

Professional Development Guide

Implementing the Prekindergarten Curriculum Guidelines for Social Studies

Texas Center for Reading and Language Arts
College of Education, The University of Texas at Austin
Texas Education Agency

www.texasreading.org

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Implementing the Prekindergarten Curriculum Guidelines for Social Studies

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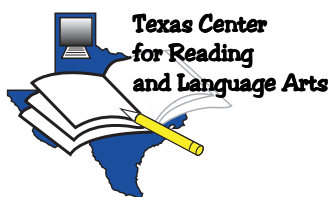
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Introduction

This professional development guide is based on the Prekindergarten Curriculum Guidelines. These guidelines provide a means to align prekindergarten programs with the Texas Essential Knowledge and Skills (TEKS) curriculum, and are intended to assist educators in making informed decisions about curriculum content and implementing a comprehensive curriculum that prepares children for success in later grades.

Organization and Content of the Professional Development Guide

This guide, *Implementing the Prekindergarten Curriculum Guidelines for Social Studies*, addresses the social studies component of the Prekindergarten Curriculum Guidelines. The guide contains detailed speaker notes, color transparencies, reprinted materials, original handouts, copies of transparencies in notes view for participants (in Handout section), and suggested activities designed to support the application of the Prekindergarten Curriculum Guidelines for Social Studies to classroom practice.

The Speaker Notes section provides detailed information and suggested strategies designed to enhance presentation of the content. Snapshots of the presentation transparencies are presented alongside the accompanying speaker notes. Information that appears verbatim on the transparency is bulleted and bolded in the speaker notes (see Sample Speaker Notes Page). When a transparency describes a session activity, the required materials are listed at the bottom of the corresponding speaker note page. This information is also provided in table format in the introductory section (see Activities and Handouts Chart). Given the extensive content of the guide, and that time available for the professional development session varies, the presentations may be adapted.

Children's Books

Request participants to bring their favorite books for teaching Mathematics and Science to preschool children. The suggested activities based on these books draw on participants' knowledge and expertise and offer opportunities for practice.

SAMPLE SPEAKER NOTE PAGE

This icon indicates an activity



Each speaker note page corresponds to a transparency.
Transparencies are represented on the opposite speaker note page.

- **Information in bold and preceded by a bullet is listed verbatim on the transparency. Please be sure to cover all of these points.**

Directives for the speaker are italicized and highlighted.

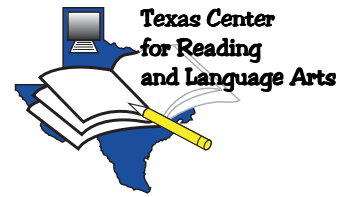
#1: Title of Transparency

Citations are listed below the notes.



- List of handouts and materials which correspond with this transparency

Transparency	Activity/Discussion	Trainer Materials & Handouts
2	Participants share with a neighbor their personal definitions of social studies.	
6	Participants identify examples of guidelines that address: 1) social studies concepts and 2) social skills or attitudes.	Handout 1: “Prekindergarten Curriculum Guidelines” Handout 2: “Getting to Know the Social Studies Guidelines” Pens/Pencils
9	Participants work in groups to categorize their cultural values, beliefs, or behaviors.	Handout 3: “Sharing Culture Organizer” 1”x 2” sticky note pads Pens/Pencils
10	Participants look over handout and discuss classroom routines and other ways to connect family, home, community, and school.	Handout 4: “Creating a Community of Learners”
12	Participants look over handout and discuss ideas for including writing in different centers.	Handout 5: “Using Centers to Enhance Social Studies Instruction”
15	Participants consider thematic planning, relating activities to specific guidelines.	Handout 7: “Thematic Planning: Integrating the Content Areas” Handout 1: “Prekindergarten Curriculum Guidelines”
19	In partners, participants analyze the content of children’s books in terms of guidelines addressed as well as values, beliefs, and gender roles represented.	Handout 8: Using Children’s Literature” Children’s storybooks: one per group
22	In groups of three, participants demonstrate effective scaffolding of dramatic play by role-playing prekindergarten children and their teachers.	Handout 9: “Using Role-Play Techniques to Teach Social Skills” Handout 10: “Scaffolding Dramatic Play”
26	In partners, participants plan a lesson that integrates social studies with other curriculum areas.	Handout 11: “Activities for Implementing the Social Studies Guidelines” Reprint 1: “Calendar Reading: A Tradition That Begs Remodeling” Handout 12: “Putting it All Together”



The Texas Center for Reading and Language Arts **<http://www.texasreading.org>**

The Texas Center for Reading and Language Arts (TCRLA) provides leadership to Texas educators through its partnership with the Texas Education Agency (TEA) and the Education Service Centers (ESCs). Its mission is to (a) enhance the knowledge, skills, and practices of educators in implementing the state curriculum—the Texas Essential Knowledge and Skills (TEKS); and to (b) enhance educators' knowledge base in reading. The Center works through five organizational units: professional development, research, evaluation, special education in reading, and family literacy.

Supplemental Resources

Additional products based on the Prekindergarten Curriculum Guidelines include the following:

Video (33:21)—

- *Implementing the Texas Prekindergarten Curriculum Guidelines* (2001)

Booklet—

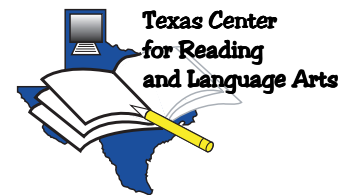
- *Activities to Implement the Prekindergarten Curriculum Guidelines* (2001)

Professional Development Guides—

- *Implementing the Prekindergarten Curriculum Guidelines for Language and Early Literacy Part 1: Language Development* (2000)
- *Implementing the Prekindergarten Curriculum Guidelines for Language and Early Literacy Part 2: Early Literacy* (2000)
- *Implementing the Prekindergarten Curriculum Guidelines for Mathematics and Science* (2001)

Professional Development Guide

Implementing the Prekindergarten Curriculum Guidelines for Social Studies



Contents

1. Introduction

Introduction
Organization and Content of the Professional Development Guide
Children's Books
Sample Speaker Notes Page
Activities and Handouts Chart
The Texas Center for Reading and Language Arts

2. Speaker Notes

3. Transparencies

Implementing the Prekindergarten Curriculum Guidelines for Social Studies.....	1
What is Social Studies?.....	2
Diversity in Texas Prekindergartens.....	3
Effective Social Studies Instruction Involves:.....	4
<i>Planning learning experiences based on the Prekindergarten Curriculum Guidelines.....</i>	5-7
<i>Creating an environment for meaningful, high-interest experiences.....</i>	8-13
<i>Integrating learning across the curriculum.....</i>	14-19
<i>Supporting learning through scaffolding.....</i>	20-22
<i>Monitoring children's progress.....</i>	23-24
Effective Social Studies Instruction Involves (Activity).....	25
Putting It All Together: A Thematic Lesson Plan (Activity).....	26

4. Handouts and Reprints

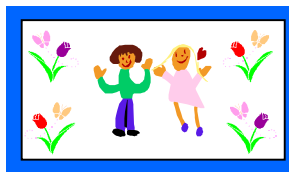
Handout 1—Prekindergarten Curriculum Guidelines
Handout 2—Getting to Know the Guidelines for Social Studies
Handout 3—Sharing Culture Organizer
Handout 4—Creating a Community of Learners
Handout 5—Using Centers to Enhance Social Studies Instruction
Handout 6—Enhancing Dramatic Play
Handout 7—Thematic Planning: Integrating the Content Areas
Handout 8—Using Children's Literature
Handout 9—Using Role-Playing Techniques to Teach Social Studies
Handout 10—Scaffolding Dramatic Play
Handout 11—Activities for Implementing the Social Studies Guidelines
Handout 12—Putting It All Together: A Lesson Plan for Integrating Social Studies with Other Areas of the Curriculum
Reprint 1—Calendar Reading: A Tradition That Begs Remodeling Workshop Notes

5. References

Implementing the Prekindergarten Curriculum Guidelines for Social Studies

In today's session, we will:

- examine the elements of effective Social Studies instruction
- discuss ways to implement the Prekindergarten Curriculum Guidelines in your classroom



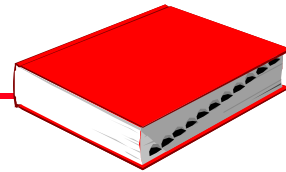
1

#1: Implementing the Prekindergarten Curriculum Guidelines for Social Studies

- Welcome to **Implementing the Prekindergarten Curriculum Guidelines for Social Studies**.
- In today's session, we will examine the elements of effective social studies instruction and discuss ways to implement the Prekindergarten Curriculum Guidelines in your classroom.

What is Social Studies?

so•cial stud•ies *n, pl* —



The integrated study of the social sciences and humanities, focusing on:

- the nature of people and their world
- the heritage of the past
- contemporary living and culture
- participation in a democracy



Cover the definition on the transparency and ask:

- **What is social studies?**

Take a moment to think about what *social studies* means.

Allow 1 minute.

Turn to your neighbor, and share your definitions.

Allow 1 minute. Uncover the definition.

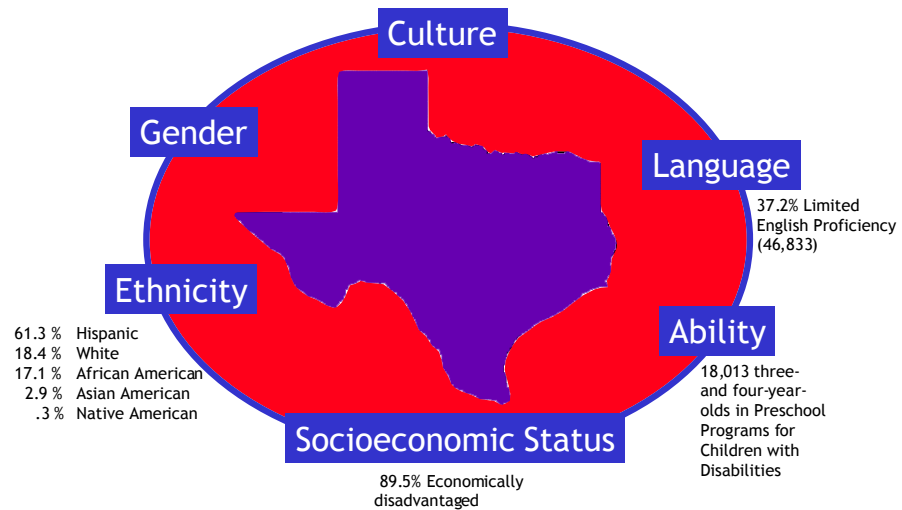
Social Studies can be defined in many ways.

- According to the Texas Prekindergarten Curriculum Guidelines and the National Council for the Social Studies, the term *social studies* refers to **the integrated study of the social sciences and humanities, focusing on:**
 - the nature of people and their world,
 - the heritage of the past,
 - contemporary living and culture, and
 - the skills and attitudes necessary for **participation in a democracy.**

National Council for the Social Studies, 1998; Texas Education Agency (TEA), 2000

Diversity in Texas Prekindergartens

125,616 prekindergarten children in public schools, 1999-2000



Prekindergarten children have diverse knowledge and experiences.

Point to each term on the transparency as you present the information.

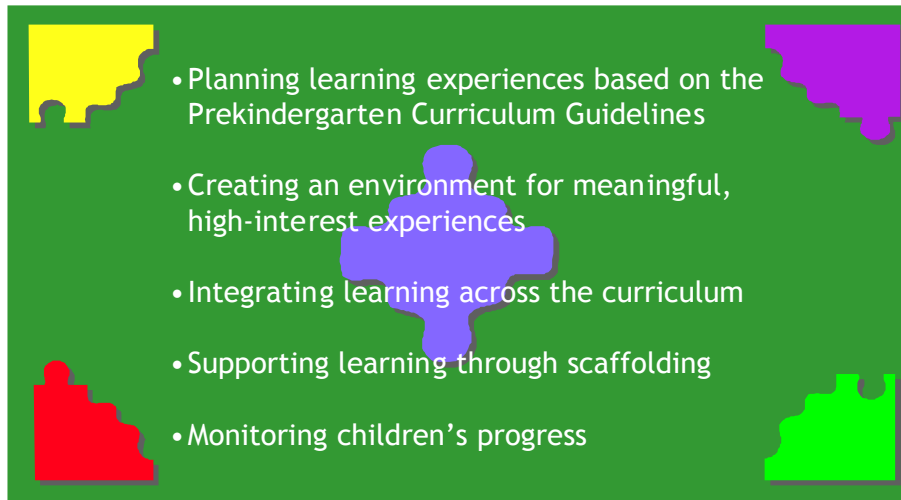
- In the **1999-2000** school year, **125,616 children attended prekindergarten classes in Texas public schools.**
- **61% were Hispanic, 18% were White, 17% were African American, 3% were Asian American, and .3% were Native American,**
- **89.5% were economically disadvantaged, and**
- **37% (46,833) were Limited in English Proficiency,** with a dominant language other than English.
The languages most commonly spoken by these students were (in descending order): Spanish, Vietnamese, Chinese, Korean, Lao, Cambodian, German, Japanese, and French.
- **More than 18,000 three- and four-year-olds were served by the state's Preschool Programs for Children with Disabilities (PPCD).**

Social studies instruction responds to diversity by respecting and supporting differences in **culture, language, ability, socioeconomic status, ethnicity, and gender.**

The instructional practices that we discuss today are designed to help you meet the needs of all prekindergarten children.

Bowman, 1992; TEA, 1999-2000

Effective Social Studies Instruction Involves:

- 
- Planning learning experiences based on the Prekindergarten Curriculum Guidelines
 - Creating an environment for meaningful, high-interest experiences
 - Integrating learning across the curriculum
 - Supporting learning through scaffolding
 - Monitoring children's progress

Research has identified several features of effective instruction that can be applied to teaching social studies in prekindergarten programs.

- **Effective social studies instruction involves:**
 - planning learning experiences based on the Prekindergarten Curriculum Guidelines;
 - creating an environment that engages children in meaningful, high-interest experiences;
 - integrating learning across the curriculum;
 - supporting learning through scaffolding; and
 - monitoring children's progress.

National Association for the Education of Young Children (NAEYC), 1997; Seefeldt, 2001



Planning learning experiences based on the Prekindergarten Curriculum Guidelines



Prekindergarten Curriculum Guidelines

- Articulate what 3- and 4-year-olds need to know and be able to do.
- Provide a means to align a prekindergarten curriculum with the Texas Essential Knowledge and Skills (TEKS).
- Assist educators in making informed decisions about curriculum content and implementation.

- The first element of effective social studies instruction is **planning learning experiences based on the Prekindergarten Curriculum Guidelines.**

The guidelines assist teachers in developing high-quality classroom programs for their prekindergarten students.

The Prekindergarten Curriculum Guidelines address all areas of the early childhood curriculum, including language and early literacy, math, science, social studies, fine arts, physical development, and personal and social development.

- **The Prekindergarten Curriculum Guidelines:**
- **Articulate what 3- and 4-year-olds need to know and be able to do.** Children who turn 5 during their prekindergarten year are included in this age range.
- **Provide a means to align a prekindergarten curriculum with the Texas Essential Knowledge and Skills (TEKS).**
- **Assist educators in making informed decisions about curriculum content and implementation.**



Planning learning experiences based on the Prekindergarten Curriculum Guidelines



- Individual, Culture, and Community
- History
- Geography
- Economics

Social Studies Concepts

Social Skills and Attitudes

- Let's take a few minutes to become familiar with Handout 1: **"Prekindergarten Curriculum Guidelines."**
- Notice the four areas in the Social Studies section: **Individual, Culture, and Community; History; Geography; and Economics.**
- Some of the guidelines refer to children's understandings of **social studies concepts**, while others refer to **social skills and attitudes** that enable children to feel a sense of community and connection with others and with their world.
- Read the descriptions and corresponding child accomplishments for all four areas in Handout 1. Then use Handout 2: "Getting to Know the Guidelines for Social Studies" to list examples of accomplishments that address children's understanding of **social studies concepts** and some that describe **social skills and attitudes**. During this activity, the difference between a concept and a social skill/attitude may not always be clear. However, the point is simply to become familiar with the guidelines, so just make a quick decision and continue working.

For example, one concept under Individual, Culture, and Community is "identifies similarities among people like himself/herself and classmates...." What would be an example of a social skill or attitude?

Call on a participant.

Any questions? You have 8 minutes.

Allow 8 minutes.

- What are some of the examples that you listed for **social studies concepts**? **Social skills and attitudes**?

*List three or four examples for each topic on the transparency (e.g., **Concepts:** begins to understand cause-and-effect relationships; connects past with current events; understands basic human needs; understands roles of community workers. **Social Skills and Attitudes:** shares ideas and takes turns listening and speaking; identifies and follows classroom rules; cooperates with others; examines situations from another's perspective).*



- Handout 1: "Prekindergarten Curriculum Guidelines"
- Handout 2: "Getting to Know the Guidelines for Social Studies"
- Pens/Pencils



Planning learning experiences based on the Prekindergarten Curriculum Guidelines

Links to the Kindergarten TEKS For Social Studies

PREKINDERGARTEN CURRICULUM GUIDELINES

Individual, Culture,
and Community

History

Geography

Economics



KINDERGARTEN TEKS

Government, Citizenship,
Culture, Social Studies Skills

History

Geography

Economics

Science, Technology, and Society

Teachers of prekindergarten children have a foundation on which to build instruction: the Prekindergarten Curriculum Guidelines and the Kindergarten TEKS.

- **The Prekindergarten Guidelines for Social Studies** are directly linked to the **Kindergarten TEKS for Social Studies**.
- The accomplishments identified in the Prekindergarten Guidelines for the area of **Individual, Culture, and Community** appear in the Kindergarten TEKS under the heading **Government, Citizenship, Culture, and Social Studies Skills**. The Prekindergarten Guidelines' major content-area headings of **History, Geography, and Economics** also have direct parallels in Kindergarten.
- Kindergartners also explore an additional area of knowledge under the heading **Science, Technology, and Society**. Children identify the uses of technology at home and at school and examine how technology helps people meet their needs.

Both the Guidelines and the TEKS help teach students to participate as members of their community. To build a community of learners in your classroom, help children develop the self-understanding that will serve as a foundation for learning about others and the world around them.

TEA, 2000; TEA, 1998



Creating an environment for meaningful, high-interest experiences

When planning social studies experiences:

- Recognize and value the strengths of each child.
- Link social studies to children's cultural and linguistic background, personal knowledge, and experiences, as well as to their families and communities.
- Provide opportunities for children from diverse backgrounds and abilities to learn side by side.

- This idea leads us directly to the second component of effective social studies instruction: **creating an environment for meaningful, high-interest experiences.**

Meaningful, high-interest experiences involve first-hand or real-life opportunities for children to learn about new concepts and ideas.

- **When planning social studies experiences:**
 - Recognize and value the strengths of each child.
 - Link social studies to children's cultural and linguistic background, personal knowledge, and experiences, as well as their families and communities.
 - Provide opportunities for children from diverse backgrounds and abilities to learn side by side.

Bredenkamp & Rosegrant, 1995; NAEYC, 1997; Seefeldt, 2001

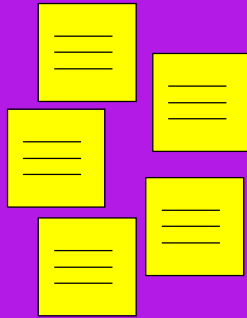


Creating an environment for meaningful, high-interest experiences

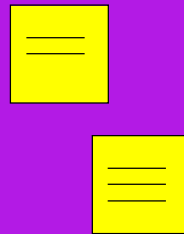
Culture: a system of **values**, **beliefs**, **behaviors**, and **understandings** about the world.



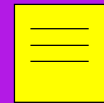
Shared By All



Shared By Some



Unique



Let's examine the role of culture and its importance in building a community of learners.

- Everyone has his or her own culture. **Culture** refers to the complex **system of values, beliefs, everyday behaviors, and understandings about the world** held in common by a group of people.

Culture impacts everything we think and do, from our ideas about right and wrong to our beliefs about gender roles and polite behavior.

Find Handout 3: "Sharing Culture Organizer." For this activity, write on a small sticky note one value, belief, or behavior (custom) that is part of your family tradition or culture.

For example, "In my family, we" (e.g., *talk and openly exchange ideas during meals; believe that children should be seen but not heard; watch fireworks every 4th of July*).

- Then, take ten minutes to conduct a quick survey at your table. As you take turns reading your notes, raise your hands if you share that same value, belief, or custom. Decide if the cultural characteristic is **shared by all**, **shared by some**, or **unique** to one individual at your table. Using one copy of Handout #3, place the notes in the corresponding columns.

Allow 10 minutes. Then call on participants to quickly share responses to the following questions:

How can you adapt this activity to focus children's attention on cultural similarities and differences?

What are ways that children's cultural backgrounds can have an impact on building a learning community?

Merriam-Webster, 1998; Tiedt & Tiedt, 1999



- Handout 3: "Sharing Culture Organizer"
- 1" x 2" sticky note pads
- Pens/Pencils



Creating an environment for meaningful, high-interest experiences

Learn about your children's background knowledge, families, and experiences.



What are some ways that you help build a bridge to connect family, home, community, and school?

- To create an environment that engages children in meaningful, high-interest social studies experiences, **learn about your children's background knowledge, families, and experiences.**

Look at Handout 4: "Creating a Community of Learners."

When children share events from home, they tell us a lot about what they already know and are interested in learning.

What are some of your classroom routines that help children understand they are respected and valued members of your class?

Ask 2 or 3 participants to share.

- **What are some ways that you help build a bridge to connect family, home, community, and school?**

Ask 2 or 3 participants to share.

Bowman, 1992; NAEYC, 1997; Seefeldt, 2001



- Handout 4: "Creating a Community of Learners"



Creating an environment for meaningful, high-interest experiences

Teacher-led small groups:

- Promote a sense of common purpose and belonging
- Help you support and closely monitor children's understandings and tailor social studies instruction to individual needs



Grouping arrangements and centers offer instructional settings that can promote first-hand opportunities for children with different backgrounds and abilities to learn side by side.

- Using **teacher-led small groups** helps you **promote a sense of common purpose and belonging**. In small groups, children have more chances to participate and interact with you and their peers.
- Teaching children in small groups **helps you support and closely monitor children's understandings and tailor social studies instruction to individual needs**.

While you lead a small group, the rest of the class can work individually or in other small cooperative groups. Working together enhances children's social skills and builds their understanding of new concepts and skills.



Creating an environment for meaningful, high-interest experiences

Centers engage children in meaningful, high-interest home, community, and world experiences.



- **Centers engage children in meaningful, high-interest home, community, and world experiences.**

A classroom that includes a variety of centers challenges children to think and learn about all four areas addressed in the guidelines.

As children cooperate and work together in centers, they learn social skills. In addition, they develop new social studies concepts and skills and come face-to-face with the attitudes and values of others.

Guidelines for using centers in your classroom are found on Handout 5: "Using Centers to Enhance Social Studies Instruction."

Take 2 minutes to look it over.

Allow 2 minutes.

The last page of the Handout mentions the Writing Center. Opportunities for writing can also be included in many other centers. For example, in the Kitchen Center in my classroom, I have a pad and pencils for grocery lists. What are some of your ideas? *(This is a quick, brainstorming question. Call on four or five participants, then move on.)*

Seefeldt, 2001



- Handout 5: "Using Centers to Enhance Social Studies Instruction"



Creating an environment for meaningful, high-interest experiences

Dramatic Play:

- occurs when children adopt roles and attempt to recreate a familiar situation through pretend play
- contributes to children's development of critical social studies skills and concepts
- promotes language and early literacy development



13



- **Dramatic play** is another way to make social studies meaningful and interesting for children. Many teachers devote at least one center in their classrooms to dramatic play.

Through dramatic play, children explore the use of many key social skills. They refine their understanding of many social studies concepts, including the roles, responsibilities, and services provided by community workers.

Dramatic play:

- **occurs when children adopt roles and attempt to recreate a familiar situation through pretend play,**
- **contributes to children's development of critical social studies skills and concepts, and**
- **Promotes language and early literacy development** by helping children develop vocabulary, conversational skills, narrative abilities, and print awareness.

Dramatic play areas can be based on either real-life or storybook settings.

Real-life settings, such as a supermarket, a doctor's office, or a restaurant, encourage children to reenact the social interactions they have observed among adults in a particular place.

Storybook settings encourage children to reenact familiar stories and to invent story-related dialogue.

Take a moment to look over Handout 6: "Enhancing Dramatic Play."

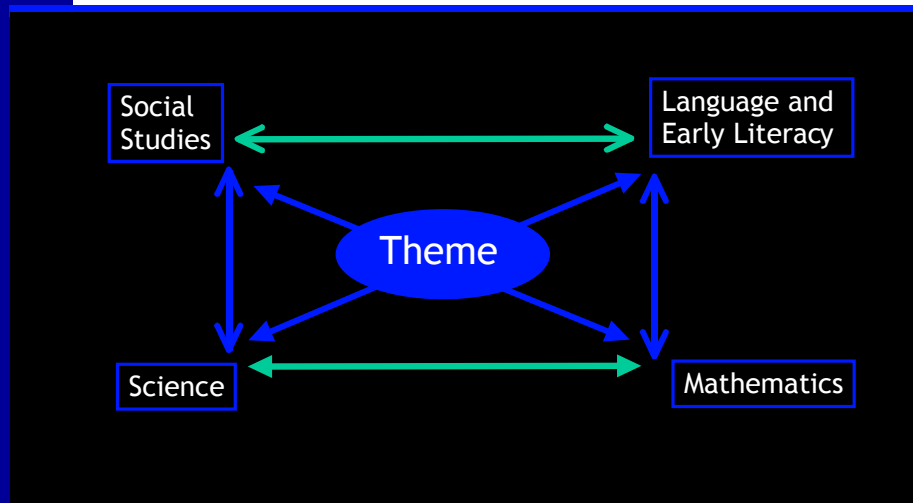
Myhre, 1993; Seefeldt, 2001



- Handout 6: "Enhancing Dramatic Play"



Integrating learning across the curriculum



- Effective social studies instruction also includes **integrating learning across the curriculum**.
- **Link activities and experiences between content areas through thematic planning.**
- Many social studies concepts are developed as children build connections between experiences and ideas across the content areas of **language and early literacy, mathematics, and science.**

Integrating learning across the curriculum also includes other topics within the guidelines, including health and safety, technology applications, fine arts, personal/social development, and physical development.

Let's look at ways to use thematic planning to integrate social studies with other areas of the curriculum.

Lenhoff & Huber, 2000



Integrating learning across the curriculum

Thematic Planning

- Select a broad theme “Families”
- Identify relevant social studies guidelines Individual, Culture, and Community
- Link to related guidelines in one or two other content areas
 - Encourage talk about families during “Daily News” time
(*Language and Early Literacy*)
 - Graph the number of people in each child’s family
(*Mathematics*)
- Build on children’s current knowledge and abilities

- **Thematic planning** allows teachers to plan learning experiences that are meaningful and interesting to children, while integrating different areas of the prekindergarten curriculum using a broad theme.

Find Handout 7: “Thematic Planning: Integrating the Content Areas.”

Thematic planning involves several steps.

- **Select a broad theme.** Some sample themes are listed on your handout.
- **Identify relevant social studies guidelines.**

Look back at Handout 1: “Prekindergarten Curriculum Guidelines.”

For a theme on “Families,” which social studies accomplishments from the area of Individual, Culture, and Community can be addressed?

Possible suggestion: “identifies similarities among people like himself/herself and classmates and people from other cultures.”

- **Link to related guidelines in one or two other content areas.**

For example, through a “Families” theme, you can **encourage talk about families during “Daily News” time** to incorporate the Language and Early Literacy guideline of verbal expression. Then you can address the **Mathematics** guideline of Classification and Data Collection by making a **graph of the number of people in each child’s family**.

- **Build on children’s current knowledge and abilities.**

Provide opportunities for children to explore new concepts while building on what is most familiar. For example:

- 1) Encourage children to build a model of their house with blocks, and label the rooms to reinforce new vocabulary.
- 2) Invite parents to teach your class a favorite family song, then write the words to the song on a chart and sing it again.
- 3) For English language learners, use their native language to link what they have learned at home to what they are learning at school. In this way, you are activating their prior knowledge to build a foundation for new learning.

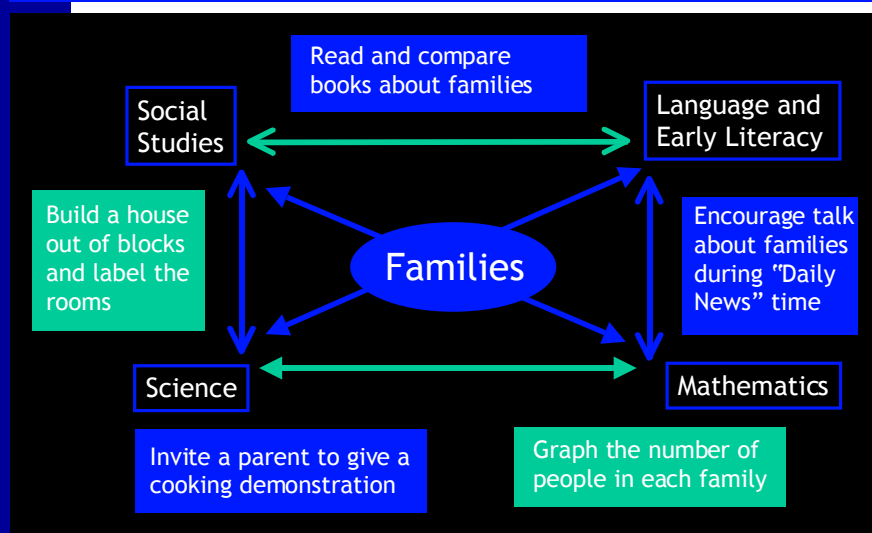
Davidson, 1996; Myhre, 1993



- Handout 7: “Thematic Planning: Integrating the Content Areas”
- Handout 1: “Prekindergarten Curriculum Guidelines”



Integrating learning across the curriculum



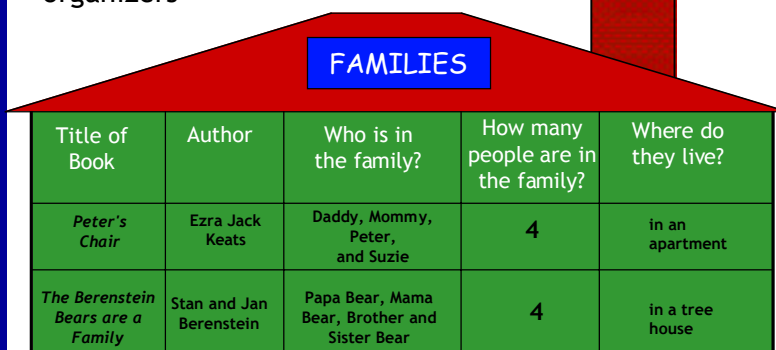
- Let's look closer at the example of **integrating learning across the curriculum** using the “**Families**” theme.
- The example of **building a house out of blocks** addresses the **Social Studies** guidelines for geography: to create simple representations of home, school, or community through drawings or block constructions.
- As children **label the rooms** in their houses, they are also developing vocabulary and verbal expression.

Enrichment activities, such as those included in the Fine Arts guidelines, develop other important skills. For example, after building the block design, children can draw their model on paper and then share their drawings with their classmates.



Integrating learning across the curriculum

- Use children's literature to introduce new concepts and activities
- Incorporate discussions and graphic organizers



Title of Book	Author	Who is in the family?	How many people are in the family?	Where do they live?
<i>Peter's Chair</i>	Ezra Jack Keats	Daddy, Mommy, Peter, and Suzie	4	in an apartment
<i>The Berenstein Bears are a Family</i>	Stan and Jan Berenstein	Papa Bear, Mama Bear, Brother and Sister Bear	4	in a tree house

- **Children's literature can be used to introduce new concepts and activities** as well as to clarify and expand ideas and information.
- **Incorporate discussions and graphic organizers** to help children interact with others as they acquire, organize, record, analyze, and interpret their learning.

Using graphic organizers, such as the chart on the slide, extends concepts introduced during story time and links language and early literacy to social studies.

Talking and responding to open-ended questions extends meaning and helps children communicate their understandings.

Lenhoff & Huber, 2000; Wham, Barnhart, & Cook, 1996

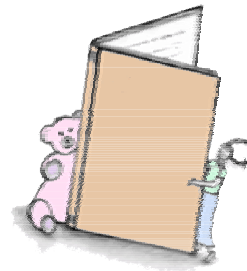


Integrating learning across the curriculum

*Integrating Social Studies with
Language and Early Literacy*

Literature is one way to introduce children to:

- problems and solutions
- new people, places, and things
- cause and effect relationships
- different viewpoints
- likenesses and differences among people
- dispelling stereotypes



18 

- Let's take a closer look at **integrating social studies** with one of the other content areas: **language and early literacy**.

- **Literature is one way to introduce** new concepts and skills and help children make connections.

Both story and information books can be used to help children understand social studies skills and concepts.

For example, books help children develop an understanding of geographic concepts they may not have encountered in real life, such as "city", "country", "woods", "river" or "mountains."

- Storybooks help children consider the relationships of story characters as well as their **problems and solutions**, and the sequence of story events.
- Information books introduce children to a whole world of fascinating **new people, places, and things**.
- Children begin to understand **cause and effect relationships** and refine their understanding of important social skills. (For instance, What happened? Little Red Riding Hood nearly perished at the hands of the wolf. Why? Because she ignored her mother's warning.)
- Storybooks also help children become aware of **different viewpoints** (such as Goldilock's vs. Baby Bear's perspective on the porridge incident).
- Story characters also help children appreciate **likenesses and differences among people** and help **dispel stereotypes**. (For instance, Ferdinand prefers to smell the flowers instead of fighting with other bulls.)

Coonrod & Hughes, 1992; Lenhoff & Huber, 2000; Wham, et al., 1996



Integrating learning across the curriculum

*Integrating Social Studies with
Language and Early Literacy*



Reading multicultural storybooks enhances children's awareness and attitudes towards other cultures.

1. With a partner, select one of your children's books.
2. Complete Handout 8: Using Children's Literature.
3. List ways to adapt or extend the book.



#19: Integrating Learning Across the Curriculum

- **Reading multicultural storybooks enhances children's awareness and attitudes towards other cultures.**

Keep in mind that it is not necessary for every book to depict a child from every ethnic group, but it is important to have a balance of groups reflected in children's literature.

Read-aloud sessions and the discussions or activities related to them can help make your curriculum meaningful to all children.

Our next activity explores the idea of using literature to help children learn important lessons about who they are.

- **With a partner, select one of your children's storybooks.**
- **Complete Handout 8: "Using Children's Literature."**

Decide on a theme (if applicable).

Use Handout 1 and determine the topic area from the guidelines that your book addresses. Place a checkmark and write the guidelines on the chart.

Discuss the questions on Handout 8 with your partner.

You have 10 minutes.

Allow 10 minutes.

Coonrod & Hughes, 1992



- Handout 8: "Using Children's Literature"
- Children's books



Supporting learning through scaffolding



Scaffolding instruction means:

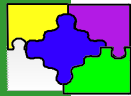
- adjusting and extending instruction
- challenging children
- enabling children to learn

20

- Another important component of effective social studies instruction is **supporting learning through scaffolding**.
- **Scaffolding means adjusting and extending instruction, challenging children, and enabling them to learn new concepts and skills.**

Scaffolding can be provided by teachers or peers, through adjusting tasks, materials, or group size.

Davidson, 1996



Supporting learning through scaffolding

- Build on what children already know
- Present new skills one at a time
- Model and demonstrate
- Guide learning

- **Support children's learning through scaffolding :**
 - Before introducing new learning, **build on what children already know**. Consider background knowledge, culture, and experiences. For example, help children understand the social roles and materials appropriate to specific settings.
 - When you do introduce **new concepts and skills**, **present them one at a time**.
 - **Model and demonstrate** what you want children to learn. For example,

Think aloud so children can understand the thinking processes that occur as you complete a task or activity.

Expand children's language by modeling vocabulary and appropriate use of words and phrases for specific settings and situations.
 - **Guide learning** by supporting children as they explore and investigate new ideas.

Provide a variety of grouping formats so children regularly interact with you and other peers.

Gradually reduce the amount and type of support you provide as children become more proficient with social studies concepts and skills.

Notari-Syverson, O'Connor, & Vadasy, 1998

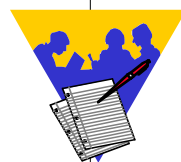


Supporting learning through scaffolding



- Role-playing
- Dramatic play helps children understand their world and strengthen their social skills





#22: Supporting Learning Through Scaffolding

- **Role-playing** can be an effective way to scaffold children's learning of social skills and behaviors. Role-playing is teacher-directed for an instructional purpose.

Skim over Handout 9: "Using Role-Play Techniques to Teach Social Skills." It presents a set of procedures to help children gain insights into other's viewpoints, as well as their own feelings.

Allow 2 minutes.

- **Dramatic play helps children understand their world and strengthen their social skills.** Dramatic play is usually child-directed, but teachers also can use it to scaffold children's learning.

Let's practice some scaffolding techniques.

Form groups of three. Select one of the scripts on Handout 10: "Scaffolding Dramatic Play."

Read the script. Two of you will be the prekindergarten children and the third will be the teacher.

Keep in mind that these scripts are simply examples of how one teacher might interact with her children to keep the play going. In your classroom, your dialogue will be guided by your students', and vice versa.

McGinnis & Goldstein, 1990



- Handout 9: "Using Role-Play Techniques to Teach Social Skills"
- Handout 10: "Scaffolding Dramatic Play"



Monitoring children's progress



- **Monitoring children's progress** is another important component of effective social studies instruction.

Progress monitoring allows you to tailor learning experiences and social interactions to both individual and group learning needs.

You can collect information about children's progress in a variety of ways:

- **Observations** can be done during center time, outdoor play, group activities, discussion time, or snack time. Observing children's pretend play offers a wonderful window for assessing their progress and needs.
- Keep a notebook of **anecdotal records** — brief observations of children's social skills and concept development.
- Include samples of children's work in their **portfolios**.
- Conduct **informal interviews** to reveal children's thinking about social studies topics.
- In **performance interviews**, children can perform specific tasks to demonstrate social studies concepts and skills.
- Use **checklists** to record children's progress towards the social studies goals outlined in the Prekindergarten Curriculum Guidelines.

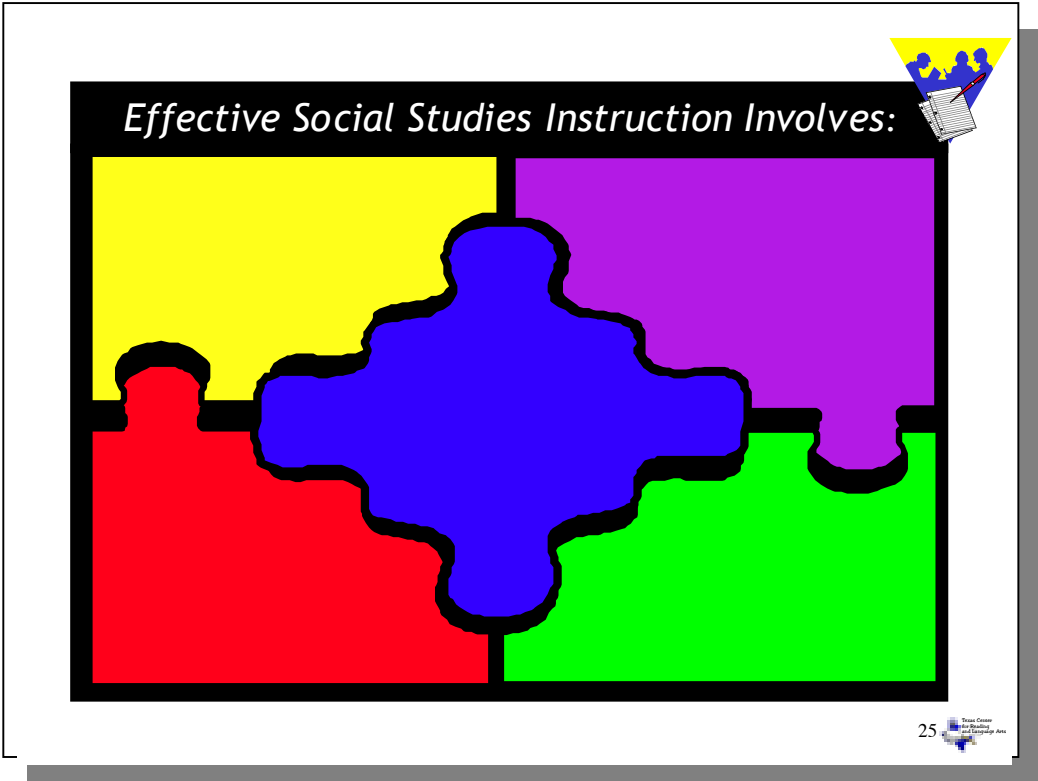
Davidson, 1996



Monitoring children's progress

- Use student progress-monitoring data to inform instruction
- Collect performance information several times a year
- Establish a record-keeping system
- Study the information
- Incorporate findings into instruction
- Share progress information with parents

- **Use student progress-monitoring data to inform your instruction.**
- Plan to **collect performance information** from individual students **several times a year**. Do this at least:
 - once at the beginning of the year, to establish a baseline for measuring progress;
 - once mid-year; and
 - once near the end of the year.
- **Establish a record-keeping system** for individual students. Many teachers use portfolios to show children's progress over the year.
- **Study the information** by comparing a child's individual needs with the needs of others in the class. Ask yourself:
 - 1) Is the child making progress?
 - 2) Do particular children need more instruction for certain concepts or skills?
 - 3) Can I group children with similar needs for more instruction with me?
- Then ask: How can I **incorporate the findings into my instruction**? What's the next step?
- Finally, be sure to **share** the children's **progress information** with their **parents**.






#25: Effective Social Studies Instruction

- For this activity, you will develop a thematic lesson plan which incorporates the components of **effective social studies instruction**.


Let's quickly review. What are the five components?

List the components on the slide:

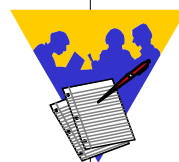
- *planning learning experiences based on the Prekindergarten Curriculum Guidelines;*
- *creating an environment for meaningful, high-interest social studies experiences;*
- *integrating learning across the curriculum;*
- *supporting learning through scaffolding; and*
- *monitoring children's progress.*



Putting It All Together: A Thematic Lesson Plan



THEME <i>Examples:</i> All About Me, Families, Where We Live, Harvest Time, Life in Winter, Friendship, Growth and Change, On the Farm, Working Together, Spring/Growing Things, Summer Fun			
SOCIAL STUDIES <i>Individual, Culture, and Community • History • Geography • Economics</i> ACTIVITY: Prekindergarten Curriculum Guidelines Addressed:			
MATHEMATICS Manipulatives, Materials, and Learning Centers:	SCIENCE Manipulatives, Materials, and Learning Centers:	LANGUAGE & EARLY LITERACY Storybooks: Information Books: Poems/Songs/Fingerplays:	
List some materials to add to your DRAMATIC PLAY Center:			



#26: Putting It All Together: A Lesson Plan

Find Handout 11 and Reprint 1.

Handout 11: “Activities for Implementing the Social Studies Guidelines” provides suggestions for integrating social studies into a variety of activities.

Reprint 1: “Calendar Reading: A Tradition That Begs Remodeling” presents innovative calendar events for representing abstract concepts to help preschoolers understand time.

Take a few minutes to preview these resources. We encourage you to read them carefully later.

Work with a partner to complete Handout 12: “Putting it All Together.” Choose a theme from the list of examples and an activity from Handout 11 to plan a lesson that integrates social studies with other areas of the curriculum.

You have 12 minutes.

Allow 12 minutes.

Call on various participants to share their ideas and write them on the transparency.

This handout can be useful as a guide to develop your own lesson plans.

With your direction and guidance, children will begin to develop social studies concepts and skills, as well as build connections across content areas.



- Handout 11: “Activities for Implementing the Social Studies Guidelines”
- Reprint 1: “Calendar Reading: A Tradition That Begs Remodeling”
- Handout 12: “Putting it All Together: A Lesson Plan”

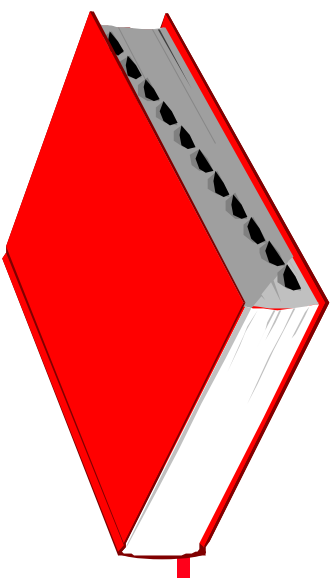
Implementing the Prekindergarten Curriculum Guidelines for Social Studies

In today's session, we will:

- examine the elements of effective Social Studies instruction
- discuss ways to implement the Prekindergarten Curriculum Guidelines in your classroom



What is *Social Studies*?



social studies *n, pl* —

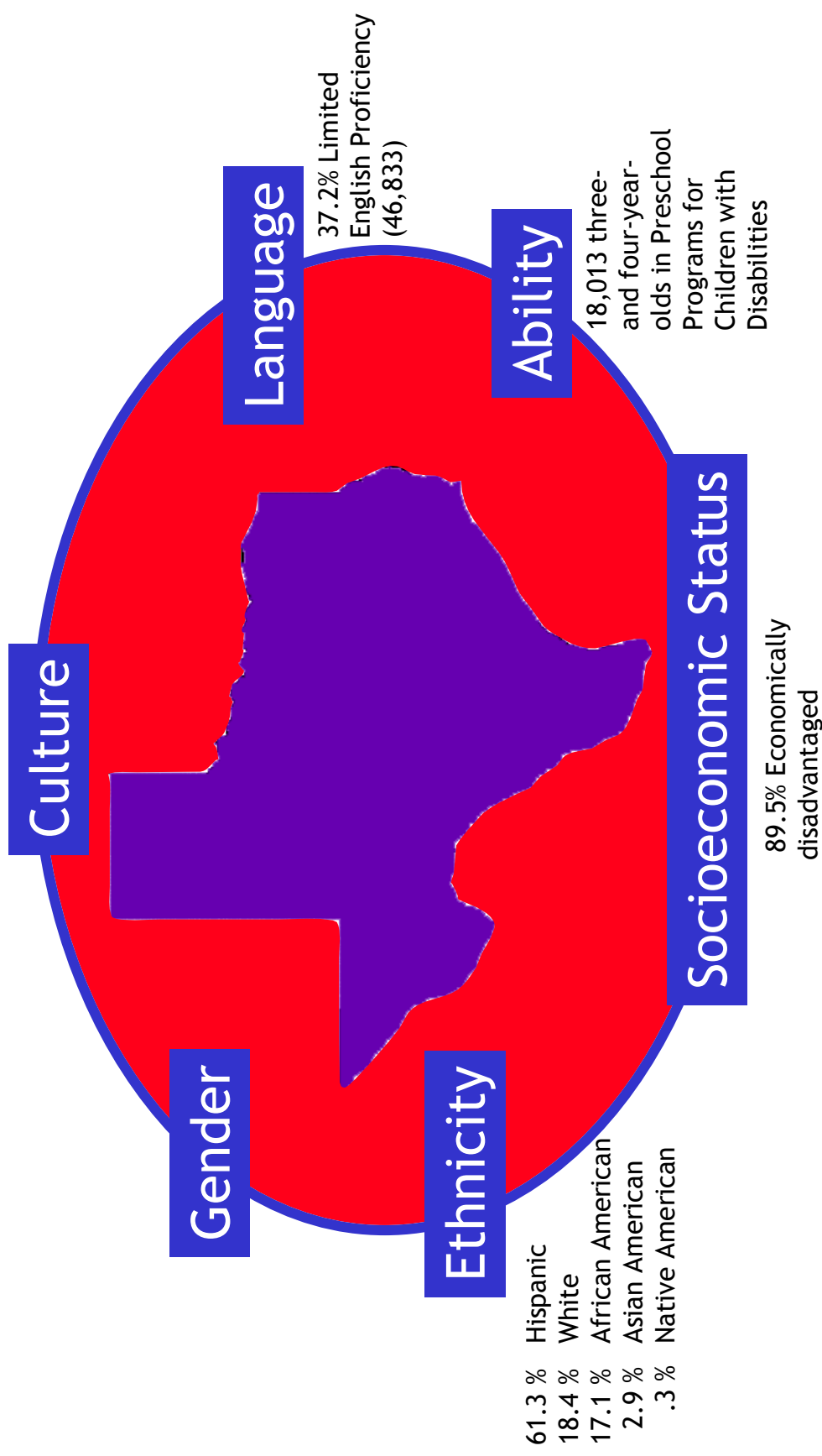
The integrated study of the social sciences and humanities, focusing on:

- the nature of people and their world
- the heritage of the past
- contemporary living and culture
- participation in a democracy

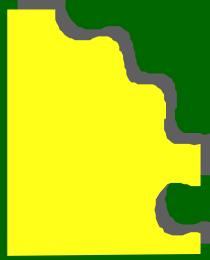


Diversity in Texas Prekindergartens

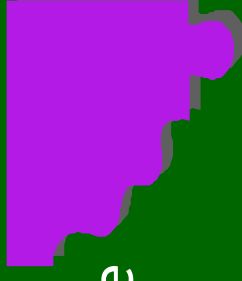
125,616 prekindergarten children in public schools, 1999-2000

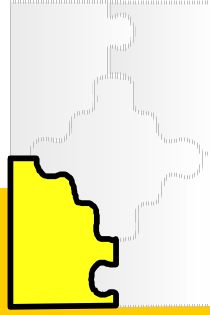


Effective Social Studies Instruction Involves:




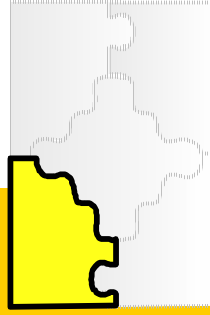
- Planning learning experiences based on the Prekindergarten Curriculum Guidelines
- Creating an environment for meaningful, high-interest experiences
- Integrating learning across the curriculum
- Supporting learning through scaffolding
- Monitoring children's progress



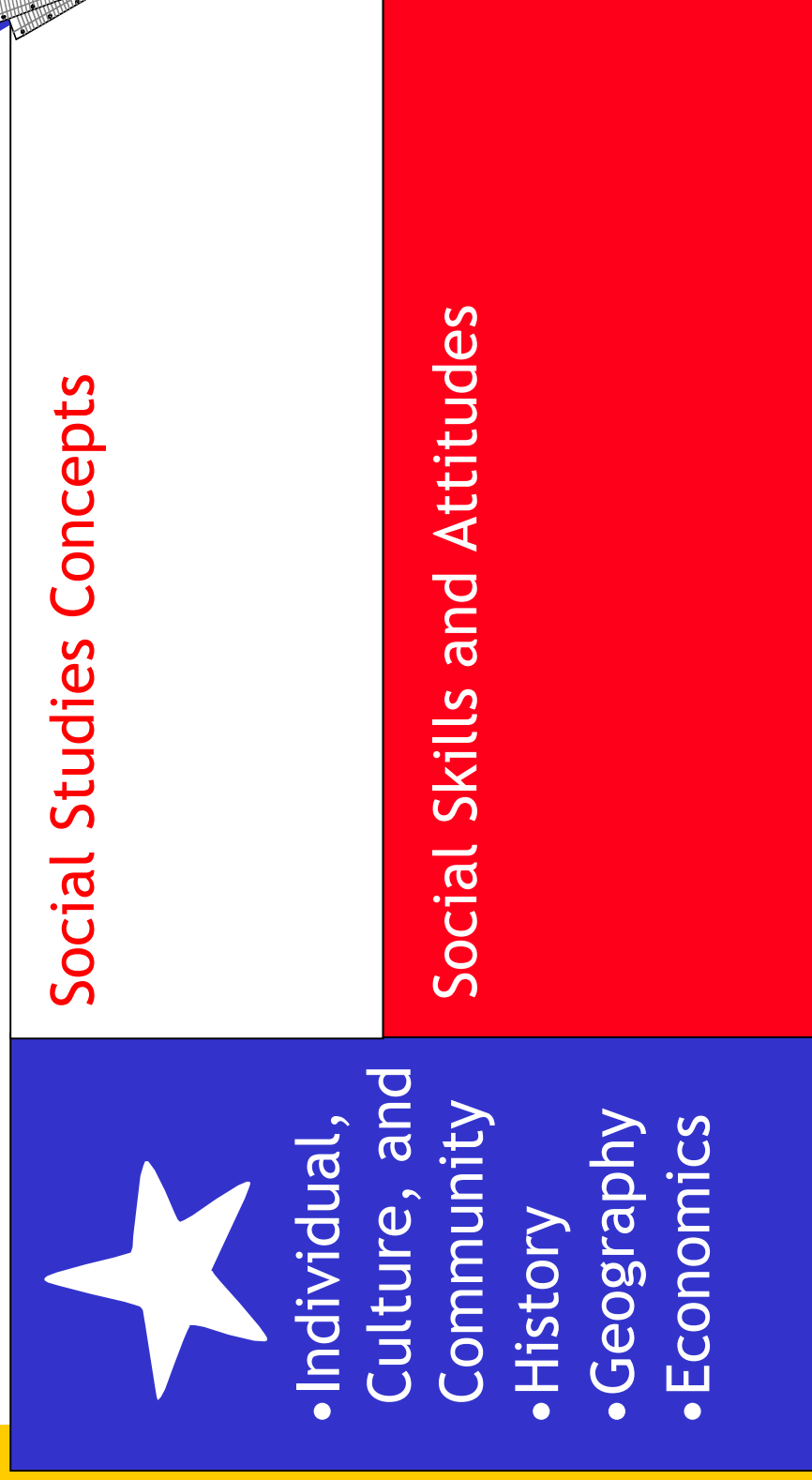
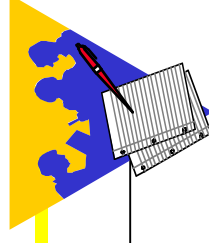


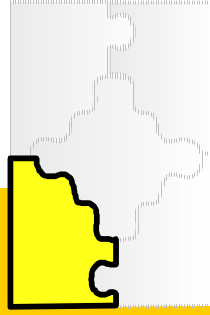
Planning learning experiences based on the Prekindergarten Curriculum Guidelines

 Prekindergarten Curriculum Guidelines	<ul style="list-style-type: none">• Articulate what 3- and 4-year-olds need to know and be able to do.• Provide a means to align a prekindergarten curriculum with the Texas Essential Knowledge and Skills (TEKS). <ul style="list-style-type: none">• Assist educators in making informed decisions about curriculum content and implementation.
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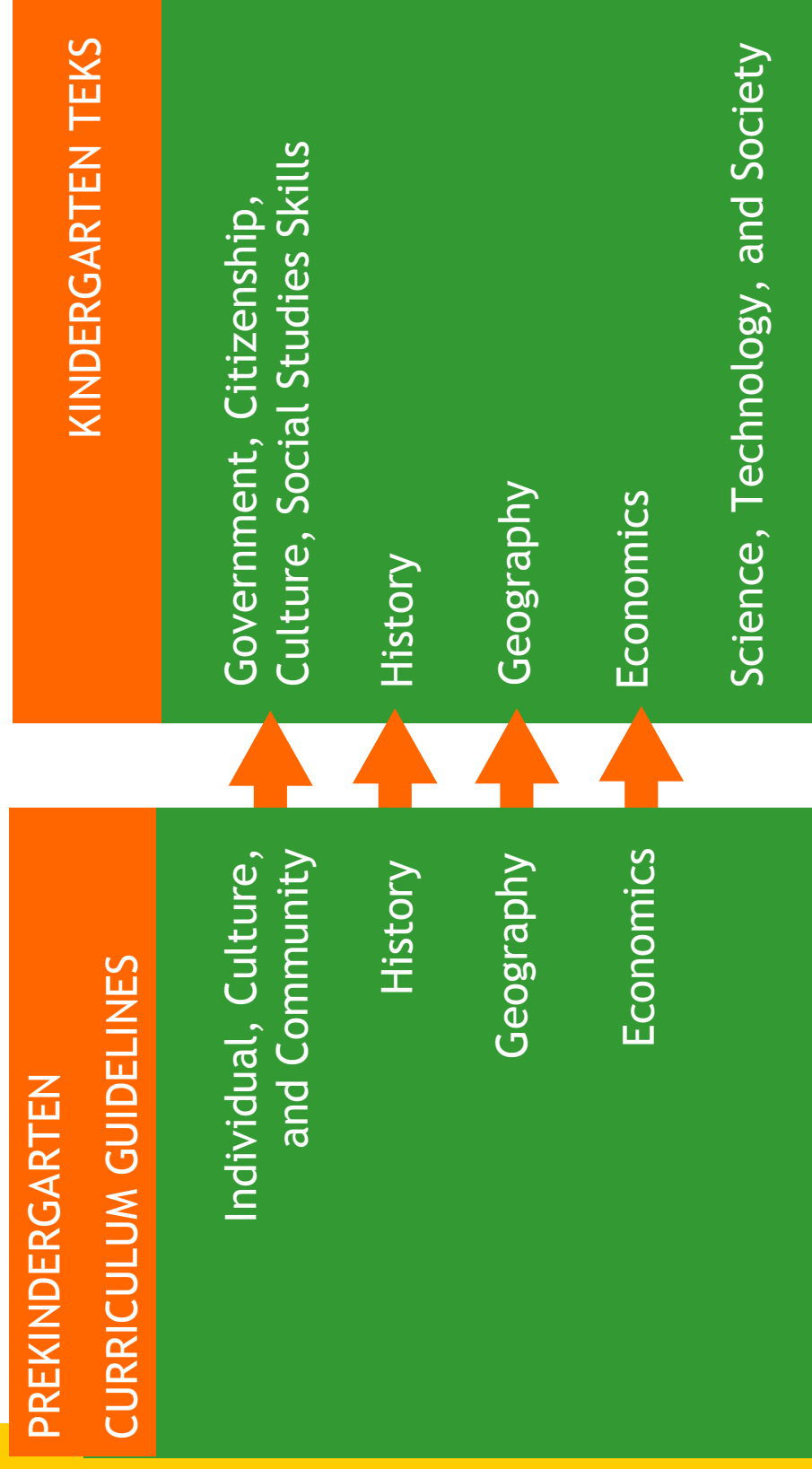
Planning learning experiences based on the Prekindergarten Curriculum Guidelines

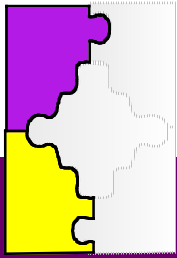




Planning learning experiences based on the Prekindergarten Curriculum Guidelines

Links to the Kindergarten TEKS For Social Studies

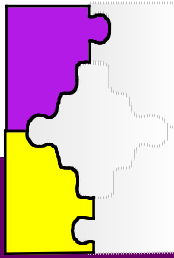




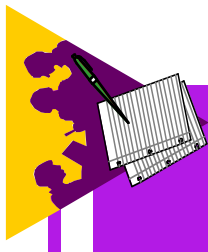
Creating an environment for meaningful, high-interest experiences

When planning social studies experiences:

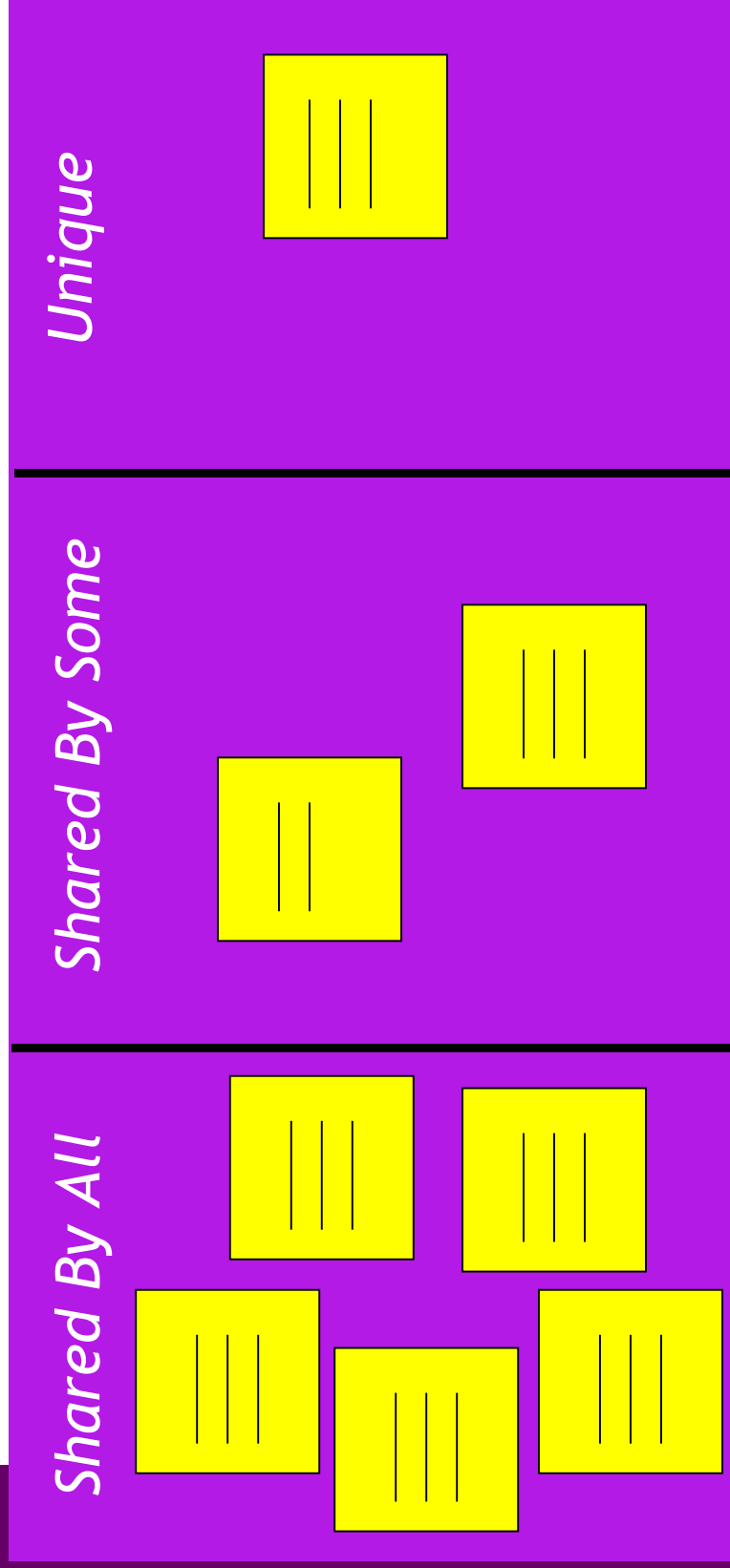
- Recognize and value the strengths of each child.
- Link social studies to children's cultural and linguistic background, personal knowledge, and experiences, as well as to their families and communities.
- Provide opportunities for children from diverse backgrounds and abilities to learn side by side.

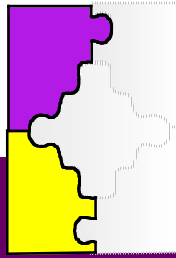


Creating an environment for meaningful, high-interest experiences



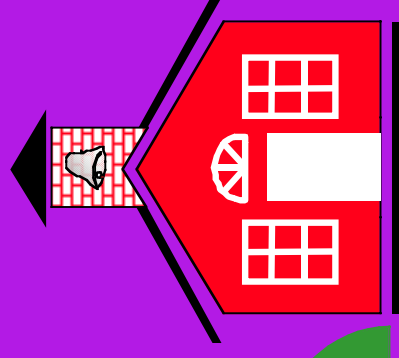
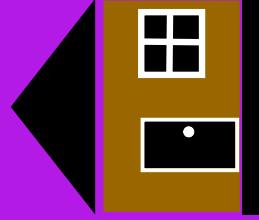
Culture: a system of **values**, **beliefs**, **behaviors**,
and **understandings** about the world.



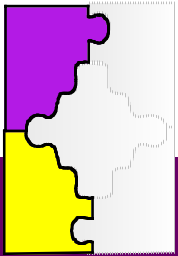


Creating an environment for meaningful, high-interest experiences

Learn about your children's background knowledge, families, and experiences.



What are some ways that you help build a bridge to connect family, home, community, and school?

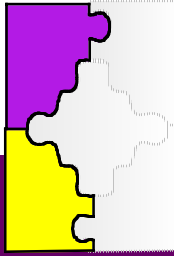


Creating an environment for meaningful, high-interest experiences

Teacher-led small groups:

- Promote a sense of common purpose and belonging
- Help you support and closely monitor children's understandings and tailor social studies instruction to individual needs

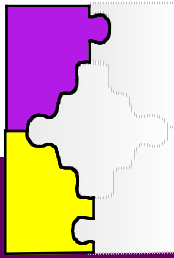




Creating an environment for meaningful, high-interest experiences

Centers engage children in meaningful,
high-interest home, community,
and world experiences.



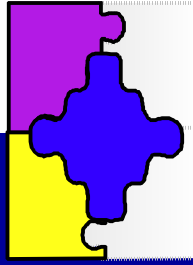


Creating an environment for meaningful, high-interest experiences

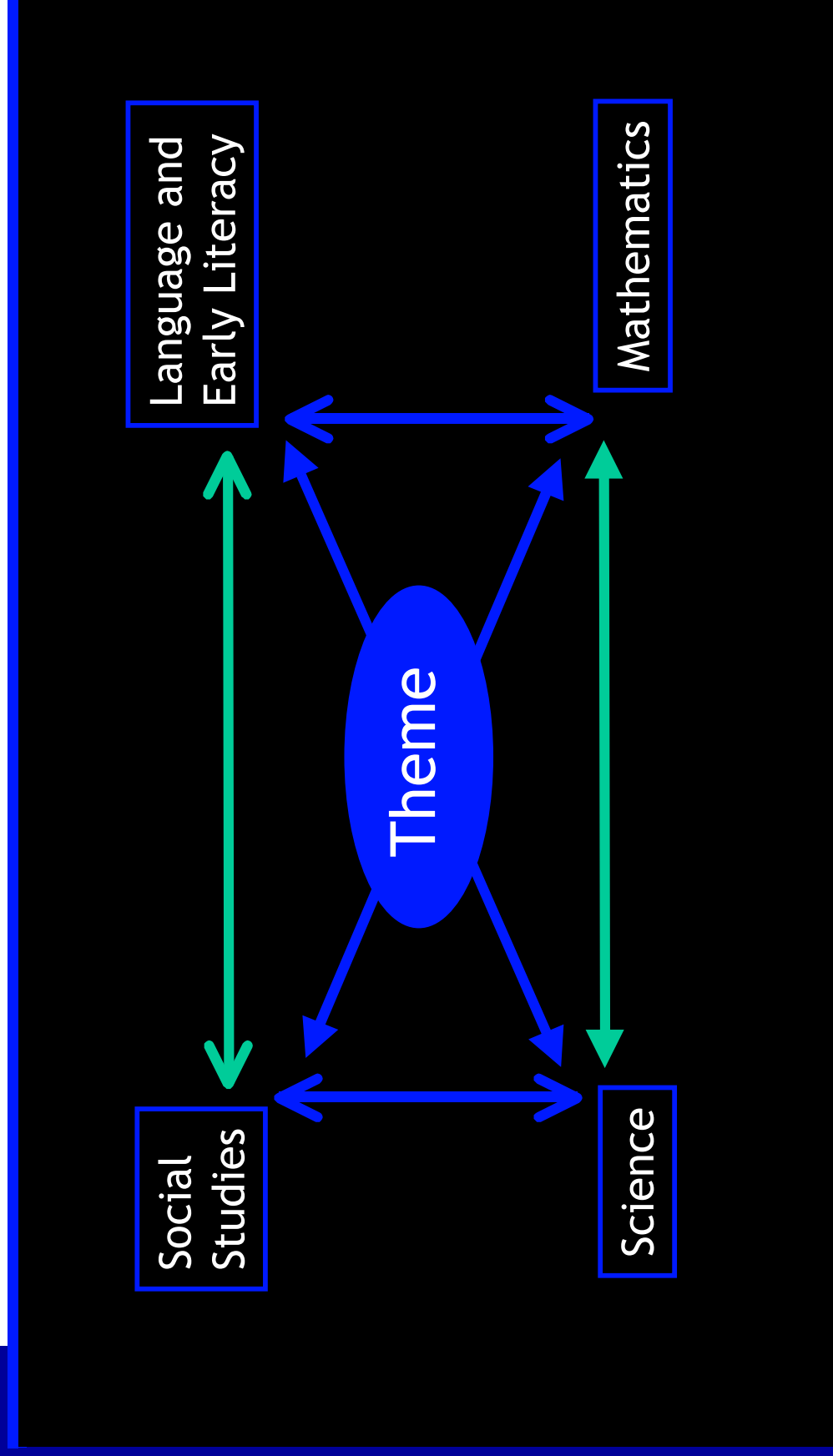
Dramatic Play:

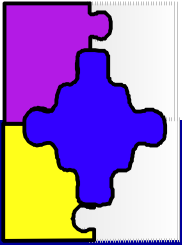
- occurs when children adopt roles and attempt to recreate a familiar situation through pretend play
- contributes to children's development of critical social studies skills and concepts
- promotes language and early literacy development





Integrating learning across the curriculum





Integrating learning across the curriculum

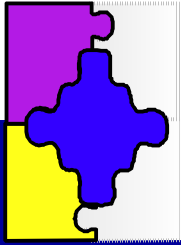
Thematic Planning

- Select a broad theme “Families”
- Identify relevant social studies guidelines
- Link to related guidelines in one or two other content areas

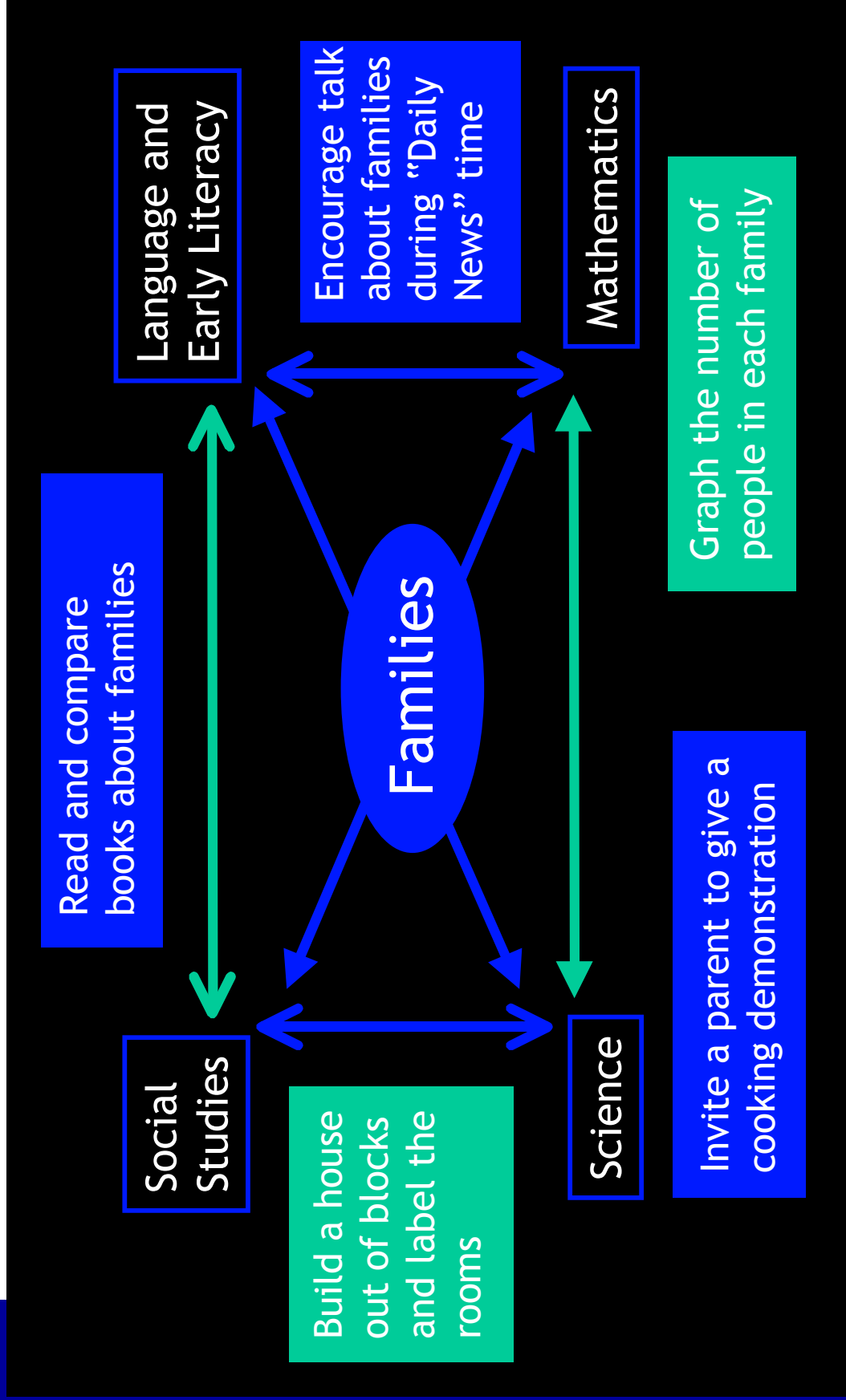
Individual, Culture,
and Community

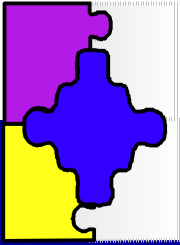
- Encourage talk about families during “Daily News” time
(*Language and Early Literacy*)
- Graph the number of people in each child’s family
(*Mathematics*)

- Build on children’s current knowledge and abilities



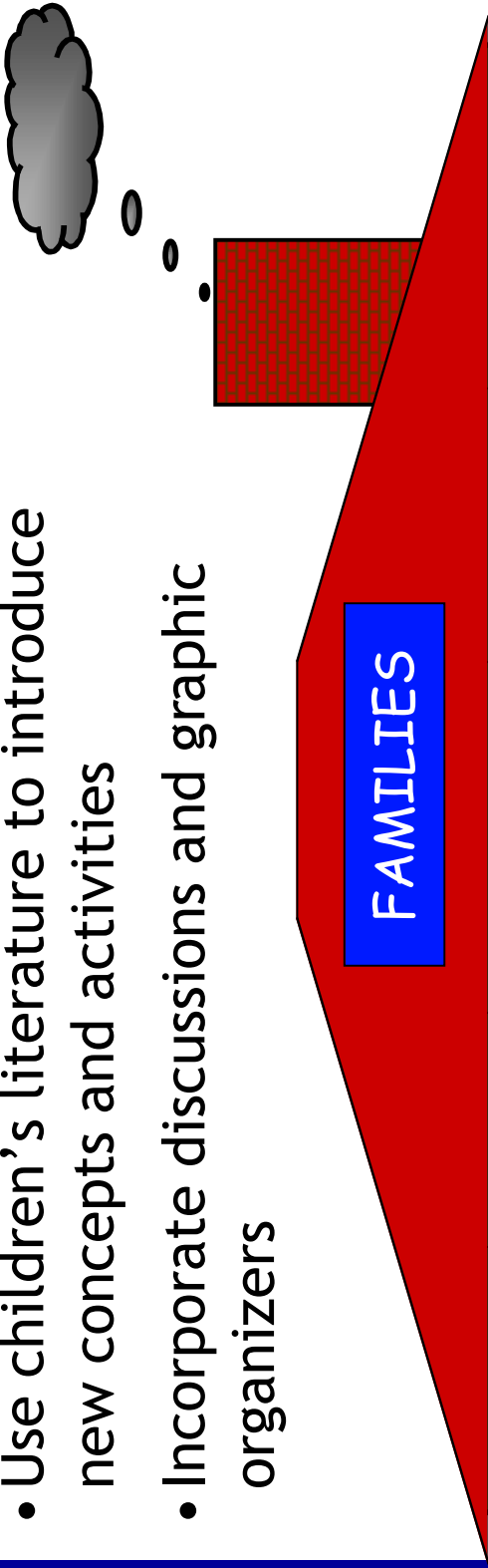
Integrating learning across the curriculum



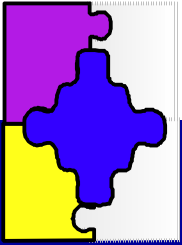


Integrating learning across the curriculum

- Use children's literature to introduce new concepts and activities
- Incorporate discussions and graphic organizers



Title of Book	Author	Who is in the family?	How many people are in the family?	Where do they live?
<i>Peter's Chair</i>	Ezra Jack Keats	Daddy, Mommy, Peter, and Suzie	4	in an apartment
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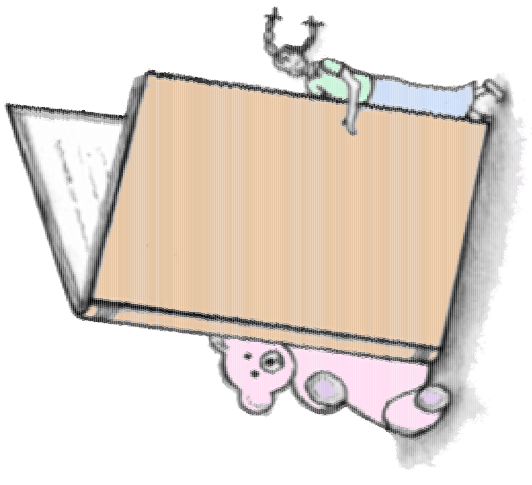


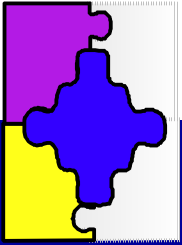
Integrating learning across the curriculum

*Integrating Social Studies with
Language and Early Literacy*

Literature is one way to introduce children to:

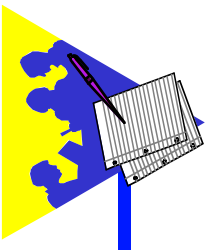
- problems and solutions
- new people, places, and things
- cause and effect relationships
- different viewpoints
- likenesses and differences among people
- dispelling stereotypes





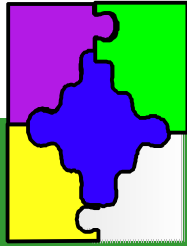
Integrating learning across the curriculum

*Integrating Social Studies with
Language and Early Literacy*



Reading multicultural storybooks enhances children's awareness and attitudes towards other cultures.

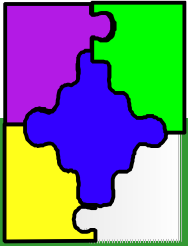
1. With a partner, select one of your children's books.
2. Complete Handout 8: Using Children's Literature.
3. List ways to adapt or extend the book.



Supporting learning through scaffolding

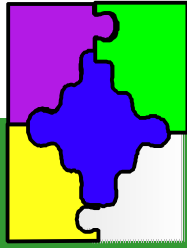
Scaffolding instruction means:

- adjusting and extending instruction
- challenging children
- enabling children to learn

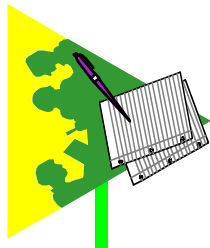


Supporting learning through scaffolding

- Build on what children already know
- Present new skills one at a time
- Model and demonstrate
- Guide learning

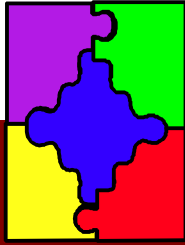


Supporting learning through scaffolding



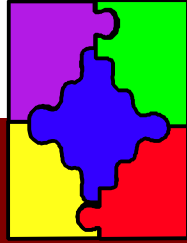
- Role-playing
- Dramatic play helps children understand their world and strengthen their social skills





Monitoring children's progress

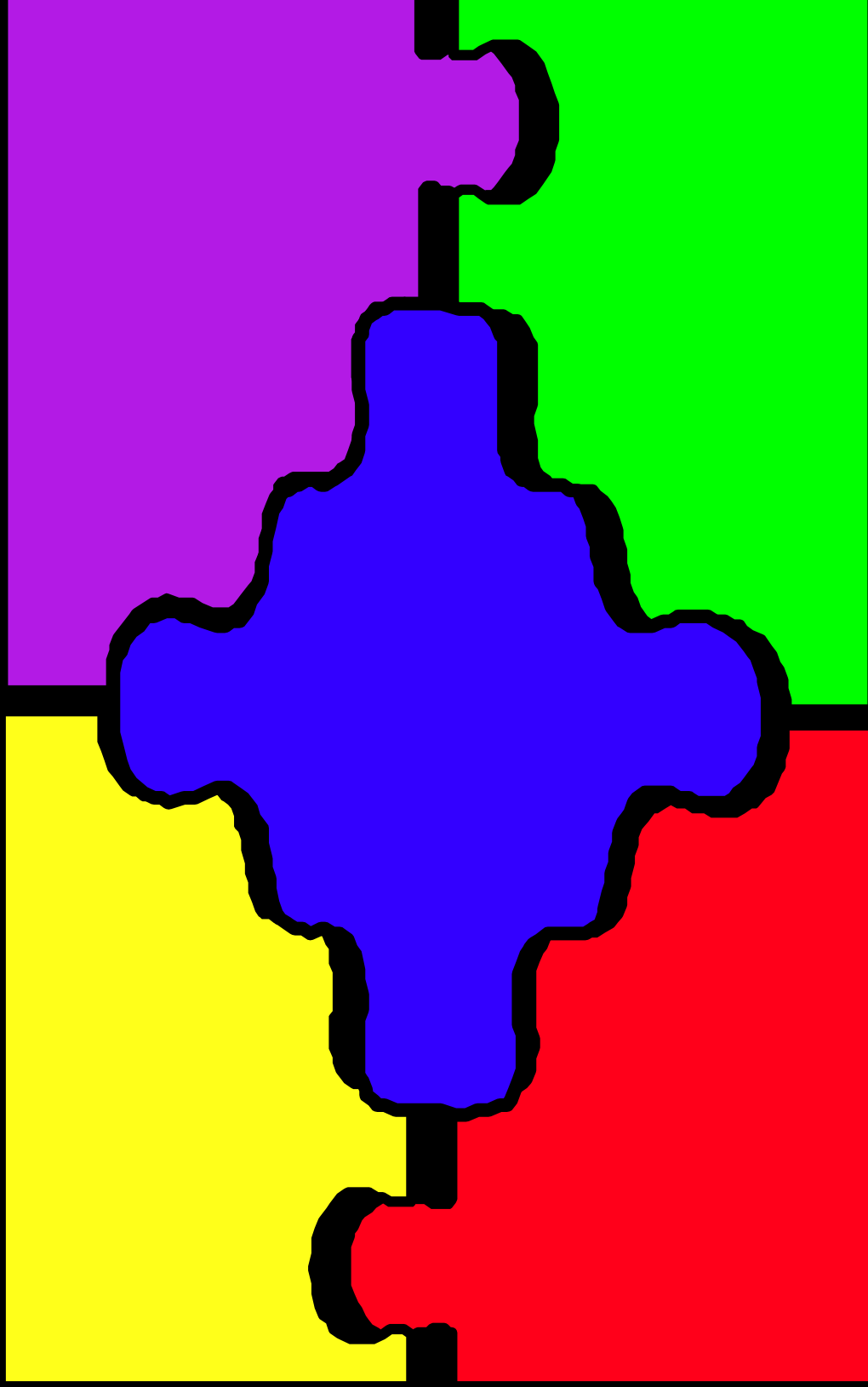




Monitoring children's progress

- Use student progress-monitoring data to inform instruction
- Collect performance information several times a year
- Establish a record-keeping system
- Study the information
- Incorporate findings into instruction
- Share progress information with parents

Effective Social Studies Instruction Involves:



THEME:

Examples: All About Me, Families, Where We Live, Harvest Time, Life in Winter, Friendship, Growth and Change, On the Farm, Working Together, Spring/Growing Things, Summer Fun

SOCIAL STUDIES

Individual, Culture, and Community • History • Geography • Economics

ACTIVITY:

Prekindergarten Curriculum Guidelines Addressed:

MATHEMATICS

Manipulatives,
Materials, and
Learning Centers:

SCIENCE

Manipulatives,
Materials, and
Learning Centers:

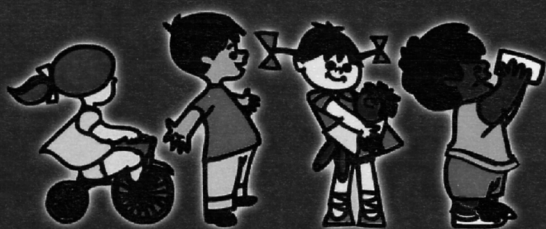
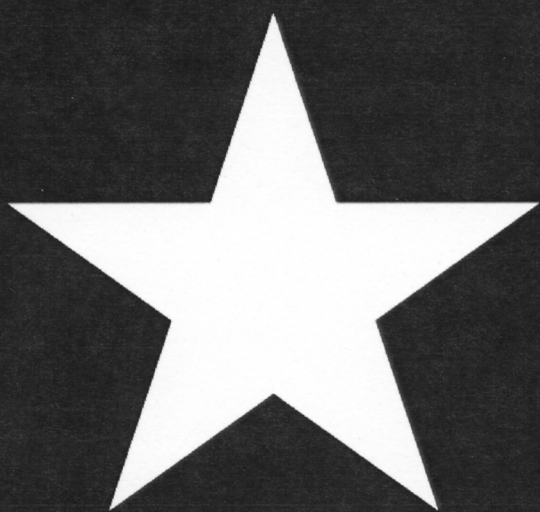
LANGUAGE & EARLY LITERACY

Storybooks:

Information Books:

Poems/Songs/
Fingerplays:

List some materials to add to your DRAMATIC PLAY Center:



Prekindergarten Curriculum Guidelines

Texas Education Agency



TEXAS EDUCATION AGENCY

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Jim Nelson
Commissioner of Education

December 10, 1999

TO THE ADMINISTRATOR ADDRESSED:

With the adoption of the Texas Essential Knowledge and Skills (TEKS) in 1998, the essential elements of curriculum for the prekindergarten program were repealed. Under the direction of former Commissioner Mike Moses, a working group of educators and community members from across the state convened to draft guidelines for a prekindergarten curriculum that school districts could use on a voluntary basis. Development of the guidelines drew upon expertise from Texas educators, nationally recognized individuals, professional organizations, and university personnel. Draft guidelines were presented to focus groups across the state for input and revision.

Enclosed you will find a copy of the Prekindergarten Curriculum Guidelines. These guidelines articulate what three- and four-year-old students should know and be able to do in the foundation and enrichment areas. These guidelines provide a means to align prekindergarten programs with the TEKS curriculum. Use of these guidelines by school districts is voluntary. The guidelines are intended to help educators make informed decisions about curriculum content for prekindergarten children and define and implement a comprehensive curriculum that will provide many opportunities for our youngest students to achieve knowledge and skills.

Please contact the Division of Curriculum and Professional Development at (512) 463-9581 if you have questions or need additional information.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Jim Nelson", written over a horizontal line.

Jim Nelson
Commissioner of Education

Enclosure

Prekindergarten Curriculum Guidelines

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CONTENTS

Prekindergarten Curriculum Guidelines	1
Language and Early Literacy	2
Mathematics	8
Science	11
Social Studies	13
Fine Arts	15
Health and Safety	17
Personal and Social Development.....	18
Physical Development	19
Technology Applications.....	21
Acknowledgments	22

PREKINDERGARTEN CURRICULUM GUIDELINES

Research confirms the value of early education for young children. Prekindergarten programs that support effective teaching practices have been shown to lead to important growth in children's intellectual and social development, which is critical to their future academic success. Quality programs that provide challenging but achievable curriculum engage children in thinking, reasoning, and communicating with others. With teacher direction and guidance, children respond to the challenge and acquire important skills and concepts.

The purpose of this document is to help educators make informed decisions about curriculum content for prekindergarten children. The guidelines are based on knowledge of theory and research about how children develop and learn; they reflect the growing consensus among early childhood professional organizations that a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also delineate the content that children are to learn and what they should be able to achieve. Finally, the guidelines provide a means to align the prekindergarten programs with the Texas Essential Knowledge and Skills (TEKS).

The guidelines describe specific goals for prekindergarten children in each content area. The intent of this organizational design is to ensure that all three- and four-year-old children have the opportunity to strive towards these goals. Due to age differences and previous experiences, however, children will have a great diversity of knowledge. Some children, regardless of their age level, will be at the beginning of the learning continuum, while others will be further along. Children with disabilities may need accommodations and modifications of the guidelines in order to benefit from them. For children whose first language is not English, the student's native language serves as a foundation for knowledge acquisition. Students in a prekindergarten English as a Second Language (ESL) program should receive instruction in a manner they can understand and that is commensurate with their proficiency level in English. Children's current strengths and skills should serve as the starting point for new experiences and instruction rather than become a limitation. To use these guidelines to the best advantage and to extend the learning of skills and concepts, teachers must build on children's existing competencies.

These guidelines are important tools to help teachers define and implement a comprehensive curriculum. Such a curriculum helps to build connections between subject matter disciplines by organizing the large amounts of information children must learn into a set of meaningful concepts. Using concepts from the guidelines, teachers can work across disciplines to provide many opportunities for children to achieve knowledge and skills.

This document presents the commissioner's guidelines for prekindergarten curriculum. Because there is no state-required prekindergarten curriculum, use of these guidelines is voluntary. Texas Education Code § 29.153 contains statutory requirements concerning prekindergarten.

Prekindergarten Guidelines

Language and Early Literacy

During the prekindergarten years, children's experiences with communication and literacy begin to form the basis for their later school success. Given adequate opportunities to interact with responsive adults and peers in language and print-rich environments, young children develop vocabulary, extended language skills, and knowledge of the world around them. They develop listening comprehension and phonological awareness; understanding of the everyday functions of print; motivation to read; appreciation for literary forms; and print awareness and letter knowledge. They learn what books are and how to use them. Understanding the value of literacy as a means of communication, as well as coming to enjoy reading, are accomplishments typical of the future good reader. These language and literacy accomplishments are best achieved through activities that are integrated across different developmental areas: cognitive development, fine and gross motor development, and social and emotional development. It is important to consider native language, augmentative communication, and sensory impairments in accomplishing these guidelines.

Prekindergarten educators should provide opportunities to promote language and literacy learning in children who speak a language other than English. Except where specified, the following guidelines outline language and literacy accomplishments for three- and four-year-old children in their native language. For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Specific guidelines for the language and literacy development of prekindergarten children whose home language is not English in English-only settings appear below in each domain.

Language and Early Literacy Development

(1) Listening Comprehension

Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially "why," "how," and "when" questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.

The child:

- listens with increasing attention
- listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)
- understands and follows simple oral directions
- enjoys listening to and responding to books
- listens to and engages in several exchanges of conversations with others
- listens to tapes and records, and shows understanding through gestures, actions, and/or language
- listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL).

(2) Speech Production and Speech Discrimination

Young children must learn to vocalize, pronounce, and discriminate the sounds and words of language. Although most children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words quite often in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their first language, young children in ESL settings gradually learn to pronounce the sounds of the English language.

The child:

- perceives differences between similar sounding words (e.g., “coat” and “goat,” “three” and “free,” [Spanish] “juego” and “fuego”)
- produces speech sounds with increasing ease and accuracy
- experiments with new language sounds
- experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL).

(3) Vocabulary

Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.

The child:

- shows a steady increase in listening and speaking vocabulary
- uses new vocabulary in everyday communication
- refines and extends understanding of known words
- attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning
- links new learning experiences and vocabulary to what is already known about a topic
- increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL).

(4) Verbal Expression

Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Three- and four-year-old children become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children's use of invented words and the overgeneralization of language rules (for example, saying "foots" instead of "feet" or [Spanish]"yo no cabo" instead of "yo no quepo") is a normal part of language acquisition. Second language learners in English-only prekindergarten settings may communicate nonverbally (e.g., through gestures) before they begin to produce words and phrases in English. The ESL accomplishments noted below represent a developmental sequence for second-language acquisition in young children.

The child:

- uses language for a variety of purposes (e.g., expressing needs and interests)
- uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech
- uses language to express common routines and familiar scripts
- tells a simple personal narrative, focusing on favorite or most memorable parts
- asks questions and makes comments related to the current topic of discussion
- begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)
- begins to retell the sequence of a story
- engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL)
- uses single words and simple phrases to communicate meaning in social situations (ESL)
- attempts to use new vocabulary and grammar in speech (ESL).

(5) Phonological Awareness

Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners.

The child:

- becomes increasingly sensitive to the sounds of spoken words
- begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems
- begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., “dog,” “dark,” and “dusty,” [Spanish] “casa,” “coche,” and “cuna”)
- begins to break words into syllables or claps along with each syllable in a phrase
- begins to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum, [Spanish] calabaza/balacaza).

(6) Print and Book Awareness

Through their daily experiences with reading and writing, prekindergarten children learn basic concepts about print and how it works. They learn that print carries meaning and can be used for different purposes. They begin to differentiate writing from other graphic symbols and recognize some of the common features of print (for example, that writing moves from left to right on a page and is divided into words).

The child:

- understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems
- understands that print carries a message by recognizing labels, signs, and other print forms in the environment
- understands that letters are different from numbers
- understands that illustrations carry meaning but cannot be read
- understands that a book has a title and an author
- begins to understand that print runs from left to right and top to bottom
- begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)
- begins to recognize the association between spoken and written words by following the print as it is read aloud
- understands that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication).

(7) Letter Knowledge and Early Word Recognition

Letter knowledge is an essential component of learning to read and write. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children's success in reading. Combined with phonological awareness, letter knowledge is the key to children's understanding of the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words.

The child:

- begins to associate the names of letters with their shapes
- identifies 10 or more printed alphabet letters
- begins to notice beginning letters in familiar words
- begins to make some letter/sound matches
- begins to identify some high-frequency words (age 4).

(8) Motivation to Read

Prekindergarten children benefit from classroom environments that associate reading with pleasure and enjoyment as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write.

The child:

- demonstrates an interest in books and reading through body language and facial expressions
- enjoys listening to and discussing storybooks and information books read aloud
- frequently requests the re-reading of books
- attempts to read and write independently
- shares books and engages in pretend-reading with other children
- enjoys visiting the library.

(9) Developing Knowledge of Literary Forms

Exposure to storybooks and information books helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structure and knowledge about informational text structures, which influences how they understand, interpret, and link what they already know to new information.

The child:

- recognizes favorite books by their cover
- selects books to read based on personal criteria

- understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways
- becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story
- begins to predict what will happen next in a story
- imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play [(such as “Once upon a time...”)]
- asks questions and makes comments about the information and events from books
- connects information and events in books to real-life experiences
- begins to retell some sequences of events in stories
- shows appreciation of repetitive language patterns.

(10) Written Expression

Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children’s writing attempts more closely approximate conventional writing.

The child:

- attempts to write messages as part of playful activity
- uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “Te quiero”)
- attempts to connect the sounds in a word with its letter forms
- understands that writing is used to communicate ideas and information
- attempts to use a variety of forms of writing (e.g., lists, messages, stories)
- begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., “letter writing,” “storywriting”).

Prekindergarten Guidelines

Mathematics

Mathematics learning builds on children's curiosity and enthusiasm, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Consequently, quality instruction occurs in environments that are rich in language, encourage children's thinking, and nurture children's explorations and ideas. These ideas include the concepts of number pattern, measurement, shape, space, and classification.

(1) Number and Operations

Understanding the concept of number is fundamental to mathematics. Children come to school with rich and varied informal knowledge of number. A major goal is to build on this informal base toward more thorough understanding and skills. Children move from beginning to develop basic counting techniques in prekindergarten to later understanding number size, relationships, and operations.

The child:

- arranges sets of concrete objects in one-to-one correspondence
- counts by ones to 10 or higher
- counts concrete objects to five or higher
- begins to compare the numbers of concrete objects using language (e.g., “same” or “equal,” “one more,” “more than,” or “less than”)
- begins to name “how many” are in a group of up to three (or more) objects without counting (e.g., recognizing two or three crayons in a box)
- recognizes and describes the concept of zero (meaning there are none)
- begins to demonstrate part of and whole with real objects (e.g., an orange)
- begins to identify first and last in a series
- combines, separates, and names “how many” concrete objects.

(2) Patterns

Recognizing patterns and relationships among objects is an important component in children's intellectual development. Children learn to organize their world by recognizing patterns and gradually begin to use patterns as a strategy for problem-solving, forming generalizations, and developing the concepts of number, operation, shape, and space. Pattern recognition is the first step in the development of algebraic thinking.

The child:

- imitates pattern sounds and physical movements (e.g., clap, stomp, clap, stomp,...)
- recognizes and reproduces simple patterns of concrete objects (e.g., a string of beads that are yellow, blue, blue, yellow, blue, blue)
- begins to recognize patterns in their environment (e.g., day follows night, repeated phrases in storybooks, patterns in carpeting or clothing)
- begins to predict what comes next when patterns are extended.

(3) Geometry and Spatial Sense

Geometry helps children systematically represent and describe their world. Children learn to name and recognize the properties of various shapes and figures, to use words that indicate direction, and to use spatial reasoning to analyze and solve problems.

The child:

- begins to recognize, describe, and name shapes (e.g., circles, triangles, rectangles—including squares)
- begins to use words that indicate where things are in space (e.g., “beside,” “inside,” “behind,” “above,” “below”)
- begins to recognize when a shape’s position or orientation has changed
- begins to investigate and predict the results of putting together two or more shapes
- puts together puzzles of increasing complexity.

(4) Measurement

Measurement is one of the most widely used applications of mathematics. Early learning experiences with measurement should focus on direct comparisons of objects. Children make decisions about size by looking, touching, and comparing objects directly while building language to express the size relationships.

The child:

- covers an area with shapes (e.g., tiles)
- fills a shape with solids or liquids (e.g., ice cubes, water)
- begins to make size comparisons between objects (e.g., taller than, smaller than)
- begins to use tools to imitate measuring
- begins to categorize time intervals and uses language associated with time in everyday situations (e.g., “in the morning,” “after snack”)
- begins to order two or three objects by size (seriation) (e.g., largest to smallest) (age 4).

(5) Classification and Data Collection

Children use sorting to organize their world. As children recognize similarities and differences, they begin to recognize patterns that lead them to form generalizations. As they begin to use language to describe similarities and differences, they begin sharing their ideas and their mathematical thinking. Children can be actively involved in collecting, sorting, organizing, and communicating information.

The child:

- matches objects that are alike
- describes similarities and differences between objects
- sorts objects into groups by an attribute and begins to explain how the grouping was done
- participates in creating and using real and pictorial graphs.

Prekindergarten Guidelines

Science

Young children are natural scientists. They are eager to discover all they can about the world in which they live. In prekindergarten, children participate in simple investigations that help them begin to develop the skills of asking questions, gathering information, communicating findings, and making informed decisions. Using their own senses and common tools, such as a hand lens, students make observations and collect information. Through these processes, prekindergarten children learn about their world.

Children enter the prekindergarten classroom with many conceptions about the natural and constructed world-ideas that they have gained from prior experiences. Meaningful science learning experiences help children investigate those pre-existing ideas while building a foundation for additional knowledge. These meaningful experiences increase children's understanding of the natural world, living things, cycles, change, and patterns—concepts that organize the learning of science.

(1) Science Processes

Children use the processes of science to develop an understanding about their world. They use their senses to gather information, make tentative statements about events and relationships, and begin to test observations, draw conclusions, and form generalizations. Children learn by participating in a simple investigation (for example, adding water to a dried-up sponge), and then thinking about it, and finally discussing what happened. This inquiry approach enables students to build understanding over time.

The child:

- begins to demonstrate safe practices and appropriate use of materials
- asks questions about objects, events, and organisms
- shows an interest in investigating unfamiliar objects, organisms, and phenomena
- uses one or more senses to observe and learn about objects, events, and organisms
- describes observations
- begins to perform simple investigations
- gathers information using simple tools such as a magnifying lens and an eyedropper
- explores by manipulating materials with simple equipment, (e.g., pouring from a cup, and using a spoon to pick up sand or water)
- uses simple measuring devices to learn about objects and organisms
- compares objects and organisms and identifies similarities and differences
- sorts objects and organisms into groups and begins to describe how groups were organized
- begins to offer explanations, using his or her own words

- predicts what will happen next based on previous experience
- solves simple design problems (e.g., making a box into a little house for a storybook character, toy, or pet)
- participates in creating and using simple data charts
- shares observations and findings with others through pictures, discussions, or dramatizations.

(2) Science Concepts

As prekindergarten children learn science skills, they develop concepts about the natural and constructed environment. They identify components of the natural world including rocks, soil, and water. Children observe and describe changes, and they name organisms and describe basic needs of living things. Prekindergarten children observe cycles (for example, wet and dry) and structures (such as fences or buildings) and describe simple patterns that help predict what will happen next. They compare and sort objects and organisms based on observable differences and similarities. The children begin using what they know to solve problems, such as where to hang a wet cloth so it will dry quickly. The prekindergarten children can also develop an awareness that investigations help them learn about the natural world, that certain questions can be answered by investigations, and that those answers can change as new observations are made.

The child:

- observes and describes properties of rocks, soil, and water
- describes properties of objects and characteristics of living things
- begins to observe changes in size, color, position, weather, and sound
- identifies animals and plants as living things
- groups organisms and objects as living or nonliving and begins to identify things people have built
- begins to recognize that living things have similar needs for water, food, and air
- begins to identify what things are made of (e.g., distinguishing a metal spoon from a plastic spoon)
- uses patterns (such as growth and day following night to predict what happens next)
- identifies similarities and differences among objects and organisms
- begins to use scientific words and phrases to describe objects, events, and living things.

Prekindergarten Guidelines

Social Studies

Social studies concentrate on the nature of people and their world, the heritage of the past, and contemporary living and culture. The social studies are both integral to young children's lives and of great interest to them. Driven by a desire to know and achieve mastery over self and their environment, children are eager to gain understanding of the many aspects of their cultural and environmental world. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world around them.

Although all aspects of education have the goal of preparing children to become contributing members of society, social studies are particularly well suited to foster the skills and attitudes necessary for participation in a democracy. Skills such as problem-solving, decision-making, and working independently and with others in a classroom prepare children to become fully functioning citizens.

(1) Individual, Culture, and Community

All children live in some type of group or social organization. Prekindergarten children must learn the skills of communicating, sharing, cooperating, and participating with others. These individual skills are necessary for all groups to function successfully and fairly. The better children are able to understand others, the more they will feel a sense of community and connection with other people and with their world.

The child:

- shares ideas and takes turns listening and speaking
- cooperates with others in a joint activity
- identifies and follows classroom rules
- participates in classroom jobs and contributes to the classroom community
- identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures
- begins to examine a situation from another person's perspective.

(2) History

Prekindergarten children are aware of time and begin to organize their lives around it. Three- and four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity.

The child:

- identifies common events and routines (e.g., snack time, storytime)
- begins to categorize time intervals using words (e.g., “today,” “tomorrow,” “next time”)
- recognizes changes in the environment over time (e.g., growth, seasonal changes)
- connects past events to current events (e.g., linking yesterday’s activity with what will happen today)
- begins to understand cause-and-effect relationships (e.g., if one goes outside in the rain, one will get wet).

(3) Geography

Geographic thinking for young children begins with the concepts of location and direction. Children use directions to locate their relative position in space and to locate their home and school in their community. They learn to recognize common features in their immediate environment and begin to represent them symbolically through drawings and constructions.

The child:

- identifies common features in the home and school environment (e.g., the library, the playground)
- creates simple representations of home, school, or community through drawings or block constructions
- begins to use words to indicate relative location (e.g., “front,” “back,” “near,” “far”)
- identifies common features of the local landscape (e.g., houses, buildings, streets).

(4) Economics

In prekindergarten, children learn about the world of work in their community. They explore the roles and relationships of consumers and producers, and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.

The child:

- understands the basic human needs of all people for food, clothing, and shelter
- understands the roles, responsibilities, and services provided by community workers
- becomes aware of what it means to be a consumer.

Prekindergarten Guidelines

Fine Arts

Young children express their ideas, thoughts, and feelings using a variety of symbols. Through their art, music, and dramatic play, children actively engage in representing what they know and how they think, using problem-solving strategies to express ideas in different forms. The fine arts enhance children's ability to interpret symbols and are associated with growth in all areas of development, including academic learning.

(1) Art

Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination.

The child:

- uses a variety of materials (e.g., crayons, paint, clay, markers) to create original work
- uses different colors, surface textures, and shapes to create form and meaning
- begins to use art as a form of self-expression
- shares ideas about personal artwork
- begins to show interest in the artwork of others.

(2) Music

Three- and four-year-old children express themselves through singing and movement, and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.

The child:

- participates in classroom music activities
- begins to sing a variety of simple songs
- begins to play classroom instruments
- begins to respond to music of various tempos through movement
- begins to distinguish among the sounds of several common instruments.

(3) Dramatic Play

Creative drama in prekindergarten involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretation to music, songs, and stories through movement and dramatic experiences. These experiences contribute to children's ability to communicate more effectively and engage in cooperative activity with others.

The child:

- expresses feelings through movement
- begins to create or recreate stories, moods, or experiences through dramatic representations
- begins to engage in dramatic play with others.

Prekindergarten Guidelines

Health and Safety

Young children learn health-promoting habits and routines in prekindergarten. In these early years, they develop basic concepts, attitudes, and skills about nutrition, safety, hygiene, and physical activity that contribute to their well being. Children's experiences with their health and discovery of ways to improve it enhance their desire and ability to make wise decisions for healthy living in the future.

(1) Health

Health education includes personal hygiene and nutrition education. Children learn that regular hygiene routines and good nutrition are important to their health.

The child:

- becomes aware of routine healthy behaviors (e.g., brushing teeth)
- begins to follow health-promoting routines (e.g., washing hands)
- begins to understand the need for exercise and rest
- refines use of eating utensils
- begins to recognize and select healthy foods
- prepares simple healthy snacks.

(2) Safety

Prekindergarten children acquire everyday routines and procedures to remain safe and avoid injury. They learn about fire, traffic, environmental and personal safety, and what to do in emergency situations.

The child:

- recognizes the danger of fire and learns to treat fire with caution
- responds appropriately during a fire drill
- knows how to seek help in an emergency
- knows how to cross a street safely
- recognizes the symbol for poison
- knows never to eat substances that are not food
- recognizes the danger of poisonous substances, including drugs
- knows not to talk to, accept rides from, or take treats from strangers
- knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult
- knows never to take medicine unless it is administered by an adult
- knows about safe behavior around bodies of water (e.g., pools, lakes).

Prekindergarten Guidelines

Personal and Social Development

Prekindergarten children develop personal and social skills that enable them to function well within the social setting of the classroom. Children develop a sense of who they are and their capabilities, and establish positive relationships with others, which enables them to effectively participate in class and community and accomplish meaningful tasks.

(1) Personal Development

Children develop a sense of self in prekindergarten. They begin to show initiative in learning and begin to take greater responsibility for their own behavior. They learn to channel their energies in ways that promote effective learning experiences.

The child:

- develops a sense of personal space
- expresses interests and self-direction in learning
- begins to show self-control by following classroom rules
- begins to be responsible for individual behavior and actions
- begins to show greater ability to control intense feelings (e.g., anger).

(2) Social Development

Children develop interpersonal and social skills for communicating with others. They learn alternatives for resolving conflicts and communicating their needs and feelings verbally, and they begin to develop and maintain productive relationships with other children.

The child:

- begins to share and cooperate with others in group activities
- respects other people's space and personal belongings
- begins to develop friendships with others
- begins to express thoughts, feelings, and ideas through language as well as through gestures and actions
- responds to the suggestions of others.

Prekindergarten Guidelines

Physical Development

Movement is at the center of young children's lives. Prekindergarten children participate in experiences that foster fundamental motor and movement skills, such as walking and running, which are necessary for participation in games and sports throughout life. They begin to develop gross motor skills that involve throwing, catching, and kicking, and fine motor skills that involve greater precision and accuracy of movement.

(1) Physical Movement

Children explore their physical space and understand how their bodies function in space through active movement experiences. They become more skillful and expressive in their movement from one point in space to another through running, jumping, hopping, and skipping movements.

The child:

- explores moving in space
- shows an awareness of name, location, and relationship of body parts
- moves within a space of defined boundaries, changing body configuration to accommodate the space
- becomes more able to move from one space to another in different ways (e.g., running, jumping, hopping, skipping)
- becomes more able to move in place (e.g., axial movements such as reaching, twisting, turning, and bending)
- begins to move in rhythm
- begins to participate in group games involving movement (e.g., Duck, Duck, Goose).

(2) Gross-Motor Development

Gross-motor development requires thought and deliberate movement. Three- and four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects. Throwing, catching, bouncing, and kicking are fundamental gross-motor manipulative skills.

The child:

- begins to throw or kick an object in a particular direction
- begins to play catch with a bean bag or a large ball
- bounces a large ball and catches it
- begins to coordinate arms and legs (e.g., swinging, stretching).

(3) Fine-Motor Development

Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Using a computer mouse, cutting with scissors, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years.

The child:

- begins to develop pincer control in picking up objects (e.g., weaving, touching small objects)
- begins to practice self-help skills (e.g., zipping, buttoning)
- begins to hold writing tools with fingers instead of with a fist
- begins to manipulate play objects that have fine parts
- begins to use scissors.

Prekindergarten Guidelines

Technology Applications

Young children have much to gain from use of technology. In prekindergarten, they expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children use engaging, age-appropriate, and challenging software, and technology to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program.

Children learn the basic functions of the computer and related technologies. They develop techniques for handling and controlling various input devices, and become increasingly confident and independent users of age-appropriate software programs.

The child:

- starts, uses, and exits software programs
- uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen
- begins to use technical terminology, such as “mouse,” “keyboard,” “printer,” “CD-ROM”
- follows basic oral or pictorial cues for operating programs successfully
- enjoys listening to and interacting with storybooks and information texts (e.g., multimedia encyclopedia) in electronic forms
- uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness).

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Getting to Know the Guidelines for Social Studies

Handout #2

List examples of accomplishments that address children's understanding of social studies concepts, and some that describe social skills and attitudes.

SOCIAL STUDIES CONCEPTS

SOCIAL SKILLS AND ATTITUDES



Sharing Culture Organizer

Handout #3

Shared By All

Shared By Some

Unique





Creating a Community of Learners

Handout #4

(1 of 3)

- Nurture development of a positive self-concept. Create an environment where all children value who they are without feeling superior to others. Use greeting rituals or morning greeting songs to help highlight the joy of learning and group membership. Use photos of children and their families to help build bridges between home and school and build a sense of the classroom community as an extension of the family. Display children's names all around the classroom for different purposes.
- Build on children's strengths and prior knowledge. For optimal learning, draw out their prior experiences or background knowledge related to particular themes or concepts, which will engage the children and help them link new knowledge to what they already know. For example, children learn to connect the past to current events (History) as they make progress on a weeklong class project, or think about how they have changed since they were babies.
- To create an environment that engages children in meaningful, high-interest social studies experiences, you need to learn about your children's background knowledge, cultural background, families, experiences, and interests. Find out this information through:
 - Informal conversations and interviews with children
 - Observations of children using classroom resources and at play
 - Home visits and conversations with parents
 - Walking tours of the neighborhood
 - Personal reading
 - Conversations with resource persons
 - Formal in-service activities
 - News of the Day routines
 - Encouraging children to share events from home. Show children that their home-based experiences and learning are important to learning new concepts and skills.
- Link to children's family, neighborhood and community. For example, children come to understand the roles, responsibilities and services provided by community workers (Economics) as they learn about the jobs of their parents and other local community members.
- For effective instruction, provide children with a reason why it is important to learn a particular skill or concept. Also provide visual, tactile, and auditory support as needed. Children learning English as a second language especially require strategies to support their participation in class.



When teaching new skills, keep in mind a three-step process:

- Model/demonstrate the new skill, thinking aloud to reveal the thinking process behind the skill. Break skills down into small, explicit steps.
 - Involve children in the process of acquiring the new skill by asking questions, especially open-ended questions. However, children may need the structure provided by a more closed format as they move towards lengthier responses or more complex thinking. Encourage children to justify their thinking.
 - Gradually move towards independent learning.
-
- Integrate literature into the classroom by using stories and information books and by extending literature into science and math activities. Also, integrate music, art, and movement into classroom activities.
 - Help children make discoveries and practice using new concepts and social roles in playful activities independently and with adults or peers.
 - Base experiences on first-hand experiences, real-life experiences that occur in the classroom and the world, and interactions with you and peers. For example, children learn to recognize changes in the environment over time (History) by observing the changing leaves on the trees in the schoolyard.
 - Interaction with peers and adults provides opportunities for children to see others modeling new behaviors, to learn new skills and concepts in real social situations and settings, and to use language.
 - Provide instruction that meets each child's cognitive, emotional, social, and physical level of development.
 - Each child's home language and culture should be valued and positively reflected in the classroom. In bilingual classrooms that include both English speakers and speakers of another language, teachers may wish to color code their print environment by language (e.g., all Spanish in black, all English in red).
 - Foster interest in learning about other cultures. Model the attitudes and behaviors you hope to foster among your students.



Creating a Community of Learners

Handout #4

(3 of 3)

- Celebrate similarities and differences among children. Help children learn to take pride in their own learning and achievements by displaying their work around the room at their eye level.
- Encourage cooperative learning and behaviors. Provide opportunities for sharing and interaction among children of different backgrounds. Partitioning the classroom into a series of small workspaces and centers will encourage children to interact with one another and explore new materials.
- Actively involve parents and families. Treat families as partners in the education of their children. Communicate with families in their home language when possible. By inviting them to help with projects and share their expertise you will help family members feel welcome in your classroom.

Adapted from Bowman, B. (1992). Reaching potentials of minority children through developmentally and culturally appropriate practice. In S. Bredekamp & T. Rosegrant (Eds.), *Reaching potentials: Appropriate curriculum and assessment for young children: Vol.1* (pp. 128-136). Washington, DC: National Association for the Education of Young Children.



SAND AND WATER

In the Sand and Water Centers, children can:

- construct physical knowledge
- learn more about the earth
- make comparisons
- identify cause and effect
- solve problems

Children can use sand to recreate anything they have learned about and/or observed in the community — bridges, tunnels, roads, farms, airports, or even entire towns or cities. (Keep a squirt bottle available to keep sand damp enough for building.)

Enhance social studies learning in the Sand and Water Centers.

- Incorporate concepts and vocabulary, (“That’s a deep valley between the two mountains you made!” “What if it started to rain on that hill? What might happen? Do you want to try using the watering can?”)
- Use props to extend children’s learning, giving them new ideas and new materials for experimentation.

PROP IDEAS

marbles	rocks	funnels
toy people and animals	feathers	sieves
cars and airplanes	sticks	spoons
houses and shops	shells	cups
live beetles and land crabs (sand area)		dishes
doll clothes to wash (water area)		



Using Centers to Enhance Social Studies Instruction

Handout #5

(2 of 4)

BLOCKS

In the Block Center, children can:

- work naturally on learning cooperation and sharing skills
- plan
- predict results
- solve problems

Enhance social studies learning in the block center.

- Relate children's constructions to real-life buildings and objects (e.g., discuss how the fire station might have been built).
- Ask probing questions (e.g., "Where will the ambulance go in and out?" "How will the car get home from that street?" "What would happen if you added a square block here? A triangle block?").
- Use vocabulary (e.g., "That arch is held up well by those double blocks.").
- Add props (e.g., people, animals, street signs, buses, planes, ladders, ropes, wires, stones, plants).

LIBRARY

While all social studies instruction incorporates language and literacy, the library area in your classroom is the heart of this critical connection.

Enhance social studies learning in the library.

- Offer a variety of reading levels, genres (including, for example, simple reference books such as picture dictionaries and encyclopedias), and topics, always keeping children's interests and experiences in mind.
- Include books that children have dictated or written themselves (either individually or as a class), particularly books created based on a class trip, experience, or unit topic.

TIP: Be sure to place books in other areas of the room, as well as in the library. For example, a tub of books about building and construction makes an excellent addition to the block area; keep nursery rhymes and picture books in the housekeeping area for "reading babies to sleep."



Using Centers to Enhance Social Studies Instruction

Handout #5

(3 of 4)

ART

In the Art Center, children can:

- expressively recreate social studies experiences
- solve problems
- practice social skills (e.g., sharing materials, working together on collaborative projects, and taking responsibility for cleanup)
- learn about cultures other than their own (e.g., by examining paintings, pottery, or textiles from different cultures)

Children's experiences are the most important factors in connecting the Art Center to social studies. Children's interpretations of field trips, observations, interactions with people, and other experiences provide inspiration for their artwork.

Possible activities: drawing, painting, constructing (using found objects), sewing, weaving, woodworking, cutting and pasting, modeling.

Enhance social studies learning in the Art Center.

- Give activities a specific focus (e.g., discussing how certain pieces of Mexican pottery might have been made.)
- Leave activities open-ended to encourage children to express themselves freely. For example, after a field trip to the zoo, one teacher set out a large collection of collage materials. While most of the children used upholstery scraps to create the animals they had seen, one girl chose toothpicks instead, and made an intricate model of the bridge their bus had crossed.



Using Centers to Enhance Social Studies Instruction

Handout #5

(4 of 4)

WRITING

In the Writing Center, children can:

- record their thoughts, feelings, and ideas about their social studies experiences
- use a combination of writing, drawing, scribbling, and invented spelling to interpret their experiences

This center may include a computer, but could simply contain writing and art materials, such as pencils, crayons, markers, and paper of assorted shapes, sizes, and colors.

Enhance social studies learning in the Writing Center.

- Provide a journal for each child (a notebook, or paper stapled between cardboard covers).
- Allow children to decide when to use their journals, to help them feel comfortable recording what is important to them

DRAMATIC PLAY

See Handout #6, "Enhancing Dramatic Play."

Adapted from Seefeldt, C. (2001). *Social Studies for the Preschool/Primary Child* (6th ed.). Upper Saddle River, NJ: Prentice Hall.



How does dramatic play relate to social studies learning?

Dramatic play in prekindergarten classrooms provides opportunities for children to learn real-life social skills and concepts through imaginary play. Through active exploration of imaginative but realistic scenarios, children learn how to:

- share and take turns
- resolve problems
- interact with children of different backgrounds and abilities
- challenge gender stereotypes
- understand people's roles and responsibilities in different environments
- use language and literacy skills to accomplish their goals
- negotiate roles and materials
- appreciate differing viewpoints and needs

To promote dramatic play:

1. Create clearly defined areas for dramatic play.
2. Select dramatic-play center ideas based on classroom theme units, social studies goals, and children's interests.
3. Provide background experiences and build vocabulary related to a particular setting. Children develop more ideas for their dramatic play if they have the opportunity to experience real-life settings firsthand. Field trips can help children understand how different organizations and businesses operate. Visitors from the community, presentations by parents, or videotapes and pictures of different settings may provide the children with more ideas for their pretend play.
4. Provide appropriate dress-up clothing and props.
5. Supply reading and writing materials appropriate to the setting. These can include notepads and pencils, computer keyboards, menus, maps, phone books, coupons, and instructions with graphics.
6. Model play dialogue and scenarios by participating in children's play.
7. Change dramatic-play centers frequently. Dramatic play items for a particular theme should be available until children become noticeably less interested in them. This may take two to four weeks, depending on class size and individual interests.



Using Prop Boxes

Prop boxes help you collect and store the various items related to a dramatic-play theme. The boxes provide easy storage and quick transformation of dramatic-play areas as themes change.

There are several ways to collect the items you need.

1. Make an announcement at the next staff meeting about the kinds of materials you need.
2. Send out a parent newsletter asking for contributions. List examples of things that might be useful.
3. Go directly to community businesses and ask for donations or discarded items appropriate for your selected themes.

Some teachers pool their resources and share prop boxes, keeping them in an accessible, centrally located area. This means more choices for everyone!

Introducing the Prop Boxes

Introduce new prop boxes to the children in their small groups, and allow them to generate ideas about how to use the materials. Discuss safe ways to use the new props. When new materials are introduced, the teacher can spend time role-playing with the children and supporting their play. Consider rules ahead of time (such as how many children can play at once), and special safety rules for particular items.

Prop boxes need not replace standard dramatic play items from the Housekeeping Center. In addition to the Housekeeping Center, some teachers have a dramatic play area that is specifically designed for the use of prop-box items with various dramatic-play themes.

Some Prop Box Ideas and Sample Items

Office: stamps, tape, table and chairs, files, envelopes, adding machine, telephone, typewriter, pens and pencils, pictures of people working in office settings

Housekeeping: dress-up clothes, pots and pans, stove, refrigerator, dolls, dishes, plastic food, blankets, doll beds, grocery lists, recipe books

Bakery: rolling pins, aprons, spatula, wooden spoons, food containers, empty milk cartons, cupcake tins, measuring cups, cookie sheets, oven mitts, price sheets, recipes



Repair Shop (safety rules are important with this box): wrench, screwdriver, hammer, safety goggles, nuts and bolts, measuring tape, scrap wood, vice grip, broken appliances with cords cut off, repair manuals

Veterinarian's Office: rolls of cloth bandages, empty pill bottles, cotton balls, stethoscope, pet carriers, stuffed animals, thermometer, rubber gloves, prescription pads, pet-care pamphlets, magnifying glass, pictures of animals and veterinarians

School: chalkboard, erasers, paper and pencils, schoolbooks, hand bell, hall pass, teacher desk, pointer, flag, certificates, stickers, notebook, binders

Grocery Store: grocery basket, cash register, plastic foods, empty food containers, grocery bags, table for checkout, aprons, play money, shelves for food, ads or coupons, price stickers, magazines for checkout counter

Restaurant: plates, paper and styrofoam food containers, napkins and straws, cash register, play money, sponge, mops, trays, plastic food, aprons and hats, posters from restaurants, order pads, pencils and pens, menus, *open* and *closed* signs

Doctor's Office: smocks, stethoscope, doctor kit, cloth bandages, dolls for patients, plastic gloves, file folders, clipboard, empty pill bottles, prescription pads, pencils

Post Office: mail carrier bag, uniform coats and hats, postcard-size paper, envelopes, stamps, pens and pencils, rubber stamps, play money, cardboard-box mail drop, cardboard shoe organizer (for sorting the mail)

Fire Station: plastic helmets, garden hose, boots, gloves, walkie-talkies, simulated fire truck with rows of chairs and steering wheel, dolls to rescue, 911 signs

Adapted from: Davidson, J. (1996). *Emergent literacy and dramatic play in early education*. Albany, NY: Delmar; Myhre, S. (1993). Enhancing your dramatic-play area through the use of prop boxes. *Young Children*, 48(5), 6-11.



Thematic planning allows teachers to plan learning experiences that are meaningful and interesting to children, while integrating different areas of the prekindergarten curriculum using a broad theme.

Select a broad theme. Examples are provided below.

- *All About Me*
- *Families*
- *Where we live*
- *Harvest Time*
- *Life in Winter*
- *Friendship*
- *Growth and Change*
- *On the Farm*
- *Working Together*
- *Spring and Growing Things*
- *Summer Fun*

Identify relevant social studies guidelines.

Review the social studies guidelines for concepts and skills that are related to the theme you have selected. For example, for a theme on "Growth and Change," you can address the guideline of "recognizes changes in the environment over time" from the area of History.

Link to related guidelines in one or two other content areas.

In addition to relating the theme to social studies, you can also incorporate learning from other domains to build on the same theme. For example, with the same "Growth and Change" theme, you can incorporate the math guideline of measurement and the science concept of observing changes in size (e.g., children can measure the growth of a small seedling and chart their observations on a graphic organizer).

Build on children's current knowledge and abilities.

Thematic planning provides multiple opportunities for children to explore new concepts while building on their existing concepts and skills. Activating prior knowledge from home provides a richer and more meaningful learning experience for young children. This is particularly important for English language learners whose experience is rooted in their native language.

Design learning experiences that help children make connections within and across areas.

For example, a study of the past helps children see the connections between past and present among people and objects in their worlds.

Incorporate discussions and graphic organizers.

Talking and responding to open-ended questions extends meaning and helps children communicate their understanding. Graphic organizers help children to record, analyze, and interpret what they are learning.

Adapted from Lenhoff, R., & Huber, L. (2000). Young children make maps! *Young Children*, 55(5), 6-14.



With your partner, select one of the children's books. Complete the information below and then share your responses to the discussion questions.

Book title and author: _____

Which topic area(s) of the guidelines on *Handout #1* does this book address?

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Individual, Culture, and Community | <input type="checkbox"/> Geography |
| <input type="checkbox"/> History | <input type="checkbox"/> Economics |

Which particular guidelines are addressed within these areas?

Discussion Questions:

1) Would all of your prekindergarten children see themselves reflected in this story? If not, which children would? Which ones would not?

2) What values, beliefs, or practices are conveyed in this story?

3) Would any of these beliefs or practices be unfamiliar to your students?

4) How do the images and themes in the book represent gender roles?

Adapted from Coonrod, D. & Hughes, S. (1992). Using children's trade books to teach social studies to young children. *Social Studies Texan*, 8(1), 57-58.



1. **Select the social skill** you want to teach (e.g., following directions, waiting your turn, asking for help).
2. **Identify real situations.** Invite children to generate a list of specific situations in which the skill is used or needed. Ask leading questions that guide children to mention situations that may be problematic in the classroom. For example, "When do we need to follow directions?" "What sometimes happens when you rush to activity tables before I've explained the activities?"
3. **Present the behavioral steps for the skill.** Break the skill down into the smallest steps. Provide children with clear and explicit information about what the skill involves. Illustrate the steps with pictures.
4. **Model the skill.** Show children how to enact each skill in collaboration with another adult or more-skilled child. Puppets may also be used. Model at least two examples of how to use the skill in a real-life situation that is relevant to children. Depict role models that have trouble accomplishing the skill (e.g., an impatient child trying to wait her turn). Have the role models think aloud as they go through the steps of the skill in sequence. Always depict positive outcomes and provide positive reinforcement when the outcome is achieved.
5. **Guide a role-play.** Have the group discuss how they might use the skill in a present or future situation. Then select the main actor. The main actor, in turn, selects another child to play the secondary role. Enact the role-play using real-life props and settings. For example, the teacher might say, "I noticed that when some of us use the computer, we often have trouble sharing. Let's role-play how to share in the computer area."

During the role-play, coach and provide verbal prompts as the main actor acts out the behavioral steps for the focus skill. Encourage the other children to observe the steps carefully. *Note: Never ask children to role-play negative behavior.*

6. **Give performance feedback.** When the role-play is completed, ask observers to comment on the behavioral steps that were performed. Ask children to give examples of the overt behaviors that let them know when each step was enacted. Ask the actors to describe how they felt. Keep the focus positive.
7. **Reinforce the skill** during the school day, in naturally occurring social situations such as center time, recess and lunch, and during teacher-guided classroom activities.

Adapted from McGinnis, E., & Goldstein, A. (1990). *Skillstreaming in early childhood: Teaching prosocial skills to the preschool and kindergarten child*. Champaign, IL: Research Press.



Prekindergarten Guidelines for Social Studies

- *Individual, Culture and Community:* The child cooperates with others in a joint activity.
- *Economics:* The child understands the roles, responsibilities and services provided by community workers.

Restaurant Script

Two children go to the dramatic play area, currently set up as a restaurant based on the “food and nutrition” theme. The children look through toy foods to place on their plastic plates before sitting down. The teacher notices that the children are talking about utensils and food but that they are not using the kind of dialogue one might hear in a restaurant. After a few moments she briefly joins in their play.

Child #1: Here, here’s your plate. I’ll take this blue one.

Child #2: I need a cup too.

Child #1: Okay. Let’s get some food.

Child #2: No, you have to put the milk here (*signaling to cup*).

Teacher: Good afternoon ladies. Welcome to the Happy Day Restaurant. (*signaling to the table and chairs*) Would you like to be seated?

Child #2: (*as both children sit down*) Yes.

Teacher: Would you like to see a breakfast or lunch menu today?

Child #1: Lunch please.

Teacher: Here you are (*handing the girls menus with words and pictures of the lunch items available*). My name is Miss _____ and I’ll be your waitress. I’ll give you a few minutes to look over the menu before I take your order.

Child # 1: (*looking at the menu*) Mmmmm. Hamburgers and ice cream!

Child #2: (*to Child #1*) I’m gonna have spaghetti.

Teacher: (*returning to the table with an order pad and pencil in hand*) Are you ready to order? (*The girls nod.*) What can I bring you?

Child #1: I’ll have a hamburger and an apple.

Child #2: And I’ll have spaghetti.

Teacher: (*writing down the order on her notepad*) Would you like anything to drink?



Child #2: I'll have some chocolate milk.

Child #1: Me too!

Teacher: Thank you very much. Your lunch will be ready in just a few minutes.

Doctor's Office Script

Two children are at the dramatic play center, set up as a doctor's office based on the "community helpers" theme. They each have a stethoscope around their necks but do not appear to know what to do with them. The teacher puts a stethoscope around her own neck and briefly joins in the children's play.

Teacher: *(using the stethoscope to listen to a doll's heart)* Dr. Martinez, could you please listen to my patient's heart and tell me if it sounds all right to you?

Child #1: *(putting his stethoscope against the doll's heart as the teacher makes a "thump, thump" sound)* It's beating!

Child #2: *(listening to the same doll's heart)* Yeah, it sounds good.

Teacher: Yes, it sounds healthy to me too. Could you ask your patient to please breathe in and out so we can listen to his lungs?

Child #1: *(motioning to the doll)* Here little boy. Sit still and breathe so the doctor can hear you.

Teacher: *(as Child #1 and #2 also listen)* Hmm. This child sounds congested and he has been coughing a lot. *(pointing to the prescription pad and pencil)* Doctor, could you please write him a prescription for some cough medicine?

Child #2: I'll write it. *(pretending to write)* Cough medicine.

Teacher: *(to Child #1)*. Doctor, please tell this little boy's mother that she should give him one spoonful of cough medicine whenever he has a coughing fit.

Child #1: *(to Child #2)* Will you be the little boy's Mom?

Child #2: Okay.

Child #1: Here's a 'scription. You need to give your little boy some cough medicine to make him better.



INDIVIDUAL, CULTURE, AND COMMUNITY

⇒1. Friendship Flower Garden

Purpose/Guidelines:

Children cooperate with others in a joint activity.

Materials: paint smocks, paint, paper, and clean-up supplies

Description of Activity: Children work with a friend to make a handprint picture. Introduce this activity by reading books related to the activity. You may want to choose a story book about friendship or an information book that focuses on body awareness. Have children work together in groups of two to make a special kind of garden called a "Friendship Garden." Tell them that their handprints will be the beautiful flowers in the friendship garden. Choose a student to help demonstrate the activity for the class to teach the procedure, from putting on paint smocks to making a handprint. Ask the student to paint the palm of your hand and all your fingers. Carefully place your hand on the paper to make a handprint. After washing your hands, draw a stem and leaves under the handprint. Then paint your student's hand. Repeat the procedure. This activity can be set up in the Art Center or outside. Just make sure there is a convenient place to wash hands afterward. When the handprints are dry, children can write their names and add additional details to their pictures. When the entire class has completed the activity, display the completed "Friendship Garden."

Extensions: Additional information on planting gardens can also be added to the classroom library and story time, and planting seeds in a real garden is a natural extension of this activity.

⇒2. We Are All Alike, We Are All Different

Purpose/Guidelines:

The child identifies similarities among people like him/herself and classmates as well as among him/herself and people from other cultures.

Materials: hand mirrors, shaving cream, multicultural paints (readily available from most teacher supply catalogues), clean-up supplies

Description of Activity: Introduce the activity by reading a book that highlights the many different colors of people's skin. After reading the book, pass around a hand mirror and ask students to look at themselves and describe what they see. Ask them to consider ways in which they are the same as each other ("we all have --") and how they are different ("some of us have -- and others have --.") Children examine their faces in a hand mirror and take turns describing themselves. Squirt a blob of shaving cream onto the table and add multicultural paint to the shaving cream, to closely match the color of your skin. Draw a self-portrait in shaving cream. Tell the children that they will have a chance to experiment with some colors to see if they can match their own skin color. Repeat the activity, this time with the children's participation. After drawing their self-portraits, they can help clean up with sponges and paper towels.



⇒3. The More We Get Together!

Purpose/Guidelines: The child cooperates with others in a joint activity.

Materials: books, songs, and games which foster cooperation

Description of Activity: Teaching the social skills from the Prekindergarten Curriculum Guidelines involves a great deal of adult modeling and role-playing. To help children learn these skills, create games and activities that build on everyone's participation and cooperation. After reading your class a story in which cooperation is a theme, follow through with a discussion. To elicit conversation about the book, ask open-ended questions that encourage children to elaborate on their own ideas and communicate these ideas to others. "How do you think ____ feels when...?" "What part did you like the most? Why?" "How did you feel when (insert events from the story)?" After discussing children's responses to the story, discuss the theme of cooperation. "What happened because ____ worked together? "What could have happened if they didn't cooperate?"

Extensions: Have all the children participate in a group song that supports cooperative skills, such as "The More We Get Together." Let children make up new verses, such as, "The More We Work Together," "The More We Play Together," "The More We Laugh Together," or "The More We Read Together." Finish new verses with "The Happier We'll Be."

HISTORY

⇒1. Calendar Wheel

Purpose/Guidelines:

Children begin to categorize time intervals using words (e.g., "today," "tomorrow," "next time").

Materials: Pie-shaped calendar wheel divided into seven sections, one for each day of the week; center arrow rotates to indicate the current day. Days of the week are labeled; picture symbols indicate that Monday through Friday are "school" days while Saturday and Sunday are "home" days.

Description of Activity: Each morning children rotate the arrow on the calendar wheel to indicate the current day. Days of the Week songs can help children to recall the sequence of days.

⇒2. Classroom Schedule

Purpose/Guidelines: Children identify common events and routines.

Materials: Sentence strips (unlined side), markers, photographs of children engaged in daily activities.

Description of Activity: Post your daily schedule in left-to-right or top-to-bottom format on the front bulletin board at children's eye level. Include key events or routines that occur each day, such as Morning Circle, Outdoor Play, Small Group Time, Lunch, and Center Time. Label each



Activities for Implementing the Social Studies Guidelines

Handout #11

(3 of 9)

event on the schedule with words, pictures, and photographs. Each morning, review with children the sequence of activities that will occur. During transition time, encourage children to point to or mark with a colorful marker the event that is about to take place.

⇒3. Classroom Journal

Purpose/Guidelines: Children identify common events and routines and recognize changes in the environment over time.

Materials: Notebook or other bound book with dated pages to serve as a journal, pencils, crayons, markers.

Description of Activity: Children are encouraged to remember things that happen in the classroom throughout the year by recording events such as special activities, field trips, or visits from special people outside the classroom. When these special events occur, the children are encouraged to write relevant comments or to draw pictures on the designated page to help them remember the event. Keep the journal in an accessible place so the children can frequently refer to them throughout the year.

⇒4. Time Line of Activities

Purpose/Guidelines: Children learn to categorize time intervals, recognize changes in the environment, and connect past events to current events.

Materials: Clothesline or wire, clothespins, children's work samples, signs to designate time periods.

Description of Activity: Find a safe place to string a long piece of wire or a clothesline. As the year progresses, select a few samples of individual or group work to attach to the clothesline in the order in which it was completed. Place signs above the time line telling when the work was done (i.e., names of months or seasons of the year). Children can refer to the timeline to help them remember when different activities occurred.

⇒5. Scrapbook

Purpose/Guidelines: Children begin to recognize changes in the classroom environment and in themselves over time.

Materials: Camera and film and/or pictures donated from families, scrapbook for pasting series of pictures.

Description of Activity: Keep a camera handy in the classroom to periodically take pictures of the children and their activities. Record the dates that pictures are taken so that they can be documented correctly when developed. Paste pictures in the scrapbook in chronological order as the year progresses, and label the pictures with approximate dates. Encourage the children to occasionally review the pictures and discuss changes, for instance, noting the classroom environment and individuals' appearances.



GEOGRAPHY

⇒1. Observational Walks / Field Trips

Purpose/Guidelines:

- Children identify features of the local landscape.
- Children begin to use words to indicate relative location.

Materials: Butcher paper, magazines, construction paper, crayons or markers.

Description of Activity: Take a “class walk” to survey the area surrounding the school and talk about children’s observations. Encourage children to describe buildings, surfaces, and other features of the local landscape. Ask children to consider the purpose of specific features (e.g., “Why is there sand on the playground?” or “Why is there a fence around the parking lot?”). Ask “where” questions that encourage children to use terms for relative location (e.g., the playground is *behind* the cafeteria.) After the walk, make a class mural or bulletin board identifying the features children observed. Children can draw the features or cut pictures from magazines. Written labels can be used with each feature. Photographs taken during the walk can be added to the mural or made into a class book.

Extensions: Select books that show different types of landscapes (e.g., rural versus urban) to facilitate discussion about the unique features of those environments. Discussions about living and nonliving things and different types of earth surfaces can follow. During sensory play with sand, water, and dirt, ask the children where they might find those kinds of surfaces outside of the classroom.

⇒2. Block Neighborhoods

Purpose/Guidelines:

- Children create simple representations of home, school, or community through drawings or block construction.
- Children begin to use words to indicate relative location.
- Children identify common features of the local landscape.

Materials: Different-sized blocks or empty cartons, miniature objects (e.g., people, animals, cars, road signs, etc.), construction paper, crayons or markers.

Description of Activity: During field trips or observational walks, encourage children to notice the location of specific buildings and other features of the local landscape. Back in the classroom, explain that they will use their observations to construct a model of the landscape, using blocks or empty cartons. As the class prepares to build its model, encourage children to discuss where each feature will go. Roads and natural landmarks such as lakes, rivers, or trees can be included. Children can also build landscapes in the sandbox or outside on the dirt or grass, incorporating objects from the natural environment. Encourage children to collaborate when planning their construction projects.

Extensions: Children can be encouraged to create cities and landscapes from their imaginations. After gaining experience using blocks and other objects to represent buildings and landscapes, children can begin to do the same activity using paper and crayons or markers.



⇒3. Directional Songs

Purpose/Guidelines: Children begin to use words to indicate relative location.

Materials: Song lyrics, props for acting out songs.

Description of Activity: Look through books of children's songs and select a few that contain terms of direction and/or relative location (e.g., up, down, left, right, over, under, back, front, near, far). The *Hokey Pokey* is a good place to start. Model the accompanying actions as you teach the lyrics of each new song, encouraging children to follow your lead. Provide props of things mentioned in the song to portray the movement of objects (e.g., putting a hat "on top of" your head).

Extensions: After the children have become familiar with a song and its movements, change a few of the directions to the opposite of the original version (e.g., change left to right or up to down). Make a game of it so children wait to see which terms you will use. These same procedures can also be applied to acting out familiar stories that use directional terms.

⇒4. How Do You Get There?

Purpose/Guidelines:

- Children identify common features of the local landscape.
- Children identify common features in the home and school environment.
- Children begin to use words to indicate relative location.

Materials: Paper and markers for making signs.

Description of Activity: To help the children develop a sense of location, take class walks within the school building and talk about the relationship of different places (e.g., the cafeteria is next to the library, the principal's office is behind the secretary's desk). Look for signs inside and outside the building that give directions to certain places on the school grounds. When returning to the classroom, ask the children to take turns giving directions from the classroom to the library, cafeteria, front office, or playground. Ask questions that include the terms *near*, *far*, *closest* and *farthest*.

Extensions: Put up signs in the classroom like the ones found around the school building (e.g., EXIT, LIBRARY, CAFETERIA.) Ask children how they would tell a friend to get from school to their home, or from their home to school.

⇒5. Simple Symbol Maps

Purpose/Guidelines:

- Children create simple representations of home, school, or community through drawings.
- Children identify common features of the local landscape.

Materials: Existing picture maps made by the teacher or children. Large construction paper, pencils, crayons, and markers, simple shapes cut out of construction paper (green triangles, blue circles).



Activities for Implementing the Social Studies Guidelines

Handout #11

(6 of 9)

Description of Activity: Once the children have had some experience recreating towns and landscapes from blocks and drawing pictures of objects in their proper location, they may be ready to begin using simple symbols. Examine a teacher- or class-made map that has complete pictures of buildings and landscape features. Ask the group for ideas about how to represent these objects with symbols that would make sense to someone looking at the map (e.g., a small green triangle for trees, or a small blue circle for a body of water). Explain how a map key works to show what each symbol means. Use a limited number of symbols to keep it simple. The

children can then make new maps using these symbols instead of drawing complete pictures. They can draw the symbols or use prepared paper cutouts.

Extensions: Make a treasure hunt map that takes children through different parts of the classroom or school. Children can work together to decipher the map and find a prize for the class. Encourage the children to make treasure hunt maps for their parents at home.

⇒6. Through the Woods

Purpose/Guidelines: Children identify common features of the local landscape.

Materials: Classic children's folktales and fairytales in colorful picture-book format.

Description of Activity: Extend children's knowledge of the local landscape using favorite children's tales. As you read aloud *Goldilocks and the Three Bears* or *Little Red Riding Hood*, discuss the story setting, highlighting vocabulary related to the setting's geographic features (e.g., Little Red Riding Hood took a walk through the *woods*, the Three Bears' House sat at the edge of a *clearing*). Ask questions that encourage children to describe each storybook setting and to compare its features with features of the local landscape.

Extensions: Design a dramatic play center based on the children's favorite storybook. Cover the walls of the dramatic play area with butcher paper and discuss how best to represent key features of the storybook setting. Working with small groups, paint individual sections of the landscape to provide a completed backdrop for children's pretend play. Provide story props, costumes, and copies of the book for children to have on hand during center play.

ECONOMICS

⇒1. Wants and Needs

Purpose/Guidelines:

- Children understand the basic human needs of all people for food, clothing, and shelter.
- Children become aware of what it means to be a consumer.

Materials: Construction paper and crayons or markers. This activity can also be used as a group discussion without drawing materials.

Description of Activity: In small groups, have children think of three wishes and draw each of their wishes on a piece of paper. As each child shares his or her wishes with the group, ask the group if they are things that the child needs, or things that the child wants. Discuss the difference between needs and wants.



Activities for Implementing the Social Studies Guidelines

Handout #11

(7 of 9)

Extensions: Have children look through old magazines and cut out pictures of things we “want” versus things we “need.” Create two class collages labeled “wants” and “needs” as children glue each of their cutouts onto the appropriate chart category. Encourage children to explain the thinking behind their choice of category for each item. Conclude by leading a class discussion comparing the items in the two groups.

⇒2. Play Store

Purpose/Guidelines:

- Children understand the basic human needs of all people for food, clothing, and shelter.
- Children become aware of what it means to be a consumer.

Materials: Props that serve as objects for purchase, cash register, pad and paper, fake coins or other objects (e.g., buttons) to serve as currency, small pieces of paper and markers, tape.

Description of Activity: Set up a pretend store to give children experience being both consumers and merchants. Different types of stores can be created depending on the theme of study (e.g., pet store, grocery store, clothing store, toy store). Begin by introducing the use of buttons or other objects to trade for items in the store. Later children can use play money and price tags. Encourage children to assist in pricing the items to be purchased. Talk about what some items actually cost. During small group time, model the kinds of interactions between merchant and consumer one might see in a real store, including the exchange of currency for goods.

Extensions: Discuss likes and dislikes with the children and the concept of value when purchasing goods. Talk about the specialized jobs held by people in your community who provide goods and services. Encourage parents to think out loud when making purchasing decisions to help children understand how adults weigh the options they have as consumers.

⇒3. People Who Work

Purpose/Guidelines: Children understand the roles, responsibilities, and services provided by parents and community workers.

Materials: Chart paper, markers/crayons, books about specific community roles, if appropriate.

Description of Activity: Invite parents and community workers to visit the classroom to talk about their jobs, or ways they help the community. Before each visit, discuss and write on chart paper questions the children have about that person’s job. Encourage community guests/parents to read a book to the children about what they do (you may want to provide this for them), or bring objects related to their work for the children to see and touch. Have the children refer to their written questions during the guests’ visit, and record the answers to these specific questions for review at a later time.

Extensions: Take photographs to record each visit. Encourage children to draw a picture and dictate a sentence describing each visitor’s special job. Children’s drawings and dictations can be compiled into class books (The Fire Fighter Book, The Restaurant Book, etc.) with photographs on each book cover.



⇒4. What's Your Job?

Purpose/Guidelines: Children understand the roles, responsibilities, and services provided by community workers, including those in their school.

Materials: paper, crayons/markers, photocopied photographs of workers at the school (if possible, film and camera for taking pictures of these individuals).

Description of Activity: Discuss what the children know about the individuals who work at their school. Notify the various employees that the class will be taking a tour of the school to learn more about the workers who help them every day. Willing individuals should plan to take a few minutes to tell students what their job is and a few things they do. Take a tour of the school with the class, noting the many individuals who help in so many ways. As the teacher writes down these individuals' names (and takes a photo if appropriate), have the children "interview" this individual about his/her job.

Either the same day or the following day, review with children the individuals they met on the tour. Place each individual's photo/picture on a piece of chart paper, followed by a few short sentences about that individual's role, responsibilities, or services, in the children's own words. These pages can be made into a big book or a giant "Thank You" mural.

⇒5. Field Trips

Purpose/Guidelines: Children understand the roles, responsibilities, and services provided by community workers.

Materials: Chart paper, markers/crayons, materials for making a class book.

Description of Activity: Visit places in the community that are child-friendly and have individuals willing to tell children about their jobs (e.g., the workplaces of classmates' parents, the Children's Section in the public library, the fire station, a community recreation center, the local zoo or farm, etc.). Before going on the field trip, discuss the specific place you

will visit, and write on chart paper what the children already know about the roles of the individuals who work there.

During the visit, have children ask or "interview" individuals to find answers to any questions they have about their jobs. Encourage the person being "interviewed" to talk about what they do and how it helps the community. After the field trip, have the children recall information about the individuals' roles, responsibilities, and services, and how each contributes to the community. Review what they already knew and any surprising or new information they learned. Write children's responses on chart paper.



⇒6. Dramatic Play

Purpose/Guidelines: Children understand the roles, responsibilities, and services provided by community workers.

Materials: Story and information books describing various community settings; clothing and other props related to each setting.

Description of Activity: Set up a dramatic play area based on a particular place where community workers provide goods or services (e.g., a clinic, a fire station, a restaurant, a shoe store). Involve children in choosing the setting and the specific items to include for pretend play. Role-play with small groups of children some of the pretend scenarios that might take place in the actual setting in preparation for children's independent play. Read books and take field trips to help build children's vocabulary related to the roles, responsibilities, and tools used by workers in each new setting. Change the dramatic play settings frequently.

Adapted from Fromboluti, C. S., & Seefeldt, C. (1999). *Early childhood: Where learning begins. Geography*. Washington, DC: U. S. Department of Education; Notari-Syverson, A., O' Connor, R. E., & Vadasy, P. F. (1998). *Ladders to literacy: A preschool activity book*. Baltimore: Brookes; Seefeldt, C. (2001). *Social Studies for the Preschool/Primary Child* (6th ed.). Upper Saddle River, New Jersey: Prentice Hall.



Putting It All Together: A Lesson Plan for Integrating Social Studies with Other Areas of the Curriculum

THEME:

Examples: All About Me, Families, Where We Live, Harvest Time, Life in Winter, Friendship, Growth and Change, On the Farm, Working Together, Spring/Growing Things, Summer Fun

SOCIAL STUDIES

Individual, Culture, and Community • History • Geography • Economics

ACTIVITY:

Prekindergarten Curriculum Guidelines Addressed:

MATHEMATICS

Manipulatives, Materials,
and Learning Centers:

SCIENCE

Manipulatives, Materials,
and Learning Centers:

LANGUAGE & EARLY LITERACY

Storybooks:

Information Books:

Poems/Songs/
Fingerplays:

List some materials to add to your **DRAMATIC PLAY** Center:

Putting It All Together: A Lesson Plan for Integrating Social Studies with Other Areas of the Curriculum

THEME: *Summer Fun*

Examples: All About Me, Families, Where We Live, Harvest Time, Life in Winter, Friendship, Growth and Change, On the Farm, Working Together, Spring/Growing Things, Summer Fun

SOCIAL STUDIES

Individual, Culture, and Community • History • Geography • Economics

ACTIVITY: People Who Work

Ask a lifeguard to visit the classroom to talk about his/her job and how he/she helps the community. Ask the lifeguard to bring objects related to his/her work for the children to see and touch, such as a whistle, rescue tube, first aid kit, and backboard.

Prekindergarten Curriculum Guidelines Addressed: Economics

Children understand the roles, responsibilities, and services provided by community workers.

MATHEMATICS

Manipulatives, Materials, and Learning Centers

Provide manipulatives for children to sort, classify, and count related to the Summer Fun theme: small plastic ocean animals, seashells, goldfish crackers of different varieties, gummy sharks, etc.

Materials: Ask children to dress for a Beach Day. Use their summer shoes for a pattern activity (sandal, sandal, tennis shoe pattern, for example).

SCIENCE

Manipulatives, Materials, and Learning Centers

Learning Centers: Provide activities that encourage children to explore the properties of water: sink and float, empty and full, light and heavy, etc.

Manipulatives: Have children gather common objects from the classroom to place in a tub of water to see if they sink or float.

Materials: experiment with evaporation by washing baby doll clothes from the Home Center and hanging them on a clothesline outside.

LANGUAGE & EARLY LITERACY

Storybooks:

Extend the pattern from Brown Bear, Brown Bear to create a homemade class book called Lifeguard, Lifeguard, What Do You See?

Information Books:

Read a book about water safety to reinforce the importance of following the lifeguard's rules.

Fingerplays: 1-2-3-4-5,1

*I caught a Fish Alive!
You Are My Sunshine!*

List some materials to add to your DRAMATIC PLAY Center:

Towels, sunscreen, sunglasses, lifeguard chair, wading pool filled with sand and shells, buckets, shovels, umbrella, toy fishing pole, fishing games, books about the beach, sun visors, rocking boat

Putting It All Together: A Lesson Plan for Integrating Social Studies with Other Areas of the Curriculum

THEME:

Examples: All About Me, Families, Where We Live, Harvest Time, Life in Winter, Friendship, Growth and Change, On the Farm, Working Together, Spring/Growing Things, Summer Fun

SOCIAL STUDIES

Individual, Culture, and Community • History • Geography • Economics

ACTIVITY:

Prekindergarten Curriculum Guidelines Addressed:

MATHEMATICS

Manipulatives, Materials,
and Learning Centers:

SCIENCE

Manipulatives, Materials,
and Learning Centers:

LANGUAGE & EARLY LITERACY

Storybooks:

Information Books:

Poems/Songs/
Fingerplays:

List some materials to add to your **DRAMATIC PLAY** Center:

Sydney L.
Schwartz

Calendar Reading: A Tradition That Begs Remodeling



cherished tradition of primary classrooms that has been adopted by the kindergarten and pre-kindergarten community is daily calendar reading. This tradition is so deeply entrenched in our images of what should happen each day in school that, over the past several decades, it has increasingly appeared in programs for preprimary children. When this practice first began to show up in programs for four- and five-year-olds, many early childhood professionals vigorously resisted on the basis that children of this age are *not ready* to deal with such a complex academic task. They argued that young preprimary children—

- often do not accurately count to 31, much less read double-digit numerals;
- are unable to deal with a five-row, seven-column matrix;
- cannot interchange ordinal and cardinal numbers, which occurs in calendar reading; and
- have little or no use in their lives for reading or using day-date information.

The highlighted vignette, which was observed a few years ago, typifies many of the problems that conscientious teachers are beginning to recognize as they repeat the daily ritual. Despite teachers'

It was the middle of March. The children in the prekindergarten class sat in their morning circle for the beginning activities of the day. In a familiar sequence, the program proceeded from attendance taking to calendar reading. The teacher focused the children's attention on the calendar, pointing to the last X in the matrix (see **fig. 1**). "Yesterday was Tuesday. Who knows what today is?" From the group emanated several different responses, among which was "Wednesday." After verifying, "Yes, today is Wednesday," the teacher pointed to the previous day's date, stating, "Yesterday was the twenty-second. What is today's date?" No response was forthcoming. The teacher called on one child to come up and point to the number of today's date. When the child was unable to read the number, the teacher prompted by pointing to the numeral 2, asking the child to read it. Then she repeated the question, pointing to the numeral 3. After repeating the names of the numerals 2 and 3 several times, she presented the children with a rule: "Whenever you have a 2 and a 3, you have 23." This calendar-reading activity closed with the teacher's summary: "Today is Wednesday, March twenty-third."

frustration that the youngsters are not mastering the task, the practice persists. Although few teachers would argue that the ritual of reading adult models of calendars conforms with the development or learning of four- and five-year-olds, many teachers are convinced that this practice will support a variety of learning goals in mathematics and language. The most frequently cited goals are counting and reading numerals, learning the names of the days of the week and the months of the year, and anticipating upcoming events.

The calendar events that provoke discussion in most early childhood classrooms repeat yearly: the seasons, holidays and family rituals, and birthdays. However, events spaced at such great distances in time do not offer the fundamental experiences for developing time concepts. The distance from one winter to the next or from one Thanksgiving to the next for a four- or five-year-old child constitutes one-quarter to one-fifth of the child's whole life. Sequencing based on such long intervals requires a more advanced level of development than these young children have attained. A beginning mastery of time concepts will grow from much more immediate sequences of events with intervals of minutes, hours, and days rather than months and years.

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This department addresses the early childhood teacher's need to support young children's emerging mathematics understandings and skills in action-based prekindergarten and kindergarten classrooms in a context that conforms with current knowledge about the way young children learn mathematics.

Clearly, some form of calendar activity is here to stay. Even if teachers of young children feel that this ritual as usually practiced is developmentally inappropriate for their students, the expectations of parents and administrators often make its elimination difficult. Consequently, we are challenged to reconsider this curriculum activity not in terms of *whether* but rather *how* to use it so that it contributes to children's growing understandings about time and increases their ability to organize their activities from a time perspective. One way to approach this challenge is to change the focus from reading an adult calendar to *constructing* a children's calendar for use in school. Since a calendar is a tool for managing time and recording events, the first step in adapting this curriculum activity is to consider how four- and five-year-olds view time.

Development of Time Concepts

Initially, concepts of time consist of "now time" and "not now time." Babies react to events in the present, and they have little to do with an event that is not occurring at the moment. As babies mature and have many repeated experiences, two frames of reference for time emerge: "past time" and "future time." Finally, as children progress through toddlerhood into the early childhood years, from the rich well of often-repeated, daily life experiences and intermittently repeated special events they begin to order in sequence the set of important events that have already occurred and to plan the sequence of future events. By the time young children enter the prekindergarten, convincing evidence exists that although they may misuse the language labels *yesterday* and *tomorrow*, they understand the difference between past time and future time (Wann, Dorn, and Liddle 1962). Although they have a sense of the temporal order of their experiences, they continue to struggle to order the sequences of both prior and future events and to comprehend the intervals of time that connect them.

Piaget identified temporal order and intervals as the two primary aspects of temporal reasoning. He further documented that children structure temporal order long before they develop understandings of intervals (Kamii 1970). Refining the ability to orient oneself in time, to learn about predictable order from prior experiences and to achieve increasing control over future events, is a lifelong challenge. It begins as children continuously organize the objects in their immediate world and the events in their realm of experiences. The process of understanding the relationship between past and present events establishes the foundation for children to become active agents in orienting themselves in time. Data-

recording systems, such as calendars, can serve as one important set of tools to meet this challenge.

Developing Event-Recording Systems

In a very real sense, children begin constructing their own informal calendars as soon as they distinguish past time from future time. Our task is to enhance this emerging awareness of time by helping children build a scaffold to support their developing time concepts. We can feed this process of making connections among past, present, and future events by supplying time-recording tools in the context of children's interests and activities.

The following curriculum ideas were generated by early childhood teachers with whom this author has worked over the past twenty-five years. Many sessions with many groups were devoted to thinking through the reasons for, and the possibilities of, designing calendar experiences that four- and five-year-old children could use as tools toward ends that serve their interests and enhance their learning in real-world experiences.

The groups consistently identified two major uses of time-recording tools: (1) *to keep a record of transpired events* for purposes of reference or review and (2) *to plan future events*, so that necessary and timely preparations can be made.

A daily schedule of events

When discussing approaches to recording events with young children, the teachers reported that children were initially very unstable in their orientation to the sequence of the daily activities. It became increasingly clear that the first teaching

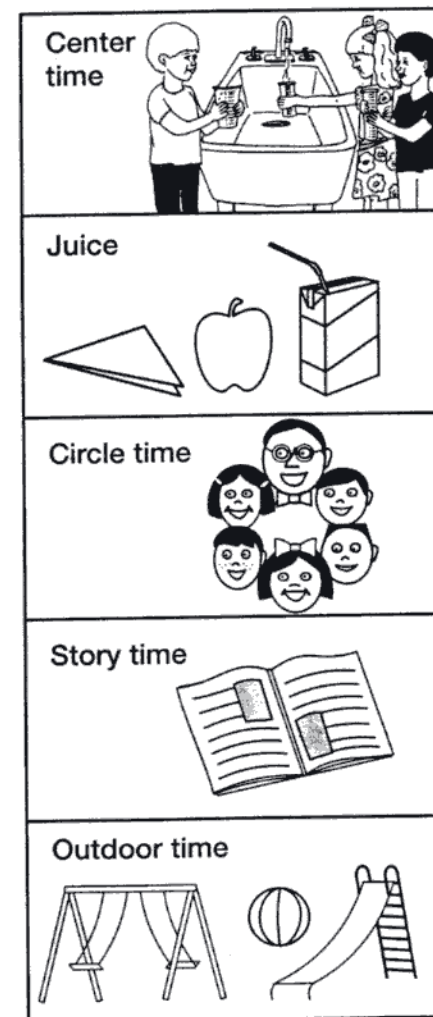
FIGURE 1

Reprint 1 (3 of 6)

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		X ₁	X ₂	X ₃	X ₄	X ₅
X ₆	X ₇	X ₈	X ₉	X ₁₀	X ₁₁	X ₁₂
X ₁₃	X ₁₄	X ₁₅	X ₁₆	X ₁₇	X ₁₈	X ₁₉
First Day of Spring X ₂₀	X ₂₁	X ₂₂	23	24	25	26
First Sunday Passover						
27	28	29	30	31		

FIGURE 2**Our daily schedule**

Pictures of objects in the centers	Pictures or paste-ups of straws, napkins or other snack material	A circle of faces, including the teacher	Picture or miniature book	Pictures of outdoor equipment and materials
Center time	Juice time	Circle time	Story time	Outdoor time

FIGURE 3**Our daily schedule**

task was to help children master the sequence of one day before looking at multiple-day spans. Although a daily schedule does not conform to our adult notions of a calendar, the first kind of event record that young children seek is one that helps them organize their energies for limited periods. In preprimary programs, this period constitutes one day's events. To meet this need, the teachers devised simple, daily schedule charts using picture symbols to designate each period that occurred

regularly in the daily program (**fig. 2**). Sometimes written labels were also included. When children inquired about events, such as by asking "When are we going to have snack?" the chart served as a reference for teachers and children together. "We are having center time now. Let's look at our schedule to see what comes next and where snack time is on the schedule." Soon, children began to use the posted daily schedule to answer their own questions without first addressing them to the teacher.

As the teachers shared their daily schedule charts, they agreed that the style of the chart was not the important factor as long as it facilitated the development of the children's understanding of event sequences. Using drawings, cutouts, or three-dimensional objects was a matter of the teacher's choice. Both horizontal and vertical representations (**figs. 2 and 3**) were used. The value of the vertical representation is that it distinguishes a daily schedule, governed by the passage of time in hours, from a weekly schedule, governed by passage of time in days. The value of the horizontal format is that it launches children immediately into a left-to-right reading modality from their first experience with event-recording systems.

A weekly schedule of events

Once children tuned into the pattern of one day's schedule, they began to notice some variation in scheduled events across the week. For example, in one school setting, the prekindergarten children had access to the school gymnasium once a week, and the children were reminded to bring their sneakers for that event. In another school setting, the children had to bring a swimsuit and towel twice a week for a swimming-pool period. Teachers noted that the children continuously sought to identify the time sequences that explained the order of these special events. "Do we have gym today?" "Do I need to bring my sneakers tomorrow?" "When are we going swimming?"

On the basis of these observations, teachers began to design the first step toward a more familiar view of calendar activity. They created a weekly event-recording system on which to record the special events that occur only once or twice weekly.

Simple,
daily
schedule
charts
used
picture
symbols

For those days on which no special event was scheduled, the teachers emphasized a specific curriculum activity. They struggled with the problem of selecting these special activities because they did not want to restrict the curriculum artificially and subvert the ongoing program to the requirements of a weekly calendar. One teacher decided to bring her guitar to school every Tuesday. This decision did not prohibit other kinds of music periods during the week. Other weekly curriculum activities included cooking special foods, such as a fruit dessert every Friday, and using specified high-interest materials in the arts and crafts center only on certain days, such as play dough on Monday, finger paints on Tuesday, and so on. This approach highlighted special features of the ongoing curriculum one day a week (fig. 4).

Another approach to recording important weekly events featured the management system (fig. 5). Because of space constraints, one teacher decided that all interest centers could not be accommodated every day, so she designated a closed center for each day of the week.

For each of these scheduling decisions, the calendar format of posting information allowed children

to answer their own questions about scheduled access to activities. Initially, the children's questions focused on today's events, and subsequently they used the weekly calendar to anticipate tomorrow and the next day. Children gathered around the calendar, sorting out its information. "Look. Yesterday we had music. Today is art." "Yeah, and then we're gonna have gym." "Yeah, tomorrow is gym." "Look. Art and then gym. Music, art, gym. Music, art, gym." When children spontaneously use the weekly calendar as a resource, a natural next step is to extend the recording system to span more than one week.

A multiple-week schedule of events

The emerging curriculum of programs for four- and five-year-olds offers many opportunities to look at past and future events in terms of more than one week. Typical multiple-week activities that benefit from data recording include such science adventures as sprouting seeds and growing plants and observing the evaporation of water over several days. Typical curriculum activities that require plan-

FIGURE 4

Our weekly schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Picture of, or samples of, play dough Materials: salt, flour, and food coloring	Picture of guitar or miniature guitar	Photograph of Mrs. Holmes the special-projects art teacher	Picture of sneakers, or miniature sneakers	Picture of different kinds of fruit and a cooking pot	Home day XXX	Home day XXX
Make play dough	Guitar Day	Mrs. Holmes, art teacher	Gymnasium	Cook fruit	No School: two days	

FIGURE 5

Interest-center weekly schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					Home day XXX	Home day XXX

The calendar format allowed children to answer their own questions

FIGURE 6

Planning a trip

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		Welcome visitor from a farm.	Read books about a farm. Send permission slips home.	Read books about a farm.	Home day XXX	Home day XXX

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Return permission slips. Plan the farm trip.	Review plans for the farm trip. Read more about the farm.	Farm trip	Write thank-you letter to the farm people.	Mail thank-you letter to the farm people.	Home day XXX	Home day XXX

FIGURE 7

Sprouting seeds

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Planted 10 lima bean seeds.	0 sprouted	0 sprouted	1 sprouted	3 sprouted	Home day XXX	Home day XXX

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 sprouted	10 sprouted				Home day XXX	Home day XXX

Children
use
numbers
to support
their
growing
mastery
of time
concepts

ning ahead include such perennial practices as class trips and classroom celebrations.

Figure 6 illustrates a two-week *planning* calendar devoted to planning a trip. It could stand alone or be combined with the existing information of daily activities during a week. The value of retaining both pieces of information on the calendar is that children can ground the new schedule within a known schedule. The disadvantage is the potential confusion that may result from locating multiple pieces of information in one box.

Figure 7 illustrates a two-week *data-recording* calendar, which can be dedicated to a specific purpose because the information on other weekly activities is not useful in this task. When multiple-week calendars hold information that is important to children, either to record data about which they are curious or to clarify the time intervals for a future

event, they begin to use counting numbers to give the information more meaning and to measure numerically the interval between today and an eagerly anticipated event. When sprouting seeds, children spontaneously compare by counting the differences in the length of time for sprouting as they enter and review data. Similarly, they seek to find out how many days until a planned trip by counting. Children thus use number to support their growing mastery of time concepts.

A day-date calendar

The need to introduce numerals and month labels on calendars in preprimary programs may emerge when children express interest in locating their birthday in a sequence of days and weeks. In kindergarten classrooms, as children gain expertise in using the

calendar as a tool, some children will likely initiate a plan to enter a birthday on the calendar. At this stage of calendar use, teachers will need to evolve the design that fits the level of understanding of the children in the group. Whether a birthday is entered on the weekly calendar strip or on a separate birthday calendar with a more conventional organization of weeks into months depends on the context. What is important is that the day-date calendar emerge in a context that fits with children's interests and develops their mastery of written numbers, counting, reading day labels, and using the calendar as an important tool in their lives.

Summary

The calendar is a tool for recording events of importance in the life of the user. It fosters the individual's ability to orient himself or herself in time. To enhance this ability in young preprimary children, it is essential to design a tool that they can use for reference and for recording events that are important to them. Initially, young children in school want to know what to expect in the sequence of a daily program. Then they want to know about the sequence of different activities across the period of a week. Slowly, as children develop the ability to

anticipate the pattern of their school lives by using recorded experience, teachers can offer a variety of developmentally appropriate calendars and create a "calendar rich" environment. In this context, children can become skillful in keeping records of important events and identifying patterns and relationships of time-event experiences. Through these calendar experiences, young children take one giant step toward increasing their autonomy and independence as learners and problem solvers.

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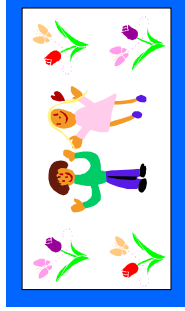
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Implementing the Prekindergarten Curriculum Guidelines for Social Studies

In today's session, we will:

- examine the elements of effective Social Studies instruction
- discuss ways to implement the Prekindergarten Curriculum Guidelines in your classroom



Notes

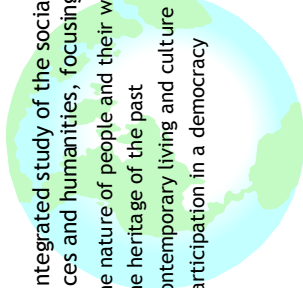
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What is Social Studies?

social studies n. pl —

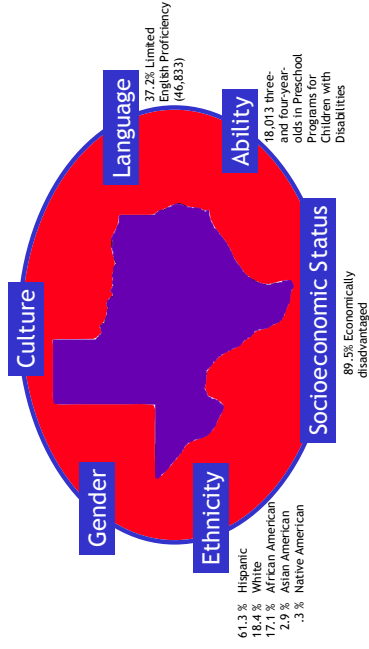
The integrated study of the social sciences and humanities, focusing on:

- the nature of people and their world
- the heritage of the past
- contemporary living and culture
- participation in a democracy



Diversity in Texas Prekindergartens

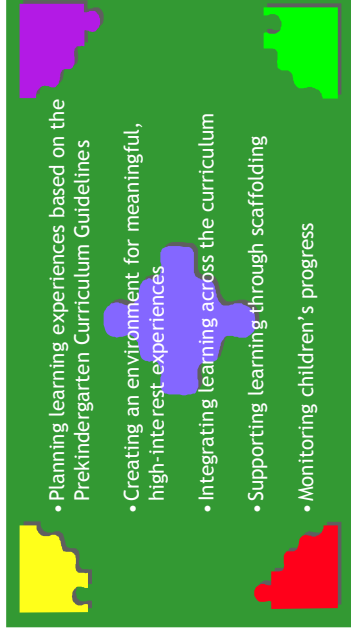
125,616 prekindergarten children in public schools, 1999-2000



3


Notes

Effective Social Studies Instruction Involves:




4

Notes




Planning learning experiences based on the Prekindergarten Curriculum Guidelines




Prekindergarten Curriculum Guidelines

- Articulate what 3- and 4-year-olds need to know and be able to do.
- Provide a means to align a prekindergarten curriculum with the Texas Essential Knowledge and Skills (TEKS).
- Assist educators in making informed decisions about curriculum content and implementation.




5

Notes



Planning learning experiences based on the Prekindergarten Curriculum Guidelines




Individual, Culture, and Community

- History
- Geography
- Economics

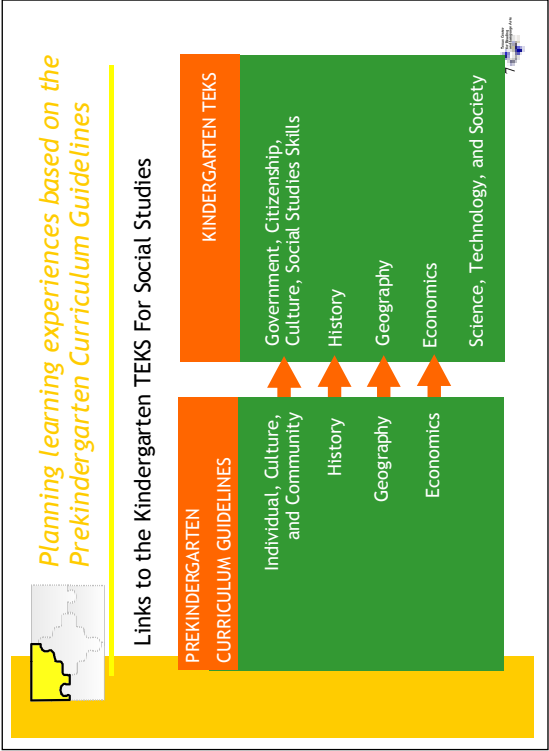
Social Studies Concepts

Social Skills and Attitudes



6

Notes



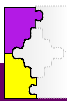
Notes

Creating an environment for meaningful, high-interest experiences


When planning social studies experiences:

- Recognize and value the strengths of each child.
- Link social studies to children's cultural and linguistic background, personal knowledge, and experiences, as well as to their families and communities.
- Provide opportunities for children from diverse backgrounds and abilities to learn side by side.








Notes




Creating an environment for meaningful, high-interest experiences




Culture: a system of **values**, **beliefs**, **behaviors**, and **understandings** about the world.

Shared By All	Shared By Some	Unique
   	 	




9

Notes




Creating an environment for meaningful, high-interest experiences




Learn about your children's background knowledge, families, and experiences.

What are some ways that you help build a bridge to connect family, home, community, and school?



10


Notes




Creating an environment for meaningful, high-interest experiences

Teacher-led small groups:

- Promote a sense of common purpose and belonging
- Help you support and closely monitor children's understandings and tailor social studies instruction to individual needs





11

Notes



Creating an environment for meaningful, high-interest experiences

Centers engage children in meaningful, high-interest home, community, and world experiences.





12

Notes

Creating an environment for meaningful, high-interest experiences

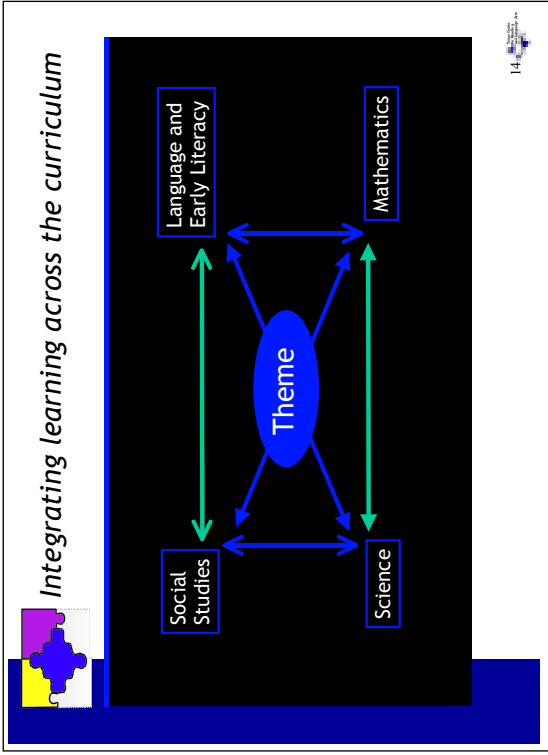
Dramatic Play:

- occurs when children adopt roles and attempt to recreate a familiar situation through pretend play
- contributes to children's development of critical social studies skills and concepts
- promotes language and early literacy development




14

Notes



Notes




Integrating learning across the curriculum

Thematic Planning

- Select a broad theme "Families"
- Identify relevant social studies guidelines Individual, Culture, and Community
- Link to related guidelines in one or two other content areas
 - Encourage talk about families during "Daily News" time (Language and Early Literacy)
 - Graph the number of people in each child's family (Mathematics)
- Build on children's current knowledge and abilities

15

Notes



Integrating learning across the curriculum

Families

Read and compare books about families

Language and Early Literacy

Encourage talk about families during "Daily News" time

Mathematics

Graph the number of people in each family

Science


Invite a parent to give a cooking demonstration

Build a house out of blocks and label the rooms

Social Studies

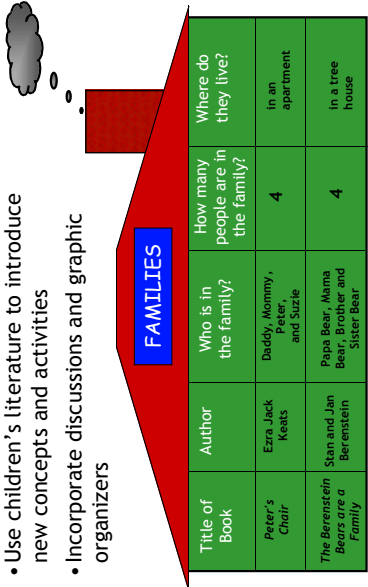
16

Notes




Integrating learning across the curriculum

- Use children's literature to introduce new concepts and activities
- Incorporate discussions and graphic organizers




Title of Book	Author	Who is in the family?	How many people are in the family?	Where do they live?
<i>Peter's Chair</i>	Ezra Jack Keats	Daddy, Mommy, Peter, and Suzie	4	In an apartment
<i>The Berenstain Bears are a Family</i>	Stan and Jan Berenstain	Papa Bear, Mama Bear, Brother and Sister Bear	4	In a tree house

17



Notes

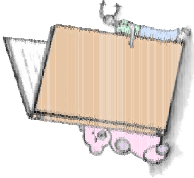


Integrating learning across the curriculum


Integrating Social Studies with Language and Early Literacy

Literature is one way to introduce children to:



- problems and solutions
- new people, places, and things
- cause and effect relationships
- different viewpoints
- likenesses and differences among people
- dispelling stereotypes



18



Notes





Integrating learning across the curriculum


Integrating Social Studies with Language and Early Literacy

Reading multicultural storybooks enhances children's awareness and attitudes towards other cultures.

1. With a partner, select one of your children's books.
2. Complete Handout 8: Using Children's Literature.
3. List ways to adapt or extend the book.



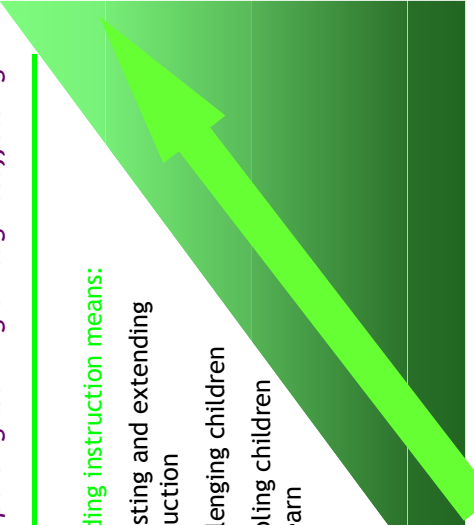
Notes




Supporting learning through scaffolding

Scaffolding instruction means:

- adjusting and extending instruction
- challenging children
- enabling children to learn




Notes



Supporting learning through scaffolding

- Build on what children already know
- Present new skills one at a time
- Model and demonstrate
- Guide learning



Notes




Supporting learning through scaffolding

- Role-playing
- Dramatic play helps children understand their world and strengthen their social skills

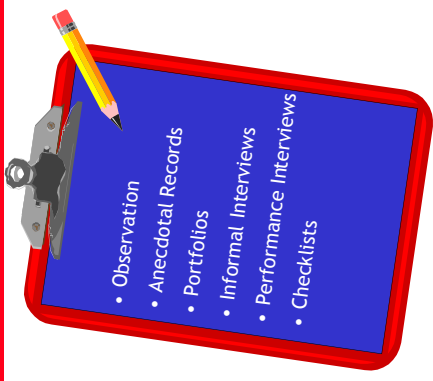





Notes




Monitoring children's progress



- Observation
- Anecdotal Records
- Portfolios
- Informal Interviews
- Performance Interviews
- Checklists




Notes



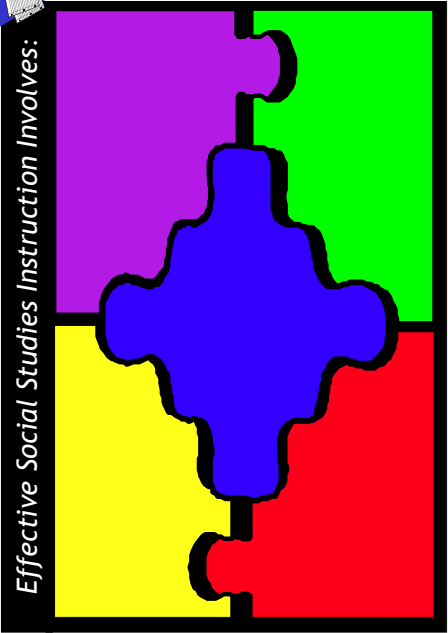
Monitoring children's progress

- Use student progress-monitoring data to inform instruction
- Collect performance information several times a year
- Establish a record-keeping system
- Study the information
- Incorporate findings into instruction
- Share progress information with parents



Notes

Effective Social Studies Instruction Involves:



25

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Notes

Putting It All Together: A Thematic Lesson Plan



THEME
Examples: All About Me, Families, Where We Live, Harvest Time, Life in Winter, Friendship, Growth and Change, On the Farm, Working Together, Spring/Growing Things, Summer Fun

SOCIAL STUDIES
Individual, Culture, and Community • History • Geography • Economics

ACTIVITY:
Prekindergarten Curriculum Guidelines Addressed:

MATHEMATICS
Manipulatives, Materials, and Learning Centers:

SCIENCE
Learning Centers, Materials, and Manipulatives:

LANGUAGE & EARLY LITERACY
Storybooks: Information Books: Poems/Songs/Fingerplays:

List some materials to add to your **DRAMATIC PLAY** Center:

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Notes

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