classroom: watering plants, leading the line, organizing materials, delivering messages/attendance to office. As a class or small group, write the procedures/responsibilities for that classroom job. Use the computer to type them up, copy them, and place them in a "Working Together" binder. (L, BK)
- Demonstrate the need for working together by working with a partner or small group to color and cut $\frac{1}{2}$ or $\frac{1}{4}$ of a larger picture. Each person is responsible for coloring and cutting out their portion of the picture, work together to glue it together as a poster, then write about the entire scene of the picture. (BK, S, L, M)
- Create a word web of all the ways that the class can work together: share materials, listen to each other, etc. Partner up with a classmate to illustrate one of the ways of working together and getting along. Include a written statement (selected idea from the word web) on the illustrated page. Combine everyone's work into a class book about class citizenship and responsibilities. (BK, S, L)
- Explore different locations in the school: office, cafeteria, library, and playground. Create a word web related to places in the school. On each web, identify the school location (office) and name all the different objects you see. (BK, L, S)
- Participate in guessing game about people who work in the school by listening attentively to teacher clues about a person that works in the school. (Ex: This worker is very important to our school. This person works inside and outside the school building. This person keeps the building comfortable and safe for us. This person helps keep our school clean and healthy. -Custodian) (L)
- With a partner, match the picture of a person that works in the school with the picture of the location in the school where you would find them doing most of their work. (BK, L)
- Create a class book about school with photographs of the places and people who work in different locations at the school. Write about their role and responsibilities at the school and how they help students work and learn. (L, BK, S)

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Resources/Materials

BOOKS/VIDEOS/WEBSITES

Check with your school library/media specialist for these resources:

LEARNING & EXPLORING

Armstrong, Thomas. *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences*.

Minneapolis, MN; Free Spirit, c2003.

Billingslea Smith, Kathie. *Thinking*. Mahwah, NJ; Troll Associates; c1988.

WORKING TOGETHER

Berenstain Bears Team Up (videocassette); Agogo Entertainment: Nelvana Limited; Nicole

Demerse, Alice Prodanou. Culver City, CA: Columbia Tri Star Home Entertainment, 2004.

Scheunemann, Pam. *Working Together*. Edina, MN: ABDO Publishing Co., c2004.

SCHOOL/SCHOOL PERSONNEL

Creech, Sharon. *A Fine, Fine School*. New York: Joanna Cotler Books/Harper Collins; c2001.

Danneberg, Julie. *First Day Jitters*. Watertown, MA: Whispering Coyote; c2000.

Morris, Ann. *That's Our Custodian*. Brookfield, Conn.: Milbrook Press; c2003.

Pattou, Edith. *Mrs. Sptizer's Garden*. San Diego: Harcourt; c2001.

Stadler, Alexander. *Beverly Billingsly Borrows a Book*. San Diego: Silver Whistle/Harcourt; c2002.

Thompson, Lauren. *Mouse's First Day of School*. New York: Simon & Schuster, c2003.

TEACHER RESOURCES

Armstrong, Thomas. *Multiple Intelligences in the Classroom 2nd Ed. ASCD;2000*.

Pearson Sue, *Tools for Citizenship & Life : Using the ITI Lifelong Guidelines & LIFESKILLS in your Classroom*, Susan J. Kovalik,2000

Here I Am: Adventures in Time and Place (Social Studies). McGraw Hill; 2001.

MATERIALS/SUPPLEMENTS

8 SMARTS DAY

- Puzzles, books, balls, art materials, etc. for centers

Varied art/writing materials and paper

Access to digital camera and computer

Written classroom procedures

Chart paper

UNID

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Assessment Opportunities

Teacher Observations

- Observe how students understand and apply school and classroom procedures.
- Observe student's abilities related to multiple intelligences.
- Observe student's use and referencing of the Community Guidelines and LIFESKILLS.

Checklists/rubrics

- Student can identify and choose from the 8 Smarts Learning Centers.
- Student can identify school personnel by name and describe their role/responsibility within the school.

Group Discussion/Processing

- Student participates in the discussion and exploration of multiple intelligences with teacher and classmates.

Teacher Notes:

UNDER CONSTRUCTION