

LITERATURE, THEMES AND THE
GRADED COURSE OF STUDY

MASTER'S PROJECT

Submitted to the School of Education
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of the Requirements for the Degree
Master of Science in Education

by

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INTRODUCTION

The popularity of whole language, integrated curriculum and the use of children's literature is increasing more than ever. Americans are beginning to see this need. "A whole language perspective is used in Australia, the United Kingdom, and New Zealand. New Zealand now has the highest literacy rate in the world" (Cornett, 1991). Teachers are seeing the need to look beyond the given curriculum to the needs of children and also to make learning enjoyable and, thus, lifelong. Teachers are realizing schools and instructional methods need to change because students and the demands of society have changed. The Model Competency-Based Language Arts Manual explains, "The need to design and implement a curriculum that reflects important and dramatic changes in our society is clear and requires that we be responsible to the educational implications of those changes" (Schiraldi, 1992).

Learning is moving across the content area to encourage meaningful learning. Students should learn to think and problem-solve throughout each day. Teachers must understand the best way to provide instruction is to integrate studies for authentic purposes. "This integration often occurs most successfully in an interdisciplinary setting where students have real purpose and audience for their...learning" (Schiraldi, 1992).

Even though this need is being seen more each year, the facts remain: whole language lessons are difficult and time-consuming to develop. In addition, state mandates and district course of studies must be followed. However, it is difficult to keep hundreds of objectives in your head as you plan lessons. The fact is, commercial textbooks and workbooks can not even follow each district's course of study, nor do they consistently meet the developmental needs of students.

Purpose of the Project

The purpose of this project was to design and develop a guide to provide kindergarten teachers at Riverside Elementary (of Logan County) the needed handbook and knowledge to teach literature and themes within the graded course of study. Specifically, this handbook provides the themes, literature, and the course of study objectives with each theme covered in a year of kindergarten at Riverside Elementary.

Definitions

Authentic Instruction- Teaching to real life tasks and situations.

Graded Course of Study Objectives- Concepts of instruction developed by the district, following state guidelines.

Holistic Instruction- Teaching in meaningful general patterns rather than in individual features.

Integrated Curriculum- Combining many subjects to teach concepts as a "whole". This makes learning meaningful.

Literature-based Instruction- Using "real" literature to cover concepts in many subject areas.

Phonics- The teaching of sound-symbol relationship. Phonics can be taught meaningfully using "real" literature or traditionally, using skill and drill methods.

Portfolio- A file, folder, disk, etc. containing information and work samples. These are used to show growth and development over time.

"Real" Literature- Authentic and meaningful stories, books, music, labels, etc.

"Real" Writing- Authentic and meaningful writing. Writing for a purpose and an audience.

Template- A handwriting tool which encourages proper formation of letters.

Themes- A major idea broad enough to cover many areas of teaching.

Whole Language- A philosophy where children learn in meaningful and applicable situations and where students use past knowledge to learn new concepts.

Limitations

There are limitations to this project since the Logan County Course of Study may not directly apply to other schools. Any school district in the state of Ohio will have similarities. And, even though a teacher may not have time to cover each activity, it will be his/her responsibility to cover given objectives.

This handbook will be added to or altered as the graded course of study changes. Language arts objectives will be added in the future. Logan County is in the process of rewriting the Language Arts Course of Study, making it more conducive to whole language and literature-based instruction. Language arts activities have been included and since this is a thematic and literature-based handbook, implementing the Language Arts Course of Study will be natural.

Children's literature is becoming better and more exciting each year. This handbook will be added to or altered as new literature, music, etc. is available.

Art and music activities are listed but the objectives are not. The kindergarten teachers work with the art and music teachers to cover these objectives while teaching thematically across the curriculum

Significance of the Problem

Teachers need a convenient and accurate way to meet the course of study objectives. This project will give teachers the needed guidelines not only to integrate themes with literature, but also to demonstrate accountability to parents, administrators and the community.

Summary

In this chapter the author has given background information dealing with thematic teaching and literature. It has emphasized the need of teacher accountability through using the graded course of study which their district has adopted. The purpose of this handbook is to meet this need in an organized manner. Definitions were given to clarify the author's meaning. Limitations and assumptions were stated to give the reader understanding in the detailed use of this specific handbook. The significance of the project shows the teachers' need to teach with this philosophy and the accountability which teachers must show.

CHAPTER II

REVIEW OF THE LITERATURE

Recognizing that teachers are accountable for the instruction in their classroom, and that developmental, integrated and literature-based teaching is meaningful to students, there are definite needs to consider. Teachers should also encourage life-long learning and thinking. This review will explain the importance of literature-based instruction and integrated curriculum. The evaluation is explained to demonstrate accountability.

Many teachers are seeing the need to develop their own teaching style, use literature and integrate the graded course of study. Teachers must be aware of accountabilities and teach to the objectives. "Don't go for the cute, clever and colorful." says kindergarten teacher Jackie Collier, "It must go with something in your graded course of study." (Collier, 1993). "There are state requirements, there are parent expectations, there are colleague's questions, there are administrators who put much stock in... test printouts." (Harp, 1993). The teacher must find a way to combine their style, the literature and the graded course of study. Even though it is more difficult to teach with this combination, it allows teachers to be current and proud of the successes in their classroom. It adds meaning to learning and value to the profession. Patricia Hart, a University of Dayton

advocate of this of teaching, confidently states, "It isn't relaxing, but it's electric!" (Hart, 1993).

Whole Language

Even with the controversy of whole language verses phonics, many facts are known. The fact is, both are important and should be taught together. Letters and sounds and other skills are needed and need to be taught. Legislation demands it with Senate Bill 140. However, this Ohio bill makes it clear that phonics should be taught meaningfully (Snyder, 1989). The relationship between spoken language, reading aloud to children, and written language is needed for "real" language experiences.

This whole language approach is a philosophy promoting literacy education in our schools. It opposes prepackaged curriculum and encourages children and teachers to be the core curriculum makers. Harp (1993) continues with a similar thought when he explains classrooms seem to be driven more by programs instead of teachers' judgements. Students and teachers alike are often the victims of a curriculum that does not fit the needs of the student or the teacher. The state board of education also recognizes that instructional decision-making should be in the hands of the classroom teacher (Schiraldi, 1992).

Whole Language is a philosophy which encourages meaningful learning and is based on individual students and

individual classes. Jean Mann (1993) states, "When children understand the whole, we can show them how the parts fit together". This statement follows an analogy in which she explains if someone was given a piece of a puzzle and asked what the piece meant, it would not be known. However, if the whole puzzle could be seen first, pieces would be understood.

Language and literacy are not learned most effectively by isolating the skills, but with seeing the whole. With the whole comes understanding. This is why literature should be the focus of learning. The "whole" needs to be seen, followed by the detailed concepts and skills. Scholastic Vice President, Margery Mayer (1992), says learning should be "Hands-on with a story".

Literature-Based Instruction

All language arts skills can be taught by using good children's literature. Exciting stories excite children and help them control some of their learning. Teaching skills independent of real literature only shows unneeded control of learners, language, and teachers.

Thematic and literature-based learning can celebrate the child's experiences and thinking. Often this type of work is extra credit. This should actually be the determining factor to prove successful instruction. Often a child can score high on skills tests, but can not understand, analyze, discuss or enjoy a story. Test scores do not prove

literacy, even though it is "paradoxical that even when measures that the whole language teachers reject are used [for testing], whole language instruction is superior to traditional instruction" (Harp, 1993).

Teaching should encourage children to read, question, think, find their interests, and share with classmates. Not only do we not encourage this, but we often discourage it—stifling creativity which should make learning meaningful and exciting. Goodlad's research found very little "real" reading and writing in many American classrooms.

6% of the time in elementary schools, 3% in junior high and 2% in high school was spent doing the kinds of reading students would do outside school. Students wrote 15% of the school day, but two-thirds of that writing was simply copying. About 70% of reading time was spent on workbooks and ditto sheets that focused on isolated skills, although there is no evidence that any set of subskills are essential to reading. (Goodlad, 1984).

As more teachers and administrators understand this important point, the use of literature-based materials has grown. Phonics and spelling need to be taught along with reading, rather than as a prerequisite to it (Toch, 1992). Using "real literature" and reading aloud seems to be a great influence on children learning to read. It improves listening skills, builds vocabulary, increases reading comprehension, and encourages a positive attitude about reading. (Routman, 1991).

Eldredge and Butterfield (1987) were able to conclude from their studies that "the use of children's literature to teach children to read had a positive effect upon students' achievement and attitudes toward reading- much greater than the traditional methods used."

"In a supportive, literate environment writing improves through daily use, practice and guidance.... Confidence and skills grow as student writing is celebrated and shared (Routman, 1988). Children who were exposed to more literature and did more writing became better writers than children who spent significant time studying isolated skills. Bill Harp (1993) uses additional research proving instruction should take place with ACTIVE and experienced-based learning .

Integrated Curriculum

Studies show that not only is this philosophy true in the language arts but also in all subject areas. Integration helps build understanding and significance. The Ohio Early Childhood Curriculum Guide (Waltman, 1991) explains that their goal is to help the teacher use the graded course of study in a developmentally appropriate manner, and to show that development occurs holistically.

The integrated, literature-based classroom creates an environment which makes learning the skills more fun, more natural and thus, easier for the students. Dr. Heidi Hayes

Jacobs (1991) may say it best. "An interdisciplinary curriculum addresses this problem of fragmented schedules that shatter curriculum into isolated pieces of knowledge. Implementing interdisciplinary curriculum units help children acquire targeted concepts and skills of various disciplines more effectively."

Evaluations & Portfolios

With a new philosophy of teaching, it is only natural that there must be a new philosophy of evaluation. The whole language philosophy continues with the idea that evaluation should also be meaningful. It has been stated that evaluations should prove the thought process involved in discovery. The way an answer is discovered is as important, if not more important, than the answer itself. The process must be as important as the product.

Assuming this is true, standardized tests only show which students can take a true/false or multiple choice test. It does not show literacy, thinking skills or creativity. Portfolios, which are used in many ways for a variety of purposes, can show this in each subject area if the teacher chooses.

Portfolios are teacher's and student's collections used to examine effort, improvement, and achievement and to properly focus on the child's work. By studying these portfolios, the teacher and student can see ongoing

strengths, needs and progresses. "Products" of test scores and gradecards can not give these. Without portfolios, researchers say, class work "served no function other than to document their failure". With portfolios, the student's work has a purpose. (Frazier and Paulson 1992).

There are several different types of portfolios (subject area, working, showcase) which can include many different records- teacher records, student records, parental input and administrative information. Teacher record possibilities are anecdotal records, where the teacher jots notes of the student's work and habits, thus recording their development, interviews, observations, and conference notes. Student records can include reading and writing folders, daily logs, reading responses, books written by the student, and individual plans and goals. Parental input can be recorded using surveys, conference comments and journal writings (to the student or the teacher) in response to the portfolio (Harp, 1993).

Like teaching, evaluations and portfolios will be everchanging. Individual teachers will decide what works and what does not work. Teachers' evaluation will develop as years go on. An article in Educational Leadership explains the need of portfolios most effectively. The authors Frazier and Paulson (1992) explain that there are two benefits in using portfolios. First, teachers can use them as a self-evaluation process. Second, students help assemble work which reflects their achievements regarding

district goals. The cycle brings teachers back to accountability.

Whole Language and portfolio assessment proves that education is changing. Students need to show higher level of comprehending, analyzing, and thinking in general. "We are now faced with finding new ways to determine what pupils can and cannot do that reflect the kinds of learning people need to prosper today (Harp, 1993). This is meaningful and lifelong learning. This should be the goal of education today. This is the goal of integration, literacy, and accountability.

Summary

The reason for this study and for this handbook is to promote enthusiasm in the classroom, professionalism for the teacher and ACCOUNTABILITY to the district. By using real teaching and real learning we will not only produce life long learners, but we will become more accountable to ourselves, our children, and to the public we serve (Harp, 1993).

Reviewing the current literature shows a definite need for this handbook. Accountability must be shown regardless of the teaching style chosen. Research proves, however, that style and philosophy is extremely important in giving successful instruction and in evaluating the results. Using "real" children's literature gives excitement to learning.

Using themes and integrating subjects shows children that learning is meaningful and life-long. And evaluating in a way which shows not only specific skills, but also thinking skills demonstrates the "real" knowledge which has been gained.

CHAPTER III

METHODOLOGY

Seeing a need for this handbook, the writer began by obtaining advice and suggestions from teachers, administrators, supervisors, professors and other professionals. The research was done to give teachers a handbook which would integrate literature, themes and the course of study. Teachers serve many people and may use this handbook to show accountability.

Professors and professional journals delivered up-to-date research and materials. Many recommended journals, handbooks and books were read.

Journals studied included:

- Instructor
- The Reading Teacher
- Educational Leadership
- Ohio Senate Bill 140
- Reading Improvement
- Learner
- Whole Language Umbrella Newsletter

Handbooks studied included:

- Model of Competency-Based Language Arts Program
of the Ohio Department of Education
- Logan County Kindergarten Course of Study
- Ohio Early Childhood Curriculum Guide

Books read included:

Transitions

Invitations

A Place Called School

Assessment and Evaluation in Whole Language
Programs

The writer was also a member of the Logan County Language Arts Curriculum Task Force. The professionals on this committee gave invaluable insight to their similar needs and to their knowledge. This committee's goal was to rewrite the Logan County Language Arts Curriculum following the State Model and guidelines, while encouraging teachers to use "real" literature and "real" writing to promote meaningful learning. These meetings included sharing, brainstorming, inservice training by state department professionals, and, of course, reading and writing.

Personal libraries as well as public and school libraries (University of Dayton, Bellefontaine Public, Sidney Amos Memorial and Riverside Schools) were used to gather and study children's literature. Children's literature was collected by attending literature conferences and both formal and informal book shares. Activities, collected over several years from various resources, were given for the teacher's convenience and organization.

Organization

The handbook is divided into the themes which are covered in a kindergarten year. These include circle time activities, colors, shapes, holidays and the alphabet. Circle time and holiday themes are not covered in as much detail, since they are more changeable day to day and year to year. The other themes are listed with an appropriate piece of "real" children's literature and the following course of study objectives:

Science

Social Studies

Health

Math

The Language Arts Course of Study was in the revision process at the time of this writing and will be added in the future. This addition will be very natural, since this handbook is based on literature.

Activities were added to give teachers guidelines and ideas. Areas for these activities include:

Phonics/Reading

Journal Writing

Handwriting

Math

Science/Social Studies

Art/Fine Motor

Music/Motor

Extra Activities or Themes

Summary

Chapter three explained the idea, the study, and the organization of this handbook. Journals, books, handbooks, conferences, committees, classes and colleagues were used and combined to make this needed resource.

The organization takes a teacher through a year of kindergarten themes, course of study objectives and literature by integrating subject areas and activities. The teacher can then be sure to use valid and meaningful instruction while covering the Graded Course of Study. An appendix has been added to give specific ideas in using evaluation portfolios and other activity examples.

CHAPTER IV

**A YEAR OF
KINDERGARTEN:**

**BOOKS, THEMES,
AND THE
COURSE OF STUDY**

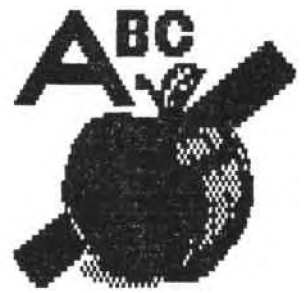


A YEAR OF
KINDERGARTEN:
BOOKS, THEMES,
AND THE
COURSE OF
STUDY

BY

DAWN CORE





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USING THE HANDBOOK

Thematic, integrated and literature-based teaching is satisfying and successful, but it also can be difficult. The many subject objectives are difficult to remember and cover. This handbook was designed to take teachers and students through a year of kindergarten with a bit of organizational help.

With each kindergarten theme, there will be a specific idea and a piece of literature to help cover the district objectives. Following the objectives are thematic and subject activities.

As you walk through your own school year, I am hoping it will be more relaxing and enjoyable because you have walked through mine.



CIRCLE TIME

Pledge

Objectives:

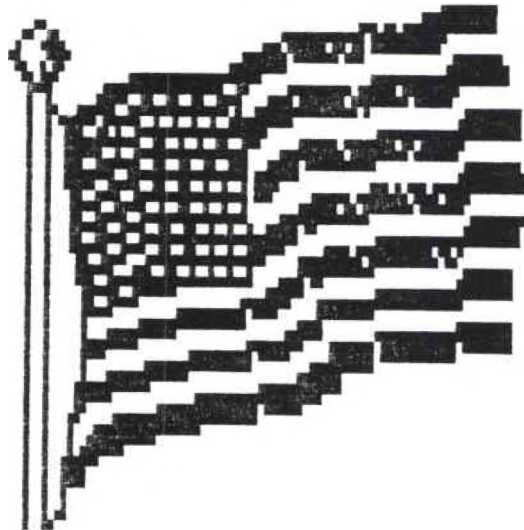
Social Studies

V. B. 3. Social Interaction- culture

V. E. Appreciation of different cultures

Science

I. L. 4. Position words: right/left



SEPTEMBER

Calendar

Objectives:

Social Studies

V. A. 7. Calendar

Science

I. L. 18. Yesterday, today, tomorrow

I. L. 19. Week, month, year

Math

1. 1. Represent a pattern

1. 2. Pattern verbally

1. 3. Copy a pattern

3. 1. Relate numbers to numerals

3. 2. Separate, join, and order sets of objects

3. 4b. Count objects

Activities

Calendar

What is the month?

Let's say the months of the year. (After January)

What does the month begin with?

What was the day of the week yesterday?

What is the day of the week today?

Let's say the days of the week starting with Sunday.

What was the date yesterday?

What will today be?

What will the pattern be?

We need another tally to match our number. Will it be down or across? Let's count our tally marks.

We also need another coin. Can we trade any of our coins?

Let's count the coins.

What color unifix cube do we need to continue our pattern?

Is there an even number or is there an odd man out?

Let's count, saying the bottom number quiet and the top number normal.



Counting the Days of School

Objectives:

Math

- 3. 1. Relate numbers to numerals
- 3. 4. Count by rote and objects

Activities

Let's count the days of school we have had so far.

What was yesterday's number?

What will today's number be?

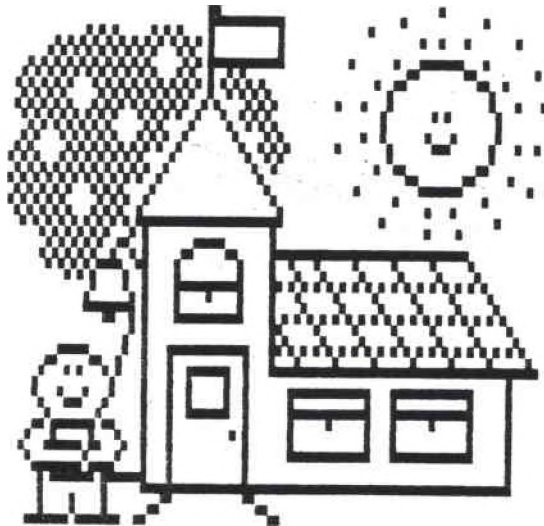
What does that number look like?

Let's put a straw in the one's house? Do we have to trade?

Is it a Zero the Hero Day?

Let's change the number in the house.

Let's count the number's by ten. (After January)



Weather

Objectives:

Social Studies

V. B. 2. Climates

Science

I. G. 2. Weather season to season
L. 15. Classifications

Health

VII. B. 1. Lightening
VII. B. 2. Tornado
VII. B. 3. Extreme cold
VII. B. 4. Extreme heat

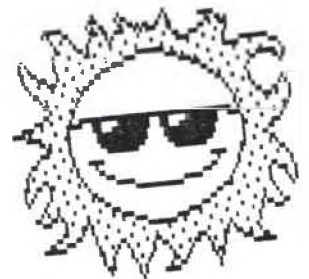
Math

3. 3. Compare objects in sets
7. 2. Less/same/more
8. 2. Classify/sort
8. 3. Create a graph



Activities

What is the weather like today?
Mark it on the chart.
Let's graph it.
What can you tell me about the weather this month?

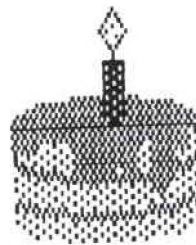


Birthdays

Objectives:

Social Studies

V. A. 6. Birthday

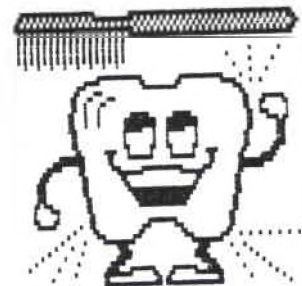


Tooth check

Objectives

Health

II. A. 1. Dental hygiene



Activities

Has anyone lost a tooth since yesterday?

Music/Motor Activities

Singing/Fingerplays

- Music
- Rhyming
- Fine/Gross Motor
- Reading/Phonics



Self-Esteem Series

Objectives:

Social Studies

- IV. A. 1. School rules
- IV. A. 2. Bus rules
- IV. A. 3. Home rules
- V. A. 1. Name
- V. A. 2. Address
- V. A. 3. Telephone
- V. A. 4. Parent's name



Science

- J. 35. Electric current-safety
- J. 36. Electric energy- heat and light

Health

- I. A. 1. Physically unique
- I. A. 2. Self-concept
- I. A. 5. Emotions
- I. A. 6. Controlling emotions
- IV.B. 1. Reasons to use drugs
- IV.B. 2. Reasons to NOT use drugs
- VII. A. 1. Pedestrian safety
- VII. A. 2. Bus safety
- VII. A. 3. Bicycle/car safety
- VII. C. Electrical safety
- VII. D. Water safety
- VII. E. Poison
- VII. F. Fire safety

Activities

I Am Special

- Name
- Friends

Manners

- Listening
- Sharing
- Helping
- Including

Decision Making

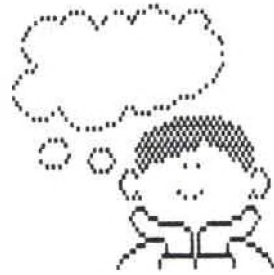
- Emotions
- Thinking of Good/Bad Decisions
- Medicines, Poisons, & Drugs That Hurt

Share Time

Objectives:

Social Studies

I. B. Share verbally



Activities vary depending on share day

Restroom

Objectives:

Science

B. 6. Waste regulation

Activities

Go to the restroom
Wash hands

Reading Aloud

Objectives:

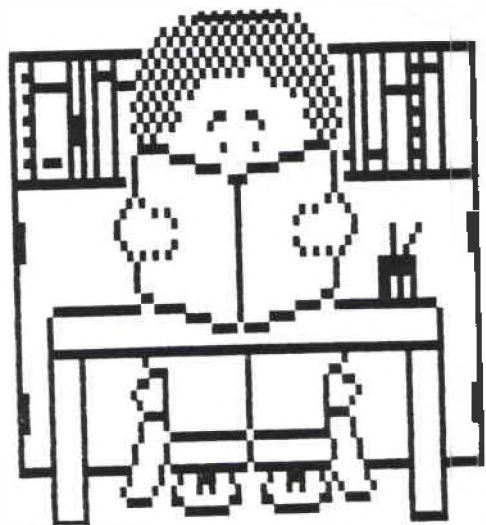
Social Studies

I. B. Share verbally
I. D. Interpret illustrations

Math

2. 1. Describe a problem situation
2. 2. Look for a pattern to predict a solution
2. 3. Act out a problem situation

Activities vary depending on specific books.



COLORS

Red
Apples
My Apple Tree



Objectives:

Science

- A. 42. Four food groups
- B. 2. Living things
- G. 1. Seasons and the effects on plants
- G. 2. Weather changes season to season
- G. 3. Living things change because of weather
- L. 1. Likes
- L. 2. Differences
- L. 3. Sort- Shape, color, feel
- L. 5. Position

Health

- II. E. 1. Eating patterns
- II. E. 2. Balanced diet

Math

- 1. 4. Recognize environmental patterns
- 1. 5. Sort according to attributes
- 3. 1. Relate numbers to numerals
- 7. 1. Estimate number of objects
- 7. 2. Less/same/more
- 8. 1. Describe objects using attributes
- 8. 2. Classify objects using attributes
- 8. 3. Create a graph

Phonics/Reading- Read and discuss the bulletin board. Read and discuss literature. Read and discuss journal writing.

Journal Writing- Draw picture of favorite tree.

Handwriting- Recognize name.

Math- Do counting activity "Way Up High In the Apple Tree". Make a graph of which apple (red, yellow, or green) the students like the best.

Science/Social Studies- Discuss trees and how they change in different seasons.

Art/Fine Motor- Make a torn-paper tree and fingerprint apples.

Music/Motor- Say "Way Up High In the Apple Tree".

Extra:

Discuss or taste different apple foods. Have different color (types) of apples to taste. Read "Little Red Hen".



Yellow
Bus
This Is the Way We Go to School?



Objectives:

Health

- VII. A. 1. Pedestrian safety
- VII. A. 2. Bus safety
- VII. A. 3. Bicycle/seatbelt safety

Math

- 8. 1. Describe objects using attributes
- 8. 2. Classify objects using attributes
- 8. 3. Create a graph

Phonics/Reading- Read and discuss the bulletin board, literature and journal writing.

Journal Writing- Draw being safe on a bus.

Handwriting- Write name on paper.

Math- Make a graph of how you get to school.

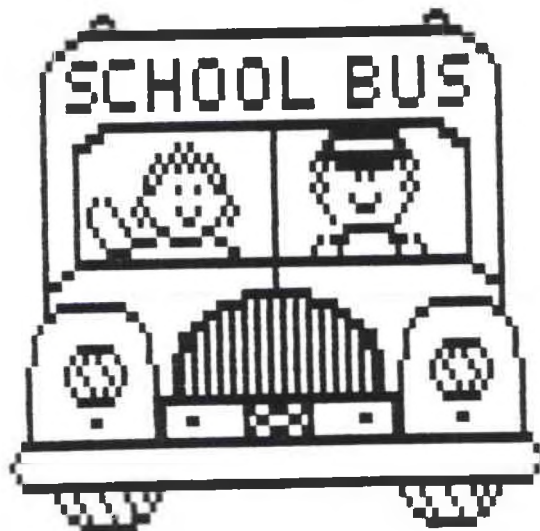
Science/Social Studies- Discuss bus safety. Watch film, video, or take a real bus ride to practice safety.

Art/ Fine Motor- Make a yellow bus.

Music/Motor- Sing "Wheels on the Bus".

Extras:

Pedestrians safety
Traffic signs



Green
Frogs
Spring Green



Objectives:

Science

- C. 2. Kinds of animals
- C. 3. Different size, shape and coverings of animals
- C. 4. Habitats where animals survive
- C. 5. Animals need air, food, and water
- C. 10. Man and animals need food
- C. 11. How animals use food to survive
- C. 12. Patterns where living things eat living things
- C. 14. Body coverings for protection
- C. 15. Animal movement
- C. 25. Metamorphosis from birth to adulthood
- C. 26. Amphibians born in water, as adults live on land, near water
- G. 2. Weather changes season to season
- G. 3. Living things change because of weather
- G. 4. People and animals adapt to change in weather

Social Studies

- I. B. Share verbally

Phonics/Reading- Discuss bulletin board, literature and journal writing.

Journal Writing- Draw a green object that could be brought to a "spring green" party.

Handwriting- Write name on paper.

Math- Sort objects into colors.

Science/Social Studies- Discuss the life cycle and habitat of a frog.

Art/Fine Motor- Make a paper plate frog.

Music/Motor- Sing "Gung, Gung, Went the Little Green Frog"

Extra:

Have a green share day. Bring what you would bring to a spring green party.

Blue
Blueberries
Blueberries For Sal



Objectives:

Science

- A. 42. Four food groups
- B. 2. Living things
- C. 10. Man and animals need food
- C. 12. Patterns where living things eat living things

Health

- II. E. 1. Eating patterns
- II. E. 2. Balanced diet

Phonics/Reading- Discuss the bulletin board, literature and journal writing.

Journal Writing- Draw blue circles for blueberries.

Handwriting- Write name on paper.

Math- Play blueberry counting game.

Science/Social Studies- Discuss how berries, other plants, and food grow and is needed.

Art/Fine Motor- Make a bucket of blueberries.

Music/Motor- Sing "Oh, Do You Know the Muffin Man".

Extras:

Make blueberry muffins.

Taste or discuss other berries and the foods they make.

Review
Safety
Blue Bug's Safety Book

Objectives:

Health

- VII. 1. Pedestrian safety
- VII. 2. Bus safety
- VII. 3. Bicycle/seatbelt safety

Phonics/Reading- Discuss and read safety signs. Read and discuss literature and journal writing.

Journal Writing- Draw a sign of their choice.

Handwriting- Write the word on the sign if needed and write their name.

Math- Find signs which are alike and different.

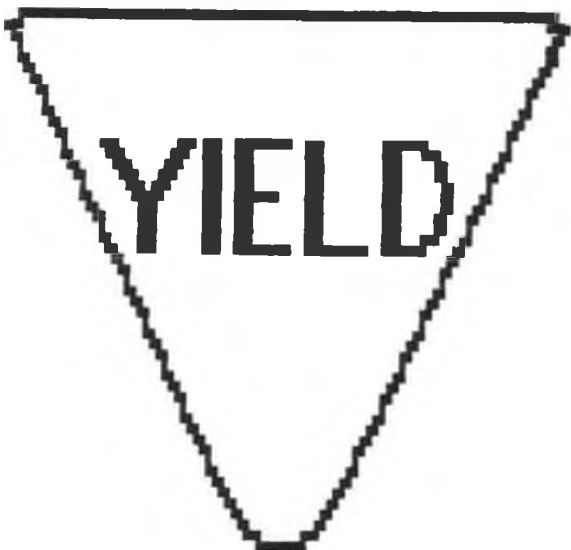
Science/Social Studies- Discuss safety in cars, on the playground, riding bikes, on the bus and walking.

Art/Fine Motor- Tear paper to make Blue Bug. Make a stopsign.

Music/Motor- Learn the poem "Red's on Top".

Extras:

Take a walk to see signs and practice safety.



Brown
Bears
Goldilocks and the Three Bears



Objectives:

Social Studies

I. B. Share verbally

Health

VII. 1. Pedestrian safety

VII. 3. Bicycle safety

Math

1. 5. Sort according to attributes

8. 1. Describe objects using attributes

8. 2. Classify objects using attributes

8. 3. Create a graph

Phonics/Reading- Discuss bulletin board, literature, and journal writing.

Journal Writing- Draw the teddy bear they brought.

Handwriting- Write their bear's name and their name.

Math- Discuss size (small, medium and large). Graph the bears which are brought in (by color, size, etc.)

Science/Social Studies- Discuss talking to strangers, other peoples' property, etc.

Art/Fine Motor- Sing bear songs and do fingerplays.

Extras:

Have teddy grahams and graph the favorite flavors.

Have a teddy bear show, parade and awards.

Purple
Grapes and Corduroy
A Pocket for Corduroy

Objectives:

Science

- A. 42. Four food groups
- C. 10. Man and animals need food
- C. 11. Animals use food to survive

Health

- II. E. 1. Eating patterns
- II. E. 2. Balanced diet

Phonics/Reading- Read and discuss the bulletin board, literature, and journal writing.

Journal Writing- Draw grapes using circles.

Handwriting- Write name.

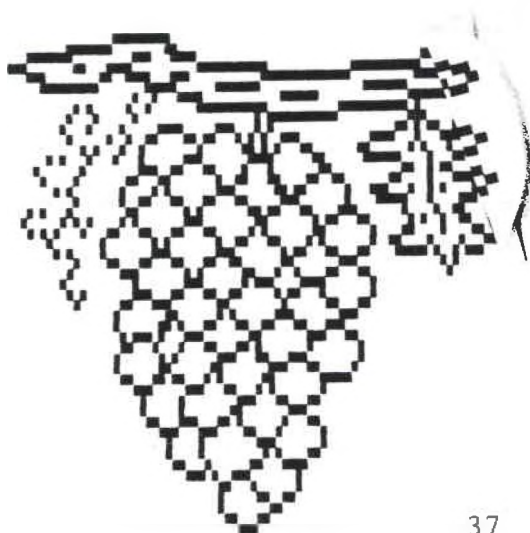
Math- Count grapes and raisins.

Science/Social Studies- Discuss plants which make food. Discuss how some foods are made into other foods.

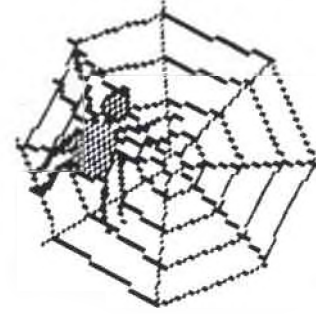
Art/Fine Motor- Do graph, fingerplays, and songs.

Extras:

Eat grape jelly on bread, raisins or grapes.



Black
Spiders
The Very Busy Spider



Objectives:

Science

- A. 42. Four food groups
- B. 5. Similar needs of living things
- B. 7. Support and movement systems
- C. 2. Kinds of animals
- C. 3. Different size, shape, and coverings
- C. 4. Habitats where animals survive
- C. 10. Man and animals need food
- C. 11. Animals use food to survive
- C. 12. Patterns where living things eat living things
- C. 13. Natural instincts affect animal behavior
- C. 15. Animal movement
- C. 16. Animals differ in body structure
- C. 17. Specialized body structures for getting food
- C. 18. Structures for movement

Math

- 3. 3. Compare number of objects in sets
- 3. 4. Count by rote and objects
- 8. 3. Create a graph

Phonics/Reading- Discuss bulletin board, literature and journal writing.

Journal Writing- Draw a spider web with a black spider.

Handwriting- Write their name.

Math- Graph "Do you Like Spiders?" Count spiders.

Science/Social Studies- Discuss insects and how they make a web and get their food. Discuss spider facts.

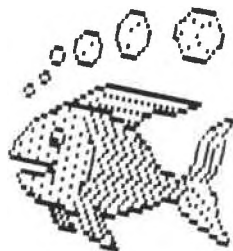
Art/Fine Motor- Make a spider web using black paper- glue and glitter the web.

Music/Motor- Sing "There's a Spider on the Floor", and learn "Eensy, Weensy Spider".

Extras:

Have a spider pet in the room (surrounded with water, so it does not escape). Watch it make a web.

Orange
Fish
Fish Out of Water



Objectives:

Science

- B. 5. Transportation of living things
- B. 8. Distinguish kinds of living things
- C. 2. Kinds of animals
- C. 3. Different size, shape, and coverings
- C. 4. Habitats where animals survive
- C. 5. Animals need air, food and water
- C. 7. Pets
- C. 18. Structures for movement

Math

- 3. 2. Separate, join, and order sets of objects
- 3. 3. Compare number of objects in sets
- 3. 4. Count by rote and objects

Phonics/Reading- Discuss bulletin board, literature and journal writing.

Journal Writing- Draw a fish.

Handwriting- Write their name.

Math- Subtract, using fish crackers and the fish poem.

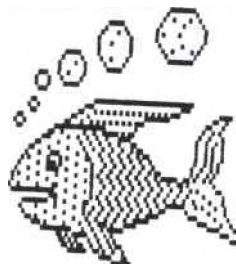
Science/Social Studies- Discuss fish and other water animals. Observe goldfish in the room and discuss characteristics.

Art/Fine Motor- Make a paper plate goldfish or make a "crayon resist" on a water scene.

Music/Motor- Sing "I'm a Little Fishy" and say poem "Five Little Fish".

Extras:

Have a fish cracker snack.



SHAPES

Circle, Sphere & Cylinder
Wheels
Circles

Objectives:

Science

L. 16. Shapes

Math

- 1. 1. Represent a pattern
- 1. 2. Pattern verbally
- 1. 3. Copy a pattern
- 1. 4. Recognize an environmental pattern
- 4. 1. Identify shapes
- 4. 2. Manipulate, color, fold, and create shapes
- 4. 3. Use a computer program dealing with shapes
- 4. 4. Identify solids

Phonics/Reading- Discuss bulletin board, literature and journal writing.

Journal Writing- Draw something with wheels.

Handwriting- Write name and the word circle.

Math- Count wheels on different objects. Do patterns with different colored and shaped circles. Compare circles and spheres.

Science/Social Studies- Blow and observe bubbles. Discuss the soap in the water and that rainbows can be seen in the bubbles.

Art/Fine Motor- Trace and cut a circle. Draw circles in the squares of one inch graph paper.

Music/Motor- Sing the "Circle" song by Hap Palmer

Extras:

Find rainbows in bubbles.

Have a share day, bringing something with wheels.



Square & Cube
Picnic blanket
Squares

Objectives:

Science

L. 16. Shapes

Math

- 1. 1. Represent a pattern
- 1. 2. Pattern verbally
- 1. 3. Copy a pattern
- 1. 4. Recognize a pattern in the environment
- 4. 1. Identify shapes
- 4. 2. Manipulate, color, fold, and create shapes
- 4. 3. Use a computer program dealing with shapes
- 4. 4. Identify solids

Phonics/Reading-Discuss bulletin board, literature, and journal writing.

Journal Writing- Draw what you would bring to a picnic.

Handwriting- Write name.

Math- Make patterns by using circles and squares and also using spheres and cubes.

Science/Social Studies- Discuss when we have social gatherings (birthday parties, family reunions, etc.) and what we bring. Discuss how this is sharing (like a potluck dinner).

Art/Fine Motor- Make a picnic scene.

Music/Motor-

Extras:



Triangle & Cone
Food
Triangles

Objectives:

Science

- A. 42. Four food groups
L. 16. Shapes

Health

- II. E. 1. Eating patterns
II. E. 2. Balanced diet

Math

4. 1. Identify shapes
4. 2. Manipulate, color, fold, and create shapes
4. 3. Use a computer program dealing with shapes
4. 4. Identify solids
8. 2. Classify objects using attributes
8. 3. Create a graph



Phonics/Reading- Discuss bulletin board, literature and journal writing.

Journal Writing- Draw a triangle food.

Handwriting- Write name.

Math- Graph their favorite triangle food.

Science/Social Studies- Discuss food groups and nutritious snacks.

Art/Fine Motor- Make a triangle tent.

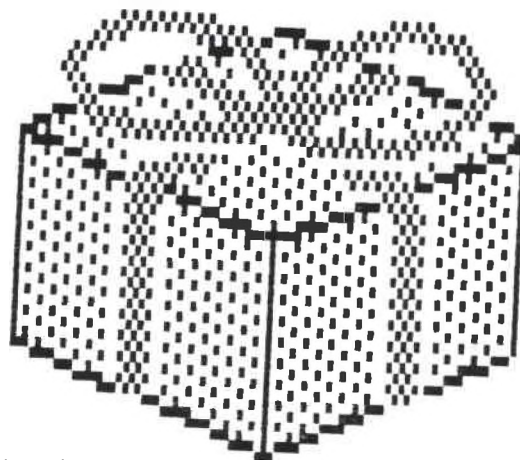
Music/Motor- Songs and fingerplays about mice and cheese.

Extras:

Taste triangle crackers, a piece of salami, and a piece of cheese.

Make triangle sandwiches.

Rectangle
Box
More Bugs In A Box



Objectives:

Science

- C. 2. Kinds of animals
- C. 4. Habitats of animals
- C. 14. Body coverings for protection
- C. 15. Animals differ in body structures
- C. 17. Specialized body structures for getting food
- C. 18. Structures for movement
- L. 16. Shapes

Social Studies

- V. A. 6. Birthday

Math

- 3. 3. Compare number of objects
- 3. 4b. Count objects
- 4. 1. Identify shapes
- 4. 2. Manipulate, color, fold, and create shapes
- 4. 3. Use a computer program dealing with shapes

Phonics/Reading- Discuss bulletin board, literature and journal writing.

Journal Writing- Draw a present they might get someone for their birthday.

Handwriting- Write name.

Math- Count plastic bugs. Which box has more/less?

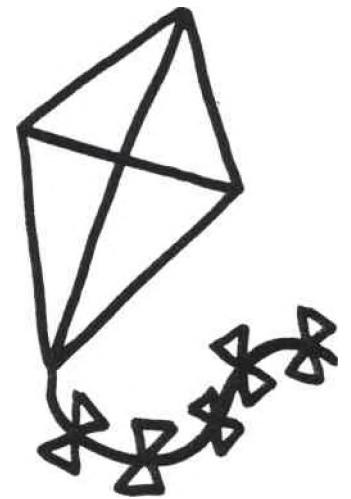
Science/Social Studies- Discuss different types of bugs, their habitats, etc. Discuss their birthday.

Art/Fine Motor- Make a birthday box with a "torn paper" bug inside.

Music/Motor- Sing "There's a Spider on the Floor" and other bug songs.

Extras:

Diamond/Rhombus
Kite
Berenstain Bears and the Kite Contest



Objectives:

Science

- G. 2. Weather changes season to season
- L. 16. Shapes

Math

- 1. 1. Represent a pattern
- 1. 2. Pattern verbally
- 1. 3. Copy a pattern
- 1. 4. Recognize environmental patterns
- 4. 1. Identify shapes
- 4. 2. Manipulate, color, fold, and create shapes
- 4. 3. Use a computer program dealing with shapes

Phonics/Reading- Discuss bulletin board, literature and journal writing.

Journal Writing- Draw favorite part of the story.

Handwriting- Write name.

Math- Make pattern with different colors of kites.

Science/Social Studies- Discuss and learn about the wind.

Art/Fine Motor- Make a construction paper kite. Use diamonds to decorate it.

Music/Motor- Learn "Lets Go Fly a Kite" and "Ole' King Cole".

Extras:

Discuss kings (and crowns with jewels) and presidents
Try to fly a kite

Oval/Ellipse
Egg
Egg



Objectives:

Science

- A. 42. Food groups
- C. 10. Man and animals need food
- C. 11. Animals use food to survive
- C. 12. Patterns where living things eat living things
- L. 16. Shapes

Health

- II. E. 1. Eating patterns
- II. E. 2. Balanced diet

Math

- 3. 4b. Counting objects
- 4. 1. Identify shapes
- 4. 2. Manipulate, color, fold, and create shapes
- 4. 3. Use a computer program dealing with shapes
- 4. 4. Identify solids

Phonics/Reading- Discuss bulletin board, literature, and journal writing.

Journal Writing- Draw different types of eggs (i.e. an egg in a shell, and Easter egg, the white and the yolk, scrambled eggs, etc.).

Handwriting- Write name.

Math- Count objects using an egg carton.

Science/Social Studies- Discuss ways we eat eggs and where they come from. Discuss other foods we get from animals.

Art/Fine Motor- Make Humpty Dumpty.

Music/Motor- Sing "Humpty Dumpty".

Extras:

HOLIDAYS

Because holiday activities and literature will change year to year, many objectives will not be included. Only the main objectives which must be covered each year and the literature involved are listed here.

Holidays in General Celebrations

Social Studies

- V. B. 3. Multi-cultural differences: religion, customs
- V. E. Cultural differences-appreciation
- P.P.O. #16. History of holidays

Halloween Humbug Witch

Health

- VII. A. 1. Pedestrian safety



Fire Safety Smoke Detectives

Science

- J. 35. Electric current-safety
- J. 36. Electric current- heat and light

Social Studies

- IV. A. 1. School rules
- IV. A. 2. Bus rules
- IV. A. 3. Home rules

Health

- III. C. Nervous system
- VII. B. 4. Extreme heat
- VII. C. Electricity/Outlets
- VII. F. Fire

Columbus Day & Thanksgiving
Christopher Columbus
Brother Eagle, Sister Sky
In 1492
The Pilgrim's First Thanksgiving



Social Studies

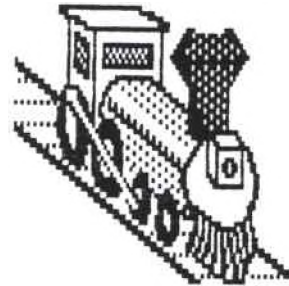
- II. B. 2. Community Awareness- geography
- II. B. 2. Community Awareness- history
- III. D. Colonization of western civilization
- V. B. 1. Multi-cultural differences-people
- V. B. 2. Multi-cultural differences-countries/regions
- V. B. 3. Multi-cultural differences-food, shelter,
transportation, culture, technology,
religion, customs
- V. E. Cultural differences-appreciation
- V. F. Natural environment

Science

- E. 9. Conserving soil, air, water, animals, plants,
minerals
- E. 13. Resources are in danger
- E. 14. Conserving to protect natural resources
- F. 62. Polluted water can damage living and non-
living things



Christmas
Polar Express
Tiny Star



Social Studies
P.P.O. # 16. History of holidays

Ground Hog Day
It's Ground Hog Day

Science
C. 4. Habitats where animals survive
C. 13. Natural instincts affect animal behavior
H. 5. Shadows

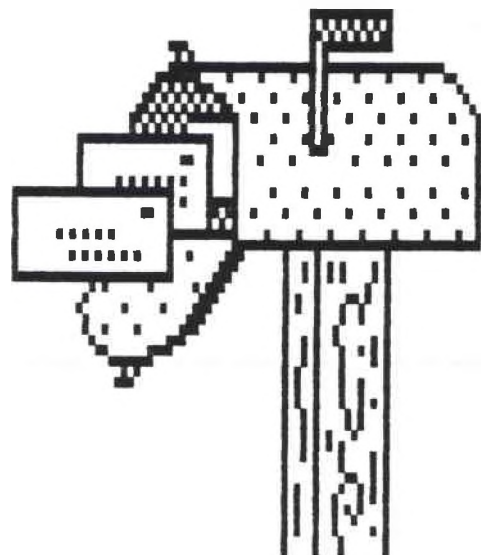


Valentine's Day
Jolly Postman



Social Studies

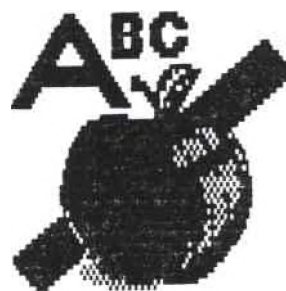
II. B. 4. Community awareness-careers
V. A. 1. Name
V. A. 2. Address
V. C. Compare occupations
VI. C. Communication
VI. E. Businesses



Aa

Animals

Annie and Wild Animals



Objectives:

Science

- C. 2. There are many kinds of animals
- C. 3. Animals differ in size, shape and coverings
- C.22. Man is an animal
- L. 5. Collections can be identified, categorized and organized.

Math

- 1. 5. Sort objects according to attributes
- 3. 3. Compare number of objects in two or more sets
- 7. 2. Less/ more/same
- 8. 1. Describe objects using attributes
- 8. 2. Classify objects using attributes

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw and label favorite animal.

Handwriting- Write letter, name, and key word (animal) on template.

Math- Classify their favorite animal in areas of land, air and water.

Science/Social Studies- Read about and discuss habitats of different animals.

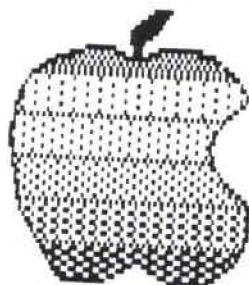
Art/Fine Motor- Draw favorite animal.

Music/Motor- Act out and say "Alligator On A Log" (fingerplay). Act out other animals.

Extras:

Find animals which begin with "A".

Read 10 Apples Up On Top.



Bb

Butterflies

Butterflies and Caterpillars



Objectives:

Science

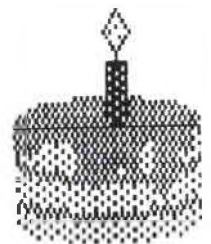
- B. 1. Distinguish living and non-living things
- B. 2. Living things share certain characteristics
- B. 3. How certain things grow, move, and change
- B. 4. Recognize similiar needs of living things
- B. 5. Basic awareness of transport in living things
- B. 7. Basic awareness of support and movement
- B. 8. Distinguish kinds of living things
- J. 34. Static electricity is produced when some substances are rubbed together

Social Studies

- V. A. 6. Birthday

Math

- 1. 1. Represent a pattern verbally & with objects
- 1. 2. Copy a given pattern
- 1. 3. Continue a pattern
- 1. 4. Recognize patterns in the environment
- 3. 3. Compare number of objects in sets
- 3. 4. Count objects to 20



Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw and write about journeys of a butterfly.

Handwriting- Write letter, name, and key word (butterfly) on template.

Math- Count pretzels to recognize more, less, same as. Lay them out differently discuss patterns,

Social Studies/Science- Notice the "mirror pattern" on the wings of a butterfly.

Art/Fine Motor- Use the pretzels to make wings of a butterfly and decorate.

Music/Motor- Sing "Little Boy Blue".

Extras:

Learn birthday.

Do activities with balloons.



Cc



Caterpillar

The Very Hungry Caterpillar

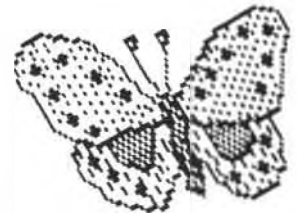
Objectives:

Science

- A. 42. There are four food groups
- C. 13. Natural instincts affect animal behavior
- C. 14. Body coverings provide support/protection
- C. 15. Animals move in different ways
- C. 16. Animals differ in body structure
- C. 17. Specialized body structures for getting food
- C. 18. Specialized structures for locomotion
- C. 25. Some animals go through metamorphosis from birth to adulthood

Health

- II. E. 1. Eating patterns
- II. E. 2. Balanced diet



Math

- 1. 1. Represent a pattern and describe verbally
- 1. 2. Copy a given pattern
- 1. 3. Continue a pattern
- 1. 4. Recognize a pattern in the environment
- 6. 3. Order events based on time

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw and write favorite fruit.

Handwriting- Write letter, name, and key word (caterpillar) on template.

Math- Pattern circles to make a caterpillar with two colors.

Use unifix cubes to make matching patterns (like the caterpillar).

Science/Social Studies- Sequence a caterpillar to butterfly.

Discuss the food groups and foods which are healthy.

Art/Fine Motor- Use circle patterns to make circles for caterpillars.

Music/Motor- Sing "Fuzzy Caterpillar".

Extras:

Dd

Dogs

101 Dalmations



Objectives:

Science

- C. 7. Some animals make good pets
- C. 8. Understand proper care of pets/laboratory animals
- C. 10. Man and animals need food.
- C. 23. Information about prehistoric animals comes from present animals

Math

- 3. 4. Count by rote and count objects

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal reading. Read and discuss literature.

Journal Writing- Draw and label their dog or other pet.

Handwriting- Write letter, name, and key word (dog) on template.

Math- Count to 101. Use number line.

Science/Social Studies- Discuss pet care and how to care for class pets.

Art/Fine Motor- Make 101 dalmations as hall decorations.

Music/Motor-

Extra:

Dinosaur activities and discussions

Ee

Eggs

Chickens Aren't the Only Ones



Objectives:

Science:

- C. 9. Awareness of how man uses animals
- C. 19. Animals reproduce "like" animals
- C. 20. Young of higher animals resemble their parents
- C. 21. Birds and mammals
- C. 25. Amphibians start-water, adult-land, near water

Math

- 3. 1. Relate numbers to numerals
- 3. 2. Separate, join, and order sets of objects

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Label mini-book which is made.

Handwriting- Write letter, name, and key word (egg) on template.

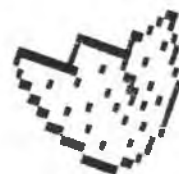
Math- Add two rows of eggs in an egg carton.

Science/Social Studies- Discuss different animals which come from eggs. Classify animals which do and do not come from eggs. Read Animals Born Alive and Well.

Art/Fine Motor- Sing "I'm Breakin' Out".

Extras:

Humpty Dumpty



Ff

Farm

Barn Dance



Objectives:

Science:

- C. 1. Animals protect themselves and their young.
- C.10. Man and animals need food.

Social Studies:

- V. D. Compare and contrast urban and rural living.

Math:

- 3. 3. Compare number of objects in sets.
- 7. 2. Less/more/same
- 8. 1. Describe objects using attributes
- 8. 2. Classify objects using attributes

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Label animals in mini-book.

Handwriting- Write letter, name, and key word (farm) on template.

Math- Add and/or subtract animals (manipulatives or pictures)

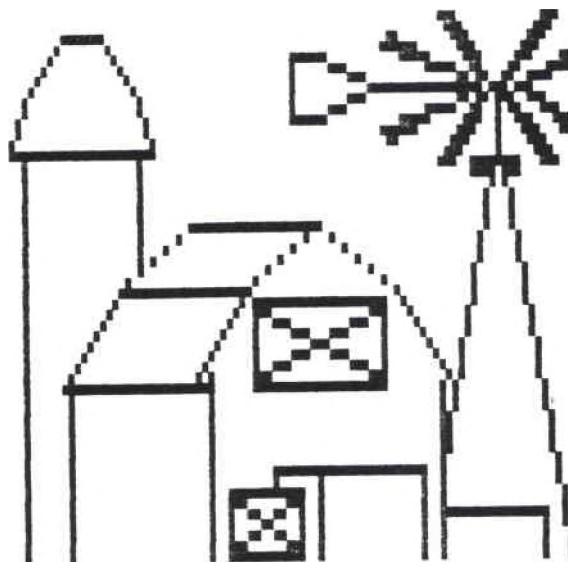
Science/Social Studies- Discuss farm animals. Compare city to the country.

Art/Fine Motor- Make farm animal mini-book.

Music/Motor- Sing "Old MacDonald".

Extras:

Read books about feet.



Gg

Goose

Best-Loved Nursery Rhymes



Objectives:

Science

L. 4. Position words.

Math

2. 2. Patterns can predict the solution to a problem

2. 3. Act out a problem situation

3. 2. Separate, join, and order sets of objects

3. 3. Compare number of objects in sets

7. 2. Less/more/same

8. 1. Describe objects using attributes

8. 2. Classify objects using attributes

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Rewrite the end of a rhyme to make something else happen.

Handwriting- Write letter, name, and key word (goose/geese) on template. Discuss the plural.

Math- Do heart adding and subtracting (for The Queen of Hearts). Act this out with children holding hearts.

Social Studies/Science- Discuss real verses pretend geese.

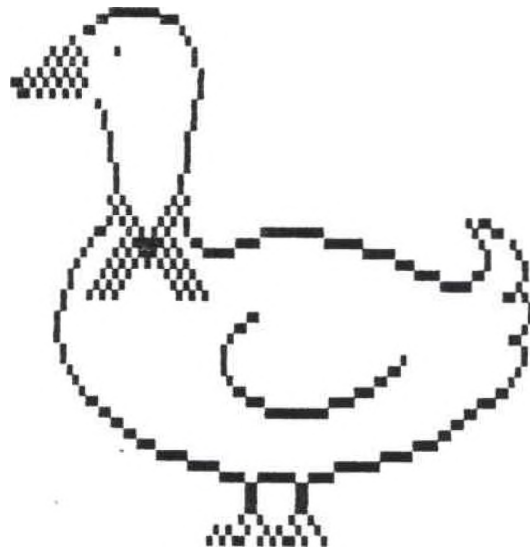
Discuss position words in nursery rhymes.

Art/Fine Motor- Draw and label their favorite rhyme.

Music/Motor- Sing and say Mother Goose rhymes.

Extras:

Goats



Hh

Heart and Health

You Can't Make A Move Without Them

Objectives:

Science

A. 42. There are four food groups.

K. 4. Understand position words (right/left).

Math

3. 4. Count by rote and count objects.

Health

II. D. 3. Benefits of exercise

II. E. 1. Eating patterns

II. E. 2. Balanced diet



Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Write "right" and "left" on hands which have been traced.

Handwriting- Write letter, name, and key word (heart) on template.

Math- Count as we exercise.

Science/Social Studies- Learn about taking care of your heart and your muscles and your body. Discuss other animals' health, heart, and "hands" (paws, etc.).

Art/Fine Motor- Trace and cut out hands. Give them to parents as "helping hands".

Music/Motor- Do heart fingerplays.

Extras:

Hands- left and right



Insects and Inchworm

The Very Quiet Cricket

Objectives:

Math

- 6. 1. Compare and order sizes
- 6. 2. Joining or separate size
- 7. 1. Estimate by comparing
- 7. 3. Estimate size
- 7. 4. Recognize reasonable estimations
- 7. 5. Recognize reasons to estimate



Social Studies

- V. B. 1. Multi-cultural differences-people
- V. B. 3. Multi-cultural differences- language, food, culture, technology, religion, customs

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Record measurements.

Handwriting- Write letter, name, and key word (inchworm) on template.

Math- Estimate and measure.

Science/Social Studies- Review land soil and conservation.
Discuss how Indians took care of the land. Review heritage.

Art/Fine Motor- Make inchworm measuring book.

Music/Motor- Sing "Inchworm".

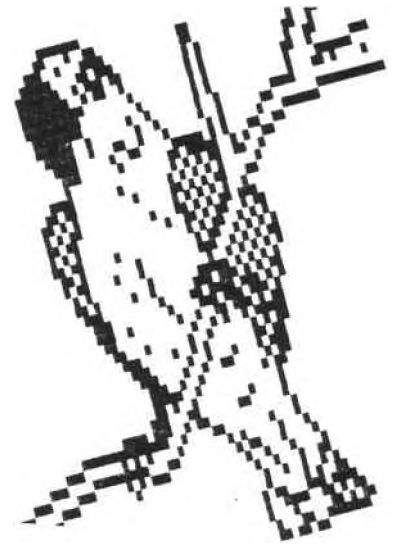
Extras:

Review Indians

Jj

Jungle

The Great Kapok Tree



Objectives:

Science

- C. 6. Differences between wild/ domestic animals
- C.11. Animals use food to survive
- C.12. Patterns where living things eat living things
- E. 9. Conserving soil, air, water, animals, & plants
- E.13. Some resources are in danger
- E.14. Conserving to protect our natural resources
- F.62. Polluted water can damage living and non-living things

Math

- 3. 2. Separate, join, and order set of objects
- 3. 3. Compare number of objects in sets
- 3. 4. Count by rote and count objects
- 5. 1. Use logic to discuss and find solutions to problems
- 7. 2. Less/more/same
- 8. 1. Describe objects using attributes
- 8. 2. Classify objects or pictures using attributes
- 8. 3. Create a graph

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal writing- Label favorite jungle animal.

Handwriting- Write letter, name, and key word (jungle) on template.

Math- Add and subtract with rain forest animals. Discuss extinction while subtracting. Graph favorite jungle animal.

Science/Social Studies- Discuss jungles, rain forests and conservation.

Art/Fine Motor- Draw favorite jungle animal.

Music/Motor- Sing "Bare Necessities".

Extras:

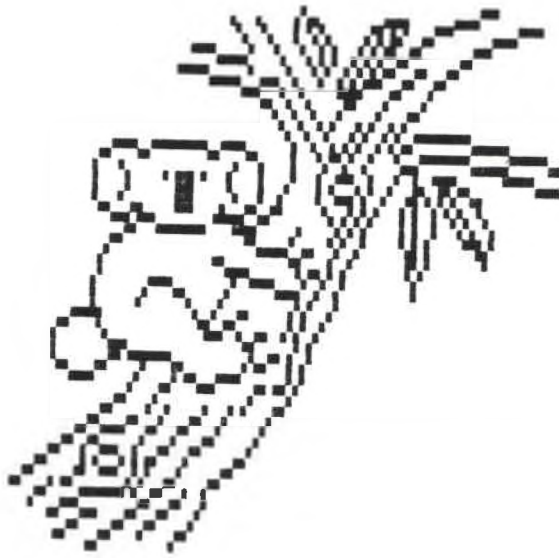
Read Junglebook.

Kk

Koala

Koala Lou

Objectives:



Science

- B. 2. Living things share certain characteristics
- B. 3. How certain things grow, move, and change
- B. 8. Distinguish kinds of living things

Social Studies

- IV. A. 1. School Rules

Health

- I. A. 2. Self Concept
- I. A. 5. Emotions

Math

- 1. 1. Represent a pattern verbally/ using objects
- 1. 2. Copy a given pattern
- 1. 3. Continue a pattern
- 1. 4. Recognize patterns in the environment
- 3. 3. Compare objects in sets
- 3. 4. Count objects to 20
- 7. 2. Less/more/same
- 8. 3. Create a graph

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw something they like to try.

Handwriting- Write letter, name, and key word (koala) on template.

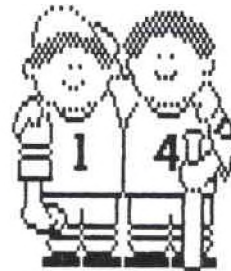
Math- Use eucalyptus leaves to make patterns and count. Graph who likes the smell.

Science/Social Studies- Discuss school rules, including sportsmanship.

Art/Fine Motor- Draw shapes, copying pattern blocks. Fold and cut out other shapes and make designs and pictures.

Music/Motor- Sing "I Like Me" and "All I Ever Need" (Raffi).

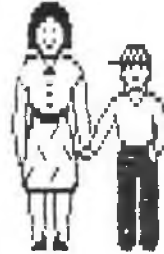
Extras:



L1

Llama

Is Your Mama A Llama?



Objectives:

Science

- B. 2. Characteristics of living things
- B. 3. How they grow, move, and change
- B. 4. Similar needs of living things
- B. 5. Transportation of living things

Math

- 8. 3. Create a graph.

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw and label your mother.

Handwriting- Write letter, name, and key word (llama) on template.

Math- Make a graph describing your mother (personalities, career, etc.).

Science/Social Studies- Review animals and their habitats.

Art/Fine Motor- Act out the animals in the story.

Music/Motor- Sing songs discussing the rhymes in them.

Extras:



Mm

Monkeys

Five Little Monkeys Jumping On A Bed

Objectives:

Science

- J. 30. Different types of magnets
- J. 31. Like poles repel and unlike poles attract
- J. 32. Awareness of common uses for magnets
- J. 33. Magnets attract some substances but not others
- L. 15. Scientists tools
- L. 18. Yesterday, today and tomorrow
- L. 19. Week, month, and year

Math

- 3. 2. Separate, join, and order set of objects
- 3. 4. Count by rote
- 6. 3. Order events based on time

Social Studies:

- V. A. 7. Understand calendar

MAY

JUNE

Phonics/Reading- Discuss bulletin boards. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Write math problems using monkeys.

Handwriting- Write letter, name, and key word (monkey) on template.

Math- Count the days of the month. Count even days (using unifix cubes in sets of two). Count days by five (using tally marks).

Science/Social Studies- Discuss weather during different months. Learn the months of the year.

Art/Fine Motor- Draw activities for different months of the year.

Music/Motor- Sing "Five Little Monkeys" song.

Extras:

Magnets

Manners

JANUARY

MARCH

APRIL

Nn

Numbats and Numbers

Numbears

1 2 3

Objectives:

Social Studies:

IV. A. 3. Understand a need for home rules

V. A. 1. Name

V. A. 4. Parents' name

V. A. 5. Parents' occupation

Health:

IV. B. 1. Reasons for using drugs

IV. B. 2. Reasons for not using drugs

Math:

2. 1. Describe a problem situation

2. 2. Look for a pattern to predict the solution

3. 1. Relate numbers to numerals

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Write counting book. Write number words, one to five.

Handwriting- Write letter, name, and key word (number) on template.

Math- Count objects to 30. Recognize 1-20. Compare this month (date) to last month's weather on that date.

Graph the families (how many people in each family).

Science/Social Studies- Discuss the number of family members in each child's home. Discuss the child's name, the parent's full name, and the parent's occupation.

Art/Fine Motor- Make mini-counting book.

Music/Motor- Sing "One, Two, Buckle My Shoe".

Extras:

Discuss saying "no" to drugs and "not" talking to strangers.

4 5

8 9

Oo

Octopus

Opposites



Objectives:

Social Studies

IV.E. Recognize the importance of and accept the responsibility for civic duty

V. A. 5. Know parents' occupation

V. C. Compare and contrast career opportunities

Math

5. 1. Use logic to discuss and find solutions to problems

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Write words which are opposites.

Handwriting- Write letter, name, and key word (opposite) on template.

Math- Learn position words.

Science/Social Studies- Discuss opposites in weather (wet/dry, hot/cold, sunny/cloudy) and family relations (boy/girl, dad/mom).

Art/Fine Motor- Make book of opposites.

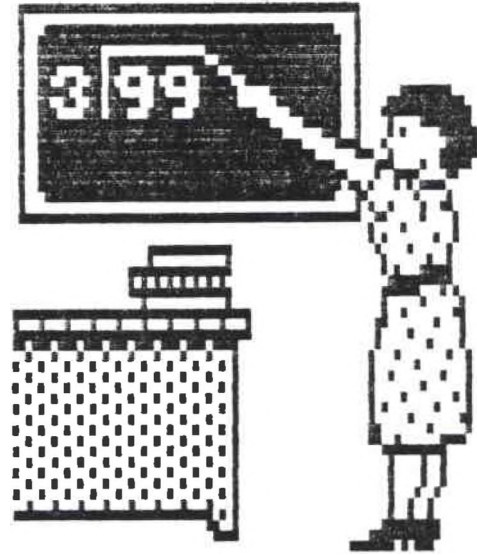
Music/Motor- Rap- "If it's not hot - than it is cold."
etc.

Extras:

Octopus

Ostrich

Occupations



Pp

Plants and People

Planting A Rainbow



Objectives:

Science

- B. 2. Living things share certain characteristics
- B. 3. How certain things grow, move, and change
- B. 8. Distinguish kinds of living things
- K. 1. Sound is loudest, close
- K. 2. Sound is heard through ears
- L. 1. Alike
- L. 2. Different

Health

- I. A. 1 Physically unique
- I. A. 2 Self-concept
- III. C. 9 Nervous system

Math

- 1. 5. Sort according to attributes
- 2. 1. Describe a problem
- 2. 2. Look for a pattern to predict a solution
- 2. 3. Act out a problem situation
- 3. 2. Separate, join, and order sets of objects
- 3. 3. Compare number of object in a set
- 3. 4. Count by rote and count objects
- 7. 2. Less/ same/more

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal writing- Draw and label favorite people.

Handwriting- Write letter, name, and key word (people) on template.

Math- Compare differences in people in our class (boys/girls, glasses/no glasses, age, DeGraff/Quincy address, etc.) Make a graph voting on "who is correct" after reading "The Three Pigs" and "The True Story of the Three Pigs".

Science/Social Studies- Continue discussing how people and families are the same and different. Discuss the characteristics of plants versus animals (including humans)

Art/ Fine Motor- Draw a picture of themselves.

Music/Motor- Sing "I Like Me".

Extras:

Discuss senses while drawing their face



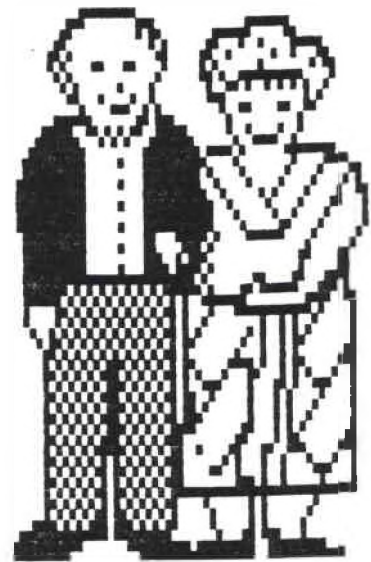
Qq

Quilt

The Quilt Story

Objectives:

Social Studies



V. B. 1. Multi-cultural differences- people

V. B. 3. Multi-cultural differences- language, food, shelter, transportation, culture, technology, religion, customs

V. E. Cultural differences-appreciation

V. F. Natural Environment-cultures

Math

1. 1. Represent a pattern

1. 2. Pattern verbally

1. 3. Copy a pattern

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw quilt square and write family name (last name).

Handwriting- Write letter, name, and key word (quilt) on template.

Math- Make and see patterns in quilts.

Science/Social Studies- Study cultures, customs and family traditions.

Art/Fine Motor- Make quilt piece telling about your family.

Music/Motor- Fingerplay about family.

Extras:

Discuss coins (quarter)

Discuss rocks (quartz)



Rr

Rainbow

Colors

Objectives:

Science

F. 14 Rocks differ in size, shape, and hardness

J. 16 Light makes colors and prisms

Math

1. 5. Sort according to attributes

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw and label the colors in the rainbow.

Handwriting- Write letter, name, and key word (rainbow) on template.

Math- Review colors and color words. Sort items into colors.

Science/Social Studies- Read about and discuss how rainbows are made.

Art/Fine Motor- Make a rainbow with clouds, raindrops and sun. Make a rainbow mini-book using flowers cut from magazines.



Music/Motor- Sing "There's A Rainbow".

Extras:

Rocks



Ss

Seashore and Seasons

Prince William

Objectives:

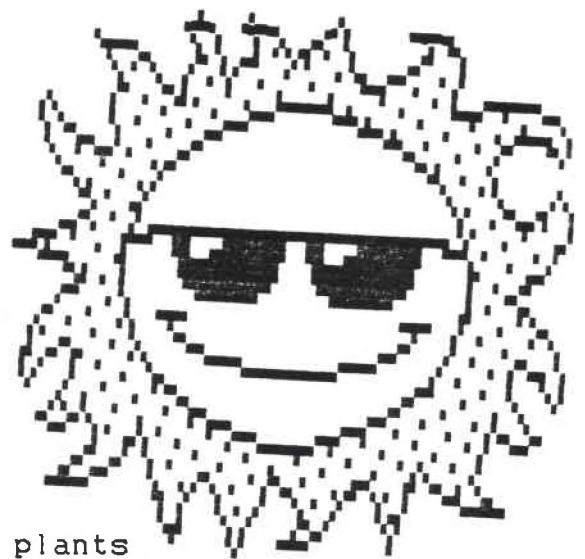
Science

- G. 1. Seasons and their effect on plants
- G. 3. Living things change because of weather
- G. 4. People and animals adapt to change in weather
- F. 62. Polluted water can damage living and non-living things

Math

- 1. 1. Represent a pattern
- 1. 2. Pattern verbally
- 1. 3. Copy a pattern
- 1. 4. Recognize patterns in the environment
- 2. 2. Look for a pattern to predict a solution
- 6. 3. Order events based on time
- 7. 2. Less/same/more
- 8. 1. Describe objects using attributes
- 8. 2. Classify objects using attributes
- 8. 3. Create a graph

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.



Journal writing- Draw and label favorite season.

Handwriting- Write letter, name, and key word (season) on template.

Math- Graph favorite season. Notice the pattern of the seasons every year.

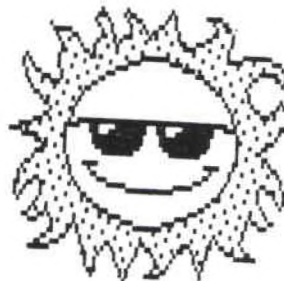
Science/Social Studies- Sequencing seasons in order. Learn about seasons and the weather. Discuss the seashore and compare to other habitats.

Art/Fine Motor- Draw picture of your favorite season and an activity which is done in that season. Make large season trees and paint them.

Music/Motor- Do season fingerplays.

Extras:

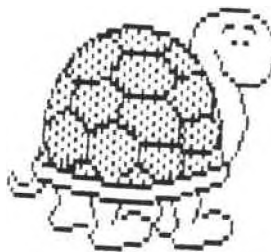
Berenstain Bears' Four Seasons



Tt

Tiger and Turtle

The Foolish Tortoise



Objectives:

Science

- B. 3. How certain things grow, move, & change
- C. 2. There are many kinds of animals
- C. 3. Animals differ in size, shape, & coverings
- C. 14. Body coverings provide support/protection
- F. 65. Water can be a solid, liquid, or gas depending on the temperature
- L. 15. Tools which scientists use

Health

- II. A. 1. Physically unique
- II. A. 2. Self-concept

Social Studies

- IV. C. Home Safety
- V. B. 2. Climates differ in countries and regions

Math

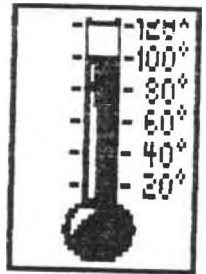
- 3. 1. Relate numbers to numerals
- 5. 1. Use logic to discuss and find problem solutions

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw and label a person doing something good for their teeth or a snack which is good for their teeth.

Handwriting- Write letter, name, and key word (turtle).

Math- Discuss temperature numbers (freezing - 32, room - 68, hot - 80, body - 98, boiling - 212). Use a mirror to count how many teeth you have.



Science/Social Studies- Discuss temperature in different parts of the world. What shoes would you wear in different temperatures.

Art/Fine Motor- Make a thermometer marking your favorite weather.

Music/Motor- Sing "What's the Weather Like Today"

Extras:

Tie shoes

Learn telephone number

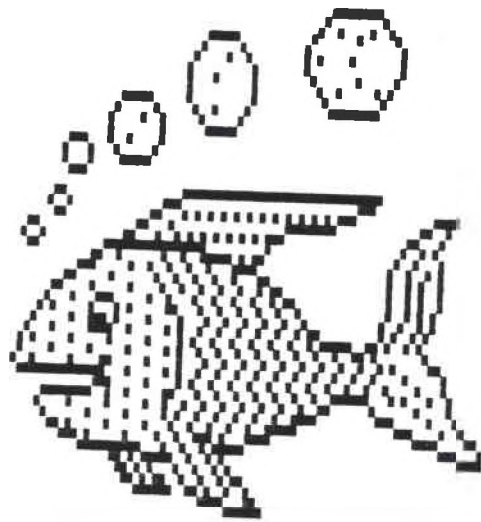
Discuss temperature and use a thermometer



Uu

Underwater animals

Rainbow Fish



Objectives:

Science

C. 4. Habitats where animals survive

C. 11. Animals use food to survive

Math

3. 2. Separate, join, and order sets of objects

3. 3. Compare number of objects in sets

7. 2. Less/more/same

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw and label favorite underwater animal.

Handwriting- Write letter, name, and key word (underwater) on template.

Math- Subtract using fish crackers (while eating them).

Science/Social Studies- Discuss and learn about different animals which live underwater.

Art/Fine Motor- Make underwater animals.

Music/Motor- Sing "Under The Sea"

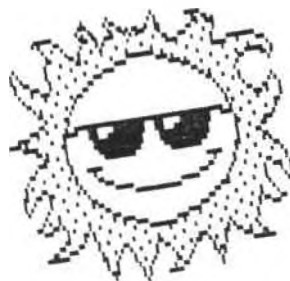
Extras:



Vv

Vacation

The Bear's Vacation



Objectives:

Science

F. 1. Importance of maps

Social Studies

VI. B. Transportation

Math

1. 5. Sort according to attributes



Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Write and draw a picture of where you would go on a vacation.

Handwriting- Write letter, name, and key word (vacation) on template.

Math- Discuss size while comparing different parts of the U.S. and different maps.

Science/Social Studies- Discuss vacation spots, maps and different symbols on maps. Locate water, land, cities, mountains, etc.

Art/Fine Motor- Draw your vacation spot.

Music/Motor- Learn "Going a Bear Hunt".



Extras:

Ww

Whale and World

Whale Song

Objectives:

Science



- C. 2. There are many different types of animals
- C. 3. Animals differ in size, shape & body coverings
- F. 2. Earth consists of air, water, rock, soil, and living things

Social Studies

- V. A. 2. Address
- VI.E. 1. Store business

Math

- 3. 1. Relate numbers to numerals
- 3. 2. Separate, join, and order sets of objects
- 3. 3. Compare number of objects in sets
- 3. 4. Count by rote and count objects
- 4. 4. Identify solids
- 7. 2. Less/more/same

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Make a key for the earth (land, water, mountains, etc.)

Handwriting- Write letter, name, and key word (world) on template.

Math- Discover the population of the class, school, town, state, country and world. Compare the numbers.

Science/Social Studies- Discuss community, state, country and world. Review address. Work with the globe and maps.

Art/Fine Motor- Make a world (earth).

Music/Motor- Sing days of the week song.

Extras:

Review days of the week

Watermelon

World/Atlas



Xx

Six and "X" Marks the Spot

Ten Black Dots



Objectives:

Math

3. 1. Relate numbers to numerals
3. 4. Count objects and by rote

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Do and discuss literature.

Journal Writing- Draw and write what treasure would be at the "X".

Handwriting- Write letter, name, and key word (six) on template.

6

Math- Count to 66. Clap each time you hear the "x" sound.

Science/Social Studies- Do measuring. Compare 6 inches, 6 feet, 6 yards, and 6 miles.

Art/ Fine Motor- Make a treasure box with a treasure.

SIX

Music/Motor- Sing "100 Bottles of Pop on the Wall" but only use numbers that end in "6" (start with 96, 86, 76, etc.).

Extras:

Yy

Yellow

What Makes Day and Night



Objectives:

Science

- H. 1. Opportunities for space travel
- H. 2. Sun is the largest star-larger than the earth
- H. 3. Many stars are in space
- H. 4. Stars seem small because of distance
- J. 14. Heat energy is important
- J. 20. Sun brings light
- J. 21. Forms of artificial light
- L. 14. Appreciating famous scientists
- L. 17. Differences in day and night

Math

- 2. 1. Describe a problem situation
- 2. 2. Look for a pattern to predict a solution
- 2. 3. Act out a problem situation
- 3. 4. Count objects and by rote
- 5. 1. Use logic to discuss and find solutions to problems

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Make a day and a night scene. Label the sky.

Handwriting- Write letter, name, and key word (yellow) on template.

Math- Make a night sky and a day sky bulletin board and count the stars when the class is finished.

Science/Social Studies- Discuss and learn about space (sun, moon, stars and clouds). Discuss how the sun and moon (day and night) work.

Art/Fine Motor- Make the night sky and day sky bulletin board.

Music/Motor- Act out day and night. Do fingerplays dealing with sun and stars.

Extras:



ZOO

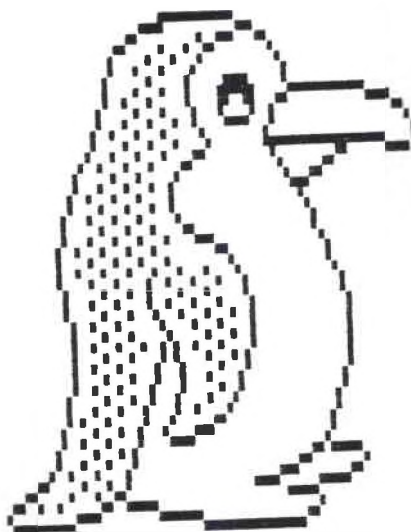
Zz

Zoo

The Zoo Book

Objectives:

Science



- C. 4. Habitats where animals survive
- C. 6. Differences between wild and domesticated animals

Math

- 3. 4. Count objects and by rote
- 7. 2. Less/more/same
- 8. 1. Describe objects using attributes
- 8. 2. Classify objects using attributes
- 8. 3. Create a graph

Phonics/Reading- Discuss bulletin board. Do and discuss homework. Read and discuss journal writing. Read and discuss literature.

Journal Writing- Draw and label favorite zoo animal.

Handwriting- Write letter, name, and key word (zoo) on template.

Math- Graph favorite zoo animal.

Science/Social Studies- Compare zoo (wild) animals to pets and farm animals. Discuss where (in the world) they would live and in what habitat.

Art/Fine Motor- Draw favorite zoo animal.

Music Motor- Sing "I Can't Spell Hippopotamus"

Extras:

Zero- Count to 100, clapping on numbers which have zero in them.

**DO NOT FEED
THE ANIMALS.**

APPENDIX

ELEMENTS IN THE RIVERSIDE KINDERGARTEN PORTFOLIO

TEACHER'S FOLDER

- 1) Parent Questionnaire- gives pre-school information (social, behavioral, medical, language, etc.)
- 2) Reading Behavior Checklist- attitudes and concepts
- 3) Writing Behavior Checklist- personal writings and message awareness
- 4) Skill Evaluation- shows strengths and needs for review, mini-lessons and practice at home
- 5) Collected journal entrees, special activity pages and collected mini-books
- 6) Three-Fold Evaluation- shows progression/regression in writing, drawing, creativity, and fine motor development

STUDENT'S FOLDER

- 1) Journal Notebook- shows understanding and enjoyment of books, writing and activities that are done in class
- 2) Book or Activities- what students are working on
- 3) Sunshine Book Sign-Out Sheet (Reading Log)
- 4) Handwriting Template- practice writing letters and words (themes, etc.)

Numbers 1 and 2 will be discussed during a quarterly interview. "Best work" will be collected for the teacher's folder. Numbers 3 and 4 will be taken home as completed and checked by the teacher.

STUDENT AND PARENTS PARTICIPATION

Students decorate and have access to work folder and journal.

Students choose what to read and write about in journal and for special activity pages.

Students help compare past work to present work.

- 1) Tri-fold evaluations
- 2) Special activity pages
- 3) Journal writings/drawings
- 4) Template pages

Students share journal entries and/or mini-books with class.

Interview with student- asking which is best? why? etc.

Parents fill out the parent survey.

Parents see the progress of the child by sharing in the portfolio observation, conferences, etc.

EVALUATION RESULTS

The teacher will evaluate the students and her/himself by using items in the portfolios. This will help determine possible interventions and reteaching approaches (done quarterly).

The teacher will find additional materials and methods for the next time those skills are taught.

The teacher will notice if the students are taking their time and if they improve in writing, reading skills and hand-writing skills.

Parent/teacher conferences will also help in the evaluation process.

WRITING BEHAVIOR CHECKLIST

PERSONAL WRITING

- shows enjoyment and ownership in writing
- makes pictorial representations
- uses scribble writing
- developing invented spelling
- developing sound/letter correspondences

MESSAGE AWARENESS

- Identifies objects in pictures
- uses a sentences to discribe pictures
- uses a story to tell about a picture
- uses correct directions (top, bottom, left to right, etc.)
- uses initial letters to relay message

QUARTER

1 2 3 4

	1	2	3	4



3- FOLD EVALUATION

Tri-fold a 11x14 piece of paper.

Write (or have the child write) the month on the bottom right hand side

Left side directions

draw a red circle
draw a blue square
draw a yellow triangle
draw a purple rectangle
draw a green diamond
draw an orange oval

Middle directions

use any colors and draw the best person you can make

Right Directions

use any colors and draw the best tree you can make

Back

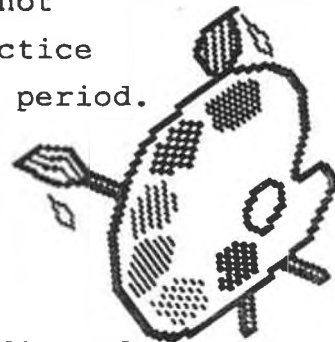
use and colors, shapes or designs and make the best pattern that you can think of
write your name the neatest that you can

This should be done every month or every month and a half.
Comparing these can show progression or regression.

STUDENT EVALUATION

Name _____

These are basic skills that your child should master during the year. Circled items are those that have been tested but not mastered. Please practice these with your child as we practice them here. Each skill will not be evaluated each grading period.



Recognizing colors: red blue green yellow
purple black brown orange

Recognizing shapes:

circle square rectangle triangle oval diamond

Understands math terms: Larger Smaller Taller Shorter

Top Middle Bottom Longer Right Left

Same Different More Less Penny Nickel Dime

Knows general information:

Full name Address Phone Birthday Parent's name

Days of the week Months of the year Ties shoes

Fastens coat

Knows sequencing (which comes first, second and third):

Recognizes rhyming words:

Recognizes name written:

Prints name correctly: (starts with capital letter with others small)

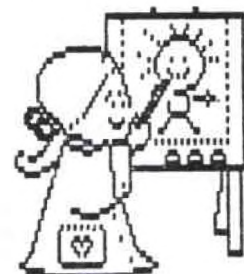
Prints letters correctly:

Writes numbers to _____

expected is _____

Counts to _____

expected is _____

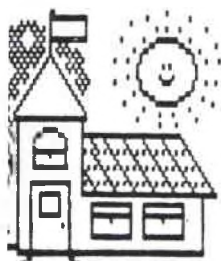


Says alphabet in sequence:

Continues a pattern:

Understands simple addition using manipulatives:

Understands simple subtraction using manipulatives:



Recognizes letter names when out of order:

a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

Can give the letters' sounds when asked out of order:

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z



Can tell what letter objects begin with:

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

Recognizes numbers:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

READING LOG

Time

Number

Title

Number	Title



FAMILY BACKGROUND

CHILD'S NAME _____ NICKNAME _____

BIRTHDATE _____ HOME PHONE _____

ADDRESS _____ CITY _____ ZIP _____

FATHER'S NAME _____ OCCUPATION _____

CURRENT MARITAL STATUS OF CHILD'S PARENTS _____

FATHER'S ADDRESS IF DIFFERENT _____ PHONE _____

CITY _____ STATE _____

MOTHER'S ADDRESS IF DIFFERENT _____ PHONE _____

CITY _____ STATE _____

OTHER CHILDREN IN THE FAMILY	AGE	GRADE IN SCHOOL
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HAS THERE BEEN A DIVORCE, DEATH, OR ILLNESS IN THE FAMILY WHICH MIGHT EFFECT YOUR CHILD. YES OR NO CIRCLE WHICH

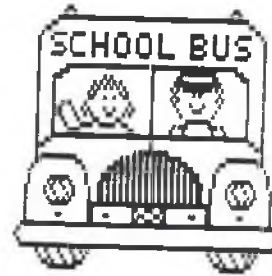
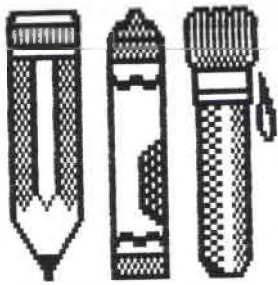
IS THERE A BABYSITTER _____ YES _____ NO

BABY SITTERS NAME _____

ADDRESS _____ PHONE _____

CITY _____ OHIO _____

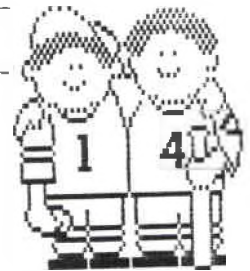
HOW MANY DAYS A WEEK _____



TRANSPORTATION TO SCHOOL:

WALK _____ BUS _____ CAR _____

IF IN A CAR POOL, WHAT CHILDREN ARE INVOLVED _____



SOCIAL EXPERIENCES

1. HAS YOUR CHILD ATTENDED PRE-SCHOOL? _____ WHICH ONE? _____
_____ FOR HOW LONG? _____ HOW MANY DAYS
A WEEK? _____
2. DOES YOUR CHILD PLAY QUIETLY OR ACTIVELY? _____
3. WITH WHOM DOES YOUR CHILD PLAY? _____
ALONE _____ WITH OLDER CHILDREN _____ WITH YOUNGER CHILDREN _____
WITH BOYS _____ WITH GIRLS _____ WITH BOTH _____
4. WOULD YOU SAY YOUR CHILD IS A LEADER OR A FOLLOWER? _____
5. WHAT ACTIVITIES DOES YOUR CHILD ENJOY OUTDOORS? _____

6. DOES YOUR CHILD ENJOY WATCHING TELEVISION? _____
WHAT IS HIS/HER FAVORITE? _____
DOES HE/SHE WATCH MORE OR LESS THAN 3 HRS. A DAY? _____
7. WHAT ACTIVITIES DOES YOUR CHILD ENJOY INDOORS? _____
8. DO YOU READ TO YOUR CHILD? _____
9. IS YOUR CHILD ABLE TO REMEMBER SONGS AND RHYMES? _____
10. HAS YOUR CHILD HAD EXPERIENCES WITH PAINTS _____ CRAYONS? _____



CHILD DEVELOPMENT

1. DOES YOUR CHILD HAVE ANY HEALTH PROBLEMS THE SCHOOL SHOULD BE AWARE OF? (IF SO WHAT?) _____

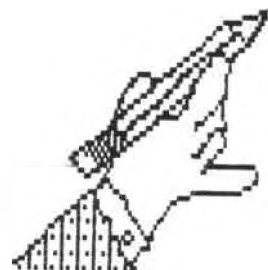
2. DOES HE/SHE HAVE FREQUENT ILLNESSES SUCH AS, EAR ACHES, INFECTIONS, HEADACHES, RUBS EYES, SQUINTS OR HAS HAD ANY SURGERY, CIRCLE AND/OR EXPLAIN _____

DEVELOPMENTAL HISTORY

1. BORN PRE-MATURE _____ ANY BIRTH PROBLEMS _____
 LATE WALKING (14 MOS+) _____ LATE TALKING (2 YRS+) _____
 ANY MOTOR SKILL DIFFICULTY _____ SPEECH PATTERN DELAY _____
2. DOES YOUR CHILD HAVE ANY FOOD ALLERGIES? _____

 IS HE/SHE A DIFFICULT EATER? _____
 ANY OTHER ALLERGIES? _____
3. IS YOUR CHILD RIGHT OR LEFT HANDED OR UNDECIDED? _____
4. CHECK THE CHARACTERISTICS THAT APPLY TO YOUR CHILD:
 CRIES EASILY _____ TEMPER TANTRUMS _____ FEAR OF NEW THINGS _____
 SULKS _____ DESTRUCTIVE _____ SLEEPING PROBLEMS _____
 DAYDREAMS _____ BITES NAILS _____ EATING PROBLEMS _____
 WHINES _____ EASILY ANGERED _____ DOES NOT LIKE TO SHARE _____
 SUCKS THUMB _____ JEALOUS _____ RESPONDS WELL TO PRAISE _____





VERY HAPPY CHILD _____ WETS THE BED _____

5. WHAT WOULD YOU SAY IS YOUR CHILD'S STRENGTH? _____

6. WHAT WOULD YOU SAY IS YOUR CHILD'S WEAKNESS? _____

7. IS HE/SHE ABLE TO SEPARATE EASILY FROM THE PARENT? _____

8. DOES HE/SHE HAVE ANY FEARS? _____ WHAT? _____

SCHOOL ADJUSTMENT

1. DOES YOUR CHILD SEEM INTERESTED IN SCHOOL? _____

2. IS YOUR CHILD ABLE TO SIT STILL AND LISTEN TO A STORY FOR
2 MIN. _____ 5 MIN. _____ 10 MIN. _____ 15 MIN. _____?

3. DOES YOUR CHILD RETELL STORIES YOU HAVE READ TO HIM/HER? _____

4. DO YOU HAVE A SET TIME FOR READING TO YOUR CHILD? _____
(IF SO, WHEN AND ABOUT HOW MUCH TIME? _____)

4. DOES YOUR CHILD LIKE TO WRITE _____ COPY _____ TRACE _____?

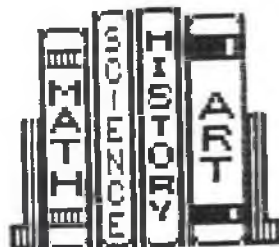
5. DOES YOUR CHILD ENJOY MUSIC _____ ART _____?

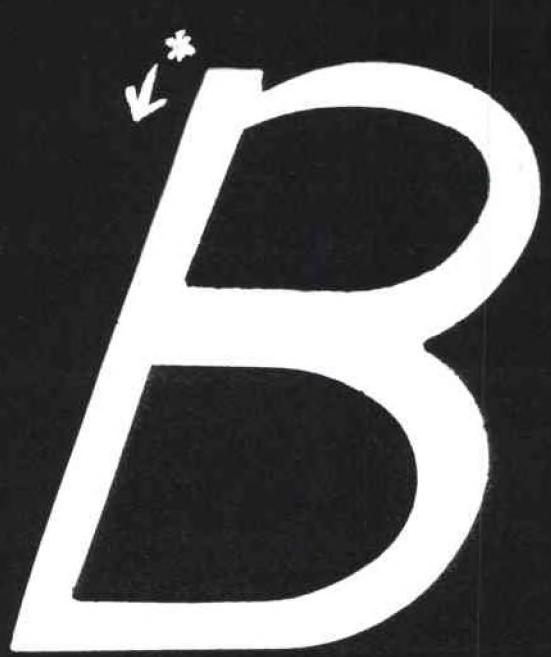
6. WOULD YOU SAY YOUR CHILD IS WILLING TO TRY NEW THINGS AND TAKE
RISKS? _____

7. DOES YOUR CHILD RESPOND TO ENVIRONMENTAL PRINT SUCH AS SIGNS,
LABELS, ETC? _____

8. WHAT WOULD YOU LIKE YOUR CHILD'S TEACHER TO KNOW ABOUT YOUR CHILD?

9. WHEN IS A GOOD TIME TO MEET WITH OR CALL YOU?
MORNING, DAY & TIME _____
AFTERNOON, DAY & TIME _____





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CHAPTER V

SUMMARY & IMPLICATIONS FOR PRACTICE

Using the whole language philosophy can be very satisfying, successful, and also somewhat difficult. Integrating literature, themes and the graded course of study objectives overwhelms even the most knowledgeable and organized teacher. This handbook was written to assist teachers in integrating children's books, themes, and objectives. Chapter I explained this purpose, defined important term, and described the limitations and assumptions of this handbook.

In Chapter II, the writer reviewed the literature to demonstrate the importance and the need of this resource. The review gave a brief introduction as well as information concerning the whole language philosophy, literature-based instruction, integrating curriculum and evaluating while using these teaching methods.

Chapter III explained how the writer received and developed the material needed for this research. Methods, including committees, conferences, classes, journals, and books were used to acquire information on the subjects studied. Specifically, the chapter described how the writer collected activity materials, attended conferences and classes, served on committees, and organized the material to insure up-to-date information.

Chapter IV is a handbook which teachers may use throughout the kindergarten year. It gives themes, specific ideas and literature to ensure enthusiastic adventures as the teacher starts the year. District objectives and thematic activities are added for accountability and specific needs.

Implications For Practice

This resource may have an impact on several groups of people. Parents, administrators, teachers and most importantly, children can be influenced by this information and handbook. Parents should know the teaching goals for several reasons. First, parents have the right to know the objectives of the district and how they will be fulfilled. Secondly, working closely with parents demonstrates academic importance to the child. Finally, parents can be a wonderful resource for the child when reviewing, not to mention the positive family time which results.

A top priority of administration is accountability. They need to know objectives are being taught and assessed. If questions arise, they are ultimately responsible. The administration can feel secure if they can easily see the "scope and sequence" and see that the district objectives are also given. It is also important to realize the themes, the literature, and the activities can be altered to meet the needs of each individual class and individual student.

Teachers also need this confidence. They can use a fun and successful teaching style while meeting the objectives for which they are accountable. Teachers will not only have the objectives, but also themes which can be used during a year. Having a piece of "real" literature will teach the child not only thinking skills, but also to love reading and enjoy books. Having exciting themes, quality literature, and enjoyable thematic activities will make learning meaningful and lifelong for the student and the teacher.

The purpose of this handbook is to give teachers an organized handbook to teach themes, literature and objectives. Thus, even though this teaching style is known for being more "electric" than "relaxing", this handbook may make using this style of teaching a bit more relaxing while the classroom is still buzzing with excitement. The excitement will be what keeps a teacher teaching (and learning) and it is what will keep a student learning (and teaching). Enjoy the excitement!

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