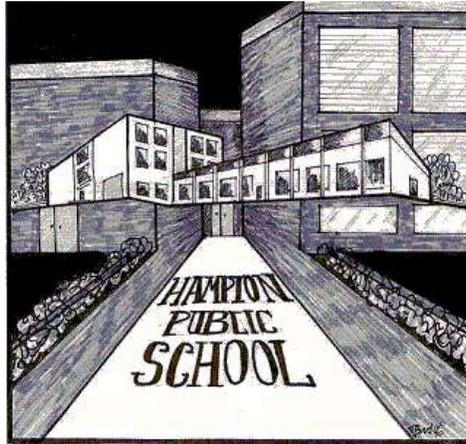


HAMPTON PUBLIC SCHOOL



PRESCHOOL CURRICULUM GUIDE

For adoption by all regular education as specified
and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy #2200.

Adopted: October 21, 2014

HAMPTON PUBLIC SCHOOL

LIBRARY, INFORMATION LITERACY, AND TECHNOLOGY

CURRICULUM GUIDE

K-8

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MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS:

As each learner in the Hampton School Community receives individualized attention, this curriculum is modified and adjusted for special education students, English language learners, students at risk of school failure, and gifted students as necessary through the use of instructional differentiation, multiple means of assessment, and other accommodations.

While this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education students of Hampton Public School. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Education Program (IEP). These documents are on file at:

Office of Special Services
c/o Hampton Public School
32-41 South Street
Hampton, NJ 08827

Preschool NJCCCS:	Tools of the Mind:	Handwriting Without Tears:	Additional Activities to Fit the Standard:
Social/Emotional Development (2013)			
Standard 0.1: Children demonstrate self-confidence.			
<ul style="list-style-type: none"> a) Express individuality by making independent decisions about which materials to use. b) Express ideas for activities and initiate discussions. c) Actively engage in activities and interactions with teachers and peers. d) Discuss their own actions and efforts. 	<p>During this Play Planning and Make Believe Play Practice, children can discuss new ideas with their teacher and friends in a risk-free and supportive setting. This also reinforces the idea of play together. All activities are designed such that children will interact with all of the children at least once each week (e.g., does not exclude any children and can play with anyone).</p>		
Standard 0.2: Children demonstrate self-directions.			
<ul style="list-style-type: none"> a) Make independent choices and plans from a broad range of diverse interest centers. b) Demonstrate self-help skills. c) Move through classroom routines with minimal teacher direction and transition easily from one activity to the next. d) Attend to tasks for a period of time. 	<p>All activities and accompanying materials have rules that the children must learn and follow. Each also includes scaffolds to support the internalization of the “rules”. Children are also encouraged to use private speech to help regulate their own behavior, and to use language to resolve conflicts with peers.</p> <p>During this Play Planning and Make Believe Play Practice, children can discuss new ideas with their teacher and friends in a risk-free and supportive setting. This also reinforces the idea of play together. All activities are designed such that</p>		

	children will interact with all of the children at least once each week (e.g., does not exclude any children and can play with anyone).		
Standard 0.3: Children identify and express feelings.			
<ul style="list-style-type: none"> a) Recognize and describe a wide range of feelings, including, sadness, anger, fear, and happiness. b) Empathize with feeling of others. c) Channel impulses and negative feelings, such as anger. 	During Share the News, Story Lab, Buddy Reading, and Intentional Make Believe Play , children can discuss and exchange emotions and feelings. In addition, since all activities are shared activities, children learn intuitively to attend to their peers' needs, help each other, and share ideas.		
Standard 0.4: Children exhibit positive interactions with other children and adults.			
<ul style="list-style-type: none"> a) Engage appropriately with peers and teachers in classroom activities. b) Demonstrate socially acceptable behavior for teachers and peers. c) Say "thank you," "please," and "excuse me" d) Express needs verbally or nonverbally to teacher and peers without being aggressive. e) Demonstrate verbal or nonverbal problem-solving skills without being aggressive. 	All activities are designed to provide children with the opportunity to work through, label and learn from various feelings as they work independently and with others. During Play Planning, Make Believe Play Practice and Share the News children can discuss new ideas with their teacher and friends in a risk-free and supportive setting. This also reinforces the idea of playing together and the feelings associated with those interactions.		
Standard 0.5: Children exhibit pro-social behaviors.			
<ul style="list-style-type: none"> a) Play independently and cooperatively in pairs and small groups. b) Engage in pretend play. 	All partner or group activities are designed such that teachers can support children as they learn to help	Wood Piece Play for passing, sharing, and playing beside others	

<ul style="list-style-type: none"> c) Demonstrate how to enter into play when a group of children are already involved in play. d) Take turns. e) Demonstrate understanding the concept of sharing by attempting to share. 	<p>each other or work together and solve problems. Play Planning, Make Believe Play Practice, Intentional Make Believe Play, Share the News and Story Lab are all activities where solving social problems is addressed directly.</p>	<p>Animal Legs for being in front of others and public speaking</p> <p>Build & Sing Mat Man for waiting and taking turns</p> <p>Hand-On Letter Play for following directions and to imitate the teacher</p>	
<p>Visual and Performing Arts (2013)</p>			
<p>Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.</p>			
<ul style="list-style-type: none"> a) Move the body in a variety of ways, with and without music. b) Respond to changes in tempo and a variety of musical rhythms through body movement, c) Participate in simple sequences of movements. d) Define and maintain personal space, concentration, and focus during creative movement/dance performances. e) Participate in or observe a variety of dance and movement activities accompanied by music and/pr props from different cultures and genes. f) Use movement/dance to convey meaning around a theme or to show feelings. g) Describe feelings and reactions in response to a creative movement/dance performances. h) Begin to demonstrate appropriate audience skills during creative movement and dance performances. 	<p>Children participate in a variety of dance activities (e.g. Freeze Game) on a daily basis. In addition, Physical Self-Regulation Games, Pretend Transitions, Attention Focusing Activities, and Community Building Activities provide children with opportunities to learn to use their hands and fingers to make specific gestures and motions that represent the actions in the songs or chants.</p>		
<p>Standard 1.2: Children express themselves through</p>			

and develop an appreciation of music.			
<ul style="list-style-type: none"> a) Sing a variety of songs with expression, independently and with others. b) Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations. c) Clap or sing songs with repetitive phrases and rhythmic patterns. d) Listen to, imitate, and improvise sounds, patterns, or songs. e) Participate in and listen to music from a variety of cultures and times. f) Recognize and name a variety of music elements using appropriate music vocabulary. g) Describe feelings and reactions in response to diverse musical genres and styles. h) Begin to demonstrate appropriate audience skills during recordings and music performances. 	<p>Children explore music during Physical Self-Regulation Games, Intentional Make Believe Play, Graphics Practice, Community Building Activities and Attention Focusing Activities.</p>		
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.			
<ul style="list-style-type: none"> a) Play roles observed through life experiences. b) Use memory, imagination, creativity, and language to make up new roles and act them out. c) Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props. d) Differentiate between fantasy/pretend play interactions. e) Participate in and listen to stories and dramatic performances from a variety of 	<p>Story Lab (Active Listening, Making Connections, Vocabulary, Visualization, Learning Facts, Story Grammar, Predictions/Inferences), Share the News, Buddy Reading, and Intentional Make Believe Play develop listening comprehension skills as children practice listening and responding to a story or a peer's thoughts.</p>		

<p>cultures and times.</p> <p>f) Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.</p> <p>g) Begin to demonstrate appropriate audience skills during storytelling and performances.</p>			
<p>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts.</p>			
<p>a) Demonstrate the safe and appropriate use and care of art materials and tools.</p> <p>b) Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</p> <p>c) Use vocabulary to describe various art forms, artists, and elements in the visual arts.</p> <p>d) Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</p> <p>e) Demonstrate planning persistence, and problem-solving skills while working independently, or with others, during the creative process.</p> <p>f) Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</p> <p>g) Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</p>	<p>In addition to Venger Drawing, children are exposed to a variety of art media throughout all centers when Prop Making to support their Intentional Make Believe Play. Play Planning (and Scaffolded Writing) develops the use of drawings, shapes, and letter-like forms to create a representational picture. Students also have daily access to an art center where they can explore and create with different media.</p>	<p>Drawing Objectives:</p> <ul style="list-style-type: none"> • Draw expressively, experimenting with various ways to move and produce marks • Draw figuratively, making a recognizable face/person • Draw recognizable shapes and simple pictures • Add personal elements to shapes or pictures <p>Activities:</p> <ul style="list-style-type: none"> • Build & Sing Mat Man • Draw Mat Man • Mat Man Shapes Book • Drawing in My First School Book 	
<p>Health, Safety, and Physical Education (2013)</p>			
<p>Standard 2.1: Children develop self-help and</p>			

personal hygiene skills.			
a) Develop an awareness of healthy habits. b) Demonstrate emerging self-help skills.			
Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.			
a) Explore foods and food groups. b) Develop awareness of nutritious food choices.			
Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.			
a) Use safe practices indoors and out b) Develop an awareness of warning symbols and their meaning c) Identify community helpers who assist in maintaining a safe environment			
Standard 2.4: Children develop competence and confidence in activities that require gross-and fine-motor skills.			
a) Develop and refine gross-motor skills b) Develop and refine fine-motor skills c) Use objects and props to develop spatial and coordination skills	<p>Graphics Practice, Remember and Replicate, Attention Focusing Activities, Play Planning, Intentional Make Believe Play prop making, and Puzzles/Manipulatives, develop fine motor control.</p> <p>Scaffolded Writing, Graphics Practice, Story Lab, Play Planning and Intentional Make Believe Play provide an opportunity to strengthen fine motor skills as children practice drawing and representing their own messages with</p>	<p>Fine and Gross Motor Objectives:</p> <ul style="list-style-type: none"> • Use same hand consistently to hold crayons, toothbrush, utensils, and to perform skilled tasks • Use fingers to open and close fasteners, hold crayons, scissors, cards, beads, ect. • Move an object in one hand to position it for use, placement, or release • Use index finger to trace 	

	<p>lines and letters.</p> <p>Physical Self-Regulation Activities, Pretend Transitions, Outdoor Play and Intentional Make Believe Play develop increasing levels of proficiency, control and balance in throwing, kicking, catching and riding a tricycle.</p>	<p>letters, numbers, shapes, or other objects on cards or in the air</p> <ul style="list-style-type: none"> • Move fingers to show age/number and for finger plays • Use large muscle groups to maintain posture/position and mobility <p>Activities:</p> <ul style="list-style-type: none"> • Crayon Grip Activity • Wet-Dry-Try • Playdough Letters • Writing and coloring in <i>My First School Book</i> • Songs from Sing Along CD 	
English Language Arts (in Draft will be updated when draft in complete)			
Standard 3.1: Children listen and respond to environmental sounds, directions, and conversations			
<p>a) Follow oral directions that involve several actions</p> <p>b) Listen for various purposes</p> <p>c) Show understanding of listening activities by incorporating ideas into play</p> <p>d) Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions</p>	<p>Tools of the Mind contains a strong focus on language (both receptive and expressive) throughout all activities. Small group literacy experiences (e.g. Active Listening Lab, Vocabulary Lab) and Intentional Make Believe Play are particularly well suited to meeting this objective. While many activities in the Tools curriculum provide children with the opportunity to learn to follow directions. Graphics Practice and Remember and Replicate are designed to move children from</p>		

	following simple one step directions to tasks with many steps.		
Standard 3.2: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences			
<ul style="list-style-type: none"> a) Describe previous experiences and relate them to new experiences or ideas b) Use language for a variety of purposes c) Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events d) Use compound sentences e) Use language to communicate and negotiate ideas and plans for activities f) Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic g) Ask questions to obtain information h) Join in singing, finger-plays, chanting, and retelling and inventing stories i) Connect meanings of new words to vocabulary already known j) Use new vocabulary and ask questions to extend understanding 	<p>All activities allow for practice listening to and understanding English (both with peers and adults). Specific supports are given to teachers to help them assess and facilitate comprehension.</p> <p>During Share the News and Story Lab-Connections children are encouraged to recall their own experiences related to a given prompt, either from the teacher or a story, and then to share this with a peer.</p> <p>All activities involve language and conventional grammar is always modeled by adults. In addition, Message of the Day and Play Planning provides a concrete visual way to assist students in developing grammar concepts.</p> <p>Students are provided many opportunities to speak to each other and adults throughout the day. Intentional Make Believe Play, Share the News, Story Lab-Connections are some examples of</p>		

	<p>activities where this occurs.</p> <p>Tools of the Mind contains a strong focus on language (both receptive and expressive) throughout all activities. Small group literacy experiences (e.g. Story Lab-Connections, Story Lab- Vocabulary, Story Lab- Learning Facts) are particularly well suited to meeting this objective.</p>		
Standard 3.3: Children demonstrate emergent reading skills			
<p>Strand A:</p> <ul style="list-style-type: none"> a) Identify the meaning of common signs and symbols in the local environment b) Recognize that a variety of print letter formations and text forms are used for different functions c) Identify some alphabet letters, especially those in his/her own name d) Recognize own name in a variety of contexts e) Recognize that letters are grouped to form words and that words are separated f) Recognize that it is the print that is read in stories <p>Stand B:</p> <ul style="list-style-type: none"> a) Demonstrate understanding of the concept of directionality on a page b) Display book handling knowledge c) Exhibit reading-like behavior d) Answer simple recall and comprehension questions about a book being read e) Use a familiar book as a cue to retell their version of the story 	<p>Buddy Reading, Intentional Make Believe Play and Story Lab (particularly Story Grammar) provide children with an opportunity to recall and retell events in a story to a peer.</p> <p>Buddy Reading, Story Lab, and Play Planning develop function and appreciation for reading.</p> <p>Elkonin Box Activities I-II, Mystery Question, Make a Rhyme and Take Away Sounds develop phonemic awareness and splitting/blending sounds together within words.</p> <p>Attention Focusing Activities-Finger Plays & Chants provide children with opportunities to practice alliteration.</p> <p>Mystery Word, Community Building Activities and Rhyming Game activities develop phonological (and beginning of</p>	<p>Alphabet Knowledge Objectives:</p> <ul style="list-style-type: none"> • Sing the "ABC Song" • Say the alphabet from memory • Say/sing and point to capitals in ABC order • Orient capital and lower letter cards right-side up • Recognize and name capitals in random order • Recognize and name lowercase letters • Distinguish capitals from lowercase letters <p>Activities:</p> <ul style="list-style-type: none"> • ABC's sing along and sing and point • Alphabet Animals on Parade • Three a Day-Capitals to Say • Name That Capital • Sign- In 	<ul style="list-style-type: none"> • By age 4, students will be able to identify the letters in their name and some other letters of the alphabet. • By age 5, students will be able to identify all the letters in the alphabet • Activities: <ul style="list-style-type: none"> a.) Through themes and unit studies, children will participate in whole group activities or centers involving emergent reading skills. For example, letter matching games or emergent reader books. These activities are planned weekly to fit a theme and to fit to the standard.

<p>f) Show an understanding of story structure g) Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences</p> <p>Strand C:</p> <p>a) Engage in language play b) Make up and chant rhymes c) Play with alliterative language</p>	<p>phonemic) awareness, including the development of rhyme awareness and production.</p> <p>Letter name identification and fluency is developed through I Have Who Has Letters, Message of the Day, Mystery Letter and Play Planning with Sound Map.</p> <p>Children learn to spell words using the Sound Map, a visual representation of the letters and their sounds. Children are encouraged to use the Sound Map during all Scaffolded Writing activities (e.g. Play Plans, Science Eyes, Story Extensions).</p> <p>Story Lab (all labs) and Buddy Reading develop comprehension, understanding of theme, and a general appreciation for literature.</p> <p>During Buddy Reading, Mystery Question, Message of the Day, Play Planning, Story Lab (all labs) children use print concepts.</p>	<ul style="list-style-type: none"> • Letter Picture Match • Letter of the Week • Capital and Lowercase Match 	
<p>Standard 3.4: Children demonstrate emergent writing skills</p>			
<p>a) Ask adults to write b) “Write” messages as part of play and other activities c) Attempt to write own name on work d) Share and discuss work samples containing drawings, paintings, and</p>	<p>Children receive instruction on how to write their name during all Scaffolded Writing activities (e.g. Play Plans, Science Eyes, Story Extensions).</p> <p>All Scaffolded Writing activities (e.g.,</p>	<p>Writing Objectives:</p> <ul style="list-style-type: none"> • Establish handedness for writing • Hold the crayon correctly • Use the helping hand to hold a paper or book 	<ul style="list-style-type: none"> • By age 4, students will be able to write the letters in their name and some other letters of the alphabet. • By age 5, students will be able to write all the letters in

<p>pictures</p> <p>e) Attempt to make own name using a variety of materials</p>	<p>Play Plans) provide opportunities for children to develop and show the understanding that print conveys the spoken message.</p>	<ul style="list-style-type: none"> • Sit with good posture • Start letters at the top • Trace letters correctly, step by step • Write on page from left to right • Write all capitals • Write NAME in all capitals • Write Name in title case • Write some lowercase letters • Enjoy writing <p>Activities:</p> <ul style="list-style-type: none"> • <i>Writing in My First School Book</i> for each letter of the alphabet • <i>Where Do You Start Your Letters?</i> • <i>Chicks and Ducks</i> • <i>Bird Legs</i> • <i>Pre-Strokes Pages</i> • <i>Wet-Dry-Try</i> • <i>Playdough letters</i> • <i>Stick letters</i> 	<p>the alphabet and some simple words</p> <ul style="list-style-type: none"> • Activities: <p>Through themes and unit studies, children will participate in whole group activities or centers involving emergent writing skills. For example, letter search, drawing a picture of themselves and asking an adult to write for them or asking an adult of what letters to write or doing sign-in sheets. These activities are planned weekly to fit a theme and to fit to the standard.</p>
<p>Mathematics (2013)</p>			
<p>Standard 4.1: Children begin to demonstrate an understanding of number and counting.</p>			
<p>a) Count to 20 by ones with minimal prompting</p> <p>b) Recognize and name one-digit written numbers up to 10 with minimal prompting</p> <p>c) Know that written numbers are symbols for number quantities and, with, support, begin to write number 0 to 10.</p> <p>d) Understand the relationship between</p>	<p>Children are introduced to numerals and begin counting through Timeline Calendar, Weather Graphing, Mystery Games, Making Collections, Intentional Make Believe Play, and Number Line Hopscotch.</p> <p>Through the Making Collections,</p>	<p>Counting & Numbers Objectives:</p> <ul style="list-style-type: none"> • Rote count 1-10 • Participate in number songs, rhymes, and finger plays • Share and take turns during math activities 	

<p>numbers and quantities</p> <p>e) Use one to one correspondence to solve problems by matching sets</p> <p>f) Compare groups of up to 5 objects</p>	<p>Mystery Games and Freeze on the Number games, children become aware of quantities and begin to develop one-to-one correspondence.</p> <p>Through Making Collections, Numerals Game, Freeze on the Number, Number line Hopscotch, Guess My Number and I Have Who Has Number games, children develop one-to-one correspondence, numeral name and counting fluency, and the ability to match quantities with numerals.</p>	<ul style="list-style-type: none"> • Count objects accurately 1-10 • Counts on from 5-10 • Begins to count by 2s, 5s, and 10s • Write numerals 1-10 <p>Activities:</p> <ul style="list-style-type: none"> • <i>Writing in My First School Book</i> • <i>Wet-Dry-Try</i> • <i>Count on Me</i> • <i>Numbers and Sing, Sound and Count CD</i> 	
<p>Standard 4.2: Children demonstrate an initial understanding of numerical operations.</p>			
<p>a) Represent addition and subtraction by manipulating up to 5 objects</p> <p>b) Begin to represent simple word problem data in pictures and drawings</p>			<ul style="list-style-type: none"> • Activities: <p>Through themes and unit studies, children will participate in whole group activities or centers involving mathematical skills. For example, friends count or adding one more or taking away one. These activities are planned weekly to fit a theme and to fit to the standard.</p>
<p>Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them.</p>			
<p>a) Sort, order, pattern, and classify objects by non-measurable and measurable attributes</p> <p>b) Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, are, weight, and capacity</p>	<p>Remember and Replicate, Pattern Movement, Mystery Pattern Game, and Patterns with Manipulatives help children develop the ability to understand and replicate patterns.</p>		<ul style="list-style-type: none"> • Activities: <p>Through themes and unit studies, children will participate in whole group activities or centers involving mathematics. For example, patterns, sorting by size, or roll and counts.</p>

<p>c) Compare and order up to 5 objects according to measurable attributes</p>	<p>Children compare amounts within the context of Making Collections, Numerals Game, Mystery Games, Weather Graphing, and the activities in Science Eyes. In Science Eyes, children measure using nonstandard measures for several months, and then the teacher introduces the use of a standard measure (e.g. scale, ruler, and measuring cups). Children use these along with their familiar nonstandard measures in the partner activities (e.g., Tallying).</p>		<p>These activities are planned weekly to fit a theme and to fit to the standard.</p>
<p>Standard 4.4: Children develop spatial and geometric sense.</p>			
<p>a) Respond to and use positional words b) Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes c) Manipulate, compare, and discuss the attributes of two dimensional shapes and three dimensional shapes</p>	<p>Remember and Replicate, Mystery Shape Game, Small Group Puzzles/Manipulatives and Venger Drawings require children to recall and re-enact positional orientations of objects, or spatial relations.</p> <p>Venger Drawing, Mystery Shapes Game, Small Group Puzzles/Manipulatives, children learn to identify and investigate shapes in parts and wholes.</p>	<p>Counting & Numbers Objectives:</p> <ul style="list-style-type: none"> • Understands ordinal numbers, first, second, their, etc. • Recognize, name, and describe several shapes <p>Activities:</p> <ul style="list-style-type: none"> • Writing in My First School Book • My Teachers Draws Some Shapes For Me Song • Numbers and Sing Along CD 	<p>• Activities:</p> <p>Through themes and unit studies, children will participate in whole group activities or centers involving mathematics. For example, building with shapes and positional word booklets. These activities are planned weekly to fit a theme and to fit to the standard.</p>
<p>Science (2013)</p>			
<p>Standard 5.1: Children develop inquiry skills.</p>			
<p>a) Display curiosity about science objects, materials, activities, and longer-term investigations in progress</p>	<p>Science Eyes and Story Lab-Learning Facts provides children with the opportunity to observe, question and</p>		<p>• Activities:</p> <p>Through themes and unit studies,</p>

<p>b) Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress</p> <p>c) Use basic science terms and topic related science vocabulary</p> <p>d) Communicate with other children and adults to share observations, pursue questions, make predictions, and/or share conclusions</p> <p>e) Represent observations and work through drawing, recording data, and “writing”</p>	<p>explore materials and the environment. The teacher scaffolds the development of descriptive vocabulary and recording of the observations.</p>		<p>children will participate in whole group activities or centers involving science. For example, sensory table with magnifying glasses or taste test graphing or planting seeds unit. These activities are planned weekly to fit a theme and to fit to the standard.</p>
<p>Standard 5.2: Children observe and investigate matter and energy.</p>			
<p>a) Observe, manipulate, sort, and describe objects and materials</p> <p>b) Explore changes in liquids and solids when substances are combined, heated, and cooled</p> <p>c) Investigate sound, heat, and light energy through one or more of the senses</p> <p>d) Investigate how and why things move</p>	<p>Children observe, manipulate and sort objects in their environment in several activities: the Attribute Game, Science Eyes, Math Memory, and Remember & Replicate. These activities encourage children to classify the objects using more than one classifier as well. Non-fiction books on natural materials, rocks, water, soil, and plants are used during Story Lab-Learning Facts.</p>		<p>• Activities:</p> <p>Through themes and unit studies, children will participate in whole group activities or centers involving science. For example, sensory table with magnifying glasses or a study what things float or move. These activities are planned weekly to fit a theme and to fit to the standard</p>
<p>Standard 5.3: Children observe and investigate living things.</p>			
<p>a) Investigate and compare the basic physical characteristics of plants, humans, and other animals</p> <p>b) Observe similarities and differences in the needs of living things, and differences between living and nonliving things</p>	<p>Children also explore the natural world and living things during Science Eyes (e.g., growing sprouts) and also during Story Lab-Learning Facts.</p>		<p>• Activities:</p> <p>Through themes and unit studies, children will participate in whole group activities or centers involving science. For example, units on each of</p>

<p>c) Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light</p> <p>d) Observe and record change over time and cycles of change that affect living things</p>			<p>the listed items in the standards. These activities are planned weekly to fit a theme and to fit to the standard</p>
<p>Standard 5.4: Children observe and investigate the Earth.</p>			
<p>a) Explore and describe characteristics of soil, rocks, water, and air</p> <p>b) Explore the effects of sunlight on living and nonliving things</p> <p>c) Observe and record weather</p> <p>d) Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment</p>	<p>During daily Weather Graphing, children note the weather using common weather-related vocabulary and compare the weather in a graph. Science Eyes exposes children to concepts of recycling, conservation, and respect for the environment. Non-fiction books on recycling, conservation, and respect for the environment are included in those presented during Story Lab- Learning Facts. In addition, during Intentional Make Believe Play, children engage in play themes that involve learning about the natural environment such as camping or taking care of animals (veterinarian) or taking care of plants (gardener or floral shop).</p>		<p>• Activities:</p> <p>Through themes and unit studies, children will participate in whole group activities or centers involving science. For example, unit on space and the earth. These activities are planned weekly to fit a theme and to fit to the standard</p>
<p>Standard 5.5: Children gain experience in using technology.</p>			
<p>a) Identify and use basic tools and technology to extent exploration in conjunction with science investigations</p>	<p>During Science Eyes, children use technology and/or tools to learn scientific concepts. Also during Intentional Make Believe Play teachers scaffold the use of the</p>		<p>• Activities:</p> <p>We use the iPads on a weekly basis for different types of games, videos, and activities that pertain to our</p>

	appropriate technology or tools needed for play themes (e.g. the camp ranger might need binoculars, the doctor a stethoscope).		theme.
Social Studies, Family, and Life Skills (2013)			
Standard 6.1: Children identify unique characteristics of themselves, their families, and others.			
<ul style="list-style-type: none"> a) Describe characteristic of oneself, one's family, and others b) Demonstrate an understanding of family roles and traditions c) Express individuality and cultural diversity 	<p>In Story Lab- Connections children are asked to make connections between stories and non-fiction books and their own lives and share these ideas with their peers. Children also have opportunities to relate themselves to their peers in Share the News and Intentional Make Believe Play.</p>		<ul style="list-style-type: none"> • Activities: <p>Through themes and unit studies, children will participate in whole group activities or centers involving family. For example, an all about me unit or cultural diversity in the classroom. These activities are planned weekly to fit a theme and to fit to the standard</p>
Standard 6.2: Children become contributing members of the classroom community.			
<ul style="list-style-type: none"> a) Demonstrate understanding of rules by following most classroom routines b) Demonstrates responsibility by initiating simple classroom tasks and jobs c) Demonstrate appropriate behavior when collaborating with others 	<p>During Story Lab (Active Listening, Making Connections, Vocabulary, Visualization, Learning Facts, Story Grammar, Story Extensions, Predictions/Inferences) and Buddy Reading, teachers and children learn about the community and how different people in it interact, by reading books about the police, fireman, grocery store, doctor, nurse, etc... Teachers invite community members to show what they do in the community, and use local field trips to explore community around the classroom. Children engage in</p>		<p>Activities:</p> <ul style="list-style-type: none"> • Classrooms are "Circle of Friends"- Units on how we are friends and how to treat your family and friends are presented throughout the year. • Three classroom rules: Care for Yourself, Care for Others, and Care for Your School

	Intentional Make Believe Play themes that involve the people and places in the community. Children play out the social relationships between the different people in the community, including how they interact and help each other.		
Standard 6.3: Children demonstrate knowledge of neighborhood and community.			
a) Develop an awareness of the physical features of the neighborhood/community b) Identify, discuss, and role-play the duties of range of community workers	Story Labs and Intentional Make Believe Play offer children the opportunity to explore change.		Activities: <ul style="list-style-type: none"> Classrooms are “Circle of Friends”- Units on how we are friends and how to treat your family and friends are presented throughout the year. Three classroom rules: Care for Yourself, Care for Others, and Care for Your School
Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.			
a) Learn about and respect other cultures within the classroom and community	During Story Lab (Active Listening, Making Connections, Vocabulary, Visualization, Learning Facts, Story Grammar, Story Extensions, Predictions/Inferences) and Buddy Reading , teachers and children learn about people from different places and cultures. Children often engage in Intentional Make Believe Play surrounding themes that involve the places in the community,		

	providing opportunities for children to play out the social relationships between the different people in the community and how they interact with and help each other.		
World Languages (2013)			
Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.			
<ul style="list-style-type: none"> a) Acknowledge that a language other than their own is being spoken or used b) Say simple greetings, words, and phrases in a language other than their own c) Comprehend previously learned simple vocabulary in a language other than their own d) Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language 			
Technology (2013)			
Standard 8.1: Navigate simple on screen menus.			
<ul style="list-style-type: none"> a) Use the mouse to negotiate a simple menu on the screen b) Navigate the basic functions of a browser, including how to open or close windows and use the “back” key 			<ul style="list-style-type: none"> • Activities: We use the iPads on a weekly basis for different types of games, videos, and activities that pertain to our theme.
Standard 8.2: Use electronic devices independently.			
<ul style="list-style-type: none"> a) Identify the “power keys on a keyboard b) Access materials on a disk, cassette tape, or 			<ul style="list-style-type: none"> • Activities:

DVD c) Turn smart toys on and/or off d) Recognize that the number keys are in a row on the top of the keyboard e) Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats f) Use a digital camera to take a picture			We use the iPads on a weekly basis for different types of games, videos, and activities that pertain to our theme.
Standard 8.3: Begin to use electronic devices to communicate.			
a) Use electronic devices to type name and to create stories with pictures and letters/words			<ul style="list-style-type: none"> • Activities: We use the iPads on a weekly basis for different types of games, videos, and activities that pertain to our theme.
Standard 8.4: Use common technology vocabulary.			
a) Use basic technology terms in conversations			<ul style="list-style-type: none"> • Activities: We use the iPads on a weekly basis for different types of games, videos, and activities that pertain to our theme.
Standard 8.5: Begin to use electronic devices to gain information.			
a) Use the internet to explore and investigate questions with a teacher's support			<ul style="list-style-type: none"> • Activities: We use the iPads on a weekly basis for different types of games, videos, and activities that pertain to our theme.
Approaches to Learning (2013)			
Standard 9.1: Children demonstrate initiative,			

engagement, and persistence.			
<ul style="list-style-type: none"> a) Make plans and decisions to actively engage in learning b) Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges c) Focus attention on tasks and experiences, despite interruptions or distractions d) Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate e) Bring a teacher-directed or self-initiated task, activity, or project to completion 	<p>All activities include “scaffolds”, or external mediators, to help children attend to and persist until completion. These scaffolds include private speech, written language, visual icon mediators, and shared activities and are individualized. (e.g. Intentional Make Believe Play has been designed to support the development of these skills through the use of a Play Plan)</p>		
Standard 9.2: Children show creativity and imagination.			
<ul style="list-style-type: none"> a) Show flexibility in approaching tasks by being open to new ideas b) Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art c) Use multiple means of communication to creatively express thoughts, ideas, and feelings 	<p>Flexibility and inventiveness in thinking are supported throughout the day during many activities. Play Planning and Intentional Make Believe Play are two key activities that are specifically designed to support the development of these skills.</p>		
Standard 9.3: Children identify and solve problems.			
<ul style="list-style-type: none"> a) Recognize a problem and describe or demonstrate ways to solve it alone or with others b) Use varied strategies to seek or recall information and to find answers c) Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy d) Reflect on, evaluate, and communicate 	<p>Intentional Make Believe Play provides students with the opportunity to solve problems (both real and imagined). In addition, problem solving elements are part of many small group activities such as Numerals Game.</p> <p>During Share the News and Story Lab-Connections, Play Planning,</p>		

<p>what was learned</p>	<p>Intentional Make Believe Play, and Make Believe Play Practice children are encouraged to recall their own experiences related to a given prompt or task, either from the teacher or a story, and then to share this with a peer or the whole class.</p> <p>During Science Eyes, Small Group Science, Share the News, Story Lab, Play Planning, Intentional Make Believe Play and Make Believe Play Practice children make connections with past experiences.</p>		
<p>Standard 9.4: Children apply what they have learned to new situations.</p>			
<p>a) Use prior knowledge to understand new experiences or a problem in a new context b) Make connections between ideas, concepts, and subjects c) Demonstrate understanding of what others think and feel through words or actions</p>			