

**WCFS**

**Kindergarten - First Grade**

**Course Objectives**

Kindergarten – First Grade: English Language Arts

Objectives

Teaching Methods

Indicators

Objectives	Teaching Methods	Indicators
<p><b>Phonics and Reading</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify same and different sounds</li> <li>• Identify initial and final sounds in a word.</li> <li>• Categorize words as same or different by initial/end sounds.</li> <li>• Repeat and produce rhyming words and alliteration.</li> <li>• Blend sounds and syllables to form words.</li> <li>• Segment and manipulate sounds in spoken words and sentences.</li> <li>• Identify letters and their corresponding sounds.</li> <li>• Identify letters – both upper and lower case.</li> <li>• Blend letter sounds together to create consonant and vowel blends</li> <li>• Blend letter sounds into one syllable words.</li> <li>• Engage in imitative reading at an appropriate rate.</li> <li>• Read orally from familiar texts at an appropriate rate.</li> <li>• Understand, acquire and use new vocabulary through exposure to a variety of texts.</li> <li>• Demonstrate an understanding of how print is organized and read.</li> </ul>	<p>Choose a well-constructed phonics program such as:</p> <ul style="list-style-type: none"> <li>• Sing, Spell, Read and Write</li> <li>• Hooked on Phonics</li> <li>• Go Phonics</li> </ul> <p>Read a variety of reading materials that promote listening skills and help students gain phonetic awareness such as:</p> <ul style="list-style-type: none"> <li>• I Can Read books</li> <li>• Children’s poetry and nursery rhymes</li> <li>• Dr. Seuss books and I Can Read All by Myself books</li> <li>• Children’s literature</li> </ul> <p>Use a variety of phonics materials to master letter/sound identification such as:</p> <ul style="list-style-type: none"> <li>• Reading games and letter flashcards. Create a phonics “Go Fish” game using a double stack of letter flashcards. Letter BINGO can be played by identifying the letter or the phonetic sound of the letter.</li> <li>• Make a game of finding letters everywhere you go. At the grocery store or riding in the car, your child can make a game of finding the entire alphabet – give him a list of letters before you go.</li> <li>• As you read with your child sit side-by-side and help her identify</li> </ul>	<p>By the end of first grade children will:</p> <ul style="list-style-type: none"> <li>• Identify initial, medial and ending word sounds in one-syllable words. Compare one-syllable words using initial, medial and ending sounds.</li> <li>• Identify whether isolated sounds are the same or different.</li> <li>• Categorize words as same or different by initial or final sounds.</li> <li>• Orally blend initial sounds with word families into a word, such as b-at = bat and c-at = cat.</li> <li>• Segment one-syllable words into phonemes (individual letter sounds). Blend 3-4 phonemes into a word, such as f-a-s-t = fast.</li> <li>• Identify in isolation, all upper- and lower-case letters of the alphabet and match the sound to each.</li> <li>• Orally blend syllables into a whole word, such as sun-ny = sunny.</li> <li>• Clap syllables in a word and words in a sentence.</li> <li>• Repeat and produce rhyming words and sounds orally.</li> <li>• Produce sentences with alliteration – orally.</li> <li>• Blend consonants to produce beginning and ending sounds.</li> </ul>

	<p>letters as you point to them. Help her sound out single syllable words by blending the phonemes (letter sounds) – c-a-t = cat.</p> <ul style="list-style-type: none"> <li>• As you sit side-by-side with your child use your finger to track your own reading. Children need to be taught that reading moves from left to right and top to bottom on the page. Point out to your child that the spaces in between letters (words) tell us where one word stops and another begins.</li> <li>• Start a word wall or word box in your home. Write words on 3x5 index cards and place them on the wall or in an index card box. Have your child cut out pictures to add to the cards to give him a visual clue.</li> <li>• Use multiple resources with your child to help determine the meaning of words: picture dictionaries, charts and posters and Richard Scarry’s Busytown books.</li> <li>• Use a computer game that reinforces phonics – Busytown and Dr. Seuss alphabet games name letters and sounds without too much in the way of hyper graphics. ABC Mouse has online interactive phonics games as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and read short and long vowels and “y” as a vowel.</li> <li>• Read one syllable words fluently.</li> <li>• Listen to models of fluent reading.</li> <li>• Read familiar text at a consistent and conversational rate with accuracy and expression – age appropriate.</li> <li>• Recite nursery rhymes, poems and finger plays with expression.</li> <li>• Recognize sight words: first and last name, a, the, my, you, is, are, have, said, etc.</li> <li>• Acquire and discuss new words and word meanings daily through texts, instructions and conversations.</li> <li>• Learn 5-8 new words every week.</li> <li>• Identify synonyms and antonyms orally.</li> <li>• Begin to decipher the meaning of words based on context, compound words, inflectional endings and base words.</li> <li>• Use words to describe location, size, color and shape.</li> <li>• Recognize that letters build words and words build sentences.</li> <li>• Recognize that printed words are separated by spaces.</li> </ul>
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<p><b>Reading Comprehension</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop comprehension skills by reading or listening to a variety of informational and literary texts.</li> <li>• Identify text features that help give further meaning to understand informational texts.</li> <li>• Use text features to facilitate understanding of literary texts.</li> <li>• Determine important ideas and messages in informational texts.</li> <li>• Use elements of narrative texts and poetry to facilitate understanding.</li> <li>• Determine and identify important ideas and messages in literary texts.</li> <li>• Identify and describe the author’s use of language in informational, literary texts and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the same books and stories aloud multiple times to increase your child’s familiarity with words.</li> <li>• Children do not need to be independent readers to develop good comprehension skills – much of this can be accomplished through reading aloud to your child and asking questions.</li> <li>• Read magazine, newspaper, billboard or online advertisements to your child. Look at the picture and listen to the words – what is this ad telling you about the product? How do the words make it appealing?</li> <li>• Children understand stories that are written at a much higher reading level than their grade/age. Take time to read one chapter a day from an appropriate children’s novel. Have your child summarize the chapter you read the day before. Ask questions about the setting, characters and action at the end of today’s chapter. Finish your</li> </ul>	<ul style="list-style-type: none"> <li>• Track print from left to right and top to bottom. Make return sweep to the next line of text.</li> <li>• Identify title, cover page, front and back of book, and page numbers.</li> <li>• Understand that speech can be written and read.</li> <li>• Listen to a variety of nonfiction materials: textbooks, age appropriate articles, magazines or interviews and give a brief summary.</li> <li>• Recognize functional materials: posters, flyers, forms, invitations, menus, maps, recipes, rules or schedules.</li> <li>• Recognize print features: large or bold type, colored print, chapter titles or numbers, numbered steps.</li> <li>• Use graphic aids to help understand the printed text: illustrations, pictures, photographs, drawings, maps.</li> <li>• Understand the difference between fiction and nonfiction – with reminders.</li> <li>• Understand sequential order and order a story orally or with the use of pictures.</li> <li>• Describe basic cause and effect relationships from stories.</li> </ul>
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	<p>time by asking “What do you think will happen tomorrow?”</p> <ul style="list-style-type: none"><li>• Point out how text is organized to help readers: bold or larger text in an ad, chapter numbers in a novel, titles in stories.</li><li>• Read a story that uses repetition or alliteration and point that out to your child. Next time you read the book see if he remembers and can help you “read” the story.</li><li>• Dr. Seuss books are a great source of rhyming words. After you have read a particular book several times – stop short and see if your child can remember the word that completes each line or sentence.</li><li>• Frog and Toad books are great books to use to discuss moods, friendship and helpfulness in a humorous way.</li><li>• Amelia Bedelia books are a wonderful way to introduce how words and sentences can have multiple meanings.</li><li>• Have your child retell a story at dinner that was read earlier in the day. Have her focus on the sequence of events and the main idea of the story. Don’t be critical if she doesn’t remember everything – keep practicing.</li></ul>	<ul style="list-style-type: none"><li>• Summarize a story’s main idea and describe the main characters – at a K/1 level.</li><li>• Identify the beginning, middle and end of a story.</li><li>• Retell the problem and solution of a story.</li></ul>
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<p><b>Writing</b>                      Students will be able to write:</p> <ul style="list-style-type: none"> <li>• Upper- and lower-case letters</li> <li>• First and last name</li> <li>• Address and phone number</li> <li>• Sight words and copy work</li> <li>• New words and spelling words</li> <li>• Numbers 0 – 9</li> <li>• Names of family members, foods, toys, pets, common objects</li> <li>• Upper-case letters at the beginning of names, proper nouns and sentences</li> <li>• Student will be able to produce writing that is legible to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Before your child is ready to write he can trace enlarged letters with his finger.</li> <li>• Fun ways to practice letters: create a tray of sand or shaving cream and have your child write with her finger – clear the letter and practice another. Play-Doh and cold, cooked spaghetti noodles are another fun way to form letters.</li> <li>• Purchase a reusable white board or chalk board to practice writing letters and words.</li> <li>• Purchase grade level writing paper with guide lines for beginning writers.</li> <li>• Copy work is a useful method of mastering writing. Children can copy their names, addresses, short Bible verses, short lists, number words, phone numbers – anything that gives them more practice.</li> <li>• Holding a pencil is not instinctive. Be patient as your child learns to hold a pencil correctly. Take the time to place your hand on hers and write hand-over-hand.</li> <li>• Don't worry about reversed letters and numbers yet! Some letters and numbers are just hard to master, such as: s, p, q, b, d, 2, 5, 6 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate beginning and basic manuscript through copy work and guided practice.</li> <li>• Trace letters and numbers correctly.</li> <li>• Copy printed words without tracing.</li> <li>• Write words sequentially with a space in between.</li> <li>• Copy short sentences from another source such as a white board, printed materials or something written with the intention of being copied.</li> <li>• Write very short sentences with some assistance.</li> <li>• Write words in a list.</li> <li>• Write letters and numbers that are becoming increasingly neat and recognizable.</li> </ul>

<p><b>Grammar and Spelling</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use grammar concepts and skills that strengthen oral and written language.</li> <li>• Recognize examples of conventional English grammar usage in written texts.</li> <li>• Understand and apply standard English in oral and written language.</li> <li>• Explain the purpose of grammar mechanics to make and clarify meaning.</li> <li>• Understand and use basic punctuation and capitalization in written language.</li> <li>• Apply conventional spelling in written language.</li> </ul>	<ul style="list-style-type: none"> <li>• Show your child how to leave a finger space between words in a sequence.</li> </ul> <p>Grammar at the K-1 level may seem overwhelming! The idea is to keep it fun and remember that you are just laying a foundation for later learning.</p> <ul style="list-style-type: none"> <li>• It’s never too early to watch Grammar Rock videos in the Schoolhouse Rocks collection – you can buy the DVDs or watch them on You Tube. It’s amazing what we can memorize using songs. Don’t worry if your child doesn’t fully understand the grammar concept – these songs will serve as a useful aid for years.</li> <li>• Compose 2 word silly sentences orally – change the noun and verb tense so that your child learns to recognize subject/verb agreement. Ex: Squirrels scurry. vs Squirrels scurries.</li> <li>• Create a simple sentence game where one noun or verb (use plurals and different tenses) on each card. Then mix and match or play as a Go Fish styled game. The winner is the one with the most sentences that are grammatically correct. As your child moves to</li> </ul>	<ul style="list-style-type: none"> <li>• Use complete sentences in conversation and to respond to questions.</li> <li>• Use sentences with correct verb tense and subject/verb agreement.</li> <li>• Compose simple sentences using correct word order.</li> <li>• Distinguish, orally, between complete and incomplete sentences.</li> <li>• Label and use nouns, verbs and pronouns in written language.</li> <li>• Recognize when nouns and verbs agree. Offer a correction when nouns and verbs don’t agree.</li> <li>• Recognize when personal nouns and pronouns agree.</li> <li>• Recognize and use the proper punctuation at the end of a sentence: period, question mark or exclamation mark.</li> <li>• Use commas in dates, salutations and closings.</li> <li>• Use capital letters to begin sentences and identify proper nouns.</li> </ul>
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	<p>other grades the game can expand to add other parts of speech to create more complex sentences.</p> <ul style="list-style-type: none"> <li>• A sentence only needs a subject and verb to be complete – young learners can understand this. As you do chores together or have time driving play a “buzzer” game where you say a sentence or fragment orally. If it’s a complete sentence your child can clap or cheer – if it’s not complete your child can make a buzzer sound. Work together to correct fragments.</li> <li>• Make a game out of spelling. Allow young learners to use Scrabble tiles to copy their spelling words before writing them</li> <li>• Create word searches with spelling lists or simple crossword puzzles. There are several online sites that allow you to enter lists and create the puzzle for you.</li> <li>• Don’t neglect correcting incorrect spelling – even with early learners. Creative ways to practice problematic words are mini spelling bees, writing words in sand or shaving cream trays, or using magnetic letters on the fridg.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly spell phonetic, pattern, and sight words at a grade appropriate level.</li> <li>• Attempt spelling unknown words, but recognize correct spelling and make corrections.</li> <li>• Access resources to spell unknown words: word walls and index cards, labeled objects and picture dictionaries.</li> <li>• Spell first and last name correctly, without help.</li> </ul>
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<p><b>Listening and Speaking</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate active listening strategies.</li> <li>• Comprehend and respond to what is heard.</li> <li>• Speak clearly enough to be heard and understood in a variety of settings.</li> <li>• Make oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reading aloud is one of the best tools to create good listening habits. This can be done at various times throughout the day and young learners still enjoy bedtime stories.</li> <li>• Don't expect younger children to sit still all the time. Children can color pictures, work with Play Doh, build with blocks or Legos and still be actively listening.</li> <li>• Check frequently for comprehension by asking questions about what has been read or asking children to summarize.</li> <li>• Have children repeat directions back to you.</li> <li>• Before taking your child to a family gathering, church or a play date practice with a mini Q &amp; A session. Teach your child to make eye contact, ask questions relatives may ask, give them some conversation prompts to follow.</li> <li>• Have show and tell at home or in small group settings.</li> <li>• Have your child demonstrate how to do his favorite activity to a family member.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to a speaker.</li> <li>• Follow 2 or 3 step directions without repeating. (by the end of kindergarten)</li> <li>• Follow a set of multi-step directions.</li> <li>• Understand what was spoken by retelling, asking questions and relating prior knowledge.</li> <li>• Listen carefully to expand knowledge and vocabulary.</li> <li>• Use verbal and non-verbal techniques useful in communications such as voice volume, gestures and facial expressions.</li> <li>• When making an oral presentation use props or demonstrate a process.</li> </ul>

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	<ul style="list-style-type: none"><li>• Have your child give you a set of directions to follow. Have her check your progress.</li></ul>	

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<p><b>Patterns and Functions</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, copy, extend, and create numeric and non-numeric patterns.</li> <li>• Identify, copy, express and write equations and inequalities.</li> <li>• Locate points on a number line.</li> </ul>	<p>Choose a grade appropriate curriculum such as:</p> <ul style="list-style-type: none"> <li>• Saxon</li> <li>• Horizons</li> <li>• Abeka</li> <li>• Bob Jones</li> <li>• Singapore</li> </ul> <p>As a complement to a math curriculum:</p> <ul style="list-style-type: none"> <li>• Use manipulatives with and without numerical value to create and extend patterns.</li> <li>• Observe the world around to find patterns that occur in nature or man-made structures.</li> <li>• Use manipulatives of various types to show numerical values, equal and unequal amounts.</li> <li>• Write the numbers represented by the manipulatives.</li> <li>• Use manipulatives with a number line to give meaning to numerical symbols.</li> <li>• Several publishers have books that instruct you how to make math file folder games. These are a fun, easy to take along way to learn and reinforce a variety of math processes.</li> <li>• Use a 100s chart to identify and recognize numbers.</li> </ul>	<p>By the end of first grade child will:</p> <ul style="list-style-type: none"> <li>• Demonstrate patterns with kinesthetic motions: clap, snap, clap, snap.</li> <li>• Represent repeating patterns using no more than 3 objects in core of pattern.</li> <li>• Sort a collection of objects according to a rule – color, size, shape, etc.</li> <li>• Identify patterns in real life situations – could patterns, animal markings, plants, brick work, grocery shelves.</li> <li>• Continue a numerical or non-numerical pattern.</li> <li>• Skip count by 2, 5, and 10s. Skip count backwards by 10s.</li> <li>• Represent numeric quantities using concrete and pictorial representations to model expressions.</li> <li>• Describe addition using terms such as: and, plus, add.</li> <li>• Describe subtraction using terms such as: minus, subtract, take away.</li> <li>• Identify numbers already marked on a number line.</li> </ul>

<p><b>Geometry</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and describe the attributes of plane geometry.</li> <li>• Recognize and describe solid geometric shapes.</li> <li>• Recognize congruent objects.</li> <li>• Begin to recognize a transformation of a single shape.</li> <li>• Describe geometric figures and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games that have counting or pattern elements to them: Chutes and Ladders, children’s Yahtzee, Candyland.</li> <li>• Give your child a paper or cardboard shape and have him find as many things at home that have that same shape. Make a shape poster with the cut-out shapes and the names of the objects written on them.</li> <li>• Use geometric solid manipulatives and have your child find as many things in the house, garage, yard or neighborhood that have the same shape.</li> <li>• Most basic skills books have shape finding and tracing activities. You can also have your child create shapes and geometric solids with Play Doh, cut paper, Legos, geoboards, and Wikki Stix.</li> <li>• The Pattern Block book by Didax has multiple activities that use pattern blocks to copy, recreate and transform geometric shapes.</li> <li>• Your child can create symmetric shapes by folding paper in half and cutting away from the fold or painting a “blob” on one half of a paper and folding the paper near</li> </ul>	<ul style="list-style-type: none"> <li>• Represent relationships between numbers in terms of less than, more than and equal to.</li> <li>• Sort and regroup everyday objects and geometric figures according to shape, size and color.</li> <li>• Recognize and describe shapes such as triangles, squares, rectangles and circles.</li> <li>• Compare, trace, draw and reproduce triangles, squares, rectangles and circles.</li> <li>• Compare geometric solids in relation to their planar counterparts. Identify geometric solids such as: cubes, cylinders, spheres, cones, pyramids and rectangular prisms.</li> <li>• Identify everyday objects that have the same size and shape.</li> <li>• Demonstrate a slide or flip using manipulatives or paper cut outs.</li> <li>• Use direction, location and position words such as left/right, up/down and over/under.</li> <li>• Demonstrate a knowledge of symmetry in basic shapes and pictures by paper folding or drawing a line of symmetry.</li> </ul>
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<p><b>Measurement</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explore measurement units.</li> <li>• Measure in non-standard units.</li> <li>• Read measurement units.</li> <li>• Measure in customary units.</li> </ul>	<p>the blob and smoothing while folded to create a symmetrical paint shape.</p> <ul style="list-style-type: none"> <li>• Find symmetrical shapes as you go about your day: faces, sofas, cars from a frontal view.</li> <li>• Begin your school day with “calendar time” using a wipe off calendar. Circle the date on the calendar. Then fill in information such as: yesterday was (day, weather); tomorrow is (day); there are ___ days until (Saturday, birthday, holiday); there are ___ days left this (week, month, year). This is also a great opportunity for children to write the day of the week and month. Place a thermometer outside your kitchen window and have your child color a thermometer template each day.</li> <li>• Print a reproduceable boy or girl template for your child to add “clothing” to as determined by each season or month. You can also have your child cut pictures from magazines and create a 4 seasons poster that shows trees, weather and clothing.</li> <li>• Teach days of the week and months using songs. There are</li> </ul>	<ul style="list-style-type: none"> <li>• Order, compare and describe objects by attributes such as: weight, length, height, capacity.</li> <li>• Recognize time by identifying the days of the week and months of the year – and by using terms such as: yesterday, today, tomorrow, morning, afternoon, night, before and after.</li> <li>• Compare and describe temperature in relation to months, seasons, weather and clothing needed.</li> <li>• Use non-standard methods to measure length: How many giant steps does it take to get to the sidewalk? How many toe/heel “feet” long is the living room? (child and mom or dad)</li> <li>• Explore and compare the capacity of containers – how much water or rice does each hold? Which holds more? Etc.</li> <li>• Measure and compare the weight of objects, pets and people using a spring or bath scale.</li> </ul>
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<p><b>Statistics</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Collect, organize and display data.</li> <li>• Analyze data.</li> </ul>	<p>many age appropriate songs on You Tube or other web sources that have catchy tunes – choose one song for each concept and sing them whenever you have a few minutes in your day.</p> <ul style="list-style-type: none"> <li>• Compare objects as to which weighs more or less. Use a bathroom or spring scale to confirm your guesswork.</li> <li>• Patiently teach your child to use a standard ruler to first measure pictures of objects, then actual objects – use the inch scale. Don’t worry about being super accurate – just let your child get comfortable with using a ruler.</li> <li>• Use a small (or large) Judy Clock to teach analog time. Show your child different times (hand positions) and refer to them using time measurements and time of day references. (lunch, dinner, bedtime, school starts, play time)</li> <li>• In the fall, after a field trip to an orchard, count the different colors of apples you brought home. Create a picture graph where 1 drawn apple = 1 actual apple. (Picture graphs can be used with any collection of objects.)</li> </ul>	<ul style="list-style-type: none"> <li>• Read a calendar to identify days of the week and months.</li> <li>• Tell time in hours and half hours using an analog clock.</li> <li>• Read a thermometer to the nearest 10°.</li> <li>• Measure the length of objects and pictures of objects to the nearest inch using a ruler.</li> <li>• Measure and compare units of capacity using cups and gallons.</li> <li>• Collect “data” and sort according to directions (crayons by color)</li> <li>• Create a simple picture graph</li> <li>• Look at a graph and answer questions about the data represented</li> </ul>
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<p><b>Number Relationships &amp; Computation</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of whole numbers and place value.</li> <li>• Recognize basic fractions.</li> <li>• Recognize and use money.</li> <li>• Analyze number relationships and compute.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up your picture graph with a friends and family survey: Of the 4 apple types, which is your favorite? Create another picture graph by drawing faces to represent each person surveyed.</li> <li>• Help your child read picture graphs and simple bar graphs by asking questions related to the data shown. Most school readiness and grade level math books introduce simple bar graphs and picture graphs in kindergarten and first grade.</li> <li>• Use manipulatives as you begin math with your young learner. You can purchase math counters that may also come in a variety of colors to use in other types of sorting and pattern problems. Or you can use any other small objects that will serve the same purpose. Just make sure the manipulative itself isn't distracting – when our puppy counters became a play object for our youngest child, we switched to multi-colored plastic BINGO chips</li> <li>• Most math manipulative serve a variety of purposes. Pattern blocks can also be used to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Describe data presented in a table: bar graph or picture graph.</li> <li>• Create picture graphs using a 1:1 scale.</li> <li>• Ask questions to collect data.</li> <li>• Organize and categorize a group of objects to collect data. Use a graph or grid to collect data.</li> <li>• Organize collected data and display in a picture graph.</li> <li>• Demonstrate a knowledge of cardinal numbers by answering “how many.”</li> <li>• Use manipulatives to build and decompose sets to 10 (K) and 20 (1<sup>st</sup>)</li> <li>• Match a number to a set – quickly.</li> <li>• Count to 31 or higher (K) and 100 (1<sup>st</sup>).</li> <li>• Count backward from 10 (K) and from any number below 100 (1<sup>st</sup>).</li> <li>• Use ordinal numbers to indicate positions from first to tenth.</li> <li>• Use manipulatives to show a basic awareness of halves and fourths.</li> </ul>
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	<p>fractions. A Judy Clock can be used to show halves and quarters as you teach time.</p> <ul style="list-style-type: none"> <li>• Fractions can also be explained at snack time as you divide an apple (or other food) into halves or quarters to share.</li> <li>• Most math curricula and grade level workbooks have money matching activities.</li> <li>• To practice using real money – have your child save his money for a small item. Count the money together each time he adds a few coins. Then shop at a slow time of day and explain to the cashier that he will be purchasing the item and collecting the change. Teach your child to count his change before leaving the store.</li> <li>• While waiting in line – or in a drive thru – count the cars or people in line and assign them the appropriate ordinal place value.</li> <li>• Use manipulatives, pictures, stickers or marker style stampers when introducing addition and subtraction.</li> <li>• Use a number line to add and subtract by counting forwards and backwards.</li> <li>• Saxon introduces addition using doubles facts first, then doubles +1</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name the values of pennies, nickels, dimes and quarters.</li> <li>• Choose a coin named from a mixed set of coins.</li> <li>• Determine the value of a given set of coins up to \$1 (1<sup>st</sup>).</li> <li>• Use money in real life settings or while playing store.</li> <li>• Develop language to compare sets and quantities such as: more than, less than, greater than, fewer than, equal to, as many as, one less and one more.</li> <li>• In kindergarten add and subtract using manipulatives or pictures.</li> <li>• Develop strategies for addition and subtraction such as: counting on, counting back, making 10, doubles and doubles + 1.</li> <li>• Solve a story problem cooperatively using addition or subtraction processes.</li> </ul>
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	<ul style="list-style-type: none"><li>– while not understanding the reasoning, we trusted the method and found that it works well.</li><li>• Create simple word problems throughout the day that can be solved using addition or subtraction. “There are 8 people eating dinner but only 7 chairs at the table. How many chairs do we need?”</li></ul>	
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Kindergarten – First Grade Science Objectives

Teaching Methods

Indicators

Objectives	Teaching Methods	Indicators
<p><b>Skills and Processes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Ask questions about the world around them and show an interest in seeking answers through observations, investigations and trial and error.</li> <li>• Ask “How do you know?” questions in appropriate situations and attempt reasonable answers when others ask the same question.</li> <li>• Design and make things with simple tools and a variety of materials.</li> <li>• Practice identifying the parts of things and how one part connects to and affects others.</li> <li>• Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</li> </ul>	<p>Early Science should never be a stressor for parent or child. This is a wonderful time to explore, learn and investigate the world that God created. We are laying the foundation for future learning and mastery – so don’t be discouraged if your child forgets “important science concepts” during kindergarten and first grade.</p> <p>Choose a grade appropriate science curriculum such as:</p> <ul style="list-style-type: none"> <li>• Apologia</li> <li>• Answers in Genesis</li> <li>• Magic School Bus and Usborne early science books make great K – 1 resources because of their hands-on activities and engaging illustrations/storylines. Just be careful to substitute evolutionary explanations with the Creation account.</li> </ul> <p>In addition to a grade level curriculum:</p> <ul style="list-style-type: none"> <li>• Observe the world around you by stargazing, making collections from nature outings, being outdoors in all 4 seasons and visiting a variety of environments close to your home: forests/woods, mountains, lakes, seashores/bays, and fields.</li> </ul>	<p>By the end of 1<sup>st</sup> Grade children will:</p> <ul style="list-style-type: none"> <li>• Describe what can be learned about things by just observing those things and carefully adding information – doing something to the observed thing and seeing what happens.</li> <li>• Understand that we can gain information about science through reading, observing, exploring and investigating.</li> <li>• Use tools such as thermometers, magnifiers, rulers, balances and simple scales to gather data.</li> <li>• Understand and explain that when a science experiment is done the same way multiple times, we expect the same results.</li> <li>• Explain the importance of making first-hand observations.</li> <li>• Describe things accurately: number, shape, texture, size, weight, color and motion.</li> <li>• Draw pictures that portray features of the thing being described: a tree in all 4 seasons or the stages of seed growth.</li> <li>• Describe the importance of using tools to complete a task – some tasks cannot be completed without tools.</li> </ul>

Kindergarten – First Grade Science Objectives

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	<ul style="list-style-type: none"><li>• Take advantage of children’s museums – most of these have hands-on activities that demonstrate cause/effect, simple models, tools and building. The upper floor of the Maryland Science Center has a great hands-on room for young learners.</li><li>• Incorporating science into daily activities. Realizing that there are teachable science moments in the most ordinary of activities. For example – What does and doesn’t float in the bath tub? What happens when we keep adding marbles in a glass of water? What happens when we pour water, cooking oil and corn syrup into a glass and wait a few minutes?</li><li>• Read <i>The Cat in the Hat</i> with your child and marvel at the vehicle he drives to clean up the entire house. Ask you child what tools are on his vehicle. Have your child “create” a vehicle that could do multiple tasks at once – draw a picture together.</li><li>• Use an assortment of building materials to create a model or invention – how can the same materials be used to create something else?</li></ul>	<ul style="list-style-type: none"><li>• Make something out of paper, cardboard, wood, plastic, metal or found objects (think recycling bin materials) that may perform a task – or be a model for the “real” thing</li><li>• Use interlocking blocks, erector sets and the like to demonstrate construction, deconstruction and re-construction.</li><li>• Understand and explain why something may not work if some of its parts are missing.</li></ul>
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Earth and Space Science		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Investigating objects and materials in the environment.</li> <li>• Observe celestial objects that are visible in the day and night sky.</li> <li>• Investigate and gather information about changes in weather.</li> <li>• Recognize that there is a relationship between the sun and the earth.</li> <li>• Describe observable changes in water on the surface of the Earth.</li> <li>• Describe some events in nature that have repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• As you take “nature field trips” collect different rock and soil samples to compare at home. Collections can be displayed in empty egg cartons or sectioned craft boxes.</li> <li>• Answers in Genesis does an amazing job of describing how God created the Earth and Sun: the order of creation, how the Sun helps the Earth, how unique Earth is because of the Sun. AiG uses a lot of object lessons to make this more concrete for young learners.</li> <li>• Don’t shy away from using scientific terms at this grade level – and be consistent throughout the school years. The moon waxes and wanes in the night sky, the Earth orbits around the Sun and rotates on its axis – young learners understand and remember these terms if used consistently.</li> <li>• Purchase weather stickers and place one on the calendar each day to log the weather for the month. Use a phone app to record the temperature accurately each day. At the end of the week/month you can discuss how many sunny/cloudy/rainy days there were. Use the same stickers to</li> </ul>	<ul style="list-style-type: none"> <li>• Examine and describe Earth materials: rocks, soil and water.</li> <li>• Identify and describe the sun, moon and stars.</li> <li>• Describe ways in which the daytime and nighttime skies are different.</li> <li>• Identify and describe ways that the sun affects the Earth – including warmth and light.</li> <li>• Observe and describe different weather conditions.</li> <li>• Observe and compare day-to-day and monthly weather changes.</li> <li>• Record daily and monthly weather observations using pictures, pictographs, written or oral language. Record temperature, precipitation, wind, and cloudiness.</li> <li>• Describe how weather affects people and may impact daily activities.</li> <li>• Give examples of the sun’s effect on what happens to water on the Earth’s surface: water disappears from puddles, why surfaces stay wet after a rainfall under cloudy skies, the amount of time it takes for snow to melt depending on the amount of snow.</li> </ul>

<p><b>Life Science</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Observe a variety of familiar animals and plants (at the park, neighborhood, or home) to discover patterns of similarities and differences among them.</li> <li>• Investigate a variety of familiar places where plants and animals</li> </ul>	<p>make a pictograph to chart your weather data.</p> <ul style="list-style-type: none"> <li>• How does weather affect people? What types of clothes do you wear when it's hot/cold/snowy/rainy? What are activities you can and can't do in various weather events or seasons.</li> <li>• Make season posters using magazine or online photos: show trees, weather, activities, children dressed appropriately.</li> <li>• Go outside and observe what happens during and after a rain shower or snow fall. Catch snowflakes on a piece of black paper for a quick observation.</li> <li>• Melt ice cubes in a glass and then refreeze and then allow to melt again. This is the easiest chemical process to understand.</li> </ul> <p>So much of life science K-1 can be done through observation and discussion. Take a moment during other subjects or during outdoor play time to incorporate a quick observation and conversation.</p> <ul style="list-style-type: none"> <li>• Make a list or draw pictures of the plants and animals that live near you. Go to the library or go online and read more about each.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and describe that water can be a liquid or solid and go back and forth from one form to the other.</li> <li>• Identify and describe features (observable parts) of animals and plants that make some of them alike or different from one another.</li> <li>• Identify features that distinguish animals that are similar to each other: animals that fly have wings; animals that live in water may</li> </ul>
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Kindergarten – First Grade Science  
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<p>live to describe the places where they live.</p> <ul style="list-style-type: none"> <li>• Gather information and give evidence that humans have different external features such as size, shape etc. – yet are similar because they are made in God’s image.</li> <li>• Recognize that all living things have offspring – with a father and mother involved.</li> <li>• Observe and describe compare the life cycles of different kinds of animals and plants.</li> <li>• Recognize that living things are found almost everywhere in the world and that there are different kinds of living things in different places.</li> <li>• Compare and explain how external features of plants and animals help them survive in different environments.</li> <li>• Explain that there are differences among individuals in any population.</li> <li>• Describe some of the ways in which animals and plants depend on each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a nature center in your community. Many nature centers have habitat displays and live animals that live in that area. Try to visit nature centers when you visit other area to see the plant and animal life that lives in that area. Park workers are usually eager to explain things to inquisitive children. We were able to watch snake feeding time on one visit.</li> <li>• As you look at family photos discuss the similarities of your family members – who looks like whom? This is especially fun for young learners if you have childhood photos of yourself and your parents.</li> <li>• DK has a Children Around the World book that you can use to look at similarities and differences of children and parents from different countries and environments. What features are the same? What features are different? How so?</li> <li>• Make a game of matching plants and animals to various environments. Glue a variety of plant and animal photos from old books, magazines or online sources and use a children’s</li> </ul>	<p>have fins, scales, gills and/or blowholes.</p> <ul style="list-style-type: none"> <li>• Describe how features of animals or plants affect what they are able to do and where they can live.</li> <li>• “Collect data” through observation of family members or by looking at a variety of pictures to study the variations of human features to see how unique individuals are – while still being the only created beings made in God’s image. (height, weight, shape of facial features, hair/skin/eye colors)</li> <li>• Draw pictures or create a collage that shows the life cycle of various plants and animals. For example: Frogs – egg, tadpole, froglet, frog; People – baby, toddler, child, teen, young adult, adult/parent, middle aged, elderly.</li> <li>• Compare various types of similar plants and animals (various types of trees or various breeds of dogs) and discuss their similarities and differences.</li> <li>• Understand and explain how animal and human children look like their parents – and how plants of the same type look alike.</li> <li>• Understand and explain how plants and animals interact and depend upon each other: some</li> </ul>
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<p><b>Chemistry/Physics</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Comparing observable properties of a variety of objects and the materials they are made of from investigation and observation.</li> <li>• Describe the effect magnets have on a variety of objects.</li> <li>• Compare different ways that objects move.</li> <li>• Explain that there must be a cause for changes in motion of an object.</li> <li>• Understand that sunlight warms the land, air and water.</li> </ul>	<p>picture atlas – place the correct plants and animals on each page.</p> <ul style="list-style-type: none"> <li>• Make a texture box from a tissue box or shoe box – place one object at a time inside and have your child describe it – texture, hardness/softness, size, shape, etc.</li> <li>• Using bar or horseshoe magnets, experiment with a variety of objects to see which are magnetic and which are not. Let your child gather and test as many objects as she wishes. Separate them into two different boxes or piles.</li> <li>• Go outside or visit a playground with a variety of equipment. What are all the different ways your child can move on the playground? (back and forth on a swing, straight or spiral down on a slide, up and down on a see-saw, round and round on a merry go round). As you're having fun talk about motion – What made you go in that direction? What made you stop or go? What made you speed up or slow down?</li> <li>• Use a ball, a wagon or toy vehicle to recreate the same motions and</li> </ul>	<p>animals eat plants; some animals eat other animals and some animals such as birds and bees help plants pollinate.</p> <ul style="list-style-type: none"> <li>• Examine and describe various objects in terms of the materials (clay, cloth, paper, wood, candles) and what they are made of.</li> <li>• Describe the observable properties (size, shape, color and texture) of a variety of objects.</li> <li>• Investigate the effect of magnets on a variety of magnetic and nonmagnetic materials.</li> <li>• Given a variety of objects, make them move and describe and compare how they move: straight, round and round, back and forth and zig-zag.</li> <li>• Describe and investigate the ways in which objects' motions can be changed: sped up from standstill, go faster, go slower, change direction, no change. Identify what caused the change in an object's motion: push or pull.</li> <li>• Use a thermometer and their own senses to measure and feel the effects of sunlight at various times of day and in various seasons.</li> </ul>
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<p><b>Environmental Science</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify man made and God created (or natural) aspects of the environment.</li> <li>• Recognize that caring about the environment is a human activity.</li> </ul>	<p>observe how those motions were created (push or pull) and what caused changes in speed or direction.</p> <ul style="list-style-type: none"> <li>• Use a backyard thermometer to check the temperature throughout the day – as the sun warms the earth. When is it coolest/warmest – why do you think?</li> <li>• Observe the effects of sunlight by standing in the shade and the sun. Fill a bucket or kiddie pool with water from the hose – how does it feel immediately after filling? Place it in direct sunlight and check the temperature every hour or so with your hand – what happened?</li> <li>• Make a car game out of identifying man-made and God created objects when you drive.</li> <li>• Sort your trash: what can be burned, recycled, composted, reused or simply thrown away.</li> <li>• Pick up litter when you're outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify features of the natural environment that are made by God and man by humans.</li> <li>• Understand that littering harms the environment. Picking up trash and recycling shows good stewardship of God's creation.</li> </ul>
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Kindergarten – First Grade: Social Studies Objectives

Teaching Methods

Indicators

Objectives	Teaching Methods	Indicators
<p><b>Political Science</b>            Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and explain the importance of rules.</li> <li>• Identify symbols and practices associated with the United States of America.</li> <li>• Identify and describe people important to the American political system.</li> <li>• Understand and describe the rights and responsibilities of being a member of a family, church and neighborhood.</li> </ul>	<p>Teaching social studies at home gives you lots of opportunities to weave a Biblical worldview into all aspects of history and social studies. This is an introduction to social studies and history – so please don't worry about how much your child retains. Most social studies' curricula are cyclical and you will have ample opportunities in later grades to "review and relearn."</p> <p>Use a grade level social studies curriculum such as:</p> <ul style="list-style-type: none"> <li>• Beautiful Feet</li> <li>• Sonlight</li> <li>• Veritas Press</li> </ul> <p>In addition to (or instead of) your social studies curriculum:</p> <ul style="list-style-type: none"> <li>• Teach your children the Pledge of Allegiance and patriotic songs – these can be incorporated into your daily school routine and only take a few minutes.</li> <li>• Discuss key American symbols and what they stand for: the flag, bald eagle, Statue of Liberty, Liberty Bell.</li> <li>• Read library books or the D'Laires books about the presidents' lives – these are wonderful picture books.</li> <li>• As you move about your day – playing outside, driving, running</li> </ul>	<p>By the end of first grade children will:</p> <ul style="list-style-type: none"> <li>• Identify and recite/sing the Pledge of Allegiance and some patriotic songs.</li> <li>• Identify important political figures – the President and Vice-President.</li> <li>• Identify some key American symbols.</li> <li>• Describe what a rule is and how they are established to help us.</li> <li>• Tell things they do to help their homes, churches and neighborhoods be nicer places to live and visit.</li> </ul>

<p><b>Peoples of the Nation and World</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and describe similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same human needs.</li> <li>• Identify and describe ways that people from different cultures share and borrow in a community.</li> <li>• Explain how groups of people interact.</li> <li>• Identify community helpers and various jobs that people have in a community.</li> </ul>	<p>errands – ask your child questions: What would happen if everyone just drove where they wanted? Would it be fair if we didn’t pay for our groceries?</p> <ul style="list-style-type: none"> <li>• Establish some simple family rules with your children – let them share their thoughts.</li> <li>• Use opportunities as they arise to teach your children to be good citizens in their neighborhoods and churches. They can hold the door for an older person or busy mom. They can pick up a neighbor’s toy and place it on their porch.</li> </ul> <ul style="list-style-type: none"> <li>• DK has some great books about how children around the world live. These are picture books with child-sized bits of information.</li> <li>• Create a list with your child of the things that all people need to survive: clothes, food, housing. Use library books to “research” and learn how children in different parts of the country and world eat, dress and their types of housing.</li> <li>• Find coloring pages or dot-to-dot books that show children from other countries: where/how they live and how they dress.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how children around the world may live differently than we live.</li> <li>• Discuss (in simple terms) how people around the world dress, eat and live differently because of their environment. People in deserts don’t live in igloos for example.</li> <li>• Identify the things that they need to live safely.</li> <li>• Understand and discuss that many cultures have contributed to our country, food and holidays.</li> </ul>
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Kindergarten – First Grade: Social Studies  
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	<ul style="list-style-type: none"><li>• As you go places with your young children remember that every outing is a learning opportunity. Encourage your child to ask the librarian for help. Go into the bank and describe what the teller does to help you. At the grocery store point out all the different workers and their jobs. Take a field trip to the fire department or police station.</li><li>• Choose a holiday and share with your child how we have borrowed different customs from other countries.</li><li>• Better yet – read about how a holiday such as Christmas is celebrated in another country and recreate that celebration as you are able.</li><li>• Try foods that have their origins in other countries and cultures. Try cooking some simple recipes together.</li><li>• Read children’s books that illustrate jobs, community helpers and the importance of cooperating with each other. The Berenstain Bear books are a great place to start.</li></ul>	<ul style="list-style-type: none"><li>• Identify community helpers and what they do: policemen, firemen, teachers, doctors, nurses, dentists.</li><li>• Understand that different people have different jobs and identify and discuss a few of those.</li></ul>
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Objectives	Teaching Methods	Indicators
<p><b>Geography</b> Students will be able to:</p> <ul style="list-style-type: none"><li>• Explain how people modify, protect and adapt to their immediate environments.</li><li>• Describe places in the environment using natural and human-made features.</li><li>• Describe how transportation and communication link people and places.</li><li>• Understand how transportation helps moves goods, messages and people from one place to another.</li><li>• Use maps and globes (in a grade appropriate manner) to locate and describe places.</li></ul>	<p>There are so many field trip possibilities here! Not only that, but all of geography can be an amazing lesson of God’s creativity in His created world.</p> <ul style="list-style-type: none"><li>• As you go on long car rides discuss the different types of vehicles you see. Ask your child: What do you think that truck is carrying? – or – Why is that the best way to transport _____?</li><li>• Talk about all the different ways people travel – car, train, boat, airplane. Go on field trips to the airport or a train ride.</li><li>• Go on hikes and look for and describe the different types of geographical features you see – hills, mountains, streams, rivers, ponds, lakes.</li><li>• Don’t limit your walks to natural settings only – go to parks, amusement parks, towns, cities and discuss the different ways that people creatively change the landscape. Look for examples of building that works with the natural surroundings and building that doesn’t.</li><li>• Use children’s atlases and picture atlases to see places that you may not be able to travel to.</li></ul>	<ul style="list-style-type: none"><li>• Identify basic land types and formations – from pictures and their environment.</li><li>• Explain why people dress in certain ways depending on where they live.</li><li>• Identify both God created and man-made features in the landscapes they encounter.</li><li>• Identify different types of transportation for people and goods.</li><li>• Identify different ways of transporting people and goods – why one method is better than another.</li><li>• Identify different ways that we communicate with other people.</li><li>• Identify basic map features – north, south, east and west.</li><li>• Identify continents and oceans and other major geographical features using a map or globe.</li><li>• Understand that maps guide us – they help us know where places are and how to get there.</li></ul>

<p><b>Economics</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Begin to understand the difference between a want and a need.</li> <li>• Identify that resources are used to make products.</li> <li>• Understand how different types of technology affect the way people live, work and play.</li> <li>• Describe how goods are acquired.</li> <li>• Describe different types of markets in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a globe to compare the amount of water and land that cover the earth.</li> <li>• Use grade appropriate map activity books to work on map skills.</li> <li>• Have your child draw a map of his room or her backyard – if it’s messy include it in the map.</li> </ul> <p>This is another opportunity for practical field trips. K – 1 children are ready to learn simple lessons about money and spending. Just make sure you have time and the patience of all involved.</p> <ul style="list-style-type: none"> <li>• Talk about different ways we can “get new things.” We can pay for them with money. We can trade. We can work to earn something.</li> <li>• Let your child help you with the self-scanners at a check out or pay for her purchases with assistance from you.</li> <li>• Work with your child to make lists of everything that he wants and needs. Help him determine the difference between the two.</li> <li>• Watch You Tube videos – the Discovery Channel ran a whole series of How It’s Made for Kids. This is a fun way to see how raw materials make something kid friendly.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss different ways they can get something “new”.</li> <li>• Recognize the difference between something they need to be well and something they want for fun.</li> <li>• Pay for small purchases with help. Think about the right money to use with guidance.</li> <li>• Help parents determine things that are needed in the home and think of other ways to acquire them.</li> <li>• Understand that what they see in stores was made somewhere by people and/or machines from other materials.</li> <li>• Be able to recognize and name various markets where things can be purchased or traded.</li> <li>• Identify different types of technology that we use daily.</li> </ul>
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<p><b>History</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between past, present and future time.</li> <li>• Compare daily life and objects of today and long ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Take your child with you to various types of markets as you shop – supermarkets, department stores, outdoor markets, farmers’ markets, flea markets, yard sales and thrift stores. Don’t try a marathon shopping day though!</li> <li>• Look for technology and how it helps us. Help your child understand that technology is anything that was once a new idea that helps people with their work. Find technology in your home – there’s a lot more than just your computer.</li> </ul> <p>Go on field trips! There are so many hands on and history field trips with programs for children in the MD, PA, VA area. It’s especially memorable if there are dress up and hands on activities.</p> <ul style="list-style-type: none"> <li>• Read picture books that are set in the past.</li> <li>• Have your child ask older relatives what it was like to be a kid when they were the same age. This is also a great bridge between generations.</li> <li>• Try to have an “old time” day – use the library to find out what it was like day to day 50 or 100 or</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the past has already happened; the present is right now; and the future will happen one day, but not yet.</li> <li>• Understand that boys and girls 50, 100, 150 years ago did not have everything (and the technology) that are available today.</li> <li>• Compare objects from the past to the objects of today.</li> <li>• Understand how objects from the past helped people then as our tools and technology help us today.</li> </ul>
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	<p>150 years ago. Make a game of trying to live like that for one day – what would you have to do without for a day?</p> <ul style="list-style-type: none"><li>• Read picture books that imagine what the future will be like. Your librarian is a wealth of information and help.</li></ul>	
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